

Teacher's notes – Describing jobs Upper Intermediate

Aim

To introduce between ten and twenty useful vocabulary items for the level, with an emphasis on checking the meaning and using the words and phrases. The students should be able to use the language actively once they have completed the tasks.

Each vocabulary worksheet can be used as a lesson in itself. It provides practice in speaking, reading and writing as well as introducing vocabulary. However, the worksheets are designed to be flexible. The first two exercises can be used as a lead-in to a lesson on the topic area, introducing vocabulary before going on to a listening or reading from the class coursebook. The final speaking activity can be used as a follow up to a lesson on the topic area. The writing task makes a natural homework activity.

The tasks are designed to help students match words to meaning, and to use and personalise vocabulary. However, it is always a good idea to think about which words your students will find difficult.

1 Write *a teacher*, *a referee* and *a salesman* on the board. Elicit what qualities people need to have to do these jobs.

Ask the students to read the job advertisements. Which job is being described in each advertisement?

Answers

- 1 a salesman
- 2 a teacher
- 3 a referee

2 Put the students in pairs to rewrite the phrases in italics in the job advertisements in 1.

Answers

We offer a position which is *demanding*, but which is never *mundane*. You will be expected to travel and meet clients, and represent our company and its products.

We are looking for people who have *drive*, people who are *hard-working*, people who *are determined*. If you have the relevant experience, please reply to the address below.

This is a new position in a modern institution. We seek applicants who are *decisive*, who *are responsible*, and who *are well-qualified*. You will be working with young people in a job which is *rewarding*.

The FA are seeking fit under-35s interested in an exciting new career. It is a job that *is challenging*. At times it can *be stressful* and you need to *be thick-skinned*. However, it is a great opportunity to be involved with the nation's most popular pastime.

3 Put the students in pairs to complete the sentences.

Answers

- 1 work shifts/ at work
- 2 work flexitime
- 3 work long hours
- 4 work overtime
- 5 out of work/in work
- 6 get down to work

4 Give the students a few minutes to prepare to describe their job. Encourage them to use the words from the lesson. Ask them to describe the job to their partner.

5 Ask the students to write a job advertisement for the job they described in 4. This would be suitable for homework.