

**27**

*At work*

**Part 1**

I couldn't manage without *Mark*: he's... ...a lot of influence on me when I was starting out.  
*Anne Wilson* was a person who had... ...everything went right for me.  
 Having *autonomy* is something which I... ...I would like to work for a while.  
 The *windows* are the thing that I'd like to change in my office:... ...really appreciate in my job.  
 Making all my *phone calls* early in the day is... ...something that helps me organise my day.  
*Saturation of demand*. That's... ...you can't open them.  
*Japan* is a place where... ...the person who organises everything for me.  
 1996 was a year when... ...the problem we're facing now.

**Part 2**

1	2	3
4	5	6
7	8	9

*At work* **Worksheet** **27**

NOTE: This activity is not suitable for pre-service students.

**ACTIVITY**

Pairwork, groupwork and whole class: writing, speaking

**AIM**

To talk about day-to-day work.

**GRAMMAR AND FUNCTIONS**

Defining relative clauses

**VOCABULARY**

*autonomy, to deal with phone calls, to face a problem, saturation of demand, career, to value someone's opinion*

**PREPARATION**

Make one copy of the worksheet for each student in the class. Cut up as indicated into Part 1 and Part 2.

**TIME**

20 minutes

**PROCEDURE**

**PART 1**

- 1 Tell the students that they are going to do a speaking activity.
- 2 Give out Part 1 of the worksheets and ask them to match up the phrases at the top to make complete sentences. Then check the answers:
  - *I couldn't manage without Mark: he's the person who organises everything for me.*
  - *Anne Wilson was a person who had a lot of influence on me when I was starting out.*
  - *Having autonomy is something which I really appreciate in my job.*
  - *The windows are the thing that I'd like to change in my office: you can't open them.*
  - *Making all my phone calls early in the day is something that helps me organise my day.*
  - *Saturation of demand. That's the problem we're facing now.*
  - *Japan is a place where I would like to work for a while.*
  - *1996 was a year when everything went right for me.*

**PART 2**

- 1 Point out how each sentence in Part 1 of the worksheet has one key word or phrase in italics. Tell the students that you are going to give them some instructions. For each instruction they must write one key word in a box in the grid on the worksheet that relates to their own life.
- 2 Give out Part 2 of the worksheets.
- 3 Give the following instructions.
  - In the centre box write your name.*
  - In the top left-hand box, write the name of a person who has helped you in your career.*
  - In the bottom left-hand box, write a year when you were successful at work.*
  - At the top, in the middle, write one word which describes a problem which is facing your company.*
  - On the right, in the middle, write one word which describes the best quality which your job has.*
  - On the left, in the middle, write one word about a change that you would like to make in your office.*
  - At the bottom, in the middle, write one word which will remind you of a routine that you follow at work.*
  - In the top right-hand box, write the name of a person whose opinion you value.*
  - In the last box write the country where you would like to work.*
- 4 In pairs, the students swap worksheets and ask and answer questions about the significance of the words in their boxes.

**FOLLOW-UP**

Students write sentences about themselves or their partner like the ones in Part 1.