**Teachers’ notes**

**Work Changing jobs B1.2**

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| Job, Work, Businessman, Time, Clock**Learning outcomes**  By the end of the lesson students will have:   * thought about why people change jobs * listened to and discussed one person’s work history * asked and answered questions about somebody’s work history |

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| **Materials**  Student handout / PPT  Set of role cards  All images taken from www.pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify lesson objectives. | **PPT** |
| **10**  **minutes** | * Begin the lesson by eliciting possible reasons why people change jobs. You could give yourself as an example and talk briefly about your own work history. Put students into small groups/place students in breakout rooms to compile a list. Conduct whole class feedback.   **[Suggested answers:** to get more money / their circumstances change / they want more responsibility / they are bored of current job & want a change] | **PPT**  **Activity 1** |
| **20 minutes** | * Set the context by telling students that they are going to listen to Eden talking about her work history. Explain that she and her family moved to the UK from Eritrea. Tell them to look at the sentences about her and explain that they have to predict her story. Do an example with them focusing on the linking words which are emboldened. They should use these to help them to predict what she might say. Tell them to work on their own initially then pair them/place them in pairs in breakout rooms to compare their answers. * Tell students they are going to listen to her story and should compare their answers with what she says. * Read/play her story then tell students to correct their answers. Conduct whole class feedback.   **[Suggested answers:**  1. Eden and her family left Eritrea ***because of***  the political situation in the country  2. She didn’t think she’d be able to get a good job ***unless***  she could speak the language / English  3. She enrolled at a college ***in order to*** learn English / do a course  4. She did a Teaching Assistant course ***once***  her English was good enough  5. She volunteered as a teaching assistant ***after*** her course was finished / she had finished her course  6. The school offered her a paid position as a teaching assistant ***because***  they were happy with her / they liked her  7. Although she enjoyed being a teaching assistant, she would much rather be a teacher ***in order to*** be in charge in the classroom / earn more money  8. She is now on a government teaching scheme which allows her teach and earn money ***at the same time as*** training to become a qualified teacher  9. A lot of people told her she wouldn’t get a job as a teacher in the UK ***but*** she did / she proved them wrong]   * Tell students to discuss the questions in small groups/place in breakout rooms. Conduct whole class feedback.   **[Suggested answers:**  1 How do you think Eden felt about getting a good job when she first arrived in the UK? own opinion = worried?  2 How did Eden feel about being a volunteer teaching assistant? Enjoyed it but frustrated that she wasn’t in charge of the classroom or earning money.  3 How does she feel about the training scheme she is on now? Pleased to be working and earning money but also frustrated because she is having to train to do a job she is already trained to do] | **PPT**  **Activity 2 a, b and c** |
| **20**  **minutes** | * Explain that the students are going to find out about different people’s work histories by asking questions. Tell them to * Tell them to work individually to match the 2 halves of the questions then check their answers in pairs. In a face to face classroom tell them to check their answers in pairs then conduct whole class feedback. In the online classroom, move straight to whole class feedback.   **[Answers:** 1 – d, 2 – f, 3 - b, 4 – c, 5 – a, 6 – e  1. What job are you doing now?  2. Have you had a lot of different jobs?  3. Why are you doing this job?  4. How do you feel about this job?  5. What training have you done?  6. Are you likely to change your job in the future?]   * If possible, put students into groups of 4 and give each student a role card. Explain that they are now this person. There are 4 cards; 2 women and 2 men. Tell them to read the information about themselves and refer to the glossary for any words they are not sure about. Check understanding of the words in the glossary with the whole class before they do this. * Once they have read about their character, explain that they are going to take it in turns to find out each other’s work histories using the questions in Activity 3a. In a face to face classroom, they can mingle in groups of 4, in online classroom, you will need to put them in pairs and then change the pairings so they are able to speak to different people. Conduct feedback by asking some general questions e.g. who enjoys their current job? Who has changed their job? etc. | **PPT**  **Activity 3 a & b** |
| **5 minutes** | * Conduct a plenary and ask students to reflect on the questions. | **PPT**  **Activity 4** |

