

GETTING STARTED**What subjects will you choose?**

Listen and read.

Veronica: ... I've been choosing my school subjects for next year. I've decided to take a vocational GCSE* along with some traditional academic subjects.

Nhi: A vocational GCSE? What's that?

Veronica: Well, GCSEs are secondary certificates of education which are studied by students aged between 14 to 16. In vocational subjects, students can study a work sector like applied business, design, health, or tourism.

Nhi: Isn't it hard to study both academic and vocational subjects at the same time? And isn't it too soon to be doing vocational training?

Veronica: Well, no... they offer an applied approach to learning so it's not too difficult or too soon. I think it adds variety.

Nhi: Oh, I see! What area are you interested in?

Veronica: Leisure and Tourism.

Nhi: So, what job opportunities are there in tourism?

Veronica: A lot. You can work as a housekeeper, receptionist, tour guide, lodging manager, chef, or event planner. You can also work in customer service...

Nhi: Sounds interesting! What if you change your mind later?

Veronica: No worries. I can still progress to further education to take A levels*. With A levels, I can go to college or university. What about you?

Nhi: My dad is encouraging me to choose biology, chemistry, and physics.

Veronica: Wow! To become a doctor?

Nhi: Yeah, we've discussed becoming a doctor, but I may also become a biologist.

THIS UNIT INCLUDES:

VOCABULARY

Jobs, careers, and factors affecting career choice

PRONUNCIATION

High tones

GRAMMAR

Despite/In spite of; review

Verb + to-infinitive/Verb + V-ing

SKILLS

- Reading for general and specific information about choosing a career
- Talk about choosing future jobs and reasons for these choices
- Listening for general and specific information about choosing future jobs and reasons for the choices
- Writing about the qualities one needs to be able to do a certain job

COMMUNICATION

Talking about choosing future jobs and reasons for the choices



Objectives:

By the end of this unit, students can:

- use the lexical items related to jobs and careers
- identify in which situations to use high tones and say sentences with the correct high tone
- use the structures Verb + to-infinitive/Verb + V-ing correctly
- read for general and specific information about choosing a career
- talk about choosing future jobs and reasons for these choices
- listen for general and specific information about choosing future jobs and reasons for these choices
- write about the qualities one needs to be able to do a certain job

GETTING STARTED

What subjects will you choose?

Introduction

Before Ss open their books, review the previous unit by asking them to play a game. First, divide Ss into two equal teams. Write the phrase 'The roles of teachers and schools in the future' on the board. Ask the two teams to write down as many words/phrases relating to the roles of teachers and schools in the future as possible. Set a time limit of three minutes. The team with more correct words/phrases wins.

- 1 Ask Ss what job or career they want to do in the future. Then ask them another question:

Do you have to choose some specific subjects to focus on if you want to do that job in the future?

Elicit answers from Ss. Now, tell them to look at the picture and the heading 'What subjects will you choose?' and ask them these questions:

Who can you see in the picture?

Where do you think they are?

What do you think they are talking about?

Have Ss answer as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the conversation.

- a** Put a word/phrase from the box under each picture.

housekeeper
lodging manager
customer service staff

tour guide
event planner
biologist



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

- b** Find a word/phrase in the conversation that means:

- a secondary school qualification that UK students generally take at the age of sixteen
- subjects connected with the skills and knowledge to do a job
- subjects which focus on theory including mathematics, literature, science, etc.
- a practical method
- the business of providing services for people on holiday
- the time when you are not at work or school

- c** Tick (✓) true (T), false (F), or not given (NG).

	T	F	NG
1. Veronica is going to take a vocational GCSE subject.			
2. Nhi knows what a vocational GCSE is.			
3. Veronica will not have to study academic subjects any more.			
4. Veronica is going to become a tour guide.			
5. Nhi's father wants her to study the sciences.			
6. Nhi has decided to become a doctor.			

- 2 a** Look at the phrases and cross out any noun/noun phrase that doesn't go with the verb.

1. earn
a living
money
a job

2. do
leisure time
a nine-to-five job
a course

3. work
overtime
a job
flexitime

4. take
a course
a job
a living

- b** Complete each of the following sentences with a collocation in **2a**. Note that one is not used. You may have to change the forms of the collocations to fit the sentences.

- He decided to _____ an English _____ before going to work in America.
- I'm _____. I work my eight hours and I don't have to work overtime.
- I prefer to _____. That allows me time to take my children to school.
- She _____ by selling vegetables in the village market.
- She _____ in cooking before taking the post as a chef in the restaurant.
- Most people in my company are suffering from stress because they are asked to _____.

3 GAME: WHAT'S MY JOB?

In groups, take turns to think of a job. The others can ask Yes/No questions to find out what that job is.

Example:

- A: Do you work in an office?
B: No.
C: Do you look after people?
B: Yes.
D: Do you have a university degree? ...

- a** Ss work in pairs to label the pictures with the words/phrases given. Allow pairs to share their answers before asking them to discuss as a class. Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary.

Key: 1. lodging manager 2. event planner 3. customer service staff
4. housekeeper 5. tour guide 6. biologist

- b** Have Ss work individually. Ss find the words/phrases with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class.

