

Time Travelling

1 Listening – Find 20 Differences

Work in groups of 4. Students C & D follow the text (introduction and first column) as A & B read the alternative text (see Notes). Students C & D listen and mark 10 differences between the texts. Then swap over – A & B follow the rest of the text and mark 10 more differences, as C & D read. Check any new vocabulary in your dictionaries.

Welcome to Time Travelling Job Swap – the reality show that lets YOU change jobs with an employee from the past!
This week, Cro-Magnon hunter-gatherer Borag travels forward 15,000 years to become a supermarket checkout operator for a week.

We grabbed an exclusive interview with Borag, ahead of this week's episode. He spoke via a special time travel interpreter:

Why do you work?

I work to get food for my clan. If I didn't go out hunting, we wouldn't eat, so it's absolutely vital!

Why did you choose your present career path?

My father was a hunter-gatherer and he showed me the ropes: how to trap a bear in a cave; how to skin a reindeer; how to fish. Pretty much all the men in my clan go out hunting. If you're young, fit, and strong, you have to bring back food for the group.

Tell me about your role in the company. Does it offer you status, job security, job satisfaction, and promotion opportunities?

My specific role is to cut up the animals after they've been killed. I'm quite a valued member of the hunting team. My job is safe because I'm pretty handy with a knife! I get a lot of pleasure from my work – particularly when I'm eating the delicious results! I'd like to work my way up from apprentice to assistant butcher, but I'm happy for now.

What do you value in your job?

What do you dislike?

I love being out in the open air – running; chasing wild beasts. I love the feeling of the rain on my back and the wind in my hair; the excitement of discovering a herd of bison or perhaps a baby woolly mammoth that's been separated from its mother. I hate it when we can't find anything to eat and we have to return to our clan and face them with empty hands.

Tell me about your colleagues.

We're a mixed group in terms of age and experience, but all are strong and dedicated to the job in hand. Whether we're harpooning fish or capturing wild horses, it's a team effort. You know that you're working together for the good of the whole clan. It's a great feeling!

If you could change one thing about your job, what would it be?

Nothing really – I love my job. Although, we don't have weekends or holidays, as such, so I would love to have a bit more free time to spend with my wife and my three children. I'm away from home a lot – travelling for long periods at a time.

What are the working conditions like? (hours, salary, leave, perks, etc.)

We work when we have to – often from early morning till late at night. If we've had a really big kill, we might not have to work for a few days. If that happens we can rest, and we might pass the time making jewellery or painting pictures on the walls of our caves. We get paid in meat, so if we don't work we will go to sleep hungry for sure.

What is your ambition? Where would you like to be in five years' time?

Like I said before, I'm hoping to become an assistant butcher, but five years is too far ahead for me to think, really. The most important goal is to stay alive – and that means dodging wild animals, avoiding hypothermia and infections – and most importantly bringing back food for my clan.

If you could do any job in the world, what would it be?

I would say to be chief hunter in our clan! What an honour! Because they get to wrestle with wolves and bears – and everybody respects them.

If you could take on any job from history, what would it be?

Well, I'm swapping places this week with Lee, a young guy from Finchley. He works as a cashier in a supermarket, so I'm looking forward to my first shift tomorrow. Bring it on!



Name: Borag the Brave
Age: 22
From: Southern France
Time: 13,120 BC
Job: Hunter-Gatherer



Borag is more used to fighting off starving wolves than scanning cereal packets and soup. How do you think he will get on?

2 Discussion Questions

Work in pairs. Use the questions above to ask and answer questions about your work.

3 Discussion Words – Work

- a) Find the following words and phrases in the text and circle them
b) Find the stressed syllable in each, and write the strong vowel sound:

ambition

hours

job satisfaction

career path

salary

status

perks

pleasure

leave

goal

working conditions

job security

role

promotion

colleagues

JOB SWAP

6 Discussion & Function Words

Fill in the missing function words in the text and discuss the **reasons why we work** with your partner. Order them from 1-15, where 1 is the most important reason and 15 is the least. What are **YOUR** main reasons for working?

