Going to work – Teacher’s pack
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Introduction

Going to work aims to provide beginner ESOL learners with some basic vocabulary and skills to access work along with opportunity to practise the four skills of speaking, listening, reading and writing.

This resource consists of this teacher’s pack, including teacher’s notes, classroom resources to download and online modules. These modules are also available at http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/beginners for self-access by learners.

The pack provides a minimum of 4.5 hours of learning through a series of three linked units which can each be used as a standalone. Each unit provides approximately 90 minutes of classroom time, but extension activities are suggested which provide learners with further practice.

The resource is suitable for community ESOL and ESOL delivered in adult learning or FE, although internet access and projection equipment is needed.

Level: Entry 1 / National 2 in Scotland / CEFR A1

The materials are designed to be flexible in terms of delivery and differentiation, and many of the activities are accessible to learners who are yet to reach E1 as well as being relevant to emerging E2 learners.

Overview

There are three units in Going to work:

Unit 1 - Talking about work aims to give learners the opportunity to develop their listening skills within the context of listening to people talking about their jobs; to present some basic work-related vocabulary and to practise using possessive pronouns and word order in simple sentences.

Unit 2 Reading job adverts aims to build learners’ confidence in reading and understanding job adverts. There is also further work-related vocabulary presented to help learners find work and apply for work.

Unit 3 My first day at work helps learners understand instructions at work within the context of someone’s first day as a teaching assistant in a school.

Units 1 and 3 feature a short animation. These animated films have been scripted specifically for the project and feature the same central character, a woman named Harmonie. In Unit 1, Harmonie is looking for work; in Unit 3 she starts her first day in a new job.
Unit 1 Talking about work - teacher’s notes

This unit is based around a short video which introduces a family and their jobs. It focuses on basic work vocabulary and uses the context to teach possessive pronouns.

Time: Approximately 90 minutes. Timings are flexible and teachers can cut activities and add extension activities as required.

Aims

- To introduce vocabulary and phrases related to employment
- To develop accuracy in the use of possessive pronouns when describing people.

Objectives

All learners will be able to:

- name five occupations
- watch a short video about work and understand the general meaning
- use possessive pronouns when describing a family
- order simple sentences.

Some learners will be able to:

- name more than five occupations
- talk about their friends or family
- write five sentences about a family.

Preparation

You will need:

- Internet access and an interactive whiteboard or data projector to display the online module available at:
- **Worksheet 1** (vocabulary): 1 per learner
- **Worksheet 2** (vocabulary): 1 per pair, cut into cards (this resource is on 2 pages)
- **Worksheet 3** (writing): 1 per learner
- **Worksheet 4** (grammar): 1 per learner.

Suggested Procedure

**Warmer** (10 mins)

- Set the topic of the lesson using the title slide of the quiz: Talking about work.
- Put the learners in pairs and ask them to make a list of places where you can work.
- After producing this list (perhaps within a time limit of two minutes), ask the learners to swap their list with another pair. Then ask them to try to match as many jobs to each place as they can.
- Ask the learners to pass the sheets back and try to add more jobs to their own lists.
• Elicit some of the places and jobs and write them on the board.
• Show the Aims slide.

**Task 1: Watching a video** (10 mins)
• Work through the Info Slides, playing the audio of each job and drill pronunciation.
• Find the Watch a video slide and tell the learners that they are going to watch a video about a woman called Harmonie who is going to describe her family and their jobs.
• Ask the learners to count how many places are mentioned in the video.

**Differentiation:** Ask stronger learners if they can also remember the places mentioned in the video (school, clothes shop, care home, hospital, parks and gardens).

**Extension:**
• You could set up a short discussion asking learners if they work in these places or know someone who does.

**Task 2: Understanding the video – true or false?** (15 mins)
• Set the learners up in pairs and work through Questions 1 to 6, playing the video clip on each page.
• Ask the pairs to write their answer (without shouting out) and then work through each question, asking different pairs to give their answers.

