

VOCABULARY Work and Jobs



In this unit, the topic vocabulary is related to work and jobs.

Remind students to use the *Outlook 2 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 2 Interactive Classroom (IC)* material to present the vocabulary in class or to test your students' familiarity with the vocabulary.

Remind students that there is a full glossary at the back of the Student's Book on pages 108-116.

- 1 Tell students that they are going to read some slides from a presentation at a recent careers counselling event. As a lead-in, you may first want to read the jobs on the slides and ask them how they say these jobs in their language. Then, tell students to read the slides, paying attention to the words in colour, and find out which job matches each one of the items listed.

ANSWERS

- 1 IT help desk technician (A)
- 2 IT help desk technician, physiotherapist (A, C)
- 3 Accept all logical and grammatically correct answers.
- 4 Accept all logical and grammatically correct answers.



LOOKING AT LANGUAGE

Read through the definitions of the words listed with students. You may want to ask them how they say these commonly confused words in their language.

- 2 Tell students to read the sentences and choose the correct answer to show that they understand the meaning of the words in bold.

ANSWERS

- 1 sales assistant
- 2 Computer programming
- 3 shop owner
- 4 Hotel receptionists
- 5 teacher

OPTIONAL ACTIVITY: READING COMPREHENSION

For stronger classes, you may want to ask students some questions about the jobs presented in the slides in Exercise 1:

- 1 What do IT help desk technicians do in a company?
- 2 If you want to work as an IT help desk technician, why are good communication skills also important?
- 3 What should you be good at to work as a copywriter?
- 4 What qualification is needed to work as a copywriter?
- 5 Why can working as a physiotherapist be really rewarding?
- 6 What are the main disadvantages of working as a physiotherapist?

ANSWERS

- 1 They provide technical support to computer users within a company.
- 2 Because you will be working with people on the staff who aren't technical and it must be easy for them to understand you.
- 3 You need to be able to think outside the box and be original. You also must be good at multitasking.
- 4 a bachelor's degree in English, communications or journalism
- 5 Because your job involves changing people's lives for the better.
- 6 Many clinics require working shifts and it is not a high-paying job.

- 3 Tell students to complete the sentences with the words in bold.

ANSWERS

- | | |
|--------------|--------------|
| 1 position | 5 booming |
| 2 staff | 6 internship |
| 3 range | 7 overtime |
| 4 on the job | |

- 4 Tell students to read the statements and decide if they agree or disagree. Remind them to pay attention to the words and expressions in bold. You may want to encourage students to provide reasons for their answers.

POSSIBLE ANSWERS

- 1 I disagree. STEM degrees (such as physics and maths) are more likely to lead you to a job.
- 2 I disagree. I think you need a degree to have access to a good job today.
- 3 I agree. You will be more motivated if you know that there is room for advancement in your company.
- 4 I disagree. Some workers are burnt out and do not find their jobs rewarding at all.
- 5 I agree. Creative people usually see things differently than others.
- 6 I agree. Freelancers can choose the hours that they want to work.

- 5 Ask students what other words they know connected to work and jobs. Tell them to also think of people associated with a job.

POSSIBLE ANSWERS

achiever, benefits, boss, colleague, job satisfaction, job security, officemate, part-time, perks, promotion, prospects, recognition, salary, stability, supervisor

OPTIONAL ACTIVITY: VOCABULARY

For further practice, you can ask students the following questions for class discussion:

- 1 Do you know anybody who is really good at **thinking outside the box**? Can you give an example?
- 2 Do you know anybody who is really good at **multitasking**? Can you give some examples?
- 3 Do your parents work **shifts**? Does it affect family life? In what way? Would you mind working shifts in the future? Why?

[] Workbook: page 48

LISTENING A Radio Programme

In this section, students will listen to three people talking about their jobs.

- 6 As a lead-in to this listening activity, ask students what jobs did not exist 30 years ago. Also ask them what new jobs they think there are going to be in the future.

POSSIBLE ANSWERS

Did not exist: app developer, cloud architect, data scientist, influencer, social media manager, YouTuber

Future new jobs: commercial drone operator, digital currency advisor, self-driving car mechanic

- 7 Tell students that they are going to hear three people talking about their jobs. Tell them to listen to the first speaker (Class CD 2, Track 21) and choose the correct answer.

ANSWERS

1 c 2 b

- 8 Tell students to listen to the second speaker (Class CD 2, Track 22) and decide if the sentences are true or false. Check students' understanding of the expression *get rid of* (sentence 1). For stronger classes, you may want to ask students to correct the false sentences.

ANSWERS

- 1 True
- 2 False – She admits it is much easier to organise other people's photos.
- 3 False – Maya only has a professional photo organising certificate.
- 4 False – She is a naturally organised person.
- 5 True

- 9 Tell students to listen to the third speaker (Class CD 2, Track 23) and complete the sentences using 1-2 words.

ANSWERS

- | | |
|-------------------|------------------|
| 1 the environment | 4 on animals |
| 2 flowers, oils | 5 very rewarding |
| 3 children | |

See Listening Script on page T178.

SPEAKING Talking about Work

In this section, students will talk about their ideal job.

- 10 Tell students to think of the ideal job that they would like in the future. Then, tell students to work with a partner and ask and answer questions about their ideal jobs.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students' understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.

TECHNO TASK

Tell students to record a personal statement about their dream job explaining what it is and why they want to do it.