

8

Working lives

Curriculum coverage

Listening and speaking

- Listen to other people talking about their jobs
- Listen to explanations/instructions on the phone
- Talk about work preferences
- Talk about your feelings, likes and dislikes
- Make suggestions and give advice to someone

Skills

Lr/E3.1a, 2a
Lr/E3.1c; Ws/E3.2a
Sc/E3.4b
Sd/E3.1c
Sd/E3.1d, 1e

Reading and writing

- Use vocabulary for jobs and industries
- Trace and understand main events of texts
- Scan texts to get information about employment opportunities
- Organise and write a letter of application

Skills

Rw/E3.5a
Rt/E3.1a
Rt/E3.7a, 8a
Wt/E3.2a; Ws/E3.1a, 2a

Key functions

- Explaining and giving reasons
- Expressing feelings, likes and dislikes
- Giving and responding to advice

Key grammar

- *There was/there were; there has been/there have been; there will be*
- Simple reported statements
- Modals for advice – *should/would*

Resources to support the unit

- Audio player and recording
- Blank tapes
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Pictures of a variety of industries (teacher's own)
- Map of the UK (teacher's own)
- Tourist information about Liverpool showing pictures of The Beatles, Liverpool/Everton football clubs etc. (teacher's own)
- Information about Liverpool from the Internet (teacher's own)
- Photos of a place now and in the past (teacher's own)
- Job advertisements from different sources, e.g. local newspaper (teacher's own)
- Job application letters (teacher's own)

Page 1

Working lives

Materials

- Pictures of a variety of industries

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use the pictures (both those on page 1 and your own) for a warm-up discussion and to check understanding of the names of various industries. The photos on page 1 represent the music industry (recording studio), car/automobile manufacturing, electronics.
- Check learners' pronunciation of the industries.
- Learners discuss the questions in pairs and then in small groups before whole class feedback.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Local industries

Materials

- Pictures of Liverpool or Everton football players/The Beatles (available on the Internet)
- Tourist/Internet information about Liverpool
- Map of the UK or England
- Dictionaries
- Jobs section from local newspaper

Rationale

To practise scanning a text to locate information; to use a variety of reading strategies to understand unfamiliar words; to trace main events in a chronological text; to provide a context for introducing an aspect of life in Britain today

Activity A

Reading about a famous city

Pre-task activity

- Elicit information about Liverpool and pinpoint the city on a UK map.
- Check what learners already know about Liverpool and what it's famous for.

- Show pictures of Liverpool football team and The Beatles.
- Review different types of reading – skimming, scanning and reading for detail – and elicit real-life situations where different skills are required, e.g. scanning for a phone number in a phone book.

Task

- Use the pictures that go with the report and other photos of the city to elicit what kind of city learners think Liverpool is, e.g. *prosperous*, *industrial*, *interesting to visit*, and what kind of industries they think it will have.
- Remind learners that they do not need to understand every word in the text to be able to complete the first reading task.
- After underlining the industries, learners say which one isn't important now (shipbuilding).
- Learners skim read the text again and answer the questions in task 2. Take feedback.

Differentiation

- Check learners understand the words *recession*, *trade*, *unemployment*, *riots*. Pre-teach the words or encourage learners to use dictionaries where possible. It may also be useful to point out that governments will often give money (grants) to help poor areas regenerate. This money often comes from the EU. The money is to improve the area and help bring in investment and jobs, and doesn't have to be paid back.
- Vary the difficulty of the questions asked, e.g. use some simple yes/no questions. Alternatively, put up some key years and facts and get learners to read and match the years and facts, e.g. *1970s – problems in the shipbuilding and motor vehicle industries*.

Extension

- Learners read the text and underline words they don't know. Encourage them to guess the meaning from the context, e.g. *recession*, *decline*, *prosperous* etc.
- Use the article to develop vocabulary for economic trends. Draw two arrows on the board, one going up to indicate positive changes, the other going down to indicate negative changes. Ask learners to find words in text for each category, e.g. positive – *successful*, *grew*, *improve* etc. and negative – *recession*, *decline*, *closed down* etc.

