

## 'No two days are the same and you can make a real difference': four social workers reflect on their careers

### Level 2: Intermediate

**Article summary:** This article outlines the career paths of four people and the different ways they became social workers.

**Time:** 60 minutes

**Language focus:** Reported speech

**Skills:** Reading, Speaking, Writing

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to get students thinking about the skills and abilities that people need in order to become social workers. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

#### 2. Key words

- a. Ask students to work individually or in pairs to match the words in bold in the article with the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

1. *independent*
2. *apprenticeships*
3. *fix*
4. *qualified*
5. *hesitate*
6. *young offenders*
7. *guidelines*
8. *in partnership*
9. *degree*
10. *opens the door to*
11. *selling point*
12. *adult social care*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

**Key:**

1. *in partnership*
2. *Apprenticeships*
3. *selling point*
4. *open the door to*
5. *young offenders*
6. *guidelines*
7. *adult social care*
8. *fix*
9. *hesitated*
10. *independent*
11. *degree*
12. *qualified*

#### 3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to write complete sentences when they answer the questions and to use their own words where possible rather than simply copying information from the article.

**Key:**

1. *Because she helped an old woman move into a flat and live more independently, which made the woman very happy.*
2. *She says social workers should work in partnership with families.*
3. *She completed a second degree, which was paid for by the council.*
4. *Because it allowed her to earn money while training without leaving her job or going to university.*
5. *It can lead to work with young offenders, people with drug or alcohol problems and other roles in social care.*
6. *He says families don't want to keep retelling their story and deserve the same social worker who treats them with respect.*

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#### 4. Key language

- a. Ask students to think about the rules of reported speech and fill in the rules.

**Key:**

1. was
2. tense
3. pronouns
4. time
5. past simple
6. past continuous
7. past perfect
8. past perfect
9. would
10. could

- b. Students work individually to rewrite the direct quotes using indirect speech plus the reporting verbs from the box. You may want to do a quick revision of the ways different tenses change from direct to indirect speech, e.g. *present simple* → *past simple*.

**Key (Suggested answers):**

1. She explained (that) everybody had thought it wasn't a good idea but she had helped her move into a flat where she had carers on site, and that she was now so happy.
2. She said (that) a lot of people who went into social work would describe themselves as fixers, which had definitely been the case for her.
3. She noted (that) she had been able to do what she wanted to do without coming out of employment or spending time at university.
4. He admitted (that) there were so many more career paths compared to when he qualified.
5. He argued (that) they should treat families with the respect they deserved.

#### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

#### 6. In your own words

- a. The aim of this task is to get students to elaborate on their opinions about becoming a social worker that they discussed in the first activity. Remind them to support their opinion with reasons and examples where necessary.
- b. Students can share their personal statements with the class. When they have done this, ask students to identify whether becoming a social worker is a popular career choice for people of their age and why or why not.