**Listening Lesson 6**

**Description**

The topic of this lesson is work. Practice of vocabulary related to choosing careers is used to give guidance on completing two question multi-matching tasks, one of the task types in the Linguaskill Business Listening Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary for discussing choosing a career * to raise awareness of the requirements of Listening two question multi-matching tasks * to develop techniques and strategies for this task type based on practice of a sample task. |
| **Time required** | 60 minutes |
| **Level** | Suitable for C1–C2 level. |
| **Materials required** | * Student’s Worksheet 1: Two question multi-matching task – Linguaskill Business sample task * Student’s Worksheet 2: Two question multi-matching task – comparing speakers and options |

**Procedure**

1. Start the lesson by asking learners to talk about their jobs. If any learners do not have a job, they can talk about their future plans for work. Write on the board two questions: *Why did you choose your job? What are your aims for the future?* Give learners a minute to think of their answers to the questions, then ask them to stand up. Each learner should speak to three other learners in the class and share their answers to the questions. Monitor while learners are talking to make a note of the common themes mentioned and add these to the board. For example, *the company; the people; the opportunities; the work*.
2. Bring the class back together and ask learners to report on what they found out about someone else in the class. As you get the comments, add a tally to the common themes you have written on the board. When you have received feedback from a few learners, look at the tally to see which elements of a job seem most important to the learners.
3. Give learners **Student’s** **Worksheet 1**, which has a sample two question multi-matching task from Linguaskill Business Listening on the topic of working in finance. The questions are the same as the ones learners discussed. Ask learners to look at the options: did they mention any of the same points in their earlier discussion?
4. Tell learners to look at the whole task, including the instructions. Then ask the class: *What do you need to do in this task?* Check that learners have understood the task requirements. Ask learners to look at the questions and options and underline important information. They compare what they have underlined with a partner, then discuss as a whole group. In feedback, make sure learners have noticed the key points, i.e. the first question is about their job now, but focuses on their decision to get that job in the past; the second question is about a future goal/ambition. Discuss how the main words in each option will be expressed differently by the speakers and elicit some suggestions for alternative words and phrases, i.e. 1C *clientele* = customers, clients; 2B *international work* = word abroad, overseas.
5. Tell learners they are now going to do the task. Play the recording once and ask them to check with a partner, then play the recording again so that they can confirm their answers. [**KEY:** Question 1: Speaker 1 B Speaker 2 E Speaker 3 D. Question 2: Speaker 1 E Speaker 2 B Speaker 3 C].
6. Now tell learners they are going to focus on the different ways in which the speakers express the ideas in the options. Play one speaker at a time. Learners look at the task on **Student’s Worksheet 1** and shout *Stop* when they hear the speaker mentioning any of the information in the options. Pause the recording, ask for the relevant words and check whether these give the key, or whether they are distraction. When you have done this for all three speakers, give learners **Student’s** **Worksheet 2** to check the language examples.
7. Finish the lesson by asking learners to think about what they have learned about this task type. Ask them to work in small groups and write guidance (instructions and tips) which they would give to learners trying this task type for the first time. You could put the tips on the walls around the classroom and ask learners to read them all and choose their favourite ones.

**Student’s Worksheet 1**

**Two question multiple-matching task – Linguaskill Business sample task**

**For these questions, click in the correct box for each speaker. There is one table for each question. You have 45 seconds to read the questions and look at the tables.**

**You will hear the recording twice.**

**Listen to three short extracts in which people who work in the finance sector talk about their careers.**

1. **Why did each speaker choose their current job?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaker 1** | **Speaker 2** | **Speaker 3** |
| 1. the company’s reputation |  |  |  |
| 1. the contacts the speaker had within the company |  |  |  |
| 1. the company’s clientele |  |  |  |
| 1. the size of the company |  |  |  |
| 1. the opportunity to apply their studies |  |  |  |

1. **What is the speaker’s aim for the near future?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaker 1** | **Speaker 2** | **Speaker 3** |
| 1. to have more direct work with clients |  |  |  |
| 1. to do international work |  |  |  |
| 1. to specialise in a particular type of work |  |  |  |
| 1. to be given more responsibility |  |  |  |
| 1. to experience a greater variety of work |  |  |  |

