



Getting work experience

SELF STUDY

If students are working alone, note that 1, 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

Before watching

- 1 This exercise reviews vocabulary from the life skills lesson and unit in general. Some of this vocabulary appears in the table, so make sure students look carefully and ask about any unfamiliar words. Note that the answers given below are only suggestions. Other possibilities are explored in the extra activities below.

Suggested answers

businessman/woman – company – maths
 doctor – hospital – science, helping others
 engineer – company – science, maths
 mechanic – company – science, maths
 nurse – hospital – science, helping others
 shop assistant – shop – helping others
 teacher – school – helping others
 waiter/waitress – café, restaurant – helping others

EXTRA ACTIVITIES

First, encourage students to generate as many different answers as they can from the table. Depending on the business, for example, a businessman or woman might need to work in any of the workplaces and have any of the skills and interests. Next, ask students to add more jobs, workplaces and skills/interests.

While watching

- 2a 75 If your students have seen the video before, see if they can remember what the speakers say, and then watch to check their answers. When checking answers, accept any wording that reflects those given below.

Answers

Liam: mechanic or engineer; (car) company
 Amber: doctor; hospital
 Max: (doesn't say) ; ICT company
 Phoebe: teacher; (primary) school

VIDEO SKILLS: Understanding confidence

This focus helps students to recognise the fact that the speakers all talk very confidently about their interests, skills and personal qualities. This is something they can put into practice in 4b.

- 2b 75 **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. In this exercise students have to match the speakers to paraphrases of what they say. Stronger classes might be able to do this from memory and then watch again to check.

Answers

- 1 Max
- 2 Amber
- 3 Liam
- 4 Phoebe
- 5 Liam
- 6 Amber, Phoebe

- 3a 75 This exercise is more challenging because it requires students to listen, understand and write fairly long answers. Consider pausing after each speaker if you see your students need more time to think or write.

Answers

- 1 He loves cars and he spends his weekends working on cars, helping to fix them. He also likes working in a team.
- 2 Go to university and study medicine.
- 3 He enjoys playing computer games and he likes knowing how computers work.
- 4 She plays the guitar, writes music, paints and draws.

- 3b Give students time to think about who is most similar to them and why. Then have students compare answers in pairs before inviting some pairs to tell the class their partner's answer. Consider writing prompts on the board to help them express themselves:
I think I'm most like ... because ...
I'm also good at ...
I can also ... well. I also like making/playing ...

After watching

- 4a In the life skills lesson, students think of their interests and personal qualities and choose a job that matches them. Here, they think of possible jobs for a teenager in their area and think what they could learn from doing that job. Develop this into a class discussion so students can tell each other about any opportunities for work experience in their area.

- 4b **SKILLS 4 LIFE** The idea behind this activity is to encourage students to think in more detail about their interests, personal qualities and skills and how they match up with different types of work. Video CVs are becoming very popular because they allow job candidates not only to communicate information about themselves, but also show what they are like as people.

Students could prepare their scripts in class but should practise at home and film themselves if they have the necessary equipment. They should then present their video CV in class or show other students their video. The other students should give constructive feedback to help the students improve their video CV. Students who couldn't film themselves at home should try and do this in class if possible.

REFLECT ON IT



The idea here is to encourage students to think about why people do work experience and whether they think they would benefit from it. To stimulate discussion, ask them if they think their school subjects will prepare them for work, without any experience.