Key: 1. GCSE 2. vocational subjects 3. academic subjects
4. applied approach 5. tourism 6. leisure

- c** Have Ss read the conversation again to tick true (T), false (F), or not given (NG). Remind Ss that they can answer NG (not given) if they don't think the information was given as part of the conversation. Ss exchange their answers with a classmate. Ask for Ss' answers as well as their explanation for their choices. Write the correct answers on the board.

Key: 1. T 2. F 3. F 4. NG 5. T 6. F

- 2 a** Have Ss work in pairs to read the phrases and complete the task. Check the answers as a class.

Key: 1. a job 2. leisure time 3. a job 4. a living

- b** Ask Ss to work individually to complete the sentences with the right collocations. Then ask them to share their answers with a partner. Finally, check the answers as a class.

Key: 1. take/do (an English) course 2. doing a nine-to-five job 3. work flexitime
4. earns money/earns a living 5. did a course/took a course 6. work overtime

- 3** Ask Ss to work in groups of four. Ss take turns thinking of a job. The others ask Yes/No questions to find out information, and guess what the job is. The aim is to have Ss ask as many questions as possible. T can tell them that they may ask questions about necessary qualifications, skills, likes, dislikes, working conditions, salary, colleagues, or people they are working with.

Reference for teachers:

Education system in the UK

Key Stage	Ages	Duration	School years	Final exams
0: Early Years	3 – 5	2 years (1 compulsory)	Nursery, Reception	
1: Primary - basic	5 – 7	2 years	1 – 2	KS1 SATS, Phonics and Reading Check
2: Primary - junior	7 – 11	4 years	3 – 6	KS2 SATS
3: Secondary	11 – 14	3 years	7 – 9	None
4: Secondary	14 – 16	2 years	10 – 11	GCSEs and other Level 1/2 or KS4 qualifications
5: Sixth Form /Further Education	16 – 19	2 years or more (non-compulsory)	12 – 13	A-Levels, AS-Levels, NVQs, and other Level 3 qualifications

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A CLOSER LOOK 1

Vocabulary

- 1** Put one word/phrase under each picture. There is one extra word.

opera singer architect mechanic
fashion designer tour guide pharmacist
businesswoman craftsman physicist



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

- 2** Fill each blank with a suitable job from **1**, adapting them where necessary.

1. She dreams of becoming a _____ because she really likes physics.
2. He has a talent for fixing things, so he is an excellent _____.
3. My father is running a pharmacy. He is a _____.
4. He wants to become a _____. He's very interested in fashion and design.
5. As a(n) _____, he has many opportunities to perform in the Grand Theatre.
6. Working as _____, they design buildings.
7. They have won many big contracts. They are successful _____.
8. Working with skilled _____ in a pottery village, I learnt a lot about the art form.

- 3 a** Match each word/phrase in the left column with its definition in the right one.

Words/Phrases	Definitions
1. career	A. a type of job that needs special training or skills, often at a higher educational level
2. job	B. work which a person does to earn money
3. profession	C. the way a person progresses in work in one job or in a series of jobs
4. career path	D. a series of jobs a person does in a particular work area



- b** Fill each gap with a word/phrase in **3 a**.

1. Throughout his teaching _____, he worked as a teacher, a researcher and a textbook writer.
2. His _____ was becoming boring, so he decided to continue with his studies.
3. If you want to enter the teaching _____, you need to get a teaching degree.
4. She took a different _____ when she gave up nursing and became a yoga teacher.

A CLOSER LOOK 1

Introduction

Start by reviewing the previous lesson. Begin by asking two pairs of Ss to come to the front to play a quick game. Ask them to write as many jobs and collocations (or phrases) used to describe those jobs as possible. Set a time limit of three minutes. The pair with the most correct words and collocations wins.

Vocabulary

- 1** Now have Ss turn to the book and work in pairs to identify the pictures. Ask them to briefly describe the pictures. Then let them do the matching exercise. Check the answers as a class. Then ask Ss:

Which of these jobs would you like to do in the future?

Why would you like to do it?

Ask some Ss to answer the questions.

Key: 1. craftsman 2. physicist 3. opera singer 4. fashion designer
5. pharmacist 6. architect 7. businesswoman 8. mechanic

- 2** Have Ss work individually to fill the blanks. Remind Ss that the form of the word may need to be changed to fit the sentence. Allow them to share their answers with a partner before checking as a class.

Key:

1. physicist 2. mechanic 3. pharmacist
4. fashion designer 5. opera singer 6. architects
7. businesswomen and businessmen 8. craftsmen and craftswomen

- 3 a** Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

Key: 1. D 2. B 3. A 4. C

- b** Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

Key: 1. career 2. job 3. profession 4. career path

Pronunciation

High tones

1. We use high tones for adjectives like *excellent*, *gorgeous*, *brilliant*, *superb*, *absolutely amazing*, etc., to show strong feelings. If we use weaker adjectives like *nice*, *quite pleasant*, *quite pretty*, etc., our voice does not usually go high.

Example:

A: So, how was your trip?

B: Excellent!

