

B2.3 Jobs and Ethics - Handout

1 Obviously, it will be much easier for the native speaker to guess these jobs than the learner. Therefore, the native speaker should 'hold back', but gently 'nudge' the learner towards the correct answer by pointing out (and if needs be, explaining) key terms used in the texts. The texts can also be exploited for pronunciation purposes, with the native speaker reading them aloud, then the learner after this, as they will then have heard the correct pronunciation.

Key vocabulary includes: *trade* (meaning a job which requires a special skill), *apprentice*, *eye for detail*, *fit* (meaning healthy), *skirting board*, *locks*, *degree*, *young at heart*, *opinion poll*, *naive*, *constituents* (meaning voters in a particular area), *commitments*, *seasonal*, *compensate*, *bright lights* and *audience applause*. There is a large vocabulary load here, so your help explaining these terms would be very helpful to supplement any dictionary work taking place.

2 The answers here are: 1.) carpenter, 2.) teacher, 3.) politician 4.) gardener, 5.) actor (traditionally, actress).

3 These questions are designed to personalise the discussion. Some interesting cultural differences may come to light when discussing the relative status of different occupations in different countries and cultures.

4 The relative (im)morality of these various jobs can be discussed together with your partner. You may also like to compare views on, working for the nuclear power industry, for clothing manufacturers that use sweatshop labour, or for ones that damage the environment.

5 If the learner is unemployed, retired or a student then the writing task has been phrased in such a way that they can choose a job which they know well (perhaps that a relative or friend does). As always with these writing tasks, if you can spend a short while discussing the content before the writing, the task will be greatly facilitated.