

## Activity 7: Work (CEFR A2)

**Level:**  
CEFR A2

**Time:**  
45 minutes

**Resources:**  
✓ Hand out  
✓ Mini whiteboards or laminated sheets

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 2
- ✓ To explore vocabulary connected to E2 topics
- ✓ To practice discussing work preferences
- ✓ To develop ability to talk about work and future plans
- ✓ To practise saying when you don't understand, checking what somebody is saying, expressing views and preferences and agreeing and disagreeing

**Exam task focus:** Component 2 Task 4

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### Procedure

1. Start the lesson by putting students (SS) into groups of 2. If you have mini whiteboards, give one to each group and allow them one or two minutes to brainstorm as many jobs as possible. Tell them it is a competition to see how many jobs they can think of. At the end of the activity, tell them to hold up their lists. Decide which team has won.

On the whiteboard write:

- hospitality
- health
- education
- physical work
- office work
- outside work

2. Ask SS whether they can give examples of jobs that fall under each of the categories. If they clearly don't understand 'hospitality' or 'physical work' give examples.
3. Focus SS attention on the questionnaire on the handout in Activity 1a and explain that they should complete it on their own about their own preferences. Explain that there may be some words they aren't sure of but are noted in the glossary. Once they have completed the task individually, tell them that they are going to interview each other about their work preferences in Activity 1b. Draw their attention to the language box and drill the questions they can ask each other focusing on the answers too. Conduct whole class feedback on some of the content of their interviews. During the feedback, concept check shift work, flexible hours, colleagues.

4. Set the context by explaining that they are going to read a conversation in which 2 people are discussing work. Draw their attention to the questions before they read the conversation. Tell them to answer individually and then check their answers with a partner. Conduct whole class feedback and use the conversation as a jumping off point for a discussion. What do the SS think is the most important thing about a job?
  - a. Answers:
    - a Binh worked in a restaurant in his country. ✓
    - b He doesn't want to work as a chef in the UK. ✓
    - c Amir thinks it is easy to get a job in the UK. ✗ – he thinks it's difficult to find work in the UK
    - d Both Carlotta and Amir think being happy at work is very important. ✗ - Carlotta thinks being happy at work is important but Amir thinks earning money is more important.
    - e Binh thinks a job with flexible hours is more important than being happy. ✓
    - f Binh's wife has a job. ✗ – Binh's wife is looking for a job but doesn't have one at the moment
5. Tell students to read through the conversation for a second time and match the functions with the underlined expressions in Activity 2b. Tell them to check in pairs and conduct whole class feedback. Explain that in the UK, when we disagree with somebody, it's customary to give a reason rather than simply saying 'I disagree' or 'I don't agree'. Highlight the importance of using an expression such as 'What do you think X?' to bring somebody into the conversation.
  - a. Answers: 1 – d, 2 – b, 3 – e, 4 – a, 5 – c
6. If you have enough time, suggest that the SS work in groups of 2 to practise the conversation.
7. Tell SS they are going to take part in a group discussion on the subject of their dream job. Tell them to look at the prompts in Activity 3, and start thinking about their dream job – prompt them to think about what it is, where they want to do it, the sort of hours that they want to work etc.
8. Put SS into groups of 2 for the discussion. Emphasize the importance of everyone contributing to the discussion and discuss ways of bringing someone into the conversation, for example 'What do you think X?' and 'What about you? Do you agree?'
9. Monitor as they are talking and make a note of any good / not so good examples of the functional language. Once they have finished the activity, suggest that they give each other feedback on how they did - ie did they all participate equally. Conduct whole class feedback not only on the content of their discussions but on the use of the functional language.
10. Focus students' attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 4 of the Trinity Entry Level 2 Skills for Life Speaking exam. Explain that in the exam they will take part in a discussion similar to the one that they have just done in the lesson. Explain that in addition to the content of the discussion, the examiner will also want to hear them encourage other people to speak and show that they know how to agree and disagree with somebody.

## Handout

### Activity 1: Your working preferences

**a. Look at the questionnaire about work and you. Tick  your choice. You can tick more than one box.**

#### 1. Hours

- full time       part time       fixed hours (day or night)       shift work (day or night)

#### 2. Location

- current town/city     a different city       work outside       work from home

#### 3. Type of work

- physical work (e.g. building, cleaning)     office work (e.g. using a computer)  
 shop work       education (e.g. teaching assistant)       driving (e.g. taxi driver)  
 hospitality (café, restaurant)       health (e.g. care assistant, nurse, doctor)  
 other \_\_\_\_\_