A: Good food?

B: Quite pleasant.

2. When people use *excellent*, *gorgeous*, *brilliant*, *superb*, *absolutely amazing*, etc., with a flat voice, they mean the opposite.

Example:

A: The flight is delayed again.

B: Brilliant.



- 4 Listen to the conversations between Jenny and Tom. Notice how Tom uses the tones in his replies. Then practise the conversation with a partner.

1. Jenny: The new office is pretty.

Tom: Pretty? It's amazing!

2. Jenny: My new computer is OK.

Tom: OK? It's fantastic!

3. Jenny: The canteen is good.

Tom: Good? It's wonderful!



4. Jenny: My colleagues are OK.

Tom: OK? They are absolutely fantastic!

5. Jenny: The working environment is pleasant.

Tom: Pleasant? It's superb!

6. Jenny: The view from my office is nice.

Tom: Nice? It's gorgeous!



- 5 The responses to the pairs of sentences are the same but the speakers have opposite attitudes. Listen, draw arrows to show the tones, then repeat.

Example:

- a • They offered us Thai food.
• Delicious.

- b • We had some old slices of bread.
• Delicious.

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

Pronunciation

High tones

Have Ss silently read the information and examples in the box. Ask some Ss to summarise the rules and read out the examples in the box or to give their own examples. Ensure that Ss have understood the ideas before proceeding. Inform Ss that negative adjectives (awful, terrible) can be affected by tone in the same way as positive ones (excellent, brilliant).

- 4 Play the recording for Ss to listen. Ask them to draw arrows to illustrate Tom's tones. Play the recording again for Ss to repeat the short dialogues paying attention to the tones. Call on some pairs to act out the short dialogues.



Key + Audio script:

- | | |
|---|---|
| 1. Jenny: The new office is pretty.
Tom: Pretty? It's <u>amazing</u> ! | 4. Jenny: My colleagues are OK.
Tom: OK? They are <u>absolutely fantastic</u> ! |
| 2. Jenny: My new computer is OK.
Tom: OK? It's <u>fantastic</u> ! | 5. Jenny: The working environment is pleasant.
Tom: Pleasant? It's <u>superb</u> ! |
| 3. Jenny: The canteen is good.
Tom: Good? It's <u>wonderful</u> ! | 6. Jenny: The view from my office is nice.
Tom: Nice? It's <u>gorgeous</u> ! |

- 5 Have Ss work in pairs to draw arrows to show the tones before reading out. Then play the recording. Ask the pairs to listen and check their lines showing the tones. Confirm the correct answers. Ask some pairs to practise saying the pairs of dialogues. Correct them if necessary.



Key + Audio script:

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

A CLOSER LOOK 2

Grammar

Despite/In spite of: review

1 Complete each second sentence so that it has a similar meaning to the first. Write no more than THREE words.

- Although she loves maths, she has decided to become an English teacher.
In spite of _____, she has decided to become an English teacher.
- He studied hard, but he didn't pass the exam.
Despite _____, he didn't pass the exam.
- Even though he is lazy, he was given the job.
Despite his _____, he was given the job.
- Although he is short, he has been accepted into the volleyball team.
Despite _____, he has been accepted into the volleyball team.
- Even though she has poor health, she works twelve hours a day.
In spite of her _____, she works twelve hours a day.

Verb + to-infinitive/Verb + V-ing

Read part of the conversation from **GETTING STARTED**. Pay attention to the underlined part.

Nhi: My dad is encouraging me to choose biology, chemistry, and physics.
Veronica: Wow! To become a doctor?
Nhi: Yeah, we've discussed becoming a doctor, but I may also become a biologist.

REMEMBER!

Despite/In spite of is used to express contrast between two pieces of information in the same sentence. We use *despite/in spite of* before a noun, a noun phrase or *-ing* form.

Example:

- *Despite the low wage*, he agreed to take the job. [noun/noun phrase]
- *In spite of being offered a low wage*, he took the job. [*-ing* form]



- Verb + to-infinitive:** Some verbs are usually followed by the full infinitive. These verbs include *agree, expect, manage, pretend, tend, promise, attempt, offer, refuse...*

Example: I expect to get a good job in the future.

- Verb + V-ing form:** Some verbs are usually followed by the *V-ing* form. These verbs are *finish, stop, admit, deny, avoid, discuss, keep, mention, mind...*

Example: He doesn't mind working hard to earn more money.

- There are verbs that can be used with either *to-infinitive* or *V-ing* form without a change in meaning. These verbs are *begin, start, continue...*

Example: She began working/to work in our office last month.

