

5 Working 9 to 5

Each person is going to tell us a little bit about what their jobs entail. Can you guess what their jobs are?



1 Listen and Discuss

1. Name a few jobs that you think would be very rewarding. Explain.
2. Name a few jobs that you think would not be satisfying at all. Explain.
3. Read the job descriptions and match them with the photos.

I often need to spend quite a lot of time researching the natural resources and materials of an area before I can design and start construction. I specialize in environmentally friendly buildings which utilize alternative sources of energy such as solar energy. **Ahmed Badri - Profession:** _____

I'll be the first to admit that I drive dangerously. Yet I've never gotten a ticket. No police officer has ever even told me, "I want you to slow down." Even though I spend a lot of time driving, I never really arrive at a destination.

Aston Sena - Profession: _____

I am a keen and respectful observer of nature. I often spend a lot of time in the lab, but I enjoy fieldwork more. It is really rewarding to observe animals in their natural habitat and collect information. It helps us determine the status of the species; if it's endangered or not.

Khaled Hussain - Profession: _____



I have recently been promoted and have a better income. I am now responsible for the surgical ward and I need to be on the job 24 hours a day, six to seven days a week. I need to make sure records are kept on treatment and progress, and advise doctors about patients' conditions. I also have to check and monitor supplies, equipment, materials, and medicine.

Fahd Khamis - Profession: _____



I spend a lot of time cutting and sewing, but I don't work with fabric. The people I work for never see me do my work. In fact, they are often asleep when I'm at work. But I have no doubt that they appreciate what I do. But I certainly get a great deal of satisfaction from my job.

Walter Lee - Profession: _____

When I am on night shift, I feel that I need to be more alert and keep an eye on the screen and my instruments at all times. I handle pressure well and I can cooperate with pilots effectively during emergencies. I have always been interested in aviation and electronics.

Ahmed Al Otaibi - Profession: _____

Unit Goals

- Vocabulary**
 Jobs
 Job requirements and responsibilities
- Functions**
 Talk about jobs
 Discuss job requirements and responsibilities
 Ask for favors
- Grammar**
 The Subjunctive
I'd Like You + Infinitive
I Want You + Infinitive
- Listening**
 Listen for specific information about a survey on job satisfaction
- Pronunciation**
 Syllable stress on words ending with *-tion, -cian, -sion*
- Reading**
 You Do *What* For a Living?
- Writing**
 Write about an unusual job
- Form, Meaning and Function**
 Tag Questions
 Ask for Information and Make Requests
 Express Obligation and Necessity

Warm Up

With books closed, ask students the first two introductory questions on this page. Have them name jobs and say why they think they are rewarding or not satisfying. Draw a two-column chart with the headings **Rewarding** and **Unsatisfying** on the board. As students mention jobs, write them in the appropriate column. If students disagree as to whether a job is rewarding or unsatisfying, write it in both columns.

1 Listen and Discuss

- With books closed, tell students that they are going to hear people describing their jobs. The students will listen and try to guess the jobs.
-  Play the audio. Have students listen with their books closed.
-  Arrange students in pairs. Play the audio again. Have students listen again with their books closed.

- Pause after each person describes his or her job and have students talk with their partner and write down any guesses they have about the person's job.
- Have students open their books. Give them about five minutes to read the job descriptions. Tell them not to look at page 73. Then they review their guesses with their partner.
- Ask a few pairs to share their guesses with the class. Then ask if anyone has any different ideas. Write students' ideas on the board.
- Have students look at the photos on page 73 and match them with the job descriptions. Review students' original guesses. Were any of them correct?

Answers

Aston Sena:	race car driver
Ahmed Badri:	engineer
Khaled Hussain:	zoologist
Walter Lee:	surgeon
Ahmed Al Otaibi:	air traffic controller
Fahd Khamis:	nurse

- As an extension and to provide additional vocabulary practice, do the following activity. Arrange students in pairs. Give each pair one of the following groups of words to work with. Try to have the same number of pairs work with Group A and Group B.