- Write synonyms for words in the text on cards and get learners to find the equivalents in the text, e.g. a verb which means get bigger, a noun for a very bad economic situation, an adjective which tells you a city is doing well and is rich.

Activity B

Discussing jobs in your area

Pre-task activity

- Elicit one or two local industries or large companies.

Task

- In pairs, learners look at the jobs section of a local newspaper and identify industries or large companies/organisations in their area. (Big employers tend to take out large advertisements featuring several jobs in their organisation.)
- Whole class feedback. As new industries or companies come up, check pronunciation. It might be useful to put names on cards and create a display of words which will be useful for talking about the local economy.

Differentiation

- Learners may be new to the area. If they are, use this as an opportunity to share information. Encourage them to talk about industries in any other places they may have lived or visited in Britain or abroad.

Page 3

Job opportunities

Materials

- Photocopiable resource – chart for matching jobs to industries
- Dictionaries

Rationale

To recognise key words to do with employment; to use a variety of reading strategies to understand unfamiliar words; to read every word to obtain specific information; to understand specialist vocabulary for talking about jobs and job tasks

Activity A

Reading: job opportunities in Liverpool

Pre-task activity

- Elicit from the learners the different organisations which might know the job situation in a particular area, e.g. Job centre, local council.
- Check learners understand the words *employment*, *unemployment*, *Chamber of Commerce*, *spokesperson* (sometimes *spokesman/woman*). Pre-teach these or encourage learners to use dictionaries where possible.

Task

- Learners read the five short texts and discuss the answers to tasks 1 and 2 in groups. Whole class feedback.

Differentiation

- Give learners one example to read first, with whole class feedback, before they tackle the rest. Those with more developed literacy skills work alone and those with less developed literacy skills can work in pairs.

Activity B

Vocabulary: industries and jobs

Pre-task activity

- Split learners into groups. Give them an industry and ask them to think about particular jobs they associate with each industry.

Differentiation

- Match more confident with less confident learners within a group or give a group of less confident learners 'easier' industries.

Task

- Learners complete the chart from the photocopiable resources in pairs. Encourage them to add their own ideas.

Differentiation

- Less confident learners can work in pairs – more confident learners can work alone.
- The task could be done as a small group activity for those who need more support, or some learners could be given the chart with no jobs listed and they could choose their own.

Extension

- If possible, create a matching activity or similar in Word or a dedicated CALL program for learners to practise matching jobs to industries as an extension activity.
- Ask learners to find a local or national on-line recruitment agency on the Internet. They should navigate to a page with a listing of job vacancies. They read through the vacancies to identify four or five interesting jobs in different industries and record their results.

Page 4 Changing times

Materials

- Photos of a place now and in the past
- Photocopiable resource – cue cards

Rationale

To focus on the use of *there was/there were*, *there has been/there have been* and *there will be*

Activity A

Language: *there was/were, there has/have been, there will be*

Pre-task activity

- Bring in some photos showing how a place has changed over the years.
- Ask *What changes have there been?* Write *There was/were ...* and *There is/are ...* on the board and ask for suggestions to complete the sentences.
- Alternatively, learners can think about changes in the place where they live. Ask *What's it like today? What was it like before? How has it changed?* e.g. *There was a market there before, but now there's a big new Tesco's.*
- Introduce the present perfect with the verb *to be*: *There have been a lot of changes in the area.*

Task

- Explain that the sentences in task 1 relate to the report on Liverpool on page 2. Learners discuss task 1 in pairs. Encourage them to read through the report again to find other examples.
- Task 2 acts as a concept check. Learners can do this in pairs to encourage discussion. Check with other pairs, then feedback as a whole class.
- Drill the forms as necessary.

- Ask learners if they can remember (without looking) some of the people who talked about job opportunities in Liverpool on page 3 and what they said about finding jobs.
- Learners complete task 3 in pairs and compare with others. Make sure they understand that they have to complete the gaps with *there* and a form of the verb *to be*.

