

## Topics: Jobs by Adrian Tennant

**LEVEL:** Intermediate +  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Modal verbs, understanding vocabulary in context, topic words

### LEAD-IN

Put students in pairs and ask them to look at the pictures. They should then talk about what they can see in each one and decide what the job is. Elicit ideas from students as a whole class discussion.

**Key** \_\_\_\_\_  
 A. pilot; B. chef; C. mechanic; D. dentist; E. hairdresser

### READING: HEADINGS

Ask students to read the headings and match each one to the jobs in the photos. Get them to check their answers in their pairs before checking as a class.

**Key** \_\_\_\_\_  
 1. mechanic (picture C); 2. dentist (picture D); 3. chef (picture B); 4. pilot (picture A); 5. hairdresser (picture E)

### READING: ADVERTISEMENTS

Ask students to read the advertisements quickly and match the headings to the correct one – stress that they do not need to read or understand everything. Set a short time limit (about one minute) to make them do this quickly. Get students to check their answers in pairs before checking as a class.

**Key a** \_\_\_\_\_  
 A. 5; B. 4; C. 1; D. 2; E. 3

Next, ask students to read the advertisements in more detail and answer the five comprehension questions. Again, get pairs to check their answers together before checking as a class.

**Key b** \_\_\_\_\_  
 1. B; 2. A and D; 3. A; 4. E; 5. C and E

## WORKING WITH THE LANGUAGE

### Focus 1: Understanding meaning

Ask students to answer the five language questions. Monitor and help where necessary, but don't tell students the answers. Put students in pairs and ask them to check their answers together before checking as a class.

**Key** \_\_\_\_\_  
 1. no – opening soon; 2. the successful candidates;  
 3. by phoning / by calling; 4. the / this job (would suit) a (graduate); 5. Italian food

### Focus 2: Language use

Ask students to look at the information in the box. Then ask them to work in pairs to match the functions with the correct example sentences. Get them to check their answers together before checking as a class.

**Key** \_\_\_\_\_  
 1. f; 2. a; 3. e; 4. c; 5. d; 6. b

## WORKING WITH VOCABULARY

### Focus 1: Meaning

Ask students to look back at the advertisements and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the advertisements.

**Key** \_\_\_\_\_  
 1. conditions; 2. (be) willing; 3. expression of interest;  
 4. figure; 5. drive; 6. chain; 7. suit; 8. desirable; 9. passion;  
 10. per annum

### Focus 2: Topic-related words

Encourage students to look back at the texts so they can see some of the words used in context (**note:** two of the words only appear in the listening activity which comes next). Monitor, and help where necessary. Put students in pairs and ask them to discuss their answers together before checking as a class.

**Key** \_\_\_\_\_  
 1. unemployment; 2. salary; 3. recession; 4. CV;  
 5. conditions; 6. candidate; 7. occupations

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### LISTENING

Ask students to listen to a short radio news report. Play the report. Now ask the students to read the four questions and see how many they can answer. Put students in pairs and ask them to discuss their answers together. Play the recording again, if necessary. Check the answers as a class.

#### Transcript:

**Newsreader:** Figures released today show that the economic recession is getting worse. For the third quarter in a row, unemployment figures have risen and are now at over two and a half million, the highest for ten years. At the same time, high street sales have fallen sharply. As the recession gets worse and families have to tighten their belts, it's interesting to see what savings people try to make. One of the hardest hit occupations has been hairdressing, as more and more people are having their hair cut at home.

#### Key

1. over two and a half million; 2. high street sales; 3. to try and spend less money; 4. because more people are having their hair cut at home instead of going to the hairdressers

### SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out into a whole class discussion.

### PROJECT

Ask students to carry out the project for homework. Once students have written their advertisements, they could then write an application for their own job. Alternatively, the advertisements could be posted around the classroom so students could apply for a job of their choosing.

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LEAD-IN

Look at these pictures. What job is each person doing?

A.



B.



C.



D.



E.



READING: HEADINGS

Read the headings for five job advertisements and match each one to the jobs in the pictures to the left.

1.

Looking for work?  
Put yourself in the driving seat

2.

AN OPPORTUNITY TO SINK  
YOUR TEETH INTO!

3.

Have you got the right ingredients?

4.

EARN YOUR WINGS

5.

A cut above the rest

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### READING: ADVERTISEMENTS

- a. Briefly scan the job advertisements below and write the number of the corresponding heading in the gap.

A. \_\_\_\_\_

**Wanted:** trainees to work in a new salon opening soon. Good working conditions and excellent pay. If you are interested in a career in this industry come and join our team. Must be willing to work Saturdays and at least two early evenings per week. Call Mandy on 021 7455 4671.