Group A: *destination, habitat, observer*

Group B: *demand, fabric, sewing*

- With their partner, students practice explaining the meaning of each word using only English and giving examples.
- Combine pairs into groups of four, so that each group has one pair that worked with Group A and one that worked with Group B. Students then explain the words to each other.
- Review the words with the class. Possible explanations include:

destination = the place where a person is going

habitat = the natural environment where an animal or plant lives or grows

observer = a person who sees or notices someone or something

monitor = to carefully watch or check a situation or something that changes

fabric = cloth; material that most clothes are made of

sewing = action of putting pieces of fabric together or fixing clothes with a needle and thread

Quick Check

A

- Have students look at the list of words and find each word in the job descriptions on page 72.
- Have students work individually to match the words and the definitions.
- Check answers by having students read aloud the words and the definitions.
- To give students additional practice with the words, ask questions, such as the following:

Why does Walter Lee get satisfaction from his job?

(He helps sick people feel better.)

What is a person's marital status? (whether they are single, married, or divorced)

What's another way of asking what a job entails?

(What does your job involve? or, What do you do in your job?)

Why do people appreciate Walter Lee's work?

(He helps them get well.)

Do you agree that asking about a person's income is a personal question?

Do you feel that the students in your class cooperate well with each other? Why should students be respectful of each other's ideas?

Answers

1. d
2. e
3. f
4. g
5. b
6. a
7. c

B

- Have students work with a partner to ask and answer the questions.
- Check answers by having pairs read a question and the answer. Ask students which, if any, of these jobs they would like to have and why.

Answers

1. air traffic controller
2. surgeon
3. zoologist
4. nurse
5. race car driver

2 Pair Work

- Have students work with a partner to write descriptions for two or three jobs. Tell them they should try to think of some unusual jobs, but they should be sure that the jobs really exist.
- Go around the class as students are working and help as needed. Have students ask you for any vocabulary they may need, or quietly suggest jobs they can describe if they're finding it hard to come up with ideas.
- Have pairs present their job descriptions to the class or to a group for their classmates to guess the jobs.

Workbook

Assign page 265 for practice with the vocabulary of the unit.

Teaching Tip

Turning an activity into a game from time to time is a good idea. Learning is more memorable when it's associated with something that is enjoyable.

Additional Activity

Play *What's My Job?* Start off by telling students that you have an unusual job (an imaginary one). Students have to guess what it is by asking *yes/no* questions. For example: *Do you work indoors? Do you work in an office? Do you work with animals?* Set a limit of 10 to 15 questions. If students can't guess in that time, tell them the answer. After students guess your job (or you say the answer), continue the game by having a student think of an imaginary job for classmates to guess.



surgeon



zoologist



engineer



nurse



race car driver



air traffic controller

Quick Check ✓

A. Vocabulary. Match the words with their meanings.

- | | |
|-----------------------|---|
| 1. _____ satisfaction | a. to work together well |
| 2. _____ status | b. money received or earned |
| 3. _____ entail | c. polite, showing consideration |
| 4. _____ appreciate | d. feeling of contentment |
| 5. _____ income | e. state or condition |
| 6. _____ cooperate | f. to involve or require |
| 7. _____ respectful | g. to be grateful for |

B. Comprehension. Name the job or jobs.

- Which job requires that the person be willing to accept responsibility?
- Which jobs require a medical degree?
- Which job requires a person who likes nature?
- Which job requires the person have kindness and consideration?
- Which job requires the person not to be scared of taking risks?

2 Pair Work

With a partner, create your own clues for two or three jobs. Read the clues to your class. See if your classmates can guess the jobs.

3 Grammar

The Subjunctive

We use the subjunctive to stress the importance or urgency of an action. The subjunctive uses the base form of a verb.

The manager insisted that he **work** late.
It is important that you **be** at the meeting.