**KEY**

**For these questions, click in the correct box for each speaker. There is one table for each question. You have 45 seconds to read the questions and look at the tables.**

**You will hear the recording twice.**

**Listen to three short extracts in which people who work in the finance sector talk about their careers.**

Why did each speaker choose their current job?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Speaker 1 | Speaker 2 | Speaker 3 |
| 1. the company’s reputation |  |  |  |
| 1. the contacts the speaker had within the company | Checkmark outline |  |  |
| 1. the company’s clientele |  |  |  |
| 1. the size of the company |  |  | Checkmark outline |
| 1. the opportunity to apply their studies |  | Checkmark outline |  |

What is the speaker’s aim for the near future?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Speaker 1 | Speaker 2 | Speaker 3 |
| 1. to have more direct work with clients |  |  |  |
| 1. to do international work |  | Checkmark outline |  |
| 1. to specialise in a particular type of work |  |  | Checkmark outline |
| 1. to be given more responsibility |  |  |  |
| 1. to experience a greater variety of work | Checkmark outline |  |  |

**Student’s Worksheet 2**

**Two question multiple-matching task – comparing speakers and options**

**Speaker 1**

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| --- | --- |
| I like my job because I really feel part of a team. It’s a small company with a very young workforce which means **you get more responsibility**. I’m good at managing deadlines so I’ve already been **put in charge** of some quite important clients. I’ve really landed on my feet – I was incredibly lucky. I’d only applied for the job because **I’d got to know** two of **the partners** when I did a **work experience placement while at university**. I still have a lot of studying to do and that can be quite stressful on top of a new job. But this next set of exams should be my last and then I can **start thinking about moving to a larger firm where I could gain a wider range of experience**. | *put in charge of* is another way of saying have *responsibility,* but this is about the current job, not a future ambition, so it is not a match for 2D.  *got to know … the partners* is another way of saying *contacts within the company*, so it is a match for 1B.  *work experience placement while at university* is connected to *studies* (1E) but this is not the reason why the speaker applied for the job, so it is not a match.  *Start thinking about* refers to a future move, so it is relevant to Q2. *a wider range of experience* is another way of saying *experience a greater variety of work* (2E) |

**Speaker 2**

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| --- | --- |
| The firm I work for **has a really good name for itself** when it comes to internal audit – and that’s different to external audit because we don’t only focus on financial statements. Much of our work is looking at operational and strategic risks and giving an independent opinion to clients on whether internal controls put in place to manage these are actually working as well as was intended. The chance to take a wider view like **this appealed to me** because **my degree’s in economics and my dissertation was on risk management in business**. I’m **keen** though not to work only in this country and **would like** a post which **would involve** looking at the strategic risks involved in businesses which have strong interests **in several different countries**. | *has a really good name for itself* means good *reputation,* but the speaker gives this as a fact, not the reason why he joined the company, so 1A is not a match.  *my degree* and *my dissertation* both relate to *studies*. The speaker says *the chance to* be involved in work connected to his studies *appealed,* so that’s why he chose the job (1E)  *keen to* and *would like* both refer to the future, so this information relates to Q2. *in several different countries* has the same meaning as *international,* so 2B is the correct match. |

**Speaker 3**

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| --- | --- |
| It’s been great working here because, as I’d hoped, it’s given me lots of experience, and the networking opportunities I’ve had – **I’ve made some great contacts**. I knew I never would’ve gotten that to the same degree in a **smaller firm**, even though initially I felt maybe I’d been wrong to hold out for a role here. Now I appreciate, though, that I’ve benefited hugely from the profile and **international** reach of this company. Forensic accounting has always sounded really fascinating to me and **I’m hoping** an opening **might** come up here soon. Now that I’m a fully qualified accountant and have a bit of experience under my belt, I feel I’m in quite a good position to **focus in on one smaller** area. | The speaker gained *contacts* in the job, she did not have them before she got the job, so this is not a match for 1B.  The speaker compares the company she chose with a *smaller firm*, so 1D is a match.  The reference to *international* is about the current job, not a future ambition, so this is not a match for 2B.  *I’m hoping … might* refers to the future, so this information is related to Q2. *focus in on one smaller area* means the same as *specialise,* so 2C is a match. |