

# THE BEST JOB... FOR YOUR PARTNER!

## A speaking class for Elementary Students

<b>Level:</b>	Elementary
<b>Aim:</b>	Students review jobs and job related vocabulary and practice oral fluency talking about different jobs for their partner.
<b>Language Point:</b>	Comparatives; "Number one is ... because ..."
<b>Materials:</b>	1 set of job cards (these are optional)

### Pre-speaking task 1 - Warmer

Write the word JOBS on the board. Tell the students that you are going to leave the room for 5 minutes. While you are gone they have to fill up the whole board with words connected to this theme. They can use their dictionaries if they like. Nominate a student as the secretary; give them the board marker or chalk and leave. Come back after 5 minutes (or before if you think it's too long!) and go over what they have written.

### Pre-speaking task 2 – Group formation

Tell the students that they are going to do a listening activity related to jobs. They must change places with another student if the sentence you read out to them is true for them. Read out the following sentences and stop when you think people have moved around enough. They then form groups of three with the new people they are sitting next to.

### *Change places if...*

- *You have a job.*
- *You have a job that you like.*
- *You have a job that you don't like.*
- *You use a computer at work.*
- *You have a mobile phone for your job.*
- *You work at night.*
- *You would like a different job.*

### Speaking task – Talk about the cards

Give each group a set of job cards (minus the blank ones). Tell them to put them face down on the table. Students take it turn to pick up a card and say something about the job. Put some helpful language on the whiteboard for them to refer to:

A ....works in a ....

A ... has to be a very .... person

A ... works early in the morning/at night

This is a good/bad job because ....

Allow this stage to go on until students have said something about each of the cards. Clarify vocabulary problems (e.g. attorney at law=lawyer) during this stage.

Now give out the blank cards and ask them to write a job on each one. They should have a total of 12 different job cards.

### **Speaking task 2 – Rank the cards**

Now tell the students to imagine that their partner/friend could have one of these jobs. Which one would be the best? Why? Give an example for yourself and write it on the board. Then tell the students the rules for the speaking activity (you could also write these on the board).

1. Put the cards in order from best to worst job for your partner/friend.
2. Decide in your group what is the best order and why.
3. Talk only in English.

When they are finished, ask a couple of groups to explain their order.

### **Materials-free version.**

This activity can be done without the cards in two ways.

1. Write the names of the jobs on the white board and tell students to copy them down for their groups and add three more.
2. Have students decide on ten or twelve jobs on their own in groups.

The advantage of doing this ranking exercise with cards means that while students are speaking they can physically move the order about.

 <p><b>ENGINEER</b></p> 	 <p><b>AUTO MECHANIC</b></p> 	 <p><b>ACCOUNTANT</b></p> 
 <p>photographer</p> 	 <p><i>Scientist</i></p> 	 <p><b>SECRETARY</b></p> 
 <p><b>TRAVEL AGENT</b></p> 	 <p>Baker</p> 	 <p><b>ATTORNEY AT LAW</b></p> 

Job cards