**Task 3: Work vocabulary** (10 mins)
• Hand out worksheet 2 and ask the learners to match the words and pictures.
• Feed back the answers using Question 7 and 8, inviting learners to the front to drag the answers.

**Task 3: Talking about her family** (15 mins)
• Show the family portrait on screen. Elicit the family relationship to Harmonie; for example, ‘who is he/she?’ ‘She is her sister.’
• Hand out worksheet 3 and ask learners to work together to write a sentence about each of Harmonie’s family members.
• Focus on the possessive ‘her’ using Question 10. Make sure that everyone understands the meaning of ‘her’. Then show the Info Slides to show the difference between ‘his’, ‘her’, and ‘their’.
• Use Question 12 and 13 to practise using possessives. Show the question and ask learners to copy the list of the words on the left-hand side and then write the matching words.
**Differentiation:** In Question 13, learners are required to write the correct word. If learners struggle with spelling, refer them to the correct spellings at the top of the question. If spelling possessives is still an area of difficulty, give learners time to copy the words using the Look, Cover, Write, Check method.

**Task 4: Word order – expressing likes and dislikes** (15 mins)

- Show an example of a statement with ‘like’ regarding Harmonie.
- Ask learners about their likes. If they work, what do they like about their job? If not, what kind of job do they want?
- Ask learners to listen and order the sentences from Questions 14 to 19.

**Extension:**

- Use the examples from Questions 14 to 19 to reinforce or introduce the grammar (like + verb –ing).

**Task 5: Talking about a job** (10 mins)

- Ask learners to choose a job from the unit that they would like to do.
- In pairs, learners can explain their choice and their reasons.
- As a group, invite learners to tell the group which job they would like to do and why.

**Cooler: Review** (5 mins)

- Ask the learners to list the places and jobs covered in the unit. Invite learners to describe the jobs using vocabulary from the lesson.

**Follow-up activities or Extension activities**

- Take a picture of your family or friends in to the class and describe the people and their jobs. Students often enjoy listening to something personal about the teacher.
- You could ask the learners if they have pictures of family or friends in their bags, on their phones or anywhere else. If your learners are comfortable speaking about their family, invite them to do so in pairs or small groups.

**Homework / Follow-up activities**

- Ask the learners to complete the online module at home for further practice.
Talking about work - classroom resources

Worksheet 1: Write the words under the pictures.

a care worker  a cleaner  a gardener
a shop assistant  a teaching assistant  unemployed

1.

2.

3.

4. unemployed

5.

6.
Worksheet 2: Match the phrases and the pictures.

- have an interview
- empty the bins
- work outside
- mop the floor
help customers

look for work

work with children
Worksheet: Talking about her family

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Character" /></td>
<td>Her brother is a care worker in a care home.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Character" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Character" /></td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Character" /></td>
<td></td>
</tr>
<tr>
<td><img src="image5.png" alt="Character" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6.png" alt="Character" /></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4: Possessives

Write the words into the table.

<table>
<thead>
<tr>
<th></th>
<th>my</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write *my / our / your / his / her / their* in the gaps.

Do you enjoy ______ job?
She doesn’t like ______ job.
We like ______ job.
He really likes ______ job.
I don’t like ______ job.
They like ______ jobs.
**Unit 1 Talking about work - additional resources for teachers**

The following are optional images you may wish to project or print. They could be used as flashcards to present and review vocabulary and encourage speaking. For example, using only the family portrait, put learners in pairs and ask them to describe the family.
Harmonie’s family (no writing)

Harmonie’s family (writing)
Unit 1 Talking about work - answers

Worksheet 1
1. a care worker
2. a teaching assistant
3. a shop assistant
4. unemployed
5. a cleaner
6. a gardener

Worksheet 3
Suggested answers:
Her brother is a care worker in a care home.
Her dad is a gardener and works in parks and gardens.
Her sister is a shop assistant and works in a clothes shop.
Harmonie is unemployed and looking for work at the moment.
Her mum is a cleaner and works in a hospital.
Her cousin is a teaching assistant and works in a school.