The subjunctive is used with certain verbs and expressions, like the following:

ask	request	it is essential
demand	require	it is imperative
insist	suggest	it is important
recommend	urge	it is necessary

The subjunctive follows the sentence pattern:
verb or expression + *that* + subject + (*not*) base verb

It is essential that you **dress** appropriately.
She **asked** that we **not be** late.

I'd Like You + Infinitive / I Want You + Infinitive

Two common phrases used to express a desire that someone do something are *I'd like you + infinitive* and *I want you + infinitive*.

I'd like you to help with this project.
I want you to finish the report this afternoon.

A. Rearrange the words and phrases to form sentences.

 asks / I work on the weekend / my manager often / that
My manager often asks that I work on the weekend.

1. he / that / bring his résumé to the interview / he recommended
2. I / to tell me / want / you / about any problems you have
3. that / it is imperative / wash his hands before entering the operating room / the doctor
4. not / demanded / the boss / he / be late again / that
5. that / you go home early / I / if you're not feeling well / insist
6. you / applying for the job / like / to consider / I'd
7. I look for a job in sales / suggested / that / my job counselor
8. not / that you / quit your job before you find a new one / it is essential
9. the waiting room / the nurse / that / be kept quiet / requests
10. that / race car drivers / it is important / the necessary safety precautions / take

3 Grammar

Language Builder

Explain that some languages, such as Spanish, have a fully developed subjunctive mood that is used frequently. English does not. The use presented here is one of the few uses of the subjunctive in English.

Another one is the use of *were* with all persons in past unreal conditions. For example: *If I were you, I wouldn't do that. If he were here, I'd say hello.* These forms are not used frequently and sound quite formal.

The Subjunctive

- Read the explanation of the subjunctive with the class. Emphasize that it is used to stress the urgency or importance of an action. Point out that the subjunctive uses the base form of the verb, often in cases where you would expect another form.
- Write these sentences on the board and highlight the use of *he finish* in the second sentence instead of the expected *he finishes*.

He usually finishes his work on time.

It is imperative that he finish this job on time.

- Write these sentences on the board:

Ahmed isn't usually late for work.

It's important that Ahmed not be late tomorrow.

You don't drive your father's car.

It is imperative that you not drive his car without permission.

Point out that the subjunctive forms the negative by putting *not* in front of the verb. It doesn't use auxiliary verbs or contracted forms.

I'd Like You + Infinitive / I Want You + Infinitive

- Tell students a few things that you'd like them to do and a few things that you want them to do. Speak more gently and politely when saying *I'd like* and more firmly when saying *I want*.
- Explain that *I'd like you to (do something)* and *I want you to (do something)* mean almost the same thing. However, saying *I'd like you to (do something)* is a little more polite and less like an order. *I want you to (do something)* can sound like an order.

Language Builder

Emphasize that in English it is incorrect to say *I want that you (do something)* or *I'd like that you (do something)*. Write the following sentences on the board and compare them.

He asked that we arrive early tomorrow.

He wants us to arrive early tomorrow.

The sentence with *ask* uses a *that*-clause. The sentence with *want* does not. Note also that the sentence with *ask* sounds more formal.

A

- Ask a volunteer to read aloud the directions and the example. Then write the parts of the first sentence on the board. Elicit the correct sentence from the class and write it on the board.
- Have students work individually or with a partner to rearrange the other sentences.
- Check answers by having students read the sentences aloud.

Answers

1. He recommended that he bring his résumé to the interview.
2. I want you to tell me about any problems you have.
3. It is imperative that the doctor wash his hands before entering the operating room.
4. The boss demanded that he not be late again.
5. If you're not feeling well, I insist that you go home early./I insist that you go home early if you're not feeling well.
6. I'd like you to consider applying for the job.
7. My job counselor suggested that I look for a job in sales.
8. It is essential that you not quit your job before you find a new one.
9. The nurse requests that the waiting room be kept quiet.
10. It is important that race car drivers take the necessary safety precautions.