- There are verbs that can be used with either *to-infinitive* or *V-ing* form but there is a change in meaning. They are as follows:

	V-ing	to-Infinitive
remember	Have a memory of doing sth <i>Do you remember doing that part-time job?</i>	Do sth you have to do <i>Did you remember to ask your boss for the day off?</i>
forget	Not remember a past event <i>I forgot reading the job ads yesterday.</i>	Not remember sth you have to do <i>Don't forget to send your application on time.</i>
try	Do sth to discover its qualities or effects <i>He isn't in the office. Try phoning his home number.</i>	Make an effort to do sth <i>I tried to get the job, but I failed.</i>
stop	Stop an action <i>She stopped complaining when she was given a promotion.</i>	Interrupt an action to do sth else <i>I stopped (my study) to look for a job.</i>

A CLOSER LOOK 2

Grammar

Despite/In spite of: review

Have Ss read the **REMEMBER!** box, then ask one or two Ss to summarise the rules. T can write the example sentences on the board. Ask Ss to give further examples. Make it clear to Ss that these expressions can be used interchangeably. They both work with all the forms: before a noun, a noun phrase, or an *-ing* form.

1 Ask Ss to work individually to fill in the gaps. Check the answers as a class.

Key: 1. loving maths 2. studying hard 3. laziness 4. being short 5. poor health

Verb + to-Infinitive/Verb + V-ing

Ask Ss to read the bubble quoted from the **GETTING STARTED** conversation, then have them read the structures and examples in the grammar box carefully. Help them with the meanings of the verbs if necessary.

Divide the board into four columns. Write **Verb + to-Infinitive**, **Verb + V-ing**, **Verb + to-Infinitive/V-ing** with no change in meaning in each column, and a column for **Verb + to-Infinitive/V-ing** with change in meaning. Ask four Ss to come to the board to write the verbs mentioned in the grammar box in the appropriate column. Ask other Ss to give examples with these verbs.

Reference for teachers:

Education system in the UK (continued)

Early Years Foundation Stage

Between the ages of 3 and 5, children are considered to be in the Early Years Foundation Stage of education. All childcare organisations, schools, and nurseries are required to help children develop their social, creative, language, and literacy skills in a safe and supportive environment.

Primary Education

At age 5, children enter primary school where they begin their basic first stage of education. At the age of 7 they complete the Key Stage 1 assessments to judge their level of development and abilities.

Primary/Junior Education

Between the ages of 7 and 11, children move on to junior school where they continue their basic education. At the age of 11 they complete the end of Key Stage 2 assessments to judge their knowledge and skills in key areas like literacy, numeracy, and science.

Secondary Education

After completing Key Stage 2, students move on to comprehensive school until they reach the age of 16. From 11 to 14 students receive a general education in a broad curriculum of subjects including English, Maths, Humanities, Languages, Creative Arts, Technology, Physical Education, etc. From the ages of 14 to 16 students receive more focussed education in around ten subjects (some chosen, and some compulsory). At the end of Key Stage 4, at age 16, students sit exams to gain GCSE qualifications or equivalents. Here standards are higher and programmes more challenging.

Further Education

Those who are successful at the end of Key Stage 4 may move on to Further Education, also known as Sixth Form or Post-16 education. This stage is non-compulsory, and students may choose to leave school entirely at this point. For two more years students study three or four subjects of their choice. At the end of Key Stage 5, students sit exams towards A level or equivalent qualifications.

Vocational Education

In addition to academic qualifications, students may begin studying more vocational qualifications from the age of 14. At Key Stage 4, students must follow a curriculum that is at least partially composed of academic subjects. English and maths are compulsory at Key Stage 4. At Key Stage 5 students can follow an entirely vocational curriculum if they wish. Popular vocational qualifications include BTECs, and NVQs.

2 Circle the correct words or phrases in bold. Sometimes both options are correct.

1. The man offered to **give/giving** me the job.
2. She managed to **pass/passing** the exam for that top school.
3. The students discussed to **choose/choosing** a career.
4. Did your teacher mention to **take/taking** vocational courses?
5. The company refuses to **employ/employing** poorly qualified applicants.
6. The teacher continued to **talk/talking** about job opportunities when the principal came in.

3 Choose the correct answer(s).

1. The school is expected _____ good citizens for society.
A. to provide B. provide C. providing
2. The school headmaster promised _____ practical study programmes to students.
A. to offer B. offer C. offering
3. The company admitted _____ the employee unfairly.
A. to dismiss B. dismiss C. dismissing
4. She doesn't mind _____ hard to reach her career goals.
A. work B. to work C. working
5. It may be too late to begin _____ vocational skills after you leave school.
A. to learn B. learn C. learning
6. Many more students tend _____ in vocational schools than in senior secondary schools.
A. enrolling B. to enrol C. enrol

4 Complete the sentences using the ideas in the pictures and the correct form of the verbs in brackets.



1. Oh, no! I forgot _____ the door! (LOCK)
2. ... I don't remember _____ you at the job fair last year. (MEET)
3. I've been trying _____ the employment office, but no one is answering! (CONTACT)
4. Did you remember _____ your CV? It's the deadline this morning. (SEND)
5. I will never forget _____ so hard to become an architect. (WORK)
6. Please, stop _____. The library is a quiet space. (TALK)
7. Why don't you try _____ your CV to the company? They are looking for people like you. (POST)
8. She stopped reading _____ the phone. (ANSWER)

5 Complete each second sentence using the right form of the word given so that it has a similar meaning to the first. Write between two and five words.