Why Do We Work?

- * to buy luxury items, e.g. 1. _____ expensive holiday
- * to pay 2. _____ our own living space
- * to help other people
- * to achieve a higher status 3. _____ our friends
- * to be able to afford non-essential items, e.g. a better car
- * to get money to buy food 4. _____ drink
- * because money gives 5. _____ control over our destinies
- * to be able to pay our bills, e.g. light, heat, insurance, etc.
- * to spend time 6. _____ other people and not be alone
- * to save so that we have money when 7. _____ need it
- * so that we 8. _____ become bored
- * so that we can purchase essential items, e.g. furniture
- * to challenge ourselves
- * money allows us to 9. _____ more independent
- * for pride – 10. _____ feel fulfilled by doing something we are good at

4 Pronunciation

a) Look at the sentences from the text below. Mark the strong stresses.

1. it was nice to meet his friends there

2. Lee lives in a warm, dry flat

3. It's really made me think about why we work.

4. I had to wear this horrible uniform all day

b) Look at the unstressed syllables. How many Schwa sounds are there? How many short i sounds are there?

5 Sentence Blocks

Which *wh-* question words can be used with each sentence above? Practise making sentence blocks with your partner. Check the stress!

7 Reading

It's the end of the week on the checkout, and we've managed to catch five minutes with Borag, who looks completely fed up:

How did you get on?

Oh, it was too boring! Lee showed me the ropes, and **it was nice to meet his friends there**, but the actual work itself was tedious. I felt like a robot having to scan every product – and the queue of people seemed endless!

What were the main differences compared with your current job?

I found it really hard to sit still for such long periods of time. Also the repetitive nature of the job was really getting to me by the end. I couldn't cope with the lack of physical exercise. I mean, human beings have got legs! We're meant to move. Humans are among the greatest runners on the planet. I found myself clock-watching all day, and dealing with idiotic comments from customers who seemed to look down on me. **I had to wear this horrible uniform all day** and my line manager told me I had to have a bath before going to work. Where I come from it doesn't matter how you're dressed or whether you smell nice. For some reason here it's a big deal!

What surprised you the most?

I didn't expect to have to deal with a female boss! In my clan the women have to raise the little ones and guard the camp. It was quite hard being told what to do by a woman. Also I was surprised at how... well, how overweight and unfit people from your time are! In my time we haven't got a chance to become fat. We're always on the move – and usually because we're pursuing our food!

What did you enjoy the most?

It was good to feel safe – without the threat of a violent death every minute of the day.

Lee lives in a warm, dry flat and he told me there are no wild beasts roaming the streets of England any more – so that gave me confidence and peace of mind.

Would you like to swap jobs permanently?

No thanks! I miss my wide open spaces and fresh air. The rolling valleys, the hills, the mountains, the thrill of the chase as a dozen reindeer gallop off in terror... swap that for sitting on a till all day, in a supermarket for six days a week? No chance! I'll take my time over yours any day of the week!

What will you take away from this experience?

It's really made me think about why we work. I mean, in my time it's really simple: you have to work to put food on the table; but in your time you seem to have invented loads of different motivations for going to work. You want to have a career and job satisfaction. You want to get paid more and buy more things. You always need a bigger house, a better car, a more exotic holiday, nicer furniture... You need to challenge yourselves, get promoted, achieve a higher status... But really it's all about just getting enough for food for our bodies and making a safe place to live... isn't it?

Next week: discover what happens when Lee (below) swaps his scanner and "Here to Help" badge for a long-handled spear and a joint of barbecued reindeer!

Find out whether he eats or gets eaten in next week's exciting episode of Time Travelling Job Swap!