Worksheet 4
I my
you your
he his
she her
they their
we our

Do you enjoy your job?
She doesn’t like her job.
We like our job.
He really likes his job.
I don’t like my job.
They like their jobs.
Unit 1 Talking about work – transcript

Let me introduce you to my family. It’s a big family and we have lots of different jobs.

This is my cousin. She’s a teaching assistant. She works in a school and helps the teacher.

She likes working with children.

This is my sister. She is a shop assistant. She works in a clothes shop in town.

She likes helping the customers.

This is Peter. He is my brother and he’s a care worker. He works in a care home for old people.

He likes helping people and listening to their stories! He works at night, doing the night shift. He is always tired.

My mum is a cleaner in a hospital. She mops the floors and empties the bins.

It’s a hard job for my mum. She doesn’t like cleaning and the pay isn’t very good!

My dad is a gardener. He works in parks and gardens. He loves working outside but not when the weather is bad!

I’m Harmonie. I’m unemployed at the moment; I don’t have a job. I go to the Job Centre to look for work. I want to work in a shop or a school. I like working with people.

The good news is: I have an interview tomorrow!
Unit 2 Reading job adverts - teacher’s notes

This unit is based on three simple job adverts. The focus of the unit is developing reading skills and understanding information contained in job adverts.

**Time:** Approximately 90 minutes. Timings are flexible and teachers can cut activities and add extension activities as required.

**Aims**
- To develop learners’ reading skills in order to understand three simple job adverts
- To expand learners’ vocabulary related to work.

**Objectives**

*All learners will be able to:*
- Read three job adverts
- Find important information in the adverts
- Learn new words about work.

**Preparation**

**You will need:**
- Access to an Interactive Whiteboard, a computer with a keyboard, mouse and data projector, or individual computers
- **Worksheet 1:** Read the job adverts (1 per learner)
- **Worksheet 2:** Reading and understanding job adverts - part 1 (1 per learner)
- **Worksheet 3:** Reading and understanding job adverts - part 2 (1 per learner)
- **Worksheet 4:** Can you remember the new words? (1 per learner, cut in half)

**Suggested procedure**

**Warmer – How many jobs can you name?** (10 mins)
- Working in pairs, ask learners to write a list of as many jobs as they can in two minutes.
- Elicit the names of the jobs and write them on a whiteboard or flipchart page.
- Ask which pair wrote the most words.
- Tell the class that this lesson is about work and reading job adverts.
- Ask learners where they can search for work; for example, online, in newspapers, in shop windows, and at the Job Centre. Open the online module and show the woman searching for work.
- Show the **Aims** slide and read through the aims with the class.

**Differentiation:** If your learners are capable writers, ask some of them to write the names of the jobs on the board.
Task 1 – Hotspot – Four jobs (15 mins)

- Display Questions 1 to 4 one at a time, asking learners to point to the correct picture.
- Ask for more information about each job before moving on; for example, what does a cleaner do? Where does a cleaner work? Do you think it is a good job?
- After Question 4, remain on the slide with the four pictures visible to the learners, and ask the learners to name the jobs you describe as follows:

  I work in a restaurant. I bring food and drink to your table. (Waiter)
  I work in a house, office or public place. I clean things. (Cleaner)
  I drive a van. I deliver parcels. (Delivery driver)
  I drive a car all day. I like talking to my customers. (Taxi driver)

- Review learners’ understanding by showing Question 5 and asking two volunteers to match the descriptions with the jobs.

Task 2 – Presenting new vocabulary (15 mins)

- Show Questions 6 to 10, one by one, and invite learners to say and try to describe the words if possible.
- After hearing their ideas, show the choices in the drop-down menu and ask learners to select their answer.
- Review the words before moving on. For example, tell learners how many hours you work and ask them if it is part-time or full-time.