B. \_\_\_\_\_

We are inviting expressions of interest from potential recruits to join our training programme. You will need to be in good health, aged between 25 and 40 and be able to work under stress. Successful candidates will enter our extensive 18-month training programme and can expect to earn six-figure salaries in their first job. Send your CV and contact details to PO Box 223, London, W1 2PP.

C. \_\_\_\_\_

*Wanted – people with ambition and drive to join our excellent team working across the country. Get the benefits of working for a nationwide chain of garages rather than small locally-owned businesses. Experience required. For more information contact our recruitment team on 0161 754908 or email [personnel@ukgaragesuk.com](mailto:personnel@ukgaragesuk.com).*

D. \_\_\_\_\_

Assistant required for immediate start. Competitive salary plus extra benefits including free dental care. Would suit graduate, although previous experience desirable. For further details, contact Sue Riggs on 080 5545 8337.

E. \_\_\_\_\_

Exciting opportunity to join an amazing team at our five-star city-centre restaurant. 27–40 hours per week. Experience with Italian food is preferred but not essential. A passion for it, however, is. Salary: 18,000–22,000 GBP per annum. To be considered, send your CV to Tony at [tony.dimarco@milanomilano.co.uk](mailto:tony.dimarco@milanomilano.co.uk).

- b. Now, read the advertisements in more detail and answer these questions:

1. Which advert is not actually for a job?
2. In which two jobs does it indicate that previous experience is not necessary?
3. Which advertisement mentions working at the weekend?
4. Which advert gives exact details of the pay?
5. For which jobs is it likely that applicants already need to be trained before applying?

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### WORKING WITH THE LANGUAGE

#### Focus 1: Understanding meaning

Answer these questions.

1. In advertisement 1, has the hairdressing salon been open long? How do you know?
2. In advertisement 2, who does the word *their* refer to in the third sentence.
3. In advertisement 3, what two words could be used instead of *on* before the telephone number?
4. In advertisement 4, which words have been left out of this sentence fragment: *Would suit graduate ...*
5. In advertisement 5, what does the word *it* refer to in the third sentence?

#### Focus 2: Language use

We use modal verbs such as *can, will, be able to*, etc. to express a function, i.e. ability, obligation, etc.

Match the functions (1-6) with the correct example phrase from the advertisements (a-f).

1. expressing an opinion
2. to emphasize acceptance of something
3. talking about a possibility or likelihood
4. talking about ability
5. stating a fact
6. expressing necessity

- a. Must be willing to work Saturdays ...
- b. You will need to be in good health ...
- c. ... and be able to work under stress.
- d. Successful candidates will enter our extensive ...
- e. ... and can expect to earn ...
- f. Would suit graduate ....

### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Find words in the advertisements that match the definitions below.

1. the situation or environment in which something happens
2. do something when someone asks you, sometimes when you do not want to
3. the act of saying you would like to be part of something
4. an amount of money
5. the energy and determination that makes you try hard to achieve something
6. a group of businesses that all belong to the same person or company
7. would be convenient or appropriate for someone
8. having the qualities that make something or somebody wanted
9. a strong enthusiasm or interest
10. for each year

#### Focus 2: Topic-related words

Complete the sentences with the words in the box.

candidates	conditions	occupations	CV
recession	salary	unemployment	

1. \_\_\_\_\_ figures released today show an increase on the same period last year.
2. Over the past 12 months, the average \_\_\_\_\_ has decreased.
3. The \_\_\_\_\_ has meant that it's much harder to find a job than it used to be.
4. Nowadays, it's important to have a good \_\_\_\_\_ showing your experience and qualifications.
5. It doesn't matter how much you are paid if working \_\_\_\_\_ are bad.
6. The number of interview \_\_\_\_\_ for each job is at an all time record level.
7. Which \_\_\_\_\_ do you think are the best paid?

**Topics: Jobs**  
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Listen to the radio news report and answer the questions.

1. How many people are now out of work?
2. What has decreased?
3. What does the expression *tighten their belts* mean?
4. Why are hairdressers unhappy?

**SPEAKING**

Discuss the questions below in small groups.

1. Which of the jobs in the advertisements do you think is the best? Why?
2. Which of these jobs do you think is the highest paid? Do you think it should be? Why? Why not?
3. Which of these jobs would you never want to do? Why?
4. Which of the jobs is the most exciting / dangerous / important? Why?

**PROJECT**

Write an advertisement for your perfect job. Use the five advertisements on the worksheet and / or any advertisements you can find in newspapers and on the internet to help you.