**Listening Lesson 3**

**Description**

This lesson includes a series of activities on vocabulary related to jobs, and guidance and practice for the extended listening task in the Linguaskill Business Listening Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise some key vocabulary and expressions related to jobs * to raise awareness of the format and requirements of the longer multiple-choice listening task * to develop techniques and strategies for this task type based on practice of a sample task |
| **Time required** | 45–60 minutes |
| **Level** | Suitable for B2 level |
| **Materials required** | * Student’s Worksheets 1–3 * audio recording to accompany Student’s Worksheet 2 (full audio recording) and Student’s Worksheet 3 (first two turns only) |

**Procedure**

1. Explain that the lesson will be about jobs and will prepare learners for the longer multiple-choice listening task in the Linguaskill Listening test.
2. Ask learners to think about their dream job and tell their partner about it: What would it be? Where would it be? Why would they like to do it?
3. Feedback job choices to the board and ask learners to suggest what people need to consider when they are choosing a job (i.e. salary, location, colleagues, working hours etc.). As you write these suggestions on the board, group them into four categories (without category titles at this stage): Job description, Feelings about the job, Personal skills and qualities, Job opportunities. Once you have a few words/expressions for each category, elicit or explain what the category titles could be.
4. Give learners **Student’s Worksheet 1** and ask them to complete the tables using the vocabulary in the box.

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| **Key**   |  |  | | --- | --- | | **Job description** | **Feelings about the job** | | Pay  Working conditions  Working hours | It’s very rewarding.  Job satisfaction  Independence  Benefits (could also be listed under Job description) | | **Personal skills and qualities** | **Job opportunities** | | Qualifications  Communication skills | Promotion  Career progression  New roles | |

1. Feedback on Exercise 1 and check understanding of the vocabulary. Encourage learners to expand their vocabulary by building word families (e.g. promotion > get promoted; qualifications > qualified; satisfaction > satisfied; independence > independent; job opportunities > job prospects) and finding synonyms (benefits > perk; pay > salary/wages/earnings).
2. Tell learners that a common topic for a long Listening task is an interview with someone about their job. The interview questions are often connected to the four categories from the previous exercise, so building vocabulary around these topics is useful preparation for the task. Give learners **Student’s Worksheet 2**, which has the questions from a sample Linguaskill Listening task. Explain that the written questions will be similar to the questions they hear the interviewer ask, so they should use them as signals for each question when they are listening. Ask learners to look at the questions only (not the options) and match them with the four categories. Draw learners’ attention to details in the wording of questions 1–3.

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| **Key**  Q1 = Job description  Q2 and Q3 = Feelings about the job  Question 4 = Personal skills and qualities  Question 5 = Job opportunities  Q1 – ‘present’ job – i.e. the job he does now. May be important if the listening text mentions previous or future jobs.  Q2 and Q3 – ‘like most’ and ‘dislike most’. May be important if the speaker talks about several things he likes or dislikes, but only one of them is ‘most’. |

1. Ask learners to look at **Student’s Worksheet 1** and **Student’s Worksheet 2** together and highlight the words/expressions in the questions and options that are already on their list and add new language from **Student’s Worksheet 2** to the list.

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| **Key**   |  |  | | --- | --- | | **Job description** | **Feelings about the job** | | Pay  Working conditions  Working hours  Bruce’s present job involves | It’s very rewarding  Unsocial working hours  Job satisfaction  Rather low pay  Independence - Freedom to do whatever he wants  The variety of social Benefits | | **Personal skills and qualities** | **Job opportunities** | | Qualifications  Communication skills  Highly qualified  Positive but patient  Strong and athletic | Promotion  Career progression - career progress  New roles  Numerous options for employment  Working independently | |

1. Feedback on the task and check understanding of the new vocabulary. Elicit more word families (freedom > free; patient > patience) and draw learners’ attention to how qualifying words can change details of the job (working hours) into comments on the job (unsocial working hours).

1. Ask learners to look at Q1 on **Student’s Worksheet 2** and suggest what kind of job they think Bruce does (**Key** – something connected to health and fitness). Then ask them to look at the three options and suggest job titles associated with each option (**Key** – A: gym manager, B: fitness instructor/personal trainer, C: fitness instructor). Check they have noticed the difference between B and C (**Key** – B refers to ‘individuals’, C refers to ‘small groups’). Also draw their attention to ‘manage’ in option A and elicit from learners the difference between managing a gym and working in a gym as a trainer. Explain that predicting content and noticing details and differences in wording in the questions in this way is important preparation before listening.
2. Draw learners’ attention to **Exercise 2** of **Student’s Worksheet 2**, which has the audio script for Question 1. Ask them to underline the information in the tape script that is related to the three options for Question 1 on Student’s Worksheet 2.

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| **Key**  Yes, until last year, I worked in a gym (A) as a fitness instructor (B/C) – showing people (B/C) how to use the exercise equipment (B/C) and leading exercise classes (C) – but I’m now a personal trainer (B), working with one person at a time (B). So I discuss their needs, make an exercise plan (B/C), advise on diet (B/C) and spend time training (B/C) with them, advising and encouraging. |

1. Check responses and discuss how all three options are mentioned at least once. Decide as a class which is the correct option and why.

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| **Key**  The correct option is **B** – ‘personal trainer, working with one person at a time (i.e. individuals)’.  A is incorrect – ‘until last year’ means that this work in the gym is finished, not the ‘present job’.  C is incorrect – ‘leading exercise classes’ refers to work with groups of people at the same time, which is no longer his job. |

1. Ask learners to talk with a partner about this question: *Why is it important to read the questions and options before you start listening?* Ask them to write down three tips based on what has been discussed so far in this lesson.

