Lesson 28 — Listening and Speaking: Careers Advice

Listening and speaking practice
Laser B1+ SB p. 36 — Listening ex.1 (1.12: ikki careers officer bilan intervyudan parcha, gaplarni raqam bilan to‘ldirish), ex.2 (1.13: butun intervyu, 5 savol A/B/C), Soundbite: silent letters (1) (1.14), Speaking ex.1 (noaniqlikni bildirish: I’m not sure/certain…, …but I suppose/imagine…, …might/could…), ex.2 (juftlikda ish dunyosi haqida 4+ savol); Speaking database p. 165 (Giving/Asking for opinion); Solutions Intermediate p. 15 (Presenting your ideas), Pre-Intermediate p. 57 (university or a job). Kitob audiosi (1.12–1.14) yo‘q — tinglash matni o‘zimizniki, TTS bilan o‘qiladi. Uy vazifasi: ishlamoqchi bo‘lgan kasbingiz haqida 2 daqiqalik nutq

Class	Grade 10
Lesson type	Skills
Aim	By the end of the lesson students can understand an interview with two careers officers (numbers and opinions), hear silent letters, express uncertainty and give opinions about the world of work.
Materials	Vocabulary sheet (30 items), slides, flashcards with audio (sozlar.com/vocab); listening script with audio on the lesson page (the book CD 1.12–1.14 is not available); Laser B1+ SB p. 36, Speaking database p. 165.
New items	30 words and phrases

Learning outcomes

• complete four sentences with numbers (Listening ex.1)

• answer five multiple-choice questions about the interview (Listening ex.2)

• underline the silent letters in eight words (Soundbite)

• complete six phrases of uncertainty and discuss four questions about work (Speaking ex.1–2)

Stage by stage (45 minutes)

Min	Stage	Teacher	Students
3	**Lead-in**	Ask: Have you ever talked to someone about your future job? Who gives the best advice — parents, teachers, friends?	Answer; predict what a careers officer does.
4	**Vocabulary A**	Present section A with audio (the cards do not contain the answers); check approximately, the air force, legal advice.	Repeat and say the Uzbek meaning.
5	**Listening ex.1 (numbers)**	Show the ‘complete the sentences’ slide, items 1–4 (= book ex.1). Play the first part (Craig and Susan’s introduction) from the Listening panel on the lesson page, or read it aloud. The script stays closed.	Write four numbers; compare with a partner.
8	**Listening ex.2 (A, B or C)**	Play the whole interview twice for the five multiple-choice questions; check with the answer key and ask which words in the script prove each answer. Open the script only now.	Choose A, B or C; give the proof from the script.
4	**Soundbite: silent letters**	Books p.36 Soundbite: students underline the silent letters first (1 min), then check with section B and the pronunciation slide; drill.	Underline, then read the words aloud.
5	**Focus + uncertainty phrases (book ex.1)**	Speaking ex.1 slide (first letters), then the focus slide and the uncertainty phrases (I’m not sure …, but I suppose …, It might …).	Complete the six phrases; repeat them.

Min	Stage	Teacher	Students
9	**Speaking ex.2**	Pairs choose four or more questions (section C helps); walk round and note good phrases and mistakes.	Discuss with phrases of uncertainty; two pairs report.
5	**Homework prep — the 2-minute talk**	Homework slide: students choose a job and make notes for points 1–6; two volunteers try a 30-second version.	Make notes; ask the teacher for words they need.
2	**Wrap-up and homework**	Memory check slide; set homework.	Make the sentences less certain.

If you are running late (skip in this order)

Bu bosqichlar darsning maqsadiga ta'sir qilmaydi — vaqt yetmasa, shu tartibda tashlab keting.

1. «Listening script» — uyda audio bilan qayta tinglash (~5 daq.).
2. Match-halves varaqasi (~4 daq.).
3. «Memory check» slaydi (~2 daq.).

Questions to ask

• What does a careers officer do?

• Which is less certain: It will be difficult or It might be difficult?

• Which letter is silent in comb, lamb and tomb?

• How can you give yourself time to think when you don't know the answer?

Anticipated problems and solutions

• 'I'm not sure what should I do.' — indirect question word order: I'm not sure what I should do.

• 'It might to be difficult.' — might / could + bare infinitive: It might be difficult.

• Pronouncing the b in comb, lamb, climber — b after m is silent.

• 'I am agree' / 'Are you agree?' — I agree. Do you agree?

• Choosing an option in ex.2 because you heard the same words — check what the speaker really says (it may be denied).

Fast finishers / weaker students

Fast finishers write the opening of their 2-minute talk (five sentences, two phrases of uncertainty); weaker students get the six uncertainty phrases on a card and answer only two Speaking ex.2 questions.

Homework

• Prepare a 2-minute talk about the job you would like to do — use the plan on the homework slide.

• Learn the 30 items with the flashcards: sozlar.com/vocab/cards/?set=grade10-lesson28

• Listen to the interview again on the lesson page and write down three pieces of advice from Craig and Susan.