Activity B

Describing changes

Task

- Give pairs a set of the cue cards from the photocopiable resources placed face down on the table. Learners take it in turns to take a card and form a correct sentence, e.g. *A new sports centre next year – **There will be** a new sports centre next year.* Encourage learners to add any information they want to the information on the card as long as the target language is used. Monitor each group or pair.
- In task 2 learners work with the prompts on the cue cards to write sentences about their local area.

Differentiation

- Learners with less developed writing or language skills could be given more controlled practice in using the target language, working with a substitution table. Alternatively, write some sentences on a strips of card, cut them up and get learners to put the strips in order to make a sentence, e.g.

There were	4 million visitors	last year.
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Page 5 A job you like?

Materials

- Audio – Zahra, housing officer
- Tape recorder(s) and blank tapes (differentiation task)
- Dictionaries

Rationale

To listen for detail in a narrative; to extend vocabulary and practise describing different aspects of jobs

Activity A

Listening: job likes and dislikes

Pre-task activity

- Use the picture to set the context. Check understanding of the job role.

Task

- Learners listen to Zahra talking about her job and answer the questions in tasks 1 and 2.

- Money
- Interesting work
- Good chances for promotion
- Location – near where you live
- Chance to learn something new
- Regular hours
- Friendly atmosphere
- Other ...

Activity B

Talking about likes and dislikes

Task

- Learners complete task 1 individually or in pairs. Make sure they understand all the words – encourage them to check in a dictionary. Practise pronunciation of any unfamiliar words.
- Encourage learners to add their own words.
- Before doing task 2, elicit from learners whether there is one job that they particularly like or dislike. Encourage them to give reasons.
- Learners choose the two jobs they would most like and dislike and think of reasons to support their choices in task 2.
- They then work in pairs and compare with another person.

Differentiation

- Play the audio to focus on how stress and intonation are used when talking about things you like and dislike. Give out the audio script and ask them to mark the sentences which describe her likes and dislikes.
- Play the audio again pausing to focus on the stress and intonation. Exaggerate intonation and demonstrate to learners the importance of matching intonation to feeling.
- Learners can work in pairs and practise using the appropriate intonation before recording and then listening to their own voices.

Extension

- Discussion activity: What's important for you when choosing a job?
- Ask learners to rank the following aspects of a job in order (1 = most important). Get them to do it individually and then in pairs, each learner explaining their ranking and agreeing on their top three. Pairs then present their top three points to the class.

Page 6 Job advertisements

Materials

- Range of job advertisements from a variety of sources

Rationale

To scan different parts of the text to locate information; to read every word for specific information; to examine and understand features of job advertisements; to practise talking about your experience, skills and personal qualities

Activity A

Reading: job advertisements

Pre-task activity

- Set the context. Elicit from learners different places that job advertisements can be found, e.g. newspapers, specialist publications, Internet, shop windows, Job centres.
- Ask learners to think of any information which needs to be included in an advertisement – name of company, how to apply etc.

Task

- Learners read the advertisements. Point out that these are not complete advertisements. Ask which of the things they discussed in the pre-task activity are missing (e.g. name of company or organisation, where to apply). Learners complete task 1.
- Make sure learners understand the difference between skills and personal qualities.
- Learners work in pairs to complete task 2. They compare with other pairs before whole class feedback.

Extension

- Give out a selection of advertisements from the local paper or other sources with a range of styles. Pairs/small groups underline the different skills and personal qualities needed for each job, and circle the experience needed. Whole group feedback.

Activity B Talking about jobs

- In pairs or groups, learners choose one of the advertisements in Activity A and brainstorm a list of tasks for the job. Collect ideas for the different jobs and write them up on the board.
- Task 2 can also be done as a group or class activity. Confident learners can choose a job. Alternatively, put jobs on cards for learners to choose.
- Give learners time to plan what to say about the tasks.
Demonstrate as necessary: *This person designs roads and bridges. What do you think the job is?*

Extension

- Elicit different features of style in the advertisements, e.g. use of direct questions in A and C in contrast to B. Discuss the writer's purpose and anticipated audience. Learners can then write their own advert for their ideal job.

