



B1 Getting a promotion

Grammar



EXERCISE 1 DISCUSS THE ANSWERS TO THE QUESTIONS BELOW.

1. Have you ever changed jobs? What did you do? What do you do now?
2. Have you ever got a promotion? What is your current position?
3. Have you ever got a set of new responsibilities at work? Which ones?

EXERCISE 2 READ ABOUT SARAH'S JOB RESPONSIBILITIES IN HER CURRENT JOB. WRITE WHAT SHE DOES USING PRESENT SIMPLE.

Junior Software Developer - job responsibilities.

1. Assist the development manager with software design and coding.
2. Attend and contribute to company development meetings.
3. Write and maintain code.
4. Work on minor bug fixes.
5. Write reports.
6. Conduct development tests.

Adapted from Betterteam

1. *She assists the development manager with software design and coding.*.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....

EXERCISE 3 READ ABOUT SARAH'S PROMOTION FROM JUNIOR TO MID-LEVEL SOFTWARE DEVELOPER. GO OVER THE LIST OF HER NEW RESPONSIBILITIES AND ANSWER THE QUESTIONS BELOW.

Mid-level Software Developer - job responsibilities.

1. Analyse technical requirements of the project and adapt the code.
2. Identify and develop areas for revisions in current projects.
3. Write and maintain code.
4. Develop quality assurance procedures.
5. Analyse the needs of users, designers and testers.
6. Conduct development tests.

Adapted from Codegym



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1. What are her new responsibilities?
2. Which responsibilities stayed the same?

EXERCISE 4 COMPARE SARAH'S OLD AND NEW JOB RESPONSIBILITIES. READ ABOUT THE USE OF *USED TO + INFINITIVE* AND WRITE DOWN SENTENCES USING EITHER, PRESENT SIMPLE OR *USED TO + INFINITIVE*.

We use *used to + infinitive* to talk about a past situation that is no longer true.
To talk about situations that are true now, we use *Present Simple*.

In her previous job, she used to assist the development manager with software design and coding. Now she analyses technical requirements of the project and adapts the code.

She didn't use to develop quality assurance procedures, but now she does.

Did she use to write and maintain code? Yes, she did and she still does.

1. *She used to assist the development manager with software design and coding. She didn't use to analyse technical requirements of the project and adapt the code.*
.....
2.
.....
3.
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4.
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5.
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6.
.....



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EXERCISE 5 TALK ABOUT YOUR PAST AND PRESENT JOB RESPONSIBILITIES USING *USED TO + INFINITIVE* AND *PRESENT SIMPLE*.

In my previous job, I used to work as a secretary. I used to answer phone calls and direct them to other employees...

In my current job, I don't do that anymore. Now I...

EXERCISE 6 AFTER A FEW WEEKS AT THE NEW COMPANY, SARAH LEARNT HOW TO DO SOME OF HER TASKS, BUT IS STILL LEARNING THE OTHER ONES. ANALYSE THE UNDERLINED STRUCTURES BELOW AND DISCUSS HOW THEY ARE DIFFERENT FROM *USED TO + INFINITIVE*.

Job responsibility	Understanding
Analyse technical requirements of the project and adapt the code.	✓
Identify and develop areas for revisions in current projects.	✓ ✓
Write and maintain code.	✓ ✓ ✓
Develop quality assurance procedures.	✓ ✓
Analyse the needs of users, designers and testers.	✓
Conduct development tests.	✓ ✓ ✓

Sarah is not used to analysing technical requirements of the project and adapting the code.

1. *She is getting used to identifying and developing areas for revisions in current projects.*

3. *She is used to writing and maintaining code.*

4.

5.

6.



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EXERCISE 7 ROLE-PLAY: IMAGINE THAT YOU AND YOUR COLLEAGUE GOT PROMOTIONS. DISCUSS WHAT YOU ARE (NOT) USED TO AND GETTING USED TO DOING ON YOUR NEW POSITIONS.

STUDENT A

5%	Assist the development manager with software design and coding.
1%	Attend and contribute to company development meetings.
99%	Write and maintain code.
25%	Work on minor bug fixes.
50%	Write reports.
75%	Conduct development tests.