**Differentiation:** Challenge stronger learners by asking them what work experience they have. Ask learners who work to describe their job using some of the vocabulary from the lesson so far.

Task 3 – Reading for specific information – part 1 (full-time/part-time) – (15 mins)

- Show the slide with the three adverts (before Question 11) and hand out Worksheet 1.
- Ask learners to look at the adverts but don’t discuss them yet.
- Before working through the questions, ask learners what jobs are advertised.
- Hand out Worksheet 2 and give learners time to answer the questions.
- Invite learners to share their answer as you go through each question (Questions 11 to 14). You could ask them to write Yes and No on separate slips of paper to hold up during feedback.

**Differentiation:** Ask less confident learners what jobs are being advertised and give sufficient time for learners to select their answer. Invite learners to come to the board and explain their choice.

Task 4 – Reading for specific information – part 2 (salary/experience/apply) – (15 mins)

- Hand out Worksheet 3 and give learners time to read the adverts again and answer the questions.
- Use the slides to review the answers and monitor understanding (Questions 15 to 21).
**Differentiation:** Ask a variety of learners to give their answer.

**Task 5 – Discussion** (10 mins)
- Ask learners if they are looking for work (or if someone they know is) and if they would like to apply for any of the jobs.
- Tell learners to order the jobs from their most favourite to least favourite. Show **Question 22** to illustrate.
- Put learners in pairs for them to justify their choices.
- In feedback, encourage learners to use the words they have learnt and explain their choice.

**Task 6 – Review** (5 mins)
- Review vocabulary using **Worksheet 4**.
- Ask learners to work alone and match the words and phrases.
- Elicit the answers using concept questions, such as, *what is another word for ‘pay’? (salary)* using the clues from the worksheet.
- Invite a few learners to drag and drop the answers on the board (**Question 23**).

**Cooler – What makes a good job?** (5 mins)
- Put learners in small groups of three or four.
- Tell them to describe a good job in their opinion in two minutes.
- Monitor and support learners and listen for the use of today’s target vocabulary (this will indicate how well learners have remembered and understood).

**Differentiation:** Invite a range of learners to share their ideas.

**Homework**
- Ask learners to find a job advert and bring it to class next lesson to read and possibly apply for. Ensure that learners know where they can find adverts, as discussed in the warmer (eg online, in newspapers, in shop windows, and at the Job Centre).
- Encourage learners to work through the online quiz.

**Extension: Asking questions about a job**
- Tell learners that it is important to be able to ask questions about a job; for example, at an interview or when starting a new job.
- Write *how many, what time, how long, is it* in the board and ask learners to try to create questions with the clues. Offer support as needed.
Extension: role play

• Take the job adverts and set up role plays of someone asking questions about a job. Give examples of the questions they should ask, such as: *Is it part-time or full-time? How many hours is it per week? Is it temporary or permanent? Do I need experience?*
• Alternatively, find some authentic job adverts according to the learners’ interests, and set up pairs to ask each other about the jobs.

Homework / Follow-up activities

• Ask the learners to complete the online module at home for further practice.
Unit 2 Reading job adverts - learner resources
Worksheet 1: Read the job adverts

WAITERS required
at UK Grill Restaurant

- Pay: £6.90 per hr
- 20 hours per week, 5pm – 10pm, 4 nights
- Experienced waiters only

To apply, email your CV to terry@ukgrill.com

Cleaner needed

- Salary: £6.75 per hour
- Experience preferred
- Working Mon, Wed, Thu, Fri and Sat 4.30pm - 6pm

Apply by telephone: 01389 483761
We are looking for delivery drivers

- Salary: £7.20 - 7.60 per hour
- No experience needed
- Hours: 8:00am to 4:00pm, 5 days per week