Page 7

The right person for the job

Materials

- Audio – three applicants for tyre and exhaust fitter job
- Audio – the successful applicant
- Photocopiable resource – questionnaire

Rationale

To recognise content and predict meaning; to listen for detail in explanations; to use basic sentence grammar for giving reasons; to give views and opinions

Activity A

Listening: matching people and jobs

Pre-task activity

- Elicit information about any local employment agencies or national ones learners may have heard of or used. Set the context.

Task

- Complete task 1 and discuss with the group.
- Play the audio for task 2. Learners discuss and decide if the people have the right experience for the job. Encourage them to give reasons.
- Play the second audio, in which Jan Heron explains her choice. Pause so learners can complete the table. Then discuss whether they agree with Jan.

Activity B Talking about your skills and qualities

Pre-task activity

- Set the scene. Check that learners understand *skills* (can word-process, know how to drive) and *personal qualities* (reliable, hard-working). Elicit examples and write on the board.

Task

- Learners complete the questionnaire from the photocopiable resources individually, then discuss in pairs.
- In task 2 learners think of the type of job they would like to get or a job they would like to change to. They then discuss five skills or personal qualities they have which are important for that kind of work.
- For task 3 learners write four sentences explaining their reasons using *because* or *as*.

Differentiation

- If necessary, build up a model for writing task 3 on the board.
- Alternatively, work with learners to build up sentences explaining why Carol should get the job using the notes for Activity A3.

Extension

- Learners write a paragraph supported by a writing framework on the board, e.g. *I think I would be a good ... because/as and I also think I would be good at this type of work because/as I am good at/have Finally, I am ... /have*

- Learners requiring more support with their writing could be given all the necessary words and could put them in order.

Page 8

A change of career

Materials

- Audio – two very different jobs

Rationale

To listen for detail; to discuss career changes

Activity A *Listening: two very different jobs*

Pre-task activity

- Discuss the difference between a career and a job.

Task

- Learners listen to part 1 of the audio and answer the questions for tasks 1 and 2. Play it a second time before feedback.
- Elicit/pre-teach vocabulary for talking about jobs in the legal profession, e.g. *barrister, solicitor, criminal/family law, be in court, hearing* etc.
- Learners listen to the second part of the interview and complete the true/false task. Explain that it will be played twice. Encourage learners to read the statements before they listen.

Differentiation

- Learners with less developed listening skills may need to listen to the audio more often, pausing at regular intervals to discuss the answers.
- They can also work with the audio script.

Extension

- Learners discuss anyone they know who has had a change in career or job. This is an opportunity for free discussion. If they do not know anyone who has changed career – particularly younger learners – ask if they can think of a famous person who has changed career.

Page 9

Making choices

Materials

- Audio – two jobs for Mohamed
- Audio – Mohamed's friends give advice

Rationale

To practise asking for and giving advice

Activity A *Listening: giving advice*

Pre-task activity

- Elicit who learners would ask if they wanted advice about a job.

Task

- Learners listen to the audio about Mohamed in task 1. Discuss the questions.
- For task 2 play the audio in which Mohamed's friends give him advice. Learners compare whether the advice is the same and then say who they agree with.
- Replay the audio for learners to note language used for giving advice (*I'd .../I think you should ...*).
- Check and elicit other suggestions for the table in task 4, e.g. *How about ...* . As necessary drill form and pronunciation.

Differentiation

- Introduce some mini-situations for learners to practise asking for and giving advice using the phrases in the table.
- For less confident learners cut the number of exponents. Build up short conversations like this based on prompts:

Improve my English

I want to I need What should I do?

Well, I think you should

Activity B *Speaking: giving advice*

Task

- Put learners into pairs. They discuss the problems and decide on the advice they would give.
- Learners can then practise asking for and giving advice for each situation.

Extension

- More advanced learners could work on their own examples of this kind of problem.

