

## Lesson description

In this class you will rank a list of jobs from best to worst. You will also use some vocabulary to describe jobs, look at some work related expressions and practise describing why you like or don't like a job.

## Aim

Discussing and coming to a decision

## Language

- Adjectives for describing jobs
- Work related expressions
- Expressions to talk about things you like and don't like

## Task

The task in this lesson is for learners to discuss different jobs and to rank them from best to worst.

## Materials

Handout  
PC1 – Word cards  
PC2 – Job cards  
Audio U033CEU-1.mp3, U033CEU-2.mp3

## Self-study activities

(available on platform)

Listening  
Vocabulary  
Vocabulary

Handout activity number:

Input 2  
Input 3  
Language focus 2

## Suggested running order

Lead in	Students discuss the meaning of adjectives describing jobs and describe some jobs using them.
Input	Students discuss their ideas about the best and worst jobs, then listen to a person talking about their job and take notes. They match verb + noun work related expressions.
Language focus	Students complete a gap fill and sort expressions for talking about things you like and don't like about jobs.
Task	Students have a group discussion to rank jobs from best to worst.

## Lead-in

**1** Students work in pairs or groups. Give a set of adjectives from the photocopiable materials to each group. Provide dictionaries or ask the students to explain each word and help them with ones they don't know. The students decide which adjectives are positive and which negative.


*Positive: challenging, rewarding, glamorous, fascinating, stimulating*

*Negative: repetitive, stressful, gruelling, tedious, hazardous*

**2** Still in groups or pairs, students describe the jobs in the list using the adjectives from 1, then feed back to the class.

## Input

1 Students work in pairs and discuss their ideas of the best and worst jobs in the world, then feed back to the class.

2  Students listen to the audio and make notes.

1 *He's a food technologist.*

2 *He tastes pet food.*

3 *He earns a good salary, he never has to do overtime, it offers job security and he receives some good fringe benefits such as getting free food.*

4 *It's fantastic.*

5 *She couldn't do it.*

3 Students match the collocations. If you wish, you could play audio 33.1 again as the collocates all appear in the interview. Correct answers could be shown on the board for clarity.

1 *i*

4 *d*

7 *b*

10 *c*

2 *a*

5 *f*


8 *j*

3 *h*

6 *g*

9 *e*

## Language focus

1  Play the audio, pausing as necessary, to allow students to complete the missing phrases.

1 *that sounds like a great job*

6 *That must be a definite plus of the job.*

2 *I'd love to do that.*

7 *I couldn't stand it if I had to*

3 *The problem with the job is that*

8 *I wouldn't be able to do that job!*

4 *that could be quite fun I'd have thought*

9 *It's not nearly as bad as it sounds.*

5 *That gives you the chance to*

10 *I'd prefer to eat normal food!*

2 Students write the expressions they used to complete the audio script in the correct column of the table.

Talking about a job you like	Talking about a job you don't like
<i>That sounds like a great job.</i>	<i>The problem with the job is that ...</i>
<i>I'd love to do that.</i>	<i>I couldn't stand it if I had to ...</i>
<i>That could be quite fun I'd have thought.</i>	<i>I wouldn't be able to do that job!</i>
<i>That gives you the chance to ...</i>	<i>I'd prefer to eat normal food!</i>
<i>That must be a definite plus of the job.</i>	
<i>It's not nearly as bad as it sounds.</i>	

3 Students add the expressions from the box to the table.

Talking about a job you like	Talking about a job you don't like
<i>That must be a great job because you don't have to.</i>	<i>I'd loathe that sort of work ...</i>
<i>You have the option of ...</i>	<i>I think that must be one of the most awful jobs because ...</i>
<i>There are lots of advantages.</i>	<i>The biggest disadvantage is ...</i>

## Task

- 1 Students work in groups. Give each group a set of job cards. They discuss each job and put them in order from the best job to the worst job. Monitor and note errors for later feedback.
- 2 Students separate from the group and talk to someone from a different group to compare their decisions.
- 3 Students feedback on their decisions and see if they can come to an agreement about the best job from the list.  
Feedback on language and review learning objectives.

## Audio script

- S Hello and welcome to *Just the job*, the programme where we talk to people with unusual jobs and today we've got a really good one for you. Our guest today is Barry Sinter from Liverpool. Good morning, Barry!
- B Good morning, Sandy.
- S Could you tell us a bit about your work?
- B Yes, of course. I'm a food technologist with a major British department store.
- S Well, that sounds like a great job. You spend the whole day testing food. Is that right? I'd love to do that.
- B Sort of. The problem with the job is that I'm in charge of pet food.
- S Oh! Well, that could be quite fun I'd have thought. You work with animals. That gives you the chance to be with cats and dogs all day, doesn't it? That must be a definite plus of the job.
- B No, no, no! I couldn't stand it if I had to work with animals all day. I'm not really an animal lover!
- S OK. So, what is it that you do exactly?
- B I'm responsible for ensuring that the pet food products are up to standard. I taste every product to make sure it's OK.
- S Oh my goodness! You mean you have to eat pet food? Oh wow, I wouldn't be able to do that job!
- B It's not nearly as bad as it sounds. Most of the pet food is really bland. I just taste it and spit it out.
- S Oh, I'd prefer to eat normal food! What sort of qualifications do you need?
- B Well, I've got a degree in food science and when I first left university, I worked for a supermarket chain, but I was made redundant. So, then I applied for this job, but I didn't have any experience in pet food. At first I was taken on part-time, but I worked hard and they made me full-time.
- S Do you enjoy what you do?
- B Oh yes! It's a fantastic job. I earn a good salary, I never have to do overtime, it offers job security and I receive some good fringe benefits.
- S What sort of fringe benefits?
- B Well, I get all my food for free for a start.
- S Pet food?
- B No, no! Ordinary food. Ha ha ha!