B

- Ask a volunteer to read aloud the directions and the example. Then look at the first picture with the class. Elicit several ideas for what either woman could be saying. For example, the stylist might be saying, *I suggest that we cut it shorter this time.* The client might be saying, *I don't want you to cut it too short.* Emphasize that there is no one right or wrong answer.
- Have students work with a partner to write sentences for the other pictures. Tell them that they can write more than one sentence if they want to.
- As students are working, go around and check that students are using both forms, the subjunctive and *want/would like + infinitive*. Encourage students to be creative in their answers.
- Check answers by eliciting several sentences for each picture from different pairs.

Answers

Answers will vary. Sample answers:

1. I recommend you cut your hair short.
2. I suggest that you try this on.
3. It's important that we catch this train.
4. It's essential that you brush well twice a day.
5. I want you to stop smoking.
6. I want you to study the new proposals very carefully.
7. I'd like you to take two pills every morning.

C

- Read the directions and the information about the two situations with the class.
- Assign each student in the class one of the two situations. Have students work individually to write four or five sentences about the situation. They should make sure that they use both the subjunctive and *want/would like + infinitive* in their sentences.
- Put students in pairs of one student who wrote about situation 1 and one student who wrote about situation 2. Students read their sentences to each other and comment on them. Then they work together to write at least one more sentence about each situation.
- Check answers by asking a few volunteers to read one or two of their sentences. Then ask if anyone has any sentences that are different.

Answers

Answers will vary.

Workbook

Assign pages 266–268 for practice with the grammar of the unit.



Teaching Tip

When doing exercises, try to balance time students spend working on their own with time spent working with a partner or in a group. Students need time on their own so that each one will think about the exercise independently. But if students spend too much time working on their own, it becomes boring and is not a good use of class time.



Additional Activity

Write some sentence starters like the following on the board and have students complete them with their own ideas.

It's imperative that we _____.

It's important that our class _____.

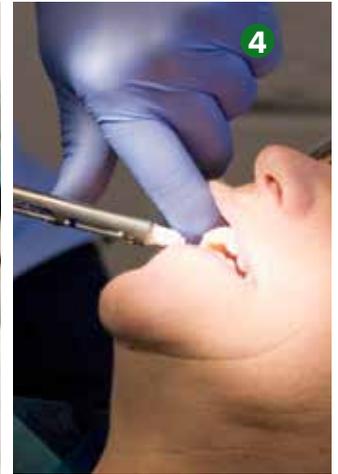
It is necessary that students _____.



According to a survey by Careerbuilder.com, twenty percent of workers in the U.S. say they are late for work at least once a week. Twelve percent say they are late twice a week. The two main excuses were traffic and lack of sleep.

B. Look at the pictures. What do you think is being said? Write a sentence for each using the subjunctive or *I'd like you / I want you + infinitive*.

💡 *It is essential that we not be late for the meeting.*



C. Write sentences for these situations. Use the subjunctive and *I'd like you / I want you + infinitive*.

1. Imagine you are a doctor speaking with a patient who has a very unhealthy lifestyle. The patient smokes, eats lots of fast food, doesn't get any exercise, and doesn't get enough sleep. What would you say to this patient?
2. Imagine you are a teacher speaking with a student who is doing badly in your class. The student is not studying for tests, is talking in class, is not doing homework, and does not take notes in class. What would you say to this student?

4 Conversation



Adnan: Hey, Rob. I'm **in a bind**. Can you **help me out**?

Rob: What's the problem?

Adnan: I'm supposed to work tomorrow, but there's something I've got to do. Could you **cover** for me?

Rob: You just asked me to cover for you on Monday. What's so important that I have to keep doing your job?

Adnan: OK, I'll tell you, but I'd appreciate it if you would **keep it to yourself**. I'm interviewing for another job, and I'm really close to getting it.

Rob: You were just hired here a few weeks ago. I can't believe you're thinking about leaving already.

Adnan: Yeah, I know. But the job I'm interviewing for is a dream job. I'd be a tester at a video game development company.