Page 10 and 11

Applying for a job

Materials

- Range of job advertisements from different sources, e.g. local newspaper
- Letters of application (extension task)
- Access to computers if possible

Rationale

To focus on key features of a formal letter of application; to structure main points of writing in paragraphs; to read every word to get specific information

Activity A

Reading: letters of application

Pre-task activity

- Set the scene. Remind learners of earlier job advertisements. Ask if they have ever written a letter to apply for a job.

Task

- Learners read the advertisement and complete task 1. Review with whole group the importance of reading the advertisement and anticipating what the company is looking for.
- In pairs, learners make a list of the key features of a letter of application. Whole class feedback.
- Learners read and compare the letters in task 2. Get whole group feedback to draw up a list of key features: layout, legible writing, accurate grammar, punctuation and spelling (can they find the spelling/typing mistakes in Megan's letter?), clear organisation of ideas, appropriate use of formal language.

Activity B Writing: organising ideas

Task

- Learners look at Kate's letter on page 10, identify how the information is ordered in the letter, and complete task 1. Discuss whether an alternative order is possible.
- Learners complete the table in task 2. Tell them to look back at Kate's letter to see what phrases she used. Circulate and help as necessary. Point out that this is an effective way to organise a letter of application.

Extension

- Provide two more parallel letters of application. They may have similar content, with one more formal and one less formal. Cut them up and ask learners to reconstruct them in small groups. Discuss possible ways of re-ordering the information. Discuss the differences in levels of formality.

Activity C

Writing a letter of application

Task

- Allow learners to choose a job advertisement from the selection you have brought in.
- Learners write a letter of application, referring to Kate's letter and to the table in Activity B.
- Give feedback on content, grammar, layout, appropriate use of formal language etc.

Differentiation

- Provide a writing frame for less confident writers.

Page 12

Reporting a conversation

Materials

- Audio – message about an interview
- Tape recorder(s) and blank tapes (extension task)

Rationale

To introduce and practise using reported speech

Activity A

Language: reported speech

Pre-task activity

- Write examples of direct speech and reported speech on the board. Explain the differences between the two. Demonstrate the change of tense from direct to reported speech, e.g. present → past, will → would, can → could. Also demonstrate the pronoun change, e.g. you → me, we → they.
- Work through a couple of examples on the board.

Task

- Learners complete each sentence and compare in pairs before whole class feedback.
- Ask learners if they know another word for personnel officer/department (human resources).

Differentiation

- For learners who find reported speech challenging, concentrate on developing confidence with each of the tenses one by one. Write some sentences on cards. Learners work in groups. One learner reads out the card and the others write it in reported speech. Examples for present tense and can:
 - *I need to change the date of my appointment.*
 - *She wants to come at 10 o'clock.*
 - *Can you phone her back?*
 - *It's very urgent.*

Activity B *Listening and writing*

Task

- Play the audio for learners to complete the gaps. Play the audio twice or more if necessary.
- Learners write sentences using reported speech. Some learners may need further support and extension activities.

Extension

- Learners could record their own message about a change to an arrangement and ask another learner to write it in reported speech.

Page 13

Interview do's and don'ts

Rationale

To read every word to obtain specific information; to practise giving advice and expressing opinions using *should* and *shouldn't*

Activity A *Speaking: giving advice about interviews*

Pre-task activity

- Find out from learners who has been for a job interview.
- Ask learners briefly whether they think there are any important do's and don'ts when going for an interview.

Task

- Learners look at the pictures in pairs or groups and discuss why the people did not get the job. They should think of some advice for each of the three using *should* or *shouldn't*.
- Feedback from each pair/group. See if the rest of the class agrees.

Activity B *Reading: do's and don'ts*

Task

- Learners read the questionnaire. Check understanding. In pairs, tell learners to add two more things they think are important (11 and 12).
- Learners complete the questionnaire in pairs or small groups. Whole class feedback.

Extension

- Discuss with learners whether there are any particular interview do's and don'ts in their own countries.
- Discuss whether it is acceptable for certain clothes to be worn for particular jobs, e.g. sportswear to work in a sports centre.