8 Role Plays

a) Work with a partner or group to make the following role plays. b) Use the questions above to do a final interview with each time traveller at the end of the role play.

a) Imagine what happens next week when Lee travels back to Borag's time

b) Imagine what would happen if YOU swapped jobs with either Borag or Lee

c) Imagine swapping places with any employee from history, for example, an **Aztec warrior**, a **courtier** in the palace of The Sun King, or a **chimney sweep** from Victorian England...

1 Listening – Find 20 Differences

Alternative Text – Part 1

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Students **A & B** read the first part of the text with 10 differences – shown in **bold type**. Students C & D should underline each word that has changed, and if possible write the new word:

A or B: Time Travelling Job Swap

Welcome to Time Travelling Job **Swat** [Swap] – the reality show that lets YOU change jobs with an employee from the past! This week, Cro-Magnon hunter-gatherer Borag travels forward 15,000 years to become a supermarket checkout operator for a week. We grabbed an exclusive interview with Borag, ahead of this week's episode. He spoke via a special **tile** [time] travel interpreter:

A Why do you work?

B I work to get food for my clan. If I didn't go out hunting, we wouldn't eat, so it's absolutely vital!

A Why did you choose your present career **park** [path]?

B My father was a hunter-gatherer and he showed me the ropes: how to trap a bear in a cave; how to skin a reindeer; how to **fit** [fish]. Pretty much all the men in my clan go out hunting. If you're young, fit, and strong, you have to bring back food for the group.

A Tell me about your role in the company. Does it offer you status, job security, **jog** [job] satisfaction, and promotion opportunities?

B My specific role is to cut up the animals after they've been **kilt** [killed]. I'm quite a valued member of the hunting team. My job is safe because I'm pretty handy with a **nice** [knife]! I get a lot of pleasure from my work – particularly when I'm eating the delicious results! I'd like to work my way up from apprentice to assistant butcher, but I'm happy for now.

A What do you value in your job? What do you dislike?

B I love being **owl** [out] in the open air – running; chasing wild beasts. I love the feeling of the rain on my back and the wind in my hair; the excitement of discovering a **hurl** [herd] of bison or perhaps a baby woolly mammoth that's been separated from its mother. I hate it when we can't find anything to **each** [eat] and we have to return to our clan and face them with empty hands.

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Alternative Text – Part 2

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Students **C** & **D** read the rest of the text with 10 more differences – shown in **bold type**. Students A & B should underline each word that has changed, and if possible write the new word:

- C** Tell me about your colleagues.
- D** We're a mixed group in terms of **aid** [age] and experience, but all are strong and dedicated to the job in hand. Whether we're harpooning fish or capturing wild horses, it's a team effort. You know that you're working together for the good of the **home** [whole] clan. It's a **grape** [great] feeling!
- C** If you could change one thing about your job, what would it be?
- D** Nothing really – I love my job. Although, we don't have weekends or holidays, as such, so I would love to have a bit more free time to spend with my wife and my three children. I'm away from home a lot – travelling for long periods at a time.
- C** What are the working conditions **light** [like]? (hours, salary, leave, perks, etc.)
- D** We work when we have to – often from early morning till late at night. If we've had a really big kill, we might not have to work for a few days. If that happens we can rest, and we might **part** [pass] the time making jewellery or painting pictures on the walls of our caves. We get paid in meat, so if we don't work we will go to sleep hungry for sure.
- C** What is your ambition? Where **wool** [would] you like to be in five years' time?
- D** Like I said before, I'm hoping to become an assistant butcher, but five years is too far ahead for me to **thing** [think], really. The most important goal is to stay alive – and that means dodging wild animals, avoiding hypothermia and infections – and most importantly bringing back food for my **clam** [clan].
- C** If you could do any job in the world, what would it be?
- D** I would say to be chief hunter in our clan! What an honour! Because they get to wrestle with wolves and bears – and everybody respects **then** [them].
- C** If you could take on any job from history, what would it be?
- D** Well, I'm swapping places this **wheat** [week] with Lee, a young guy from Finchley. He works as a cashier in a supermarket, so I'm looking forward to my first shift tomorrow. Bring it on!

