

## Module 2 **Face to Face Activities (Teacher's Notes)**

**The speaking activities in the Face to Face Lesson for Module 2.  
There are three parts, each featuring language from one of the units  
plus a short test.**

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## 1. Discussion (based on Unit 4 – Job Insecurity)

Discuss job insecurity in your country.

### 1.1. Activities

#### Activity 1

#### Looking back at Unit 4

In unit 4 you read about reactions to the protest in France when it tried to introduce a new Employment law (CPE: First Employment Contract) to encourage employers to take on young people under 26, while reducing employment protection. Five students from different European Universities gave their opinions about the protest.

Here are some of the comments the students made about both the proposed “First Employment Contract” and the student protests in France. In groups, discuss the different ideas. Which ones do you agree with and which ones do you think are wrong? Say why!

- “I agree with what the French demonstrators said, but not with how they said it. I do not support their violence.”
- “It is impossible to find a decent job that matches one’s professional skills, offers a decent salary and stability, and respects one’s social and human rights.”
- “If I don’t know if I can provide for my children: maybe I just won’t have any.”
- “The French protested against this, but we don’t. Here we are resigned to the situation, which is a terrible thing for an entire generation under 30. It’s very depressing.”
- “We just want to work, no matter what the contract is.”
- “Everybody in France wants to work for the state, to have stability, work 35 hours a week, but I think that won’t exist in the future.”
- “Things are clearly moving in the wrong direction when people haven’t got of even a minimum of job security in their lives.”
- “I see nothing wrong with a law that makes it easier for an employer to lay off a graduate. Actually, I think it’s good for a young person. It teaches him or her to be flexible.”

[Activity 1 relates back to unit 4 and the allows the students to discuss the main points the text raised in groups with the teacher monitoring the groups and providing lexical input when necessary.]

## Activity 2

### Group work: The world of work

Here is a list of difficulties young people may have regarding the “world of work” in Italy.  
In groups, read and discuss the list and put the points in order of importance (1-8).

Example: If you think **“people often work with no contract”** is the most serious problem: **1**

People often work with no contract.	<input type="checkbox"/>
There is often no employment protection.	<input type="checkbox"/>
Jobs don't pay very well, you can't earn enough to pay for your own flat and so become more independent from your family.	<input type="checkbox"/>
It takes a long time to find a secure, permanent job that reflects your study and training.	<input type="checkbox"/>
If you (or your family) don't know the “right people” or have the “right connections”, it's very difficult to find a good job.	<input type="checkbox"/>
There seems to be more consideration for “who you know” than “how good you are at what you do” when you are looking for a job.	<input type="checkbox"/>
If you have a temporary, short-term contract, it is difficult to plan any future.	<input type="checkbox"/>
Everything seems paralysed- there is no movement or flexibility in the job market.	<input type="checkbox"/>

- Which points worry you the most?
- Do you all agree with each other in your group?
- Can you add any more points to the list?

[In Activity 2 and 3 the groups could come together and so see how much they agree with each other as a class. This could also be a good opportunity for the teacher to focus on any key points of lexis / basic collocations / idiomatic expressions that may have come up in the different groups during the discussion.]

**Activity 3****Whole class discussion: Putting ideas together**

Find out if you agree with the rest of the groups in your class about the order of importance of the comments in Activity 2.

Explain your group's order of importance to the rest of the class. Try to justify your choice.

Section 2 allows the students to go back into their groups to discuss the problem on a more personal basis. The whole class could then come back together for a final summing up of the different ideas at the end of the lesson.

Imagine you are going on a demonstration to protest about the problems of work for young people in Italy. Can you think of any protest slogans?

*Examples:*

**Right to work!**

**Work for all!**

**No more illegal work!**

## 1.2. Language Reference

Can you remember what you worked on in unit 2 in this module (and also what you looked at in module 1)?

