**Teachers’ notes**

**Work Expectations of Work B1. 1**

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| **Icon  Description automatically generatedLearning outcomes**By the end of the session learners will have* considered what priorities are/ will be important for them at work
* listened to two people talking about their work priorities
* discussed a workforce survey carried out in 10 different countries in Europe
* reviewed ways of expressing opinions and responding to them
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| **Materials**Student handout / PPTAll images taken from Pixabay.co.uk |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes
 | **PPT** |
| **10-15****minutes** | * Tell students they’re going to share their work history and work plans with each other. Before they do this briefly tell them about your work history and plans using the stem sentences in Activity 1. If students haven’t ever worked, they can just complete sentences 3 and 4.
* Allow students time to think about this. Monitor as necessary.
* Place students in small groups and ask them to share their work histories and work plans/ dreams with each other.
* Conduct brief whole class feedback and deal with emerging language.
 | **PPT****Activity 1** |
| **15-20 minutes** | * Explain that learners are going to look at some of the findings of a survey on what people felt was important to them at work. Give the background to the survey *i.e. 15,000 people, 10 European countries, people surveyed were 25 years + and either in work or unemployed.* Elicit what the purpose of the survey was- to think about the future of work so companies and countries can adapt

<https://www2.deloitte.com/content/dam/Deloitte/ce/Documents/about-deloitte/voice-of-the-workforce-in-europe.pdf>* Ask students to read through the points mentioned and briefly check they understand what each one means. Consider placing students in small groups to do this.
* Once they have done this explain that they are going to listen to two people talking about the survey and discussing what’s important to them. Depending on the group you may want to pre-teach some words that may block students’ understanding.
* Set the first task. Play the audio. Allow students the chance to check in pairs.
* Briefly check students all agree. [Flexitime, job security, salary, interesting and challenging work, getting promotion, working for good leaders and being your own boss]
* Set the second task and allow students time to read through the questions. Play the audio and then give students time to compare their answers prior to whole class feedback.

**[Answers:** [ a) T b) F c) T d) F e) T f) F]* During feedback elicit what three things they imagine were considered the most important. This could be conducted via an online poll.
 | **PPT****Activity 2** |
| **15 minutes** | * Tell students it’s their turn now to think about what is or what might be important to them at work. These might or might not be the same as mentioned in Activity 2 Allow students time to think of up to 8 things.
* Before placing students in groups. Focus on ways of expressing opinions in the language box. With stronger groups consider adding to these ways of expressing opinions and focus on how to respond to opinions
* Place students in newly formed small groups and ask them to share what’s important or what their priorities are.
* Conduct whole class feedback
 | **PPT****Activity 3** |
| **5-10****minutes** | **Reflection*** Place students in new groups and ask them to discuss the questions.
* Conduct a class discussion and reflect on how countries work values vary and how students living in a new country need to be aware of this.
 | **PPT****Activity 4** |

**Work Expectations of Work**

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| **Icon  Description automatically generatedLearning Outcomes**By the end of the lesson you will have: * considered what things are important to you at work
* listened to two people talking about their work priorities
* discussed a workforce survey carried out in 10 different countries in Europe.
* reviewed different ways of expressing your opinion
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**Activity 1: My work experience, plans and dreams**

Complete the information below about work. Think about what you’ve done, what you’re doing at the moment and what you see yourself doing in the future.

1. I’ve\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Currently, I’m\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. One day I wouldn’t mind \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. If I could do any job I wanted in this country, I’d \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Activity 2: What’s important at work**

Deloitte asked more than 15,000 people in ten European countries about what was important at work: France, Germany, Italy, the Netherlands, Poland, Romania, Spain, Sweden, Switzerland and the United Kingdom. The survey was online and was for people 25 years and above who were either working or looking for work.

**Leading a team Being your own boss Having clear goals**

**Flexitime Being trusted Flexible place of work**

**Working for good leaders Job security Training**

**Getting promotion Being accepted in society Diversity**

**Interesting and challenging work Doing a worthwhile job Salary**

Adapted from <https://www2.deloitte.com/content/dam/Deloitte/ce/Documents/about-deloitte/voice-of-the-workforce-in-europe.pdf>

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| **Glossary****flexitime** – a flexible working schedule that means workers can change their start and finish times**a worthwhile job**- a job that has meaning and is rewarding; a job that can make a difference**diversity**- a range of people that are different to each other |

2.1 Leila and Zac are talking about the survey. Tick the points they talk about.

You may want to make notes as you listen

**Leila Zac**

Compare your answers with your partner.

2.2 Look at the following questions. Are they true or false?

1. Leila is not interested in working flexitime. T
2. Leila wants a job so she can be accepted in society. F
3. Both Zac and Leila are interested in having a good salary T
4. Zac wants his work to be valued. F
5. Neither Zac nor Leila mention being able to work wherever they like. T
6. Leila wishes she had a clear set of career goals. F

2.3 Which three things do you think people in Europe felt were most important to them?

**Activity 3 What’s Important to Me**

****What things do you think are important to you now or might one day be important to you at work? Think of up to 8 different things and write one in each of the speech bubbles below.

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Talk about what you think you think is important in the workplace with your group.

Give reasons for your choices. How similar or different are your priorities? Why do you think this is?

Use the language in the box to help you express your opinions.

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| **Language Box: Expressing Opinions**In my opinion, I feel/ think/ believe X is ...I don’t feel/ think/believe that...I’d say that... | For me, Personally speaking,As far as I’m concerned,  |

**Activity 4 Reflection**

Do you think people where you live now think the same things are important in a job compared to where you come from? Why? Why not?

 As you get older, how do you think what is important for you at work will change? Why

 might this be?

**Appendix 1 Audio Script**

**Leila:** The results of the survey are interesting, aren’t they? Some of the things I just don’t understand. I’m more than happy to have a 9-5 job. I’m not sure why I’d want to start work at any other time! I like routine.

**Zac:** People **like to have more freedom** with the hours they work so they can take their children to school, for example.

**Leila:** Oh I see why that might be a priority here. Back home our extended family help us with childcare so that’s not important for us in a job. What is key though is **having a secure job**. Where I come from there is a lot of unemployment and anyone who is lucky enough to have a job worries all the time that they’ll lose it. To my mind that’s probably the most important thing and of course I want to **earn a reasonable amount of money** too!

**Zac:** We all want that Leila! [laughter] There’s always a risk of losing your job, isn’t there? I just can’t imagine doing the same job in the same place day in day out. I’d go crazy I love working freelance and being responsible for the work I do. **It’s tough but I get to work on so many incredible jobs. I’m never ever bored**.

**Leila**: Lucky you! Isn’t it hard working by yourself? I’ve always enjoyed working with others and **having people above me I trust and respect. Having a great boss is so important.**

**Zac: I’m my own boss** and wouldn’t change that for anything. I have lots of wonderful clients who know I’ll do a good job and meet their deadlines. They believe in me and my work and that’s what inspires me to do the best I can.

**Leila:** It does sound as if you love what you do. I’m not sure I could work for myself. I have so many things I want to achieve at work. I’ve written a list and one of things I want to do is be the head of a company in 10 years’ time. I know it will take some time, but I hear there a lots of job opportunities here. I know I have to start on the office floor but that’s not where **I want to stay and want to go higher up in the company.**

**Zac:** All the way to the top!

**Leila**: Exactly!