1. The boy finally succeeded in dealing with his peers at the vocational school. **manage**
→ The boy _____ his peers at the vocational school.
2. She tried hard to cooperate with the others in the team to finish the work. **attempt**
→ She _____ others in the team to finish the work.
3. Although he made efforts in his work, he wasn't promoted. **in spite of**
→ He wasn't promoted _____ efforts.
4. The boss said he didn't bully the new employee. **deny**
→ The boss _____ employee.
5. Although the man was qualified for the job, he wasn't accepted. **Despite**
→ _____ for the job, he wasn't accepted.

2&3 Have Ss work individually. Allow Ss to share their answers with a partner. Then check their answers as a class. T can remind Ss that in both these exercises more than one of the options may be correct.

Key:

- | | | | | | | |
|----------|------------|------------|-------------|-----------|--------------|--------------------|
| 2 | 1. to give | 2. to pass | 3. choosing | 4. taking | 5. to employ | 6. to talk/talking |
| 3 | 1. A | 2. A | 3. C | 4. C | 5. A & C | 6. B |

4 Firstly, have Ss work in pairs to describe what is happening in the pictures. Then Ss can attempt to complete the sentences using the ideas and actions from the pictures. Check the answers as a class.

Key:

- | | | | |
|------------|------------|---------------|--------------|
| 1. to lock | 2. meeting | 3. to contact | 4. to send |
| 5. working | 6. talking | 7. posting | 8. to answer |

5 Have Ss work individually to finish the sentences. Allow them to share their answers with a partner. Call on some Ss to write their answers on the board. Correct their answers if necessary.

Key:

1. The boy finally managed to deal with his peers at the vocational school.
2. She attempted to cooperate with the others in the team to finish the work.
3. He wasn't promoted in spite of his efforts.
4. The boss denied bullying the new employee.
5. Despite being qualified for the job, he wasn't accepted./Despite qualifying for the job, he wasn't accepted.

COMMUNICATION

Extra vocabulary

can't stand

make a bundle

burn the midnight oil

- 1** The 4Teen website has launched a forum for teens to discuss their career paths. Read these posts and underline the reasons for their choices.


Tu: People tell me I can sing. So I'm going to enroll in a school for performing arts. I hope to become an opera singer! I'll be famous, travel all over the world and meet different people. I'll be able to make a bundle!



Anh: I'm going to be an architect because I like designing and engineering. It's a meaningful job. Good architecture can improve people's lives. My mum is a successful architect and it's good that she works flexitime. I want to be like her.



Duong: I'm planning to study physics at university. I'm always curious about how and why the natural world works the way it does. I'll become a physicist so that I can find answers to my own questions about the world.



Dzung: I don't know what to do in the future. But I definitely won't become a doctor. My sister's studying medicine. She has to burn the midnight oil, studying at university and working at the hospital. I couldn't stand that.



- 2** Read the posts again. In groups, discuss and decide whose reasons for choosing/not choosing the job you agree with and whose you disagree with. Say why. You can start with the phases below:

Agreeing with an opinion	Disagreeing with an opinion
<ul style="list-style-type: none"> I agree with Anh's reasons for studying architecture because... She's (absolutely) right. Yes, I (totally) agree. I think so too. Exactly. That's true. That's a good point. 	<ul style="list-style-type: none"> I can't agree with Tu's reason for becoming a singer because... He may be right, but... That's not entirely true. I'm sorry to disagree with him, but... Yes, but don't you think... I'm not so sure about that.

- 3** **a** Work in pairs. Tell your partner about a job you want/don't want to do in the future. Remember to say why or why not.

I'm artistic. I want to become a fashion designer because I like fashion and I think it's a creative job.



- b** Report your decisions to another pair or to the class.

COMMUNICATION

Before Ss open their books, ask them to work in groups to discuss the jobs they want to do in the future. Then tell Ss that they are going to read posts on the *4Teen* website from several teenagers who are talking about their future career paths.

Check if Ss understand the meanings of the words in the **Extra vocabulary** box. If they do not, quickly teach the words by using definitions, synonyms, or the equivalent phrases in Vietnamese.

- can't stand + V-ing: used to describe an activity or situation that you really don't like, or find extremely unpleasant
- make a bundle: earn a lot of money
- burn the midnight oil: work very hard; work through the night

- 1 Have Ss skim-read the posts individually and try to remember the reasons each teen gives for their choice of career. Then, in pairs, Ss compare the reasons that each of them gives. Then Ss can read the posts a second time more slowly for details.
- 2 Put Ss in groups of four. Tell them that they can look back at the posts and choose one post to discuss. Remind them that they can use the phrases to express agreeing or disagreeing in the box. Move around to observe and provide help.

Sample comments on:

Post from Tu:

- I agree that if Tu can sing, he should enroll in a school for performing arts.
- Tu is right. A singer can make a bundle.
- I can't agree with Tu's reason. Not every singer becomes famous.
- I don't think every singer can travel all over the world.

Post from Anh:

- I totally agree with Anh that it is a meaningful job, because architects can help improve people's lives.
- I can't agree with Anh that architects work flexitime. My dad is also an architect and he has to be at work at 8 a.m. every day.

