

- 2 The ultimate 'Follow-up' activity would be to actually hold the event, if not in its entirety then perhaps for the other students in the institution.

2.7 Job swap

Level Intermediate to advanced

Time 50 minutes

Aims **LANGUAGE** Daily routines (present simple); giving instructions.

OTHER To practise language of instruction in relation to routines and tasks (at work and at home) and to encourage active listening skills and note-taking.

Sample topic General

Transfer Activity can be used with any specialism. Build in functions that are needed in the specialism you are teaching, for example, requests, recommendations, or directions.

Preparation

Be sure you know about the work situation of the students.

Procedure

- 1 Set the scene. Each student is taking part in a 'job exchange' with a student who has a different job. He or she will work in the office, workshop, or other type of workplace of their partner. They will sit at their desk or work-station, and carry out their tasks and duties.
- 2 In whole class discuss generally what things are important in a job exchange like this, and what you would worry about and want to know.
- 3 Instruct the students, on their own, to write down the information they need to give to their exchange partner. Put prompts on board:

- Example**
- work
 - daily routine, with times (and breaks)
 - start of day and end of day tasks
 - other important tasks
 - important information about colleagues
 - where things are (for example, in desk, office, workshop, etc.).

Students should include advice and warnings as well as instructions.

- 4 Pair up the students and get them to exchange information. The 'instructors' should not show the information they wrote down in step 3 above. Make sure that the 'listeners' make notes and ask for clarification. At the end the 'instructor' should check the notes that the 'listener' has made to make sure nothing has been missed.
- 5 Swap the roles of 'instructor' and 'listener'.

- 6 Whole class feedback. Ask some general questions:
- Do you feel confident that your exchange partner will do a good job?
 - Is there anything you are worried about?
 - Do you think your job is easier than your partner's?
 - Has the experience made you see your job differently?

Variation 1

For elementary students, you can keep to just one aspect of the exchange—for example, just a 'desk-swap'.

Variation 2

To add an extra dimension to the activity you could include a 'home exchange', whereby partners will live in each other's homes as well.

- Example**
- where things are
 - how the electricity, heating, etc. works
 - what to do about security
 - the neighbours
 - local facilities.

This could be the main focus for pre-work students.

Variation 3

The activity works best if all the students work for different companies, or different branches of the same company, or if they have completely different jobs. If they all work at the same place, the activity will still work, but you may want to get them to use previous jobs (or the job of a close friend or family member) in order to maximise interest and the sense of 'information gap'.

Follow-up

It may be possible, through international connections of professional associations or through multinational companies themselves, to get in touch with people who do similar jobs to your students in English speaking countries. If it is, then you could get your students to write to them and do a 'virtual exchange'—in other words find out about daily routines, tasks, and what their job (and lifestyle) is like. It could even lead to *actual* exchanges.