Rob: **No kidding?** Wow. Well, I still don't think it's right for you to **jump ship** like that, but all right. I'll cover for you.

Adnan: Thanks a lot. I'm going to **take off** now.

Rob: Hey, Adnan?

Adnan: Yeah?

Rob: If you get the job, do you think you could ask them if they need anyone else?

Adnan: **Will do.**

About the Conversation

1. Why does Adnan ask Rob to cover for him?
2. How does Rob initially react to the request?
3. What favor does Rob ask of Adnan?

Your Turn

Role-play with a partner. Ask your partner for a favor. Your partner is unwilling to grant the favor until understanding why it is necessary. Use the phrases for asking for favors.

Real Talk

in a bind = in a difficult situation

help me out = do me a favor

cover = take someone's place, often in a work situation

keep it to yourself = not tell anyone

No kidding? = Really?

jump ship = leave a job suddenly, usually to go to a new job

take off = leave

Will do. = short for "I will do it."

Asking for Favors

Do you think you could...?

Do me a favor and...

I'd really appreciate it if you would...

Would it be possible/too much trouble...?

What are the chances you could...?

I hate to ask, but...

4 Conversation

- Introduce the expression *cover for (someone)* by giving some examples. If a teacher has to leave the classroom, they may ask another teacher to *cover for them* until they get back. Someone who works as a receptionist and shouldn't leave their desk may ask another person to *cover for them* if they have to go out for a few minutes. Ask students if they are ever in a situation in which they have to ask someone to cover for them.
- Explain that they're going to listen to a conversation in which someone is asking another person to cover for them.
- 🔊 Play the audio. Have students listen with their books closed.
- Ask several students to tell you just one thing that they understood from the conversation. Make a few notes on the board about their answers.
- 🔊 Play the audio again. Have students listen and read along in their books. Review the notes on the board. Were students' ideas after the first listening correct?

Real Talk

- Model the phrases for the students to repeat.
- Ask questions about their use in the conversation. For example, ask:

Why does Adnan say that he's in a bind? (He can't go to work the next day.)

How is Rob going to help Adnan out? (He's going to cover for him.)

Why does Adnan want Rob to keep this to himself? (He doesn't want anyone to know he's missing work to interview for another job.)

Why does Adnan say it isn't right for Rob to jump ship? (He thinks Mike shouldn't change jobs suddenly like that.)

What does Adnan mean when he says he's going to take off now? (He's going to leave the office.)

What does Adnan mean when he says Will do? (He means that if he gets the job, he'll ask if the other company needs anyone else.)

About the Conversation

- Work with the whole class to ask and answer the questions. Elicit answers from a few different students for each question. Don't confirm or deny answers yourself. Rather, ask other students: **Do you agree?**
- After each question, ask more questions to elicit students' opinions about the situation. For example:

Question 1

Adnan asks Rob to cover for him because he's going to interview for another job. Is this OK or is it wrong? What will their employer do if he finds out? Could Rob get in trouble?

Question 2

What would you do if you were Rob? Would you cover for a friend in this situation?

Question 3

What do you think about changing jobs in this way? Is it a good idea or not?

Answers

1. Adnan asks Rob to cover for him while he has an interview for another job.
2. At first, Rob doesn't want to cover for Adnan since he worked for him another time recently.
3. Rob asks Adnan to find out if the video game development company might need someone else. He is interested in applying for the job.

Your Turn

- Call on a student to read the directions aloud.
- Focus students' attention on the phrases in the box. Explain that these are phrases that people often use when asking for favors. They make the request sound more polite. Ask: **Which phrase does Adnan use in the conversation?** (I'd appreciate it if you would...)
- Brainstorm briefly with the class a few situations in which they might ask someone else for a favor. Some possible ideas include: asking a teacher to postpone a test or for permission to hand in an assignment late; or asking parents for permission to do something unusual, like stay out late or take a trip with friends.
- Have students work in pairs to role-play their conversation. They should use phrases for asking for favors.
- Have one or two pairs act out their conversations for the class.

