

## Unit 2: Talking about jobs

### Useful tips

Go through the tips with your learners, getting their views, either with the whole class or in pairs reporting back. (They might point out that the key thing here is that it depends on the person you are talking to. Talking to someone in another part of your organization would differ from talking to an outsider.)

### Conversations

1. Explain the situation (and 'careers fair' if necessary) and ask your learners to close their books, ready to listen to the conversation and take notes on what they hear. Ask them to be ready to give a summary at the end.
2. Play the recording. You could stop the recording at two or three points to give them time to make these notes.
3. Get individual learners to summarise what Jenny Harris says.

### Understanding

1. Ask your learners to look at the strategies in *Useful tips* again and then ask them, in pairs, to look through the script of the recording they have just heard, identifying strategies Jenny uses. Circulate, monitor and assist if necessary, but don't interrupt them if they are working well.
2. With the whole class, elicit the answers.

### Saying it accurately

#### Exercise 1

1. Explain the task and get your learners to work on it in pairs.
2. Go through the answers with the whole class, explaining any difficulties. Point out that *responsible for*, *in charge of*, *involve*, and *entail* are all followed by '-ing' forms.

#### Exercises 2, 3 & 4

Do these exercises as pair work or with the whole class. Don't forget to discuss how you get the answers for each exercise with the whole class.

### Saying it clearly

#### Exercises 1 & 2

1. Allow your learners to listen to the recording and practise the pronunciation of the words in the box.

2. Go back to the sentences in the previous exercise and ask your learners to say the complete sentences containing the words, making sure the stressed syllable remains clear and correct.

3. An optional extension activity would be to get the learners to have conversations in pairs using the words to talk about their own jobs, or jobs they would like to have. For example:

A: *Would you say your job is challenging?*

B: *Yes, it is pretty challenging. For example, I have to...*

Do this in parallel pairs, followed by whole class performances.

### Saying it appropriately

#### Exercises 1 & 2

1. Explain the task and get learners to listen to the recording.
2. Elicit the answers. Get learners to discuss them and to say *why* they perceive different utterances as enthusiastic or unenthusiastic.
3. Ask individual learners to say the expressions in enthusiastic and in unenthusiastic ways.

### Get speaking

#### Exercise 1

1. If your learners do not have access to recording equipment, ask them to prepare the task as a mini-presentation.
2. Ensure learners have understood the instructions, particularly thinking about the audience for the recording: students who are interested in following your chosen field. (If your learners are still studying, get them to pretend that they are already working in the jobs they would like to have in the future.) Emphasise the criteria of brevity and a positive attitude when presenting their recordings/mini-presentations.
3. Don't forget to check this in the next lesson by playing the learners' recordings or getting them to give their mini-presentations. If you have a lot of learners in the class, you could spread the recordings and presentations over the next few lessons, with perhaps two or three per lesson.

#### Exercise 2

1. This task could also be done for homework, especially if you have asked your learners to prepare the task above in class. (See notes above for how to get pre-work learners to do this task, and how it can be checked.)

### Grammar note

1. Remind your learners that *responsible for*, *in charge of*, and *involve* are all followed by '-ing' forms.
2. Go through the examples, which should be quite straightforward for learners at this level.
3. Ask your learners to look at *Collins Intermediate Business Grammar & Practice*, and do the Unit 13 exercises there, perhaps for homework.

### Extended Learning through COBUILD

Bring learners' attention to page 84 of the book. Go through the examples and collocations (=typical word combinations) for 'challenging' and 'rewarding', concentrating on any that have caused particular difficulty during the class. Encourage them to look for further information on the online *COBUILD Advanced Dictionary*: [www.collinsdictionary.com/COBUILD](http://www.collinsdictionary.com/COBUILD).

### Homework task 1

See *Get speaking* Exercise 2 above. Ask your learners to make recordings of this task in pairs, to play in the next class. (If they are pre-work learners, ask them to imagine that they are already working in jobs that they would like to have.)

### Homework task 2

Ask your learners to draw an organigram showing seven to ten key people in their school or organization. They should then make a recording and/or write sentences to say what these people's responsibilities are, using the structures from this unit to help them.