Post from Duong:

- Duong is absolutely right. If he is curious about the natural world, that job can satisfy him in many ways.
- I'm sorry, I can't agree with Duong. He wants to become a physicist because he is curious about the world, but can he be sure that he is able to do the job? Is he good at physics?

Post from Dzung:

- Exactly. What Dzung says is true. Student doctors do have to burn the midnight oil. They have to learn about everything related to their patients because their advice affects the patients' lives.
- I totally agree with Dzung because it is very hard to work in hospitals. All around you are patients waiting for your help.
- Hold on.... If everyone only thinks about the hardships, who will become doctors? Who will treat the patients, then?

- 3 **a** Have Ss work in pairs. Ask them to choose a couple of example careers, either from elsewhere in the unit or from ideas of their own. Ss should then figure out their own reasons why they do or do not want the chosen careers. Set a time limit of ten minutes. Tell them that they can also note down several key words/phrases related to their reasons.
- b** Ask several pairs to report their decisions and reasons to the whole class. Have other Ss give comments. This is an open exercise and there are no wrong answers.

SKILLS 1

Reading

1 Discuss the questions. Read the article from a career guide website and check your answers.

1. What is a job?
2. What is a career?
3. How different are they?



CHOOSING A CAREER: THINK IT OVER!

A career used to be understood as a single occupation that people did to earn a living. However, in the changing world of work, nowadays people have to keep learning and be responsible for building their future. Therefore, a career is now considered more than a job. Rather, it is an ongoing process of learning and development of skills and experience.

Choosing a career path is hard – you have to consider many things. Firstly, you should consider what you like, what is most important to you, what you are good at and who is there to help you. For example, you may care mostly about earning as much money as possible or you may want to experience job satisfaction, or make a difference to society. Then, you should take into account education and learning styles. You may want to follow an academic route of high school, then college or university. Alternatively, you may opt for vocational training where you learn skills which can be applied directly to a job. Thirdly, you should do your own research to explore possible career paths. For instance, career paths in education include teaching, curriculum development, research or administration. Finally, speak to people. Your parents, your teachers, and even your peers can give you good advice.

2 Match the highlighted words/phrases in the article with their meanings.

1. the route that you take through your working life
2. people of the same age or same social status as you
3. non-stop
4. as another option
5. consider something carefully

3 Decide if the statements are true (T) or false (F).

	T	F
1. A career no longer means a single job.		
2. Your parents will be responsible for your job or career.		
3. Before choosing a career, you have to get all necessary education and training.		
4. You can choose a job based on your likes, your abilities and priorities.		
5. If you follow a vocational education, you learn specific skills to do a job.		
6. It is advisable to get advice before you decide on a future job.		

Speaking

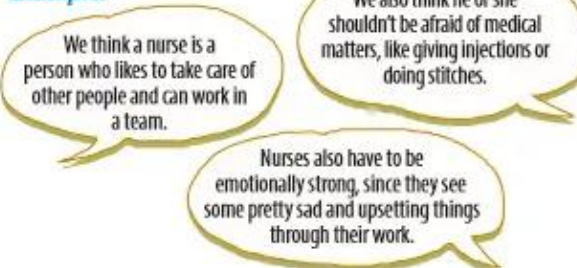
4 Think about the skills and abilities to do the jobs below. Work together to make notes.

	Likes	Personality traits	Abilities
nurse	<ul style="list-style-type: none"> • caring for others • teamwork • making a difference in people's lives 	strong, calm, patient, caring	can handle medical matters

mechanic business person teacher soldier (other)

5 Choose one job from 4 and present your group's ideas.

Example:



SKILLS 1

Reading

- 1 Ask Ss to work in pairs to discuss the questions. Elicit the answers from Ss. Give Ss three minutes to skim the article and compare their answers with the information from the article.

Suggested answers:

1. A job is something people do to earn money.
2. A career is more than a job. It is an ongoing process of learning and development of skills and experience.
3. Very different. (A job describes what you are doing now, a career describes your job choices over your working life, with the aim of improving your quality of life.)

- 2 Have Ss read the article to do the exercise in pairs. Ask some Ss to share their answers.

Key:

1. career path 2. peers 3. ongoing 4. alternatively 5. take into account

- 3 Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share their answers before checking as a class. To check their understanding, ask some Ss to explain their answers.

Key: 1. T 2. F 3. F 4. T 5. T 6. T

Speaking

- 4 Have Ss work in groups. Each group should choose one job to discuss. Ideally each group would have a different job. If you have more groups than jobs on the list, Ss can contribute more jobs. Ask them to make notes on a small poster, using the example as a guide. Set a time limit.
- 5 Have each group present their ideas and opinions on their chosen job to the class. Once they have finished, ask the rest of the class to say whether they agree with the points or not and whether they should add some other points.

As an extension activity, ask groups to choose another job that they didn't work on. Have Ss read the notes from the group who chose this job in 4. Tell them to add any extra ideas their group may have. Ss report their ideas to the class.

SKILLS 2

Listening

1 Work in pairs and answer the questions below.

1. What job do you want to do in the future?
2. What qualities do you think you need to do that job?



2 Phong is talking to Mrs. Warner, Nick's mother, about future jobs he and his friends want to do. Listen to the conversation and fill in the blanks with no more than THREE words.