#### 4. Type of organisation

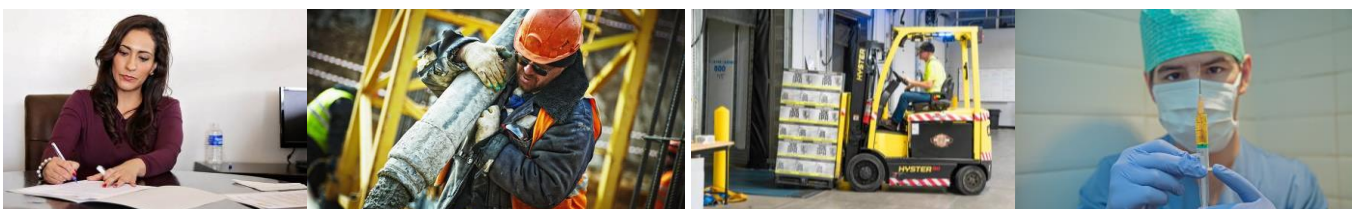
- large company/organisation       small company/organisation       family business  
 own company

#### 5. Teamwork

- work alone     in a small team       in a large team       with changing colleagues

#### 6. Future Plans

- look for work now     do some training/studying before looking for a job  
 improve English before looking for a job



Images from [www.unsplash.com](http://www.unsplash.com)

**Glossary**

fixed hours (n) – the same working hours every day e.g. 9:00 – 5:00

shift work (n) – different working hours on different days e.g. 8:00am – 4:00pm one day and 6:00pm – 8:00am another day

colleague(s) (n) – person or people you work with

physical work (n) – hard work using your hands and body e.g. building, gardening

**b Work with a partner. Ask and answer questions about your work preferences.**

**Language Box: Asking and answering questions about work**

**Asking about work**

Are you working now?

What do you do?

What did you do in your country?

(In the future), would you like / do you want to X or Y?

*e.g. (In the future), would you like / do you want to work full time or part time?*

Are you going to X or Y?

*e.g. Are you going to look for work now?*

**Answering questions about work**

Yes, I am. No, I'm not.

I am a/an X. I work in a Y.

I was a X / I worked as a X

I'd like to / I want to ...

*e.g. I'd like to work full time / do physical work.*

Yes, I am. /I'm going to look for work now. / I am looking for work now.

**Activity 2**

**a. Read the conversation and tick (☐) the statements that are true.**

- a. Binh worked in a restaurant in his country.
- b. He doesn't want to work as a chef in the UK.
- c. Amir thinks it is easy to get a job in the UK.
- d. Both Carlotta and Amir think being happy at work is very important.
- e. Binh thinks a job with flexible hours is more important than being happy.
- f. Binh's wife has a job.

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**Amir:** What work did you do in your country before you came to the UK?  
**Binh:** I was a chef. I enjoyed my job but I didn't like the long hours. I never saw my family. My friend offered me a job in a Vietnamese restaurant here but I want to do something different. I don't think working in a restaurant is a good job for somebody with a family.  
**Amir:** I agree with you. But there are a lot of jobs with long hours and it's difficult to find a job here. I think it's better to take any job rather than not having a job.  
**Carlotta:** I don't agree with you. I think we have to find a job that makes us happy.  
**Amir:** I don't agree. In my opinion, earning money is more important than being happy at work. What do you think Binh?  
**Binh:** Well, of course I think being happy at work is important but earning money is more important for me. I have a family to look after. My wife is also looking for a job so we have to make sure one of us is always around to look after the children. That's why the most important thing for me is finding a job with flexible hours. I want to take my children to school some days and collect them on other days. I want to play with them and help them with their homework.  
**Carlotta:** So are you saying that you want to work at night so you can be with your children during the day?  
**Binh:** No, I want to work at different times on different days. Sometimes I will be at home with the children and at other times, when I am at work my wife will be at home.  
**Amir:** I think that will be difficult, you'll never see your wife! I have married friends who both have jobs and they don't see each other.

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**b. Look at the underlined expressions in the dialogue. Match them with their function.**

1. In my opinion / I think
2. So are you saying
3. I agree
4. I don't agree / I disagree
5. What do you think

a. disagreeing with somebody
b. checking that you understand what somebody is saying
c. asking for somebody's opinion / inviting somebody to say something
d. giving your opinion and expressing your views
e. agreeing with somebody

### Activity 3



**You are going to have a 10-minute group discussion about work. You must make sure that everybody in the group speaks. You are going to talk about your dream job.**

#### **Talk about:**

- What type of job you want
- Where you want to work
- What is important to you about a job
- Study you want to do to help you with your job

#### **Exam Hint**

In task 4 of the Entry Level 2 Skills for Life exam, you will take part in a group discussion up to 7 minutes. The discussion will be about interesting places to visit, free time activities, your plans for the future, celebrations and special occasions, interesting jobs, technology or rules and regulations. You must make sure everyone speaks in the discussion.

You also have to show that you can understand and use specific communicative functions such as *saying when you don't understand and checking what somebody is saying, expressing views and preferences, agreeing and disagreeing*. You practised doing this in this lesson.