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Title

“Time Travelling Job Swap”. This lesson is about a fictional TV show where people from the present day are able to exchange jobs with an individual from the past for a week to find out what their job was like. You could start by asking SS some warm-up questions, e.g. “What is your favourite period in history? Why?”, “What jobs did they do in the past that we don’t do today?”, and “If you could travel back in time and try any job for one week, where would you go and what would you do? Why?” etc.

Pictures

Extensions: SS describe the pictures and how they are related to the lesson. SS look for other relevant pictures on the internet.

1 Listening – Find 20 Differences

See Alternative Text on P.3 for instructions. SS should check any new words and expressions in their dictionaries, or you could pre-teach any vocabulary that you think may be new before starting the activity. When SS have finished the activity and checked their answers, ask them what they notice about the words that were exchanged. They should notice that in each case the **final consonant sound** of each word has been changed to make a different word.

Extensions: a) SS could practise their speaking and listening skills by reading the interview in pairs, then changing roles and reading it again. b) They could repeat the listening activity but with different words changed, e.g. instead of final consonant sounds they could change the vowel sound in one-syllable words to make a different word, e.g. “get” changes to “got”, “eat” to “ate”, and so on.

2 Discussion Questions

SS should work in pairs and ask each other the ten questions from the text. SS should give answers about themselves. Here is the complete list:

1. Why do you work?
2. Why did you choose your present career path?
3. Tell me about your role in the company. Does it offer you status, job security, job satisfaction, and promotion opportunities?
4. What do you value in your job? What do you dislike?
5. Tell me about your colleagues.
6. If you could change one thing about your job, what would it be?
7. What are the working conditions like? (hours, salary, leave, perks, etc.)
8. What is your ambition? Where would you like to be in five years’ time?
9. If you could do any job in the world, what would it be?
10. If you could take on [try; do; have a go at] any job from history, what would it be?

Extensions: SS could think of more questions on the topic of work. They could ask and answer the new questions either as themselves or as Borag. Or SS could conduct a survey by asking a variety of students from the class, and then compile their results into a short report which they then present to the class. To consolidate this, they could write out the report for homework.

3 Discussion Words – Work

SS should check any new words or phrases in their dictionaries. Here are the discussion words with stressed syllables underlined and **strong vowel sounds** indicated. The teaching point is that these strong vowel sounds are the most important sounds in each word or phrase, and therefore should be heard clearly.

i
ambition

ei
status

er
working conditions

auw
hours

er
perks

uuw
job securety

a job satisf <u>action</u>	e <u>pleasure</u>	eu <u>role</u>
iy career path	ee <u>leave</u>	eu promot <u>ion</u>
a <u>salary</u>	eu <u>goal</u>	o <u>colleagues</u>

Extensions: a) SS could match words and phrases that have the same strong-stressed vowel sound, i.e.

working conditions *and* perks; role, promotion, *and* goal; job satisfaction *and* salary

b) SS could think of more discussion words on the topic of work and repeat the activity above; then use the words and phrases from the activity or the ones they have found (or both) to practise with any Discussion Words practice activities, i.e. from Talk a Lot Elementary Books 1-3 or Talk a Lot Intermediate Book 1. Or SS could use the Big Word Game or Talk a Lot Bingo from Talk a Lot Elementary Handbook. You could also get SS to put each word or phrase into a sentence, using a verb form of their (or your) choice, or to practise making collocations, e.g. verb and noun (apply for a promotion), or adjective and noun (a high salary), etc.