1. Phong's mother has _____ to do behind the scenes.
2. Phong's mother has to _____ without extra pay.
3. It is _____ for teachers when their students are successful.
4. Trang is a _____ girl.
5. Nick prefers to acquire some _____.
6. Nick is _____ hands.



3 Listen again and decide if the following statements are true (T) or false (F).

	T	F
1. As a teacher, Phong's mother has to prepare new lessons, do the marking, give feedback.		
2. Phong prefers to do a nine-to-five job.		
3. Trang likes travelling.		
4. Trang will become a tour guide.		
5. Nick likes to focus on academic subjects.		
6. A mechanic needs many skills to do the job well.		

Writing

4 Work in pairs. Choose a job that you like. Discuss which three qualities would be necessary for people doing that job. You can use some of the ideas below. Remember to give reasons.

empathetic calm patient dynamic
technical logical creative skillful
professional hard-working adaptable

Example:

To be a business person, you have to be adaptable so that you can respond quickly to changes.



5 Based on your discussion in **4**, write a paragraph about the three most important qualities a person needs to be able to do a job well. Remember to give reasons and examples to support your opinion.



SKILLS 2

Introduction

Ask Ss to say what jobs their parents do. Ask them if they are aware of any difficulties which their parents face when doing those jobs.

Listening

- 1 Ask Ss to work in pairs to answer the questions. Ask a pair to share their ideas with the class.
- 2 Tell Ss that they are going to listen to a conversation between Phong and Mrs. Warner, Nick's mother, about jobs that he and his friends want to do in the future. Ask them to read the information in **2** carefully. Tell them to listen carefully to find out the words/phrases from the recording needed to fill in the blanks. T can play the recording twice if necessary. Have two Ss write their answers on the board. Confirm the correct answers.

Key: 1. mountains of work 2. work overtime 3. rewarding
4. sociable 5. applied skills 6. good with his

- 3 Have Ss work individually to underline the key words in the statements and predict the answers. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers. Confirm the correct answers.

Key: 1. T 2. T 3. T 4. F 5. F 6. T

Audio script:

Phong: We had a good discussion yesterday about our future careers.

Mrs. Warner: Did you? With Nick?

Phong: Yes... and also with Trang.

Mrs. Warner: Good. Nick said that you want to become a teacher.

Phong: I've changed my mind! My mum is a teacher. She has mountains of work to do behind the scenes - preparing lessons, marking, giving feedback. She always has to work overtime without extra pay. I'd choose a nine-to-five job.

Mrs. Warner: I know!

Phong: Then there's the unpleasant task of dealing with lazy or naughty students. I'm not that patient!

Mrs. Warner: But it's rewarding when your students are successful and they appreciate your efforts. What about Trang?

Phong: She said she's interested in travelling, and she's a sociable girl. She wants to become a tour guide.

Mrs. Warner: That sounds good. What about Nick?

Phong: Nick doesn't want to spend so much time on academic subjects. He'd prefer to acquire some applied skills and get a job right after school.

Mrs. Warner: Did he tell you which job?

Phong: He mentioned becoming a mechanic. He's fascinated by cars, and he's good with his hands.

Mrs. Warner: I know, but it won't be easy. He'll need to learn lots of skills to do it ...

Writing

- 4 First check that everybody understands the meaning of the adjectives in the box. If not, T can spend some time explaining them. Set a time limit for pairs to brainstorm the ideas and do the discussion. Ask them to refer back to **2** and **3** as examples for useful language and ideas. Ask some pairs to present their ideas to the whole class. Remind Ss that they should give examples and reasons to support their main points.
- 5 Have Ss work individually to get their ideas down on paper and check the accuracy of what they have written. Give them ten minutes to write and edit their work. Swap their writing with a partner for peer review, comments, and corrections. Then ask Ss to write the second draft as homework.

LOOKING BACK

Vocabulary

1 Match each job with its description.

1	business person	A	a scientist who studies biology
2	customer service staff	B	a person who brings out new clothing designs
3	tour guide	C	a person who works in the business world
4	architect	D	a person who deals with customers before, during, and after a sale
5	biologist	E	a person who introduces cultures and customs of places to visitors
6	fashion designer	F	a person who designs buildings

2 Match fragments 1-8 with fragments A-H to make sentences.

1	She did various jobs to earn ...	A	a course in design.
2	Because he does a ...	B	the job for some extra income.
3	I prefer to work ...	C	overtime for a month now.
4	My friend is doing ...	D	money but also gain satisfaction.
5	Doing a job well means you will not just earn ...	E	nine-to-five job, he has the whole evening with the kids.
6	Although the pay is low, he agreed to take ...	F	flexitime because I am more efficient in the afternoon.
7	He is exhausted because he's been working ...	G	the job to gain experience.
8	He decided to take ...	H	a living and to support her mother.