Ring 024 7910 3694 for an application form

Worksheet 2: Reading and understanding job adverts – part 1

1. The waiter job is full-time.
   ( ) Yes
   ( ) No

2. The cleaner job is part-time.
   ( ) Yes
   ( ) No

3. The delivery driver job is full-time.
   ( ) Yes
   ( ) No

4. Tick the part-time jobs
   ( ) cleaner
   ( ) delivery driver
   ( ) waiter
Worksheet 3: Reading and understanding job adverts – part 2

1. The salary for the cleaner job is _________.
   _________ (£8.50 / £6.75 / £7.20 - 60)

2. Which job pays £6.90 per hour?
   ( ) cleaner
   ( ) delivery driver
   ( ) waiter

3. Do you need experience for the waiter job?
   ( ) Yes
   ( ) No

4. Do you need experience for the delivery driver job?
   ( ) Yes
   ( ) No

5. The cleaner job advert says 'Experience preferred'. What does that mean?
   ___________ (they want you to have experience, if possible / you don't need experience)

6. How do you apply for the delivery driver job?
   ( ) Ring 01389 483761
( ) Ring 024 7910 3694 and ask for an application form
( ) Send an email to terry@ukgrill.com

7. **Which job asks you to send an email to apply?**

___________ (waiter / cleaner / delivery driver)
Worksheet 4: Can you remember the new words?

| part-time | apply for a job | salary | full-time | experience |

1. the money you get for working ____________
2. fill in a form because you want a job ____________
3. a job for the whole week (5 days or 40 hours) ____________
4. knowing about a job because you did it before now ____________
5. a job for some of the week (2/3 days or 20 hours) ____________
Unit 2 Reading job adverts - answers

Worksheet 2
1 – no
2 - yes
3 – yes
4 – waiter, cleaner

Worksheet 3
1 – £6.75
2 – waiter
3 – yes
4 - no
5 – they want you to have experience, if possible
6 - 024 7910 3694
7 – waiter

Worksheet 4
1 – salary
2 – apply for a job
3 – full-time
4 – experience
5 – part-time
Unit 3 My first day at work - teacher’s notes

This unit is based around a short video which shows Harmonie starting a new job in a school. The focus of the unit is developing listening skills and building confidence in listening to instructions.

**Time:** Approximately 90 minutes. Timings are flexible and teachers can cut activities and add extension activities as required.

**Aims**
- To introduce lexis associated with employment
- To develop learners’ visual literacy
- To develop learners’ listening skills in a work context.

**Objectives**
All learners will be able to:
- Watch and understand a short video
- Understand instructions about a job
- Listen to and order instructions.

**Preparation**
**You will need:**
- Internet access and an interactive whiteboard or data projector to display the online module available at:
- **Worksheet 1** (vocabulary): 1 per learner

**Suggested Procedure**

**Warmer** (5 mins)
- Ask the learners to think about the first day at a new job.
- Put the learners in pairs and ask them to discuss these questions:
  - What does someone need to find out when they start a new job?
  - How does someone feel on their first day?
- Elicit ideas from the pairs.

**Task 1: Introducing the video** (10 mins)
- Tell the learners they are going to watch a video about a woman’s first day in a new job.
- Show the **Aims** slide and then the **Info Slide** to set the context.
- Work through the hotspot questions (**Questions 1 to 4**) to pre-teach places around a school.
- Play the video; then ask learners what Harmonie’s job involves, or what she does at the school (**she’s a dinner lady or school meals supervisor**).
Task 2: Understanding the video (15 mins)

• Tell the learners the next questions are about Harmonie’s job and what she does.
• Work through Questions 5 to 8 and ask the learners to write their answers. Play the video clip on the slides to help learners answer the questions.
• Check the answers by asking a variety of learners.

