

What's my job?

Level: B1+ (preintermediate+)

Aims:

1. To review modal verbs
2. To discuss skills needed for a number of jobs
3. To learn work-related vocabulary used to discuss daily job routines

Class time: 60 minutes +

Preparation time: 5 minutes (photocopying)

Resources: one copy of worksheet 1 (both pages) per student and one copy of worksheet 2 per pair or small group

Procedure:

1. For in service learners, ask them to discuss in pairs what they needed to do to be able to do their current job (qualifications, education, training, skills etc). For pre service learners brainstorm what they think a person needs to do to become an English teacher.
2. **Part A:** Learners read the sentences and match the underlined modal verbs with the definition below of how the modal is used (answers:

- A recommendation SHOULD
- A very strong rule MUST/HAVE TO*
- A possibility CAN
- Something which is not permitted MUSTN'T (= MUST NOT)
- Something which is not necessary DON'T HAVE TO (DO NOT HAVE TO)

**The next section will discuss the difference between 'must' and 'have to'*

If necessary model and drill the contracted forms 'mustn't' and 'don't' as they sound more natural in spoken communication.

3. **Part B:** This section looks at the difference between 'have to' and 'must'. Two examples using each verb are given – learners discuss what they think the difference is. *Answer* – the differences are extremely subtle, but '**must**' is used more for personal obligations, rules which we impose on ourselves and '**have to**' is used more in relation to rules which are imposed by a third party (here: the boss or the company).
4. In pairs learners should brainstorm examples of their own work-related rules (both ones they give themselves and ones which are imposed by their boss or organisation).
5. **Part C** – learners now compare the modals which were presented in part A. This is a multiple choice exercise. *Suggested answers* : 1a, 2c, 3b, 4c, 5a, 6b, 7b, 8a, 9a, 10c
Note: depending on the learner's country of origin these answers may vary and are therefore not exclusively correct responses. For example, in Iran, Iraq and Israel Sunday is a normal working day. This section could therefore lead to lots interesting discussion and requires a degree of flexibility.

6. **Part D** – Teachers may wish to begin by pre-teaching some of the vocabulary for this section, for example ‘qualification’, ‘patience’, ‘eyesight’, ‘advice’. When this is clear, ask them to write the skills in the table for the correct job – note that some skills apply to more than one job. An example is ‘special qualifications’: these are needed for lawyers and doctors, but not always for hairdressers and waitresses.
7. **Part E**: Make sentences. Learners now work in pairs to write sentences about each of the jobs. They should combine the modal verbs presented in part A, and the skills presented in part D, and should discuss what is and isn’t necessary. For example – *A lawyer has to have special qualifications. A hairdresser can have special qualifications but doesn’t have to.*
8. **Part F**: Learners now discuss their own jobs and think of similar examples of skills they need – they should use the modal verbs and can use either the skills presented in part D or other skills depending on the job they do.
9. **Part G**: Board game. Learners play the board game in pairs or small groups. They roll the dice and give an example of what is written on each square – for example square one (Three things you have to do this afternoon) ‘*This afternoon I have to finish an email to a customer, I have to go to a meeting at 4pm, and I have to organise some appointments for next week*’. If they land on a ‘joker’ square they should discuss any aspect of work using any of the modal verbs presented in part A.

What's my job?

A: Read the sentences below about English teachers:

1. A good teacher must explain things clearly.
2. A good teacher mustn't shout at students.
3. You can drive a car but you don't have to.
4. You have to work well with people.
5. You should answer questions clearly.

Find an example of:

- a recommendation
- a very strong rule
- a possibility
- something which is not permitted
- something which is not necessary

B: Look at these sentences:

Bus drivers **have to** carry a licence.

You **have to** go outside to make personal calls.

I **must** finish on time tomorrow – I have an appointment after work.

I **must** get this email finished or my boss will be angry.

Discuss: what do you think is the difference between 'must' and 'have to'?

Practice: brainstorm some rules or obligations at work– think of some which your boss or your company give you, and some rules which you give yourself.

For example:

In our company we have to start at 7:30 in the morning

I mustn't be late tomorrow – I've got an important phone call in the morning!

C: Rules at work - complete the sentences below with the correct verb.

1. If you work in a company, you ____ wear formal clothes.
a. should b. mustn't c. can
2. You normally ____ work on Sundays if you work in a company.
a. shouldn't b. mustn't c. don't have to
3. If you are an English teacher, you ____ speak good English.
a. should b. must c. may
4. In some jobs, you ____ listen to the radio when you're at work.
a. should b. must c. can

WORKSHEET 1

5. You ____ arrive on time if you want your boss to be happy.

a. should b. can c. have

6. You ____ be careful if you work with dangerous machines.

a. should b. must c. have

7. If you drive in your job you ____ have a license.

a. should b. must c. have

8. You ____ speak while you are working.

a. should b. must c. can

9. If you work in an office, you ____ be able to use a computer.

a. should b. must c. can

10. You ____ speak English for every kind of job.

a. shouldn't b. mustn't c. don't have to

D: Other jobs

Different jobs need different skills. Look at the following examples and put them in the table below the correct job: each one could be used for more than one job! One example has been done for you.

1. Have special qualifications
2. Have patience
3. Negotiate well
4. Work quickly
5. Speak other languages

6. Be polite
7. Be creative
8. Practice a lot
9. Give advice
10. Be good at maths

A: Doctor	B: Lawyer	C: Hairdresser	D: Shop assistant
E.g.: Have special qualifications	Have special qualifications		

E: Make sentences

Now use the verbs *must*, *mustn't*, *can*, *have to*, *don't have to*, *should* to make sentences about the jobs below. You can use the vocabulary given, or your own ideas.

Example:

A doctor **must** be good at maths, but a hairdresser **doesn't have to** be good at maths

WORKSHEET 1

F: Your job

When you are finished discuss the rules of your job and the skills you need.

For example:

In my job I should speak good French and Spanish, but I have to speak perfect English.

G: Board game.

Play the game in pairs or small groups. Roll the dice and discuss the topic on each square. When you land on a 'joker' square tell your partner(s) anything about your job, using any of the modal verbs from this lesson.

WORKSHEET TWO

Start	3 things you have to do every day at work	JOKER	3 things you don't have to do today	Three words you can say in another language	Something you should do before you finish work tomorrow	Something only you in this room can do
						Something you have to do straight after class
Something you have to do in this room	JOKER	3 things your colleague has to do, but you don't	3 hobbies you can do	3 things you have to do, and don't want to	Something you should do for your boss	
Something you can't do in this room				Finish	JOKER	
Something which all of us don't have to do today					Something your boss never has to do	
Something you should do to improve your English	Something you can do sometimes and can't do at other times	Something important you had to do last week	Something you don't have to do in your job, but the others do	JOKER	Something you mustn't do in your office	Something you couldn't do when you were younger