3 Fill each blank with one suitable word/phrase from the box. Remember to change the form of the word/phrase where necessary.

academic subjects make a bundle dynamic
empathetic professional vocational
take into account burn the midnight oil

- Students need some _____ skills before they enter the world of work.
- She's a/an _____ businesswoman. She has so much energy and focus.
- He is such a/an _____ nurse that the patients love him.
- I feel we have too many _____ and not enough time for physical education.
- I _____ the pay and the working conditions before I decided to take the job.
- He has become a _____ footballer for the local football team.
- He has _____ for a long time so it's fair if he gets an A for his final exam.
- He's a professional singer. With his beautiful voice, he could _____.

Grammar

4 Complete the sentences using the correct form (V-ing form or to-infinitive) of the verb in brackets.

- He forgot _____ (lock) the door so he lost his laptop.
- I tried _____ (work) in a garage but I found it was unsuitable.
- The boss denied _____ (treat) him badly.
- The employees expected _____ (get) a pay rise.
- The manager encouraged her staff _____ (finish) the project soon.
- The interviewer remembered _____ (read) the interviewee's CV before.

5 Correct the italicised phrases where necessary.

I have always wanted to work in a big city where I thought I could make a bundle. It's not easy for anyone to get a good job there without trying (1) *working hard* right from secondary school. Thus, I (2) *promised myself to make* the most of my school time. Despite (3) *to be* an outgoing boy, I (4) *refused to attend* any parties or picnics. I didn't (5) *mind to burn* the midnight oil before the exams and I (6) *managed getting* As for most of my school subjects. Finally, I was (7) *admitted to study* in a medical university in a big city. After graduating, I accepted an (8) *offer working* in the university. Despite (9) *prefer working* as a doctor in a famous hospital, I agreed (10) *to take* the job and I grew to love it. Now I realise that it is the love for the job that matters more than money.

LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their results for each exercise to complete the self-assessment box at the end of the unit and identify areas to review.

Vocabulary & Grammar

For **1, 2, 3, 4**, and **5**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so that they can use that information in their self-assessment.

Key:

- | | | | | | | |
|----------|---------------------------|----------------------|-----------------|------|------|------|
| 1 | 1. C | 2. D | 3. E | 4. F | 5. A | 6. B |
| 2 | 1. H | 2. E | 3. F | 4. A | | |
| | 5. D | 6. G | 7. C | 8. B | | |
| 3 | 1. vocational | 2. dynamic | 3. empathetic | | | |
| | 4. academic subjects | 5. took into account | 6. professional | | | |
| | 7. burnt the midnight oil | 8. make a bundle | | | | |
| 4 | 1. to lock | 2. working | 3. treating | | | |
| | 4. to get | 5. to finish | 6. reading | | | |
| 5 | 1. working hard | → to work hard | | | | |
| | 2. promised to make | → no change | | | | |
| | 3. to be | → being | | | | |
| | 4. refused to attend | → no change | | | | |
| | 5. mind to burn | → mind burning | | | | |
| | 6. managed getting | → managed to get | | | | |
| | 7. admitted to study | → no change | | | | |
| | 8. offer working | → offer to work | | | | |
| | 9. prefer working | → preferring to work | | | | |
| | 10. agreed to take | → no change | | | | |

Communication

6 GAME: TRUE OR UNTRUE

Work in pairs. Each pair is given a card with a job. With your partner, think of two things that are true about your particular job and one thing that is not true. Then introduce yourselves to the class, repeating the three 'facts' you have thought of. The class decides which 'fact' is not true.

Example:

We are farmers. It's a nine-to-five job. We grow vegetables and we know a lot about cultivation.

No... you are farmers so you grow vegetables and you know a lot about cultivation. But you don't do a nine-to-five job!

Finished! Now I can...

✓

✓✓

✓✓✓

✓✓✓✓

- use lexical items related to jobs and careers
- identify in which situations to use high tones correctly
- use the structures Verb + to infinitive/ Verb + V-ing correctly
- read for general and specific information about choosing a career
- talk about choosing future jobs and reasons for the choices
- listen for general and specific information about choosing future jobs and reasons for the choices
- write about the qualities one needs to be able to do a certain job

PROJECT

My future career path



1. Describe the picture.
2. Draw a picture of your imagined career path. Present it to your class.

Explain:

- Why do you think your career path is the way you have drawn it?
- What are the factors you will consider as you go along the path?
- Who do you think will help you along the path?

Communication

- 6 Have Ss work in pairs to think of two things that are true of the job they are assigned, and one thing that is not true about the job. Give them seven minutes to work together. When the pairs have finished preparing, ask them to take turns to come to the front to introduce themselves and repeat the three 'facts'. The class will together decide which 'facts' are true, and which is untrue.

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

My future career path

The aim of this project is to encourage Ss to think about possible career paths they may want to follow, and to do some more research about the factors they have to consider if they are going to follow that pathway. This is a topic that is of immediate importance to the Ss' futures.

Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to think of a real path they might want to follow. Tell them to:

- *give reasons for the choice*
- *consider factors like qualifications, skills, hobbies, personalities, practical issues, and even the employment market*
- *think about who can give them good advice, and why*

Ask Ss to draw a picture of their career path. Have them present their posters in the next lesson. When all the groups have given their presentations, let the whole class vote for the best one.