Listening answer key

Listening (A/B/C): 1. B — It is similar to what it used to be.; 2. A — succeed in their ambition.; 3. B — thought it was probably the best way to achieve his aim.; 4. A — be ready to choose a completely different career.; 5. C — find out more about the job you want to do.

Task 2 (details): 1. 15 (fifteen); 2. 30 (thirty); 3. 600 (six hundred); 4. 20 (twenty)

Listening script — two careers officers

Interviewer: Today I'm talking to two **careers officers**, Craig and Susan. Their job is to help young people decide what to do after school. Craig, how long have you been doing this work?

Craig: I've been a **careers officer** for fifteen years now. Before that, I was a teacher for six years. I visit **approximately** thirty schools every year — sometimes a few more, but never fewer than twenty-five.

Interviewer: And Susan, do you travel as much?

Susan: No, I mostly work in one part of the city, so I travel less than Craig. But I talk to about six hundred pupils about careers each year. Each **careers interview** lasts about twenty minutes, so we have to be quick! I also run forty-minute sessions for groups, but those aren't interviews.

Interviewer: Craig, has the job changed much over the years?

Craig: People expect me to say that it has changed completely because of the internet. Honestly, it hasn't. It's very similar to what it was when I started. Teenagers still ask the same questions and have the same worries. And I wouldn't say it's better than teaching — it's just different.

Interviewer: Lots of teenagers want to be doctors, don't they?

Craig: They do. But only about one in ten of the young people who tell me they want to become doctors actually manage it. The others go in many different directions. Some study law, some become nurses or scientists, and plenty of them do very well.

Interviewer: What's the most unusual ambition you've heard?

Craig: A boy once told me he wanted to be an astronaut. He was serious, so I didn't laugh. I told him to think about joining **the air force**. I didn't want him to **change his mind**, and I'm not even sure that every astronaut starts there. But I thought it was probably his best chance of getting closer to his dream.

Interviewer: So what's your advice to young people?

Craig: Some people say you should only talk about your ambition if you really mean it. I don't agree — talk about it as much as you like! But have **a plan B**. Be ready to choose a completely different career if your first choice doesn't **work out**.

Susan: I agree. Lots of pupils tell me they want to be lawyers because they like helping people. That's great, but do they know what a lawyer actually does all day? You don't need **legal advice** to **choose a career** — you need information. So my advice is simple: **find out** as much as you can about the job you want to do before you decide.

Listening questions — answer key

1. 1 fifteen (15) · 2 thirty (30) · 3 six hundred (600) · 4 twenty (20).; 2. 1 B · 2 A · 3 B · 4 A · 5 C.; 3. Forty (minutes).; 4. No — he says: talk about it as much as you like.

Book task — answer key

Listening ex.1 (our script): 1 fifteen (15) · 2 thirty (30) · 3 six hundred (600) · 4 twenty (20).

Listening ex.2 (our script): 1 B · 2 A · 3 B · 4 A · 5 C.

Soundbite: listen (t), climber (b), pneumonia (p), plumber (b), comb (b), knight (k, gh), lamb (b), tomb (b).

Speaking ex.1: 1 sure, certain · 2 suppose, imagine · 3 might, could.

Word list (quick reference)

a careers officer — kasb tanlash bo'yicha maslahatchi

a careers interview — kasb tanlash bo'yicha suhbat

approximately — taxminan

succeed in your ambition — orzusiga erishmoq

a profession — kasb (maxsus ta'lim talab qiladigan)

the air force — harbiy havo kuchlari

change your mind — fikridan qaytmoq, fikrini o'zgartirmoq

achieve your aim — maqsadiga erishmoq

legal advice — huquqiy maslahat

find out more — ko'proq ma'lumot olmoq, ko'proq bilib olmoq

work out — yaxshi natija bermoq, amalga oshmoq

a plan B — zaxira reja

listen — tinglamoq (t o'qilmaydi)

a climber — alpinist, toqqa chiquvchi (b o'qilmaydi)

pneumonia — zotiljam, o'pka yallig'lanishi (p o'qilmaydi)

a comb — taroq (b o‘qilmaydi)

a knight — ritsar (k va gh o‘qilmaydi)

a lamb — qo‘zichoq (b o‘qilmaydi)

a tomb — maqbara, qabr (b o‘qilmaydi)

a psychologist — psixolog (p o‘qilmaydi)

choose a career — kasb tanlamoq

work too hard — haddan tashqari ko‘p ishlamoq

the world of work — mehnat dunyosi, ish olami

earn money — pul ishlab topmoq

face problems — muammolarga duch kelmoq

unemployment — ishsizlik

be out of work — ishsiz bo‘lmoq, ishsiz yurmoq

get into debt — qarzga botmoq

feel pressure — bosimni his qilmoq, tazyiq ostida qolmoq

get qualifications — malaka (diplom, sertifikat) olmoq