Task 3: Verb phrases (15 mins)

• Hand out worksheet 1 and ask the learners to match the verb phrases with the pictures.
• Elicit the answers and drill pronunciation.
• Display Question 9 and invite a few learners to drag and drop the answers on the board.
• Using Question 10, ask learners to fill in the gaps using the words at the bottom of the slide. Set a time limit. Drill pronunciation of the phrases.
• For further consolidation of these verb phrases, work through Question 11 where learners listen and order the phrases.

Task 4: Understanding the video – watching for detail (30 mins)

• Show Questions 9 to 12 and elicit the answers. These questions are about other details of Harmonie’s job, including information about time.
• Ask the learners how many questions Harmonie asks the headteacher (two).
• Ask learners to order the questions in Questions 17 and 18 (What time do I start in the morning? What time do I finish in the evening?)
• Ask the learners what time it is now. Show Question 19 to check their understanding of ‘o’clock’. Then show the Info Slide to present the various ways to say 11:30.
• Work through Questions 20 to 23 to help learners practise saying the time.

Differentiation: To challenge stronger learners, write start and finish on the board and ask learners to write the questions Harmonie asked. When showing Questions 17 and 18, you may need to fill in some of the gaps to support learners.

Extension:

• If learners are keen to practise telling the time, you could present it here. It may be best to practise 11:10, 11:15, 11:20 as ‘eleven ten’, ‘eleven fifteen’, ‘eleven twenty’ rather than ‘ten past eleven’, ‘a quarter past eleven’ or ‘twenty past eleven’.

Task 5: Speaking (10 mins)

• Ask learners to make questions with What time do you...?
• Set up a speaking activity where learners mingle to ask their questions to as many learners in the group as possible.
Differentiation: Ask weaker learners to make questions with *start* and *finish* (such as What time do you start college?). Encourage stronger learners to create more questions using different verbs. These could include *get up, have lunch* etc.

**Cooler: Review** (5 mins)

- Ask learners what Harmonie has to do every day. Encourage learners to use the verb phrases from the unit.

**Homework / Follow-up activities**

- Ask the learners to complete the online module at home for further practice.
**Unit 1 My first day at work - learner resources**

**Worksheet 1: Match the phrases and the pictures**

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweep the floor</td>
<td><img src="image1.png" alt="Picture" /></td>
</tr>
<tr>
<td>put on an apron</td>
<td><img src="image2.png" alt="Picture" /></td>
</tr>
<tr>
<td>wipe the tables</td>
<td><img src="image3.png" alt="Picture" /></td>
</tr>
<tr>
<td>look after the children</td>
<td><img src="image4.png" alt="Picture" /></td>
</tr>
<tr>
<td>help carry their plates</td>
<td><img src="image5.png" alt="Picture" /></td>
</tr>
<tr>
<td>sign in at reception</td>
<td><img src="image6.png" alt="Picture" /></td>
</tr>
</tbody>
</table>
Unit 3 My first day at work - additional resources for teachers
Unit 3 My first day at work - transcript

I’m Harmonie...I’ve got a new job! It’s part-time – I work seven and a half hours a week. I’m a dinner lady in a school. My job is also called a ‘school meals supervisor.’

Today is my first day.

First, I go to reception. The receptionist gives me a staff ID card to wear.

Next, I meet the headteacher; he shows me around the dining hall, the kitchen and the playground.

Then he tells me what I need to do every day.

First, I sign in at reception. Then, I need to go to the kitchen where I put on my apron. The children have 45 minutes for lunch. The cook gives the dinners to the children. My job is to help the children. I cut up the food for the little children and help carry their plates.

After dinner, the children go out to play in the playground. I wipe the tables. And then I sweep the floor. Then I help look after the children in the playground.

When the bell rings, dinner time is over.

Do you have any questions?

Yes, I do.

What time do I start in the morning?

You start at 11.30.

And what time do I finish in the afternoon?

You finish at 1.00.

Please ask if you have any more questions Harmony! Good luck with your first day. The children are lovely!