**Script**

**Eden**

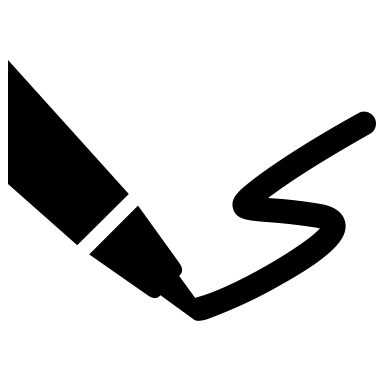
I’m originally from Eritrea. I trained as a primary school teacher straight after school and then taught for 7 years. Then, because of the political situation in Eritrea, my family and I had to leave our country. We came to the UK. I knew I would have no chance of getting a decent job unless I could speak the language, so the first thing I did when we arrived was find the local college. I initially enrolled on an English course, but I was desperate to get back into the classroom. Lots of people told me I’d never get a job as a teacher but I was determined to prove them wrong. As soon as I felt my English was good enough, I enrolled on a teaching assistant course. After finishing the course, I volunteered to work in a school. On the upside, I got a lot of on-the-job training, an understanding of the differences between schooling in Eritrea and the UK and some useful experience. On the downside, I was working but not earning any money and I was overqualified for the role. But the school were happy with me and offered me a permanent job as a teaching assistant. I loved spending time with the children but being an assistant to a teacher rather than being in charge of the classroom didn’t suit me. I then heard about a government scheme which allows you to train to become a qualified teacher whilst teaching and earning money. Because of my experience as a teaching assistant I was accepted onto the scheme. That’s what I am doing now. It’s very frustrating for someone like me who was a teacher in my country to have to go back to the beginning but at least it means at some point I will be back doing the job I love.

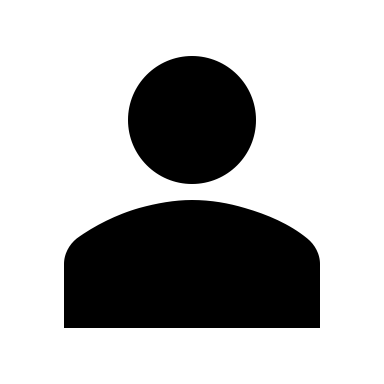
**Work Changing jobs**

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**Activity 1: Why do people change jobs?**

Work in groups to make a list of the reasons people might change their job.



**Activity 2: One person’s experience**

a You are going to listen to Eden, a young woman from Eritrea, who now lives in the UK, talking about her work experience to date. What do you think she will say? Before you listen to her story, try to finish the sentences.

1. Eden and her family left Eritrea ***because of***

2. She didn’t think she’d be able to get a good job ***unless***

3. She enrolled at a college ***in order to***

4. She did a Teaching Assistant course ***once***

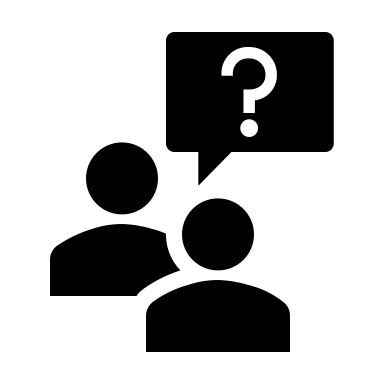
5. She volunteered as a teaching assistant ***after***

6. The school offered her a paid position as a teaching assistant ***because***

7. Although she enjoyed being a teaching assistant, she would much rather be a teacher ***in order to***

8. She is now on a government teaching scheme which allows her teach and earn money ***at the same time as***

9. A lot of people told her she wouldn’t get a job as a teacher in the UK ***but***



Compare your answers in pairs.

b Listen to her story. Were you right? Change any information that you got wrong.

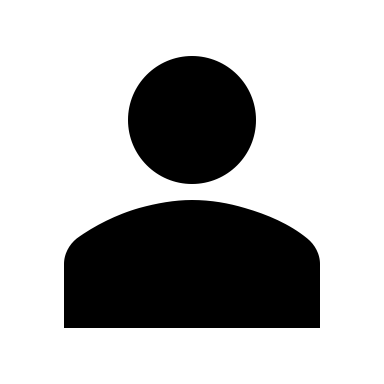
c Discuss the questions in groups.