5 Listening

- Tell students they will listen to people talking about how satisfied they are with their jobs.
-  Play the audio. Have students listen and circle *yes* or *no* for each job.
-  Play the audio again. Have students write the reasons.
-  Play the audio again for students to check their answers.

Answers

1. yes—satisfaction from helping others
2. yes—exciting, and protecting others is satisfying
3. yes—creativity and flexibility
4. no—high stress and great responsibility
5. yes—helping children and watching them grow up
6. no—repetitive and efforts aren't appreciated
7. no—repetitive and efforts aren't appreciated

Audioscript

The results of a recent survey reveal some interesting information about the jobs people feel provide the most—and the least—job satisfaction. According to the survey, the workers who enjoy the greatest job satisfaction include social workers, firefighters, and authors.

Social workers top the list with a striking 87 percent job satisfaction rating. When questioned about the cause of their job satisfaction, social workers often cited the immense satisfaction gained from helping others. Firefighters are in the second position with an impressive 80 percent satisfaction rating. Many of the firefighters interviewed indicated the satisfaction they get from protecting people as well as the excitement of their job as reasons for their job satisfaction. The third most satisfying job, according to the survey, belongs to authors, with a 77 percent satisfaction rating. Many authors cited both the creativity and flexibility of their job as reasons for their satisfaction.

Interestingly, not all prestigious professions did as well as expected in the survey. Both physicians and lawyers scored only 48 percent each. The report suggests that these lower than average scores may be explained by the high stress and great responsibility involved in these jobs. However, pediatricians, that is children's doctors, proved to be an interesting exception. With a 75 percent satisfaction rating, pediatricians have a 27 percent higher satisfaction rate than general practice physicians. Helping children and being able to watch them grow up contributes to this general satisfaction.

Among the least satisfying jobs were cashiers at 25 percent, telemarketers at 32 percent, and fast food preparation workers at 34 percent. People with these jobs cited the repetitive nature of

their job and the fact that they don't feel others appreciate their efforts as reasons for their job dissatisfaction.

This job survey is of particular interest to young people who are just now considering their possible future career paths. It is a reminder that, because job satisfaction affects both our physical and mental well-being, job selection is one of the most important decisions we make in our lives.

6 Pronunciation

-  Play the audio for students to listen and repeat, or speak along with the recording.

7 Vocabulary Building

- A**
- Have students work individually to match the words with the definitions.
- B**
- Have students compare answers with a partner.

Answers

- | | | | |
|------|------|------|------|
| 1. g | 3. f | 5. b | 7. d |
| 2. c | 4. h | 6. e | 8. a |

Workbook

Assign page 269 for additional reading practice.

Teaching Tip

Asking students to mention just one thing they understood after listening to something once is a non-threatening way to approach a listening task. It builds confidence and increases everyone's ability to understand more the next time they listen.

Additional Activity

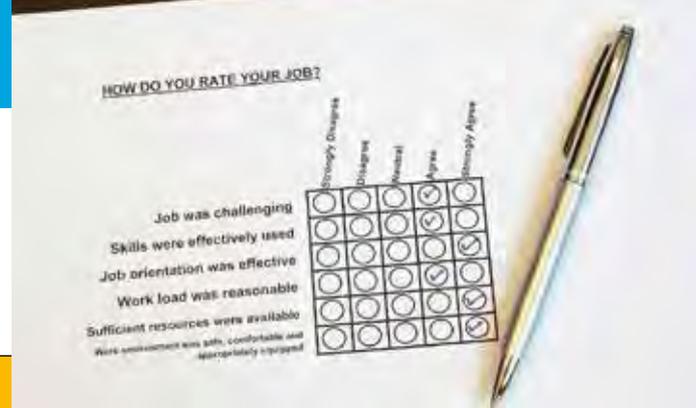
Have students do a job survey among friends and family about job satisfaction. They should write each job and have the person rate the job from 1 (not satisfying) to 5 (very satisfying). Have students report their findings to the class.



