

Learning objectives in this lesson

Reading for gist, scanning for specific information, focusing on word building and common collocations, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs and discuss the questions, then take feedback from the whole class.
- 2 Before they read, you may want to check that students understand what each heading refers to. For example, ask them what they think a 'government-paid job' is in their country or what they think a 'green job' might be. Then ask them to read the text quickly to encourage them to scan for the relevant information. You might like to set a time limit. Ask them to write the full headings into the correct spaces.

Answers

- | | |
|----------------------------------|-----------------------|
| 1 c Green jobs | 4 d Jobs from home |
| 2 e Jobs in the digital industry | 5 a Make your own job |
| 3 b Government-paid jobs | |

Extra activity

Write the following questions on the board and discuss them as a class.

- 1 Does your current job match one of the categories in 2?
- 2 Have you ever had a job that matched one of the categories in 2? What was it?
- 3 Do you think the jobs in the text are the best kind of jobs to have? Why? / Why not?

- 3 Ask students to read what the people say. They should then read the text again in more detail and decide which job is best for each person. Be prepared to help with any vocabulary questions. Refer them to the glossary. They can then check their answers in pairs before feeding back to the rest of the class.

Answers

- 1 start a business
- 2 computer programmer or video game manufacturer
- 3 work from home (keep the same job)
- 4 a job with the government
- 5 a green job

Extra activity

Ask students to read the text and underline all the instances of *going to* that they find in the text (answers: *we are going to change, there are going to be, your employer is never going to say*). Then write the following questions on the board and ask students to answer them in pairs before feeding back to the rest of the class (answers are in brackets).

- 1 What verb comes before 'going to'? (to be)
- 2 What comes after 'going to'? (verb without to)
- 3 Are these sentences talking about the past, the present, or the future? (the future)

- 4 Ask students to complete the word-building table by referring back to the text. They could also use a good dictionary to help them. They can then check their answers in pairs before feeding back to the rest of the class.

Answers

- | | |
|-----------------------|-----------------------|
| 1 computer programmer | 5 employ |
| 2 manufacturer | 6 employer / employee |
| 3 qualification | 7 employer / employee |
| 4 teacher | |

- 5 Ask students to work in pairs and complete the sentences using the collocations. During feedback make sure they have used the correct verb forms.

Answers

- | | | |
|-------------|-------------------|------------------|
| 2 lost, job | 4 close, business | 6 open, business |
| 3 get, job | 5 spent hours | |

- 6 Ask students to work in pairs and write five new sentences using any of the words from 4 or 5. When they have finished, check their sentences and give feedback.
- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
- 8 Ask students to discuss the questions in pairs. Take feedback from the whole class.

Answers

Answer will vary, but students may discuss that fact that pay, chances for promotion, training, opportunity to work with others (or alone), pensions, travel opportunities etc. could be important when choosing a job.