STUDENT B

50%	Analyse technical requirements of the project and adapt the code.
75%	Identify and develop areas for revisions in current projects.
99%	Write and maintain code.
25%	Develop quality assurance procedures.
1%	Analyse the needs of users, designers and testers.
5%	Conduct development tests.

A: Are you used to analysing technical requirements of the project and adapting the code?

B: No, I am not used to it. I am still getting used to it. Are you used to writing and maintaining code?

A: Yes, I am used to it. Are you used to...

EXERCISE 8 IN GROUPS, DISCUSS THE FOLLOWING TOPICS. SWITCH THE PARTNERS AND DISCUSS THE QUESTION BELOW.

1. Did you use to work in a field not related to your profession? What did you use to do?
2. How would you feel if you got a promotion? Would you need a lot of time to get used to new responsibilities?
3. What may be difficult when getting used to a new role?
4. How long do you think it takes to be used to a higher position?

Teacher's notes

Exercise 1. Lead-in

7 mins

In pairs or small groups, students share their answers to the questions about changing jobs. Monitor the activity and provide speaking feedback as needed.

Exercise 2. Grammar revision - Present Simple

5 mins

Introduce students to the character of Sarah, a Junior Software Developer. Say that this is an entry-level job with some of the responsibilities written below. Go over her responsibilities and explain any new words, for example, attend, maintain, and conduct.

Remind them that when talking about our present jobs and responsibilities, we use Present Simple, as we talk about something that we do regularly. Students change the responsibilities into Present Simple in the third person.

Answers:

2. *She attends and contributes to company development meetings.*
3. *She writes and maintains code.*
4. *She works on minor bug fixes.*
5. *She writes reports.*
6. *She conducts development tests.*

Exercise 3. Grammar introduction

3 mins

Now say that Sarah got promoted from Junior to Mid-level Software Developer, and now she has a set of new responsibilities. Go over the list of her new responsibilities and discuss which ones are new and which ones are the same as in her previous position.

Answers:

1. 1, 2, 4, 5.
2. 3, 6

Exercise 4. Grammar practice - used to + infinitive

7 mins

Say that when talking about situations which were true in the past, but are no longer true now, we can use used to + infinitive. Look at the example sentence and write down 5 more sentences using the given structure.

Answers:

2. *She used to attend and contribute to company development meetings.*
3. *She used to write and maintain code and she still writes and maintains code now.*
4. *She used to work on minor bug fixes. She didn't use to develop quality assurance procedures.*
5. *She used to write reports. She didn't use to analyse the needs of users, designers and testers.*
6. *She used to conduct development tests and she still conducts development tests.*

Exercise 5. Discussion 'used to + infinitive'

8 mins

Give students a few minutes to think about their past and present job responsibilities. Put students into pairs and ask them to talk about their past and present responsibilities, using used to + infinitive, didn't use to + infinitive and Present Simple.

Exercise 6. Teach grammar - be/get used to + gerund / infinitive

7 mins

Now tell students that Sarah has been working in her new position for a few months. During that time she managed to learn some of her new responsibilities, but she still needs time to learn others.

Present them with a table and explain that one tick means that Sarah doesn't know how to do this task, two ticks mean that Sarah is in the process of learning, and three ticks mean that Sarah understands and knows how to do it well.

Teacher's notes

Look at the three sentences below and analyse the use of be used to + gerund / noun and get used to + gerund / noun. Explain the use of the structures and that unlike used to + infinitive, they can be used to talk about the past, present and future.

Students write down the three missing sentences, following the pattern presented in the exercise.

Answers:

- 4. She is getting used to developing quality assurance procedures.*
- 5. She isn't used to analysing the needs of users, designers and testers.*
- 6. She is used to conducting development tests.*

Exercise 7. Role-play

7 mins

Now put students into pairs and tell them that they are colleagues who both got promoted. Tell them to ask each other about the progress they are making at the company using be / get used to + gerund / noun. Monitor the activity and correct any errors as needed.

Exercise 8. Group discussion

8 mins

As a group, talk about students' past jobs unrelated to their fields and the tasks they used to do in their positions. Think about the way they would feel if they got a promotion on the same day. Think how long they would need to get used to their new positions and how long it takes to be used to higher positions.

Error correction

3 mins

Provide speaking feedback.