1 How do you think Eden felt about getting a good job when she first arrived in the UK?

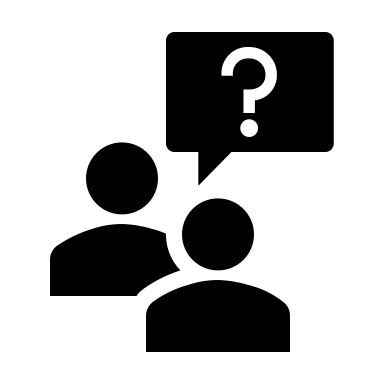
2 How did Eden feel about being a volunteer teaching assistant?

3 How does she feel about the training scheme she is on now?

**Activity 3: Asking about somebody’s work history**

a Match the two halves of the questions.

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| 1 What job |  | a have you done? |
| 2 Have you had |  | b are you doing this job? |
| 3 Why |  | c about this job? |
| 4 How do you feel |  | d are you doing now? |
| 5 What training |  | e change your job in the future? |
| 6 Are you likely to |  | f a lot of different jobs? |

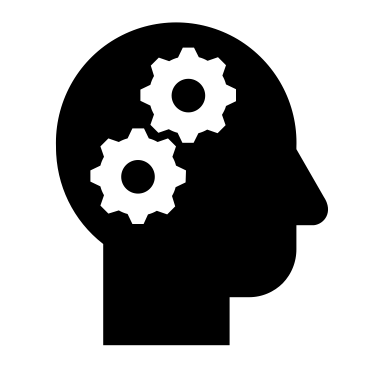
Compare your answers in pairs.

b Your teacher will give you a role card. **You** are the person on the role card. 

Use the questions from Activity 3a to find out the work history of the other people in your group.

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| **Glossary**  **trained on the job** - trained at the same time as working  **maternity leave** - time away from work for the mother before and after the birth of a child  **on the shop floor** - working in the shop or as a worker in a factory not in a management role  **promoted** -to be moved to a higher position at work  **shift work** - working at different times of the day not 9 - 5  **to retrain** - to learn new skills to do a different job |

**Activity 4: Reflection**

 Have you or anyone you know had to change their job because they have come from a different country? What was their experience?

Do you think people’s qualifications from one country should automatically be accepted in any country in the world?

**Appendix 1**

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| **Rolecard 1: Maryam**   * worked in a variety of different supermarkets and was trained on the job * been promoted to supervisor – prefers this to being on the shop floor * got pregnant and been on maternity leave for 8 months * come back to work part time but on the shop floor with no managerial role * disappointed that I’m not managing people / happy that the hours are flexible so can choose when she works * wants to return to working full time in a managerial position when her daughter goes to nursery |

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| **Rolecard 2: Abena**   * trained as a nurse in Ghana - worked full time in the local hospital * family looked after the children whilst she and her husband Kojo went out to work * moved to Portugal and had no one to look after the children * she and her husband started working shifts so there was always someone to look after the children. He does the day shifts and she does night shifts * unhappy because the family spend hardly any time together as a family * in the future, wants to stay in the same job but do day shifts instead of working at night |

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| **Rolecard 3: Nabil**   * trained and worked as a dentist in Syria * moved to France and qualifications are not recognised / did a college course to retrain as an electrician * currently working for a firm of electricians on jobs all over the country * enjoys the work because they do a lot of different projects but doesn’t like working all over the country, would prefer to work locally * wants to set up his own business in the future when he has had more experience on different types of jobs |

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| **Rolecard 4: Ali**   * took over running of family restaurant in Iran from his father * moved to Holland and started working as a kitchen assistant in an Italian restaurant - preparing food, washing up etc. * job was very easy for him as he’d run his own restaurant but he wanted to cook * promoted to sous chef so did some of the cooking / now one of the head chefs – loves cooking * works long hours until late at night but doesn’t mind * wants to open his own restaurant serving a combination of Italian and Iranian food |