I love my Job!

Name the 8 occupations below:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

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Group Discussion:

1. Which of these jobs would you **naturally gravitate towards**?
2. Which of these jobs would be a **living nightmare** for you?
3. How **crucial** is it to be passionate about the work you do? Do you think most people are happy in their jobs?
4. Apart from construction, what other **male-dominated** industries can you think of? Do you think people’s **mindsets** are changing in terms of male/female roles?
5. Do you think many people ‘**freefall**’ into jobs **as opposed to** following a career path?
Match the pictures to the sentences below:

A. I won’t lie; it’s tiring, so demanding and it takes a lot out of me both physical and emotionally. It’s actually emotionally very draining but inspite of all of that, I love my job. I get to save lives so it can be so rewarding and that’s why I do it.

B. Why wouldn’t I love my job? I’m a sole-trader, I use my creativity and my imagination to earn a living. Not only that but my hands pay my bills! The creation of the products is a soothing process and I have full artistic license. I have no one to answer to but myself but selling can be a challenge. I have to discipline myself to focus on the sales/marketing side of things as well as the creative side.

C. I work in a male-dominated industry and that’s sometimes a challenge because there is an unconscious bias towards women in my field. Some people have this belief that a woman wouldn’t be physically fit or strong enough to carry-out a job effectively but my aim is always to prove them wrong and as a result open their eyes to discrimination in the workplace. You need a thick skin in this industry.

D. I wouldn’t consider myself courageous or much of a risk-taker in life in general. I always wanted to work in this area, even as a child, and that means putting myself in danger in order to save others. We need to look after our physical and mental health so that we can do our jobs to the best of our abilities so we do a lot of training and courses.
E. Not many know what I actually do (I don’t just float around all day even though that’s one of the perks). Missions vary; sometimes 2-3 weeks and sometimes up to 6 months. Most of that time is spent conducting experiments and repairing equipment.

The training programmes are intense; most are classroom-based and focus on engineering, meteorology and earth-sciences, but we also must undertake survival training in water in case of an emergency landing.

F. I get to do what I love for free. Yes, I’m completely addicted to the adrenaline rush. Despite that, it can be tough as it’s usually a seasonal gig; it depends on where you live or choose to work. To get work around 10 months of the year you will need to go to a hot climate. Instructors are required to clock-up 500 jumps to become a tandem instructor.

G. I’m a political correspondent and get to travel all over the world for work. I could be called upon in the middle of the night in order to get to Washington if a story breaks therefore I need to be very flexible with my time.

The skills needed in this field would be creativity, intuition, sensitivity, innovation, communication and of course you need to be inquisitive and passionate about people and stories.

H. I work on a production from conception to delivery stage. My role is to ensure that the artistic and dramatic aspects of the movie are met. The fact that I’m completely in love with movies and TV shows helps. I visualise each scene and manage the actors, props and technical team in the fulfilment of that vision. We need to be creative, non-conforming and individualistic in our approach to be a success in this highly competitive industry.

In pairs, think of two more jobs and write profiles like the ones above. Don’t give too much away! Your classmates will have to guess what jobs you’re referring to.
**Teachers Notes**

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<thead>
<tr>
<th>Level:</th>
<th>C1/Advanced</th>
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<tr>
<td>Topic:</td>
<td>Jobs and Careers</td>
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<tr>
<td>Author:</td>
<td>Aoife McLoughlin</td>
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<td>Lesson Aim:</td>
<td>To introduce students to commonly used vocabulary in relation to jobs and careers, with a particular focus on <em>discourse markers + linkers.</em></td>
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**CEFR Student Learning Outcomes:**

| Reading: | I can understand informal text based on the topic of jobs/careers without too much difficulty and can work out the meaning of unknown vocabulary from context. |
| Speaking: | I can keep up with animated discussions and can participate effectively. |
| Quality of Language: | I have a good command of broad vocabulary. |
| | I can express myself fluently and spontaneously |

**Lexical Aim:**

**Lexis in context:**

Students focus on vocabulary and expressions in the context of jobs and careers such as unconscious bias towards, male-dominated industry, to be called upon to do something, a seasonal gig, from conception to delivery.

Students also focus on commonly used *discourse markers and linkers.*

**Interaction Patterns:**

- Pair work
- Group work
**Lesson:**

Hand out the first page with the 8 pictures of ‘jobs’. Students work in pairs to discuss each of the pictures and write a job title underneath each one.

**Answers:** 1 = Astronaut, 2 = Fire-fighter, 3 = Film Director, 4 = Paramedic, 5 = Potter, 6 = Sky-diving instructor, 7 = News reporter, 8 = Construction worker.

**Group Discussion:**

Now, students work in groups to discuss the 5 questions. Encourage students to give as much detail in their answers as possible. Monitor and take note of errors for an error correction slot after the task.

**Matching Activity:**

In pairs again, students match the 8 paragraphs to the 8 pictures from task one. Tell students not to worry about the vocabulary in bold for the moment.

**Answers:** A = Paramedic, B = Potter, C = Construction Worker, D = Fire-fighter, E = Astronaut, F = Sky-diving instructor, G = News Reporter, H = Film-Director

**Focus on Vocabulary:**

In groups, students take two of the paragraphs each and focus on the bold words/phrases such as ‘it takes a lot out of me’ and ‘emotionally very draining’. At this point, students do not need to focus on the highlighted discourse markers. They should record the vocabulary and together, compose a definition and a sample sentence using each of the bold words/phrases.

Once each group have completed this vocabulary task, you will need to assign students to new groups so that they are now working with students who have been working on the other profiles and vocabulary. You could use the you’re A, B, C and all the ‘As’ together, all the ‘Bs’ together etc. Students now go through their vocabulary items and explain each item to their new partners.

**Discourse Markers:**

After task completion, take a moment at the board to elicit some discourse markers/linking words. What are they? Do students understand what they are used for? Elicit some examples. Now, students go through each of the highlighted phrases within their groups and explain meaning to each other.

**Writing:**

In pairs, students now choose another job together and write a paragraph similar to one of these using some of the vocabulary they have met in this lesson but also using two of the discourse markers. Afterwards, do a mingle activity where students read their paragraph for other students who have to guess what job they are referring to.