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| **Key**  [suggested responses]   1. The written questions guide us through the listening text. The interviewer will ask a question which is very similar to the one we will see on the question paper. 2. The wording of the options on the question paper helps us predict the language we are going to hear. We won’t hear exactly the same words on the recording, so we can start thinking of different ways of expressing the same ideas. 3. We need to look carefully at the wording of the options. Details such as adjectives, adverbs, negatives etc. may turn an option that seems correct into an incorrect answer. |

1. Now tell learners they are going to do the full listening task. Give them one minute to read through all the questions and options again and then play the recording from the start. Ask learners to check their answers with a partner before playing the recording a second time. Point out that in the Linguaskill Listening test, the candidate can decide when to start the audio.

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| **Key**  Note: the answer to Question 1 is given under Stage 11 above.   1. **C** ‘most of all though it’s helping people to turn their lives around’ = ‘satisfaction … improving people’s lives’ 2. **A** ‘I often have to work evenings and weekends [=‘unsocial working hours’] ... And I really wish that wasn’t the case.’ 3. **C** ‘You need an ability to make your clients feel confident [= ‘positive’] and want to succeed, but you mustn’t expect too much from them too soon’ [= ‘patient’] 4. **A** ‘You can get work at a health club, leisure centre, hospital, university or on a cruise ship, or with a team of athletes. So plenty of choice [= ‘numerous options’] for your first job.’ |

1. After checking the correct responses, you could ask learners to explain why the other options were not correct, using the whole tape script, if necessary. Draw attention to how a change of tense or qualifying words can rule out an otherwise tempting answer.
2. Finish the lesson with small group discussions about other jobs related to health and fitness and whether they would like to do them.

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| **F:** Good morning Bruce. Thanks for coming to talk to us about your work. First, can you tell us what you do?  **M:** Yes, until last year, I worked in a gym as a fitness instructor – showing people how to use the exercise equipment and leading exercise classes – but I’m now a personal trainer, working with one person at a time. So I discuss their needs, make an exercise plan, advise on diet and spend time training with them, advising and encouraging.  **F:** What do you like about your job?  **M:** Oh, earning a living from doing what I’ve always enjoyed doing anyway is one thing. Most of all though it’s helping people to turn their lives around. Some of my clients have lost an incredible amount of weight or recovered from other problems. And for me that’s the big reward. Every day is different. You could be working with a top athlete one day, someone with special needs the next or someone who just wants general health benefits. And each one has different needs.  **F:** Is there anything you really dislike about it?  **M:** Well, there are disadvantages. Some days I have to get up and run with a client in a cold wintery field. But would I rather be in an office? Definitely not! I often have to work evenings and weekends – ‘cause that’s when most people prefer to exercise. And I really wish that wasn’t the case. The money's not very good: even for people with good qualifications. But I’m doing what I love, so I don’t mind that.  **F:** What kind of person do you need to be to succeed in this job?  **M:** Well, a perfect powerful body isn’t essential but a passion for health and fitness is, plus great communication skills. You need an ability to make your clients feel confident and want to succeed, but you mustn’t expect too much from them too soon – that’s important. And you need a few basic qualifications and certificates of course.  **F:** Are there good job opportunities for personal trainers?  **M:** Yes and no. You can get work at a health club, leisure centre, hospital, university or on a cruise ship, or with a team of athletes. So plenty of choice for your first job. To move up in your career though – well, the options are more limited; some people change to a new role as manager of a health club. Or, if you fancy being your own boss, experienced trainers can sometimes do well on their own. But that doesn’t work for everyone. |

**Audio script**

**Student’s Worksheet 1**

**Exercise 1**

**Organise the words and expressions from the box below into the appropriate categories.**

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| **Job description** | **Feelings about the job** |
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| **Personal skills and qualities** | **Job opportunities** |
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| Promotion Working hours Job satisfaction Pay Qualifications  Career progression Communication skills It’s very rewarding  Working conditions New roles Benefits Independence |

**Student’s Worksheet 2**

**Part 1**

**Look at the questions (in bold below) from a Listening Multi-item task and match them to the categories in Student’s Worksheet 1.**

**1** **Bruce's present job involves**

**A** helping to manage a gym.

**B** helping individuals to keep fit.

**C** training small groups of people.

**2** **What does he like most about his job?**

**A** the variety of social benefits

**B** the freedom to do whatever he wants

**C** the satisfaction of improving people's lives

**3 What does he dislike most about his job?**

**A** the unsocial working hours

**B** rather low pay

**C** working in freezing weather

**4** **What kind of person must a successful personal trainer be?**

**A** strong and athletic

**B** highly qualified

**C** positive but patient

**5** **What does Bruce say about job opportunities?**

**A** He describes numerous options for employment.

**B** He says there are many opportunities for career progress.

**C** He strongly recommends working independently.

**Student’s Worksheet 2**

**Part 2**

**Below is the audio script for Question 1 in Part 1 of this worksheet. Underline the information in the audio script that is related to the three options for Question 1 of this worksheet.**

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| **F:** Good morning Bruce. Thanks for coming to talk to us about your work. First, can you tell us what you do?  **M:** Yes, until last year, I worked in a gym as a fitness instructor – showing people how to use the exercise equipment and leading exercise classes – but I’m now a personal trainer, working with one person at a time. So I discuss their needs, make an exercise plan, advise on diet and spend time training with them, advising and encouraging. |