

LISTENING: MY OCCUPATION

TOPIC 4 UNIT 3: WORK

Overview of topic

Learners listen to and answer questions about people talking about their jobs.

Listening skills

Learners listen for key words: hairdresser; dance teacher; landlord; social worker; retired
Learners listen for specific information

Materials

Preparation	<u>Listening resource pack</u> 1.1.L1: People Listening resource pack 4.3.L1: Workplaces Print one set of A4 for display and 1 set of cards per person/pair Print one each of Resource 4.3.L2: True/False posters
Warmer	Resource 1.1.L1: People - Rachel (interviewer), Claudine, Paul, Francesca and Chris.
Activity 1	Resource 1.1.L1: People Resource 4.3.L1: Workplaces Video clip (all speakers) https://youtu.be/y2ck70Pd1mY Video clip (Claudine and Francesca) https://youtu.be/dltLgZcYHBg
Activity 2	Video clip (Claudine and Francesca) Resource 4.3.L2: True/False posters https://youtu.be/dltLgZcYHBg
Extension	Phones/ cameras/ handheld devices

Suggested approach

Warmer: Who works where?

- Display A4 images of the 5 speakers on a whiteboard.
- Give learners a pack of workplace cards (Resource 4.3.L1: Workplaces - one pack per 2/3 learners). (Note – there are more workplaces than images of people.) Check understanding of vocabulary.
- Ask learners to guess who works where. Allow discussion in own languages, then ask each group in turn: *Where does (name) work?* and ask them to stick workplace alongside relevant image.

Activity 1: Listen and check

- 1st task: Ask learners to listen and check their answers to the warmer activity. Pause after each speaker and invite learners to move pictures if necessary.
- 2nd task: Play the Claudine clip. Elicit the different job roles she talks about (retired, actor, model, social work) and clarify / pre-teach “retirement” and “children’s social worker” as necessary.
- Point to a “People” image and ask: *What is/was (name)’s job? Where does she /he work?* Ask additional questions as appropriate to the level of your group – e.g: *What does she/he do at work?*
- Invite learners to take turns to come to board and ask a question for rest of group to answer.

Differentiation/localisation/extension

Source additional images to reflect the jobs in your area (manufacturing; agriculture etc). Learners can use the images to make (or write) statements about their own/ others’ jobs or job aspirations.

I work in a shop. Carmen works in a restaurant.

I want to work with children.

(Note: If you work with a group of learners who abide by strict cultural rules regarding alcohol, you may wish to substitute a different clip.)

Activity 2: True or false?

- Ask learners to stand together in middle of room. Stick Resource 4.3.L3 (True/False posters) on opposite walls. Make a series of true/false statements and ask learners to stand by the relevant poster. E.g: *Today is Wednesday. We all live in Spain.*
- 1st play: Make a series of true/false statements about Francesca. After each statement, play the video clip and pause at the relevant point. Prompt learners to stand by the relevant poster. Invite learners to correct false statements.
- Example statements:
 - *Francesca has been teaching for 15 years. (False)*
 - *Francesca teaches in the evening. (True)*
 - *Francesca doesn’t teach children. (False)*
 - *She only teaches one style of dance. (False)*

Differentiation/localization/extension

- If possible, make your own clips with local people and local accents.
- Ask learners to make their own questions about the video clips, and ask and answer in pairs. They could record these for further practice.