### 1. Your past and your future

At school I <b>studied</b> : Italian / English / Latin / Greek / history / geography / biology / physics / foreign languages / philosophy / music / chemistry / social sciences / computer science (I.T.) / history of Art / maths ...
I <b>enjoyed</b> maths because I <b>was good at</b> working with numbers.
I <b>didn't like</b> learning Latin because it was very complicated.
My favourite subjects were:
I chose my faculty because I <b>like / I enjoy / I'm good at</b> ...
A lawyer <b>defends</b> people.
An architect <b>designs</b> buildings.
A chemist <b>researches</b> new drugs.
A film director <b>directs</b> films.
<b>When I finish university / When I graduate I hope to / would like to / I'm going to</b> ...
I <b>would like to be</b> a doctor because ...
I <b>wouldn't like to be</b> a teacher because ...

**2. Question forms**

What are you **studying**?

What year **are** you **in**?

What courses **are you doing** this semester?

What **are you going to do** when you **finish university / graduate**?

What **do you hope to do** when you **finish university / graduate**?

What **would you like to do** when you **finish university / graduate**?

## Module 2 **Face to Face Activities**

### Part 2

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## 2. Group work: Careers discussion (based on Unit 1 Reading)

Discuss describe the public transport system where you live.

### 2.1. Activities

#### Activity 1

##### **Group work: Discussing aspects of different careers**

Many students enjoy and are good at certain subjects at school and this influences their choice of subject/faculty at university. Get into small groups. Look at all the jobs below and answer / discuss the questions together.

*[Put the students into small groups to let them freely discuss the pros and cons of the questions.]*

What subjects did you study at school?
What were your favourite subjects? Why?
What do people who have the jobs below do at work?
What were the reasons why you chose to study at your faculty?
What are the positive and negative aspects of the jobs?
Which jobs do you like?
Which would you like to do when you graduate/when you finish university? Tell the other students in the group why!

[Put the students into small groups to let them freely discuss the pros and cons of different jobs and which ones they think would or wouldn't be right for them (and why).

This activity and the next will allow the students to re-use language introduced in Module one (Present Simple + Adverbs of Frequency and to be good at/bad at doing something etc).]

lawyer	writer	musician	economist
mechanical engineer		civil engineer	psychologist
social worker	doctor	biologist	teacher
foreign correspondent	computer engineer	architect	
politician	resources manager	travel consultant	
chemist	diplomat	marketing executive	
surveyor	accountant	journalist	university lecturer
notary	nurse	screenwriter	Art historian
researcher	geologist	archaeologist	
theatre director	film director	sociologist	

## Activity 2

### Group work: *Discussing different careers*

Can you think of any other jobs you would or wouldn't like to do?

- Explain why/why not.
- Make a list of the five best and the five worst jobs for you and explain the reason for your choice.

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### 3. Role play (based on Unit 2 Role play)

Do two similar role plays similar to the one in Unit 2.

#### Activity 1

#### Pair work

Get into pairs - one of you is a student and the other is a new friend who wants to find out about your studies and possible future specialisation courses - what work you hope to do/would like to do in the future and also if you have any other plans. Take different roles and answer the questions according to the information on your card.

*[This activity is a role play designed to give students the opportunity to both ask questions and give information about their studies and their plans for the future. The teacher could elicit then write the questions on the board before the role play - so providing a point of reference, should it be needed.]*

- *What subject are you studying?*
- *What year are you in?*
- *What courses are you studying this semester?*
- *What do you hope to / would you like to / do you plan to specialise in?*
- *What would you like to do / What do you hope to do / What do you plan to do when you finish university / when you graduate?*
- *What other plans do you have for the future?*

*The activity is initially based on different roles for different faculties. The students can then move on to ask and answer about themselves.*

*Each pair of students can be given different roles which can be exchanged until they have covered all ten roles before they move on to talking about themselves.*

*The teacher can monitor the pairs and help with specific lexis or any other words or expressions they may need.]*

