

11

Job priorities

We interviewed some students who are going to look for their first job soon. We asked them to say what is important for them in a job. These are some of their answers:



Martin: 'I want a job that's really exciting and fun.'

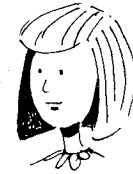


Alison: 'I'd like to have a job where I meet a lot of interesting people from all over the world.'

Robert: 'I'd like to travel to foreign countries.'



Sally: 'I want to be my own boss.'



Mary: 'I'd like to have a job with long holidays.'



James: 'I want to earn lots of money so that I can buy a house and a good car.'



Jennifer: 'I'd like to work with computers and new technology.'



Susan: 'I want to change the world!'

Charles: 'I'd like to be famous.'

Joe: 'I want to help other people.'



Peter: 'I don't want to spend hours in a car or on a train travelling to work.'



Rani: 'I don't want to sit in an office all day. I want to be outside in the fresh air.'



Simon: 'I'd like to do a creative job.'



Suzette: 'Most of all, I want to feel happy in the job I do.'

Three things which are important for me:

- 1 _____
- 2 _____
- 3 _____

One thing which is not important for me:

Job priorities Worksheet 11

ACTIVITY

Pairwork: reading, speaking

AIM

To read about and discuss things that are important for people when looking for a job.

GRAMMAR AND FUNCTIONS

Talking about hopes, ambitions and preferences
Would like to, want to, don't want to

VOCABULARY

Jobs

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to imagine that they are looking for a job and to think about the sort of job they would like. Brainstorm some of the things which they think are important in a job.
- 2 Give one copy of the worksheet to each student in the class and explain that they are going to read the answers given by some students when asked *What is important for you in a job?*
- 3 When they have read the comments on the worksheet, each student should choose three points they agree with and one that they do not agree with and write them in the box provided at the bottom of the worksheet.
- 4 Now ask the students to work in pairs and explain their choices to their partner.
- 5 When they have done this, ask the students to think of a job which would suit each of the people interviewed.