4 Pronunciation

a) The strong stresses are marked: ○

b) Schwa sounds are marked: ● ; short i sounds are marked: ● ; other unstressed syllables are marked: ○

● ● ○ ● ○ ● ○ ○
1. it was nice to meet his friends there

NEA Phonetic Translation:

i_ w Znai st Mee ti Zfren Ztheir

○ ○ ● ● ○ ○ ○
2. Lee lives in a warm, dry flat

Lee Li vzi n Worm, Draï Flat

● ○ ○ ○ ● ○ ● ○ ○ ● ○
3. It's really made me think about why we work.

i_ Sriy lii Mei mi Tting k bau_ Wai wi Work.

● ○ ● ○ ● ○ ● ● ○ ○ ○ ○
4. I had to wear this horrible uniform all day

uh ha_ t Weir thi So r bl Yoo n for morl dei

SS should notice that the vowel sounds in the unstressed syllables in these sentences are mainly either Schwa sounds or short i sounds. This is true of unstressed syllables in an English sentence generally. Out of 22 unstressed sounds, there are **9 Schwa sounds**, **7 short i sounds**, and **6 other sounds**. Note: in sentence 1 the preposition "there", which is often an unstressed function word, is stressed because it occurs at the end of the sentence.

Extensions: SS examine other sentences from the text - or that they have made up on the same topic - to see how many Schwa sounds, short i sounds, and other sounds comprise the unstressed syllables.

5 Sentence Blocks

Note: parts of the text *in italics* will vary. SS should use their own ideas:

1. it was nice to meet his friends there (past simple)

Who was it nice to meet there? / His friends. / Was it nice to meet his friends there? / Yes, it was. / Was it nice to meet his *bank manager* there? / No, it wasn't. It wasn't nice to meet his *bank manager* there. / So...

What was it nice to do there? / To meet his friends. / Was it nice to meet his friends there? / Yes, it was. / Was it nice to *do your homework* there? / No, it wasn't. It wasn't nice to *do my homework* there. / So...

Where was it nice to meet his friends? / There. / Was it nice to meet his friends there? / Yes, it was. / Was it nice to meet his friends *in a crowded lift*? / No, it wasn't. It wasn't nice to meet his friends *in a crowded lift*. / So...

2. Lee lives in a warm, dry flat (present simple)

Who lives in a warm, dry flat? / Lee does. / Does Lee live in a warm, dry flat? / Yes, he does. / Does *a prisoner* live in a warm, dry flat? / No, they don't. *A prisoner* doesn't live in a warm, dry flat. / So...

Where does Lee live? / In a warm, dry flat. / Does Lee live in a warm, dry flat? / Yes, he does. / Does Lee live in a *cold, damp house*? / No, he doesn't. Lee doesn't live in a *cold, damp house*. / So...

What kind of flat does Lee live in? / A warm, dry one. / Does Lee live in a warm, dry flat? / Yes, he does. / Does Lee live in a *horrible flat*? / No, he doesn't. Lee doesn't live in a *horrible flat*. / So...

3. It's really made me think about why we work. (present perfect)

What has it really made you think about? / Why we work. / Has it really made you think about why we work? / Yes, it has. / Has it really made you think about *astrophysics*? / No, it hasn't. It hasn't really made me think about *astrophysics*. / So...

What has it really made you do? / Think about why we work. / Has it really made you think about why we work? / Yes, it has. / Has it really made you *feel annoyed*? / No, it hasn't. It hasn't really made me *feel annoyed*. / So...

4. I had to wear this horrible uniform all day (past modal form)

What did you have to wear all day? / This horrible uniform. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to wear *casual clothes* all day? / No, I didn't. I didn't have to wear *casual clothes* all day. / So...

What did you have to do all day? / Wear this horrible uniform. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to *stay in bed* all day? / No, I didn't. I didn't have to *stay in bed* all day. / So...

What kind of uniform did you have to wear all day? / This horrible uniform. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to wear *a nice uniform* all day? / No, I didn't. I didn't have to wear *a nice uniform* all day. / So...