## Role A

**Francesca**

**Degree course:** Law.

**Year:** 2.

**Courses this semester:** Commercial law and EU law.

**Possible specialisation:** Company law.

**Future work plans:** become a successful company or corporate lawyer.

**Other ambitions:** make a lot of money.

**Valentina**

**Degree course:** Architecture.

**Year:** 3.

**Courses this semester:** Restoration and construction techniques.

**Possible specialisation:** Urban planning.

**Future work plans:** to work on projects and design eco-sustainable housing.

**Other ambitions:** perhaps work abroad.

**Luca**

**Degree course:** Economics.

**Year:** 1.

**Courses this semester:** Macro economics and statistics.

**Possible specialisation:** Industrial relations.

**Future work plans:** work in Public administration.

**Other ambitions:** to do a specialisation course at the LSE (London School of Economics).

**María Luisa**

**Degree course:** Mechanical engineering.

**Year:** 1.

**Courses this semester:** Industrial physics and machine construction.

**Possible specialisation:** Construction engineering.

**Future work plans:** work in construction research and development.

**Other ambitions:** to design airplanes.

## Role B

## Francesco

**Degree course:** Performing Arts.

**Year:** 3.

**Courses this semester:** Theatre promotion and organisation.

**Possible specialisation:** Theatre direction.

**Future work plans:** Theatre director.

**Other ambitions:** Act on stage too.

## Federico

**Degree course:** Communication studies.

**Year:** 1.

**Courses this semester:** Media studies and linguistics and communication.

**Possible specialisation:** Journalism or marketing.

**Future work plans:** Online or TV journalist.

**Other ambitions:** Get some experience as a Foreign Correspondent one day.

## Michele

**Degree course:** Physics.

**Year:** 2.

**Courses this semester:** Calculus and electromagnetism.

**Possible specialisation:** Nuclear physics.

**Future work plans:** Research.

**Other ambitions:** get some work experience in CERN in Switzerland and then perhaps in the USA.

## Sara

**Degree course:** Biology.

**Year:** 1.

**Courses this semester:** Organic chemistry and botany.

**Possible specialisation:** Environmental Biology.

**Future work plans:** Research institute.

**Other ambitions:** work to support sustainable development and environmental protection.

**Activity 2**

**Pair work**

When you have finished the role cards complete the table below for you then with your partner ask each other the same questions and talk about your situation.

**Your name:**

**Degree course:**

**Year:**

**Courses this semester:**

**Possible specialisation:**

**Future work plans:**

**Other ambitions:**

## Test Module 2

All the sentences below are similar to sentences in Module 2. However, there is ONE mistake in each sentence. Try to find the mistakes and correct them. Try to do this exercise in 10 minutes!

1. What subjects you study when you were at school?

Mistake. ....

Correction. ....

2. A: Where you go?

B: To the bank. I need to get some money.

Mistake. ....

Correction. ....

3. When I finish university, I hope find a good job.

Mistake. ....

Correction. ....

4. I would visit India next year.

Mistake. ....

Correction. ....

5. She goes to travel abroad when she has more money.

Mistake. ....

Correction. ....

## Test: Module 2

[Here is a short test based on the language introduced in Module 2 to do in class if you have time.]

1. What subjects you study when you were at school?

Mistake.               you study

Correction.           What subjects *did you study* when you were at school?

2. A: Where you go?

B: To the bank. I need to get some money.

Mistake.               you go

Correction.           A: Where *are you going*?

B: To the bank. I need to get some money.

3. When I finish university, I hope find a good job.

Mistake.               hope find

Correction.           When I finish university, I hope *to find* a good job.

4. I would visit India next year.

Mistake.               would visit

Correction.           I *would like to* visit India next year.

5. She goes to travel abroad when she has more money.

Mistake.               goes

Correction.           She *is going to* travel abroad when she has more money.