Activity C *Speaking: asking questions at an interview*

Pre-task activity

- What sort of questions can learners remember from job interviews? What questions have they asked/would they ask?
- Write examples (not too many) on the board in two columns. Leave the examples on the board for the task.
- If learners have never been to a job interview, ask them to think about other types of interviews they may have been to.

Task

- In pairs, learners write lists of interviewer and interviewee questions and then practise with each other. In whole class feedback, add to the lists on the board (pre-task activity).

Differentiation

- Some learners may need to have interview questions already written down so that they can practise.
- More advanced learners can write an example of a short conversation between the interviewer and the interviewee.

Page 14 Project

Materials

- Access to computers and the Internet if possible

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review. The project will need careful setting up. For more information on working with the objectives, see the Introduction to the Teacher's Notes.

Activity A *Find information about jobs*

- Learners discuss which area of work interests them in a group or with another person. They should then decide how to research this area of work where they live. This could be done in a variety of ways and learners should be encouraged to make a plan before starting their research.
- The finished project could be presented in such a way that it could make part of a wall display if possible.
- Learners should be encouraged to give feedback to the rest of the class and, as they do the project, discuss any problems they encounter.

Activity B *Find a job*

- Learners think about the different places they can find out about jobs and research two jobs that are suitable for them. They should find the jobs from two different sources – one the Internet if possible.
- Encourage learners to find out as many details about the jobs as possible. They will have to describe the jobs they have chosen to the rest of the class and give reasons for their choice.

Activity C

Write a letter of application

- Learners select one of the jobs from Activity B and write a letter of application. This could be word-processed.
- Learners should be encouraged to proof-read their work. They should consider sending off the letter of application.

Page 15 Check it

Activity A *Job advertisements*

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have.

Learners complete the task in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Task

- Learners complete the crossword puzzle. If they get stuck on a particular clue, tell them to move on and complete others before coming back to it.

Differentiation

- Words or letters can be filled in to make the task easier.

Page 16 Mini-projects

Materials

- Local newspapers with job advertisements

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class.

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A

Write about a job you would like

- Learners should think about a job that they would like and give reasons.
- The writing should be shown to another learner – this will be an opportunity for learners to practise their proof-reading skills.

Activity B *Read a job advertisement*

- Learners select a job advertisement of their choice and discuss what the advert says, what they are offering and what kind of person they are looking for. Learners then think about the information they would like to find out and questions they would need to ask.

Extension

- More confident learners could actually ring or write and report back to the class what they found out.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Page 3

Vocabulary: industries and jobs

Activity B

Look at the five industries in the chart. Place the jobs below in one or more sections of the chart. Try and add more jobs of your own.

IT	Hotel and catering	Motor vehicle	Retail	Transport

programmer
shop assistant
waiter
sales rep
coach driver
chef
software designer
ticket clerk
guard
mechanic
store manager
stock controller
shelf stacker
hotel receptionist

Describing changes

Activity B

No job opportunities three years ago	High unemployment at the moment	Four million visitors last year
Decline in car manufacture in the 1970s	Growth in jobs in the next 20 years	Growth in tourist industry over the last few years
Several good quality hotels in the city today	Four thousand new jobs in the next two years	Decrease in unemployment recently
A new sports centre next year	A decrease in street crime over the last six months	Low unemployment for the last six months
A lot of problems with traffic before	More unemployment in the computer industry recently	Plenty of new shops here now

Page 7

Talking about your skills and qualities

Activity B

How do you rate yourself?

Read the statements below and circle the number that applies to you.

1 = yes

5 = not at all

1	I am energetic.	1	2	3	4	5
2	I have good communication skills.	1	2	3	4	5
3	I am very organised.	1	2	3	4	5
4	I have excellent computer skills.	1	2	3	4	5
5	I like to work as part of a team.	1	2	3	4	5
6	I work well alone.	1	2	3	4	5
7	I am physically fit.	1	2	3	4	5
8	I like to work outdoors.	1	2	3	4	5
9	I thrive on a challenge.	1	2	3	4	5
10	I enjoy helping people.	1	2	3	4	5
11	A good salary is important to me.	1	2	3	4	5
12	I have good telephone skills.	1	2	3	4	5