Who had to wear that horrible uniform all day? / I did. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did *your niece* have to wear that horrible uniform all day? / No, she didn't. *My niece* didn't have to wear this horrible uniform all day. / So...

How long did you have to wear that horrible uniform for? / All day. / Did you have to wear that horrible uniform all day? / Yes, I did. / Did you have to wear that horrible uniform *for only a few hours*? / No, I didn't. I didn't have to wear this horrible uniform *for only a few hours*. / So...

Extensions: Use other sentences from the text (or sentences written by SS on the same topic) and practise building sentence blocks using a variety of question words. SS can work individually, in pairs, in small groups, or as a whole class. See Talk a Lot Elementary Handbook for further ideas.

6 Discussion & Function Words

1. an
2. for
3. than
4. and
5. us
6. with
7. we
8. don't

9. be
10. to

SS should discuss the reasons and put them into order from 1 (most important) to 15 (least important). There are no right or wrong answers here. SS could present the results of their discussion to the whole class. Or SS could interview each other – even recording the interviews (audio or video), where possible. SS could work in small groups or pairs and leave the classroom to go and find a group of employees to interview on the topic of “Why Do We Work?” – e.g. at the school, or at a company, then come back and edit their interviews together, and show them to the whole group.

7 Reading

SS should read the interview out loud with a partner, then change roles and read it again. They should check any new words and expressions in their dictionaries, or you could pre-teach any vocabulary that you think might be new before starting the activity. The reading may lead into a discussion about Borag’s attitudes towards work and the present day, and how they contrast with our modern attitudes – or it may lead directly into the role play activity.

8 Role Plays

Extensions: See Talk a Lot Elementary Handbook for more ideas and guidance on developing role plays. One tip is to start to add more detail to the scene. SS could invent more information about each character, e.g. we don’t know much about the character of Lee from the text, so students could flesh it out a bit. As SS work together to add layers of detail the role play will become much richer. Of course, there are no right or wrong answers here: the idea is for SS to use their imaginations and to create something that can be assessed by the teacher in terms of spoken English, pronunciation, use of English, vocabulary, and so on. If your SS are competitive, there could be a challenge between groups to see which produces the most professional role play. SS could record their performances on video, and since the lesson is based on a fictional TV show, it could be a good chance for SS to learn how to create and edit a short video in the style of a reality show (e.g. *Undercover Boss*). If the performances are particularly good, you could invite people from within your school (e.g. other classes or staff) and even people from outside the school (parents, friends, etc.) to watch the resulting work, as a form of promotion for your school.

About Talk a Lot Intermediate Book 2

The aim of any Talk a Lot course is for students to practise and improve their speaking, listening, and pronunciation skills. Along the way the student will learn plenty of new vocabulary – including non-literal English expressions, such as idioms, phrasal verbs, and slang – and also practise reading, writing, and grammar skills, e.g. verb forms, word order, parts of a sentence, and so on.

This two-page spread provides an organised sequence of learning activities for students at intermediate level (CEF B2). We believe that there is easily enough material here for a 90-minute lesson. Of course, how long the material lasts will depend on a variety of factors, such as the level of your students, and how familiar they are with Talk a Lot techniques. If you used any or all of the extension activities, you could make the material last much longer.

Although many of the activities in this book can be used without having previously studied with Talk a Lot material, e.g. the reading comprehension tests, this is the second Talk a Lot Intermediate course book and the author has assumed that students will have some prior knowledge of Talk a Lot methodology, e.g. knowing how to make sentence blocks, and how to find the stressed syllables and sounds in a word or phrase; or how to read the New English Alphabet. If you or your students feel a bit lost with some of this material, you may practise the techniques with any of the previous Talk a Lot course books:

Talk a Lot Elementary Books 1-3
Talk a Lot Elementary Handbook
Talk a Lot Foundation Course
Talk a Lot Intermediate Book 1

All of these books – and much more – may be downloaded for free from <http://purlandtraining.com>

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