In a recent study, two jobs rated worst for job satisfaction were lumberjack and taxi driver. The reasons were the dangerous working conditions and poor pay.

5 Listening

Listen to the results of a survey on job satisfaction.
Complete the chart.



Job	Majority Satisfied?	Reason
1. social workers	Yes / No	
2. firefighters	Yes / No	
3. authors	Yes / No	
4. lawyers	Yes / No	
5. pediatricians	Yes / No	
6. cashiers	Yes / No	
7. telemarketers	Yes / No	

6 Pronunciation

In words ending with *-tion*, *-cian*, and *-sion*, the next-to-last syllable is stressed.
Listen and practice.

1. Firefighters are in second **position** with an impressive 80 percent **satisfaction** rating.
2. Not all prestigious **professions** did as well as expected.
3. Both **physicians** and lawyers scored only 48 percent each.
4. **Pediatricians** proved to be an interesting **exception**.
5. Fast food **preparation** workers have a 34 percent **satisfaction** rating.
6. Job **selection** is one of the most important **decisions** we make.

7 Vocabulary Building

A. You will see these words in the reading on pages 78 and 79. Match the words with their meanings.

- | | |
|----------------------|--|
| 1. _____ analyze | a. disease or sickness received from someone or something |
| 2. _____ determine | b. exactly the same |
| 3. _____ identifying | c. to decide or discover |
| 4. _____ allergens | d. confined, kept under restraint or control |
| 5. _____ identical | e. a natural talent or ability |
| 6. _____ flair | f. determining what something is |
| 7. _____ captive | g. to study closely |
| 8. _____ infection | h. substances that cause sensitivity or reactions in some people |

B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading 

Before Reading

Read the passages and make a list of the unusual jobs.

You Do *What* for a Living?

When you were a kid, what did you want to be when you grew up? Perhaps a doctor, a teacher, or a firefighter? You probably didn't consider becoming a greeting card writer or a snow researcher (a person who collects ice crystals in snow to analyze the effect of pollution on an area of snowfall). Yet thousands of people around the world earn a living performing unusual jobs that most people have never even heard of.

Take Lily Martinez, for example, she has a job that girls around the world would dream about doing—if they only knew about it! Martinez is a doll fashion designer. She remembers, “As a girl, I would design one-of-a-kind outfits for my dolls.” Her work is very similar to the work of regular fashion designers. She analyzes fashion trends, chooses fabrics, draws design sketches, and keeps a close eye on the styles of Paris and New York. Only she does all this to create clothing for 11 ½-inch (29-centimeter) dolls!

Do you have an artistic flair and an interest in science? Do you have a strong sense of taste, smell, and imagination? Then you might make an ideal flavorist. A flavorist is a person who creates natural and artificial flavorings that go into foods. Their work entails first identifying the individual chemicals found in nature. Then they recreate the flavors using different chemical combinations. Such manufactured flavors often last longer, have a stronger flavor, and smell better than flavors found in nature. These flavors can also avoid the allergens sometimes contained in natural flavors.

According to Carol Militescu, a senior flavorist, there is not one single way to create a flavor. “Different chemical combinations can make the same flavor. You might think the flavors are identical, but how you put the chemicals together makes them very different.” Militescu says that to be a successful flavorist, it is essential that you “think outside the box.”



8 Reading

- With books closed, discuss the **Before Reading** question as a class: ***What are the most unusual jobs you've ever heard of?***

READING STRATEGY Jigsaw reading

- Read the title of the article with stress on the word *what* and question intonation. Explain that people sometimes ask a question in this way when they are surprised by something they've heard. For example, a person may say things like *You did **what**? They went **where**?*
- Give students a minute to read the introductory paragraph. Point out that *What are you going to be when you grow up?* is a question adults commonly ask children in English. Ask: ***What jobs does the paragraph mention? What do people with each of these jobs do?*** (A doll fashion designer designs clothes for dolls. A flavorist creates natural and artificial flavorings that go into foods. Elephant pedicurists scrapes the bottom of the elephants' feet to get rid of dirt that can cause infection.)
- Tell students that they are each going to read about only one of the people in the article. Ask them *not* to read about the other people. (You could, if possible, make copies of the article, cut it up, and give each student only the first paragraph and the section about the person they have been assigned.)
- Have students count off around the classroom with the numbers 1, 2, and 3. Number 1s read about the first person, Lily Martinez. Number 2s read about Carol Militescu, and Number 3s read about Mike Hayward. Give them four or five minutes to read the paragraph.
- Write the following questions on the board. As they read, students should prepare to answer these questions:
 - What does the person do?***
 - What does their job entail?***
 - What does the person say about their job?***
- Then put students in groups of three, so that each group is made up of students with the numbers 1, 2, and 3. Have each student tell the others in the group about the paragraph he or she read.
- 🔊 Play the audio for the whole article. Have students listen and read along in their books.

- For additional vocabulary practice, have students work with a partner to complete the following tasks, using the article *You Do What for a Living?* Either write the following on the board, or make a copy for each pair.

Lily Martinez

1. Find at least four different nouns that relate to the work a fashion designer does.
2. Find a four-word expression that means *unique*.

Carol Militescu

3. Find three adjectives that you can use to describe flavors.
4. Find an expression that means *to come up with unusual ideas*.

Mike Hayward

5. Find a two-word verb that means *to become less or smaller because of constant use*.
6. Find four verbs that are used to describe what a pedicurist does to an elephant's feet and nails.

Conclusion

7. Find an expression that means *to think about something carefully and for a long time*.
- Possible answers include:
 1. outfits, (fashion) trends, fabrics, (design) sketches, runways
 2. one-of-a-kind
 3. natural, artificial, manufactured, strong(er)
 4. think outside the box
 5. wear down
 6. scrape, get rid of (calluses), trim, file, shape
 7. mull over

After Reading

- Have students work individually to write answers to these questions. Encourage them to use their own words as much as possible. One way to do this is for students to read the sentences that answer the question and then close the book to write the answer. Then they check back in the book to see if their answer captures the main ideas.
- Check answers by calling on students to read their answers aloud.

Answers

1. She is a fashion designer for doll clothing.
2. She studies fashion trends, chooses fabrics, draws pictures of her designs, and watches fashion shows.
3. A flavorist makes natural and artificial flavorings to put into food.
4. Manufactured flavors last longer, have stronger flavor, smell better, and have fewer allergens.
5. An elephant pedicure entails scraping the bottom of the elephant's feet to get rid of calluses, dirt, and rocks, and trimming, filing, and shaping the nails.
6. Captive elephants cannot wear down their nails naturally, and rocks and dirt in their feet can cause infections.

9 Speaking

- Put students in small groups to discuss the questions. For question 1, each student should say which job he or she might like and why. If a student doesn't like any of the jobs, he or she should also explain why not.
- For question 2, have students copy the chart to their notebook and have one person in each group make notes of their classmates'.
- Discuss the questions briefly with the class. After students have given their guesses for the unusual jobs, tell them the correct information for any they didn't guess.

odor judger = someone who tests odors coming from people's armpits, mouths, or feet and things like cat litter or baby diapers (The purpose is to test the effectiveness of products designed to get rid of bad odors.)

golf ball diver = someone who dives into ponds and lakes on golf courses looking for golf balls

cheese sprayer = someone who sprays popcorn or similar foods with melted cheese

gum buster = someone who removes chewing gum from sidewalks, streets, and other areas

Workbook

Assign pages 270–271 for additional writing practice at word and sentence level.

Teaching Tip

It's very challenging for students to answer questions about a reading text in their own words. Use every opportunity to practice this skill.

Additional Activity

If possible, invite an English speaker from the community to the class to talk about their job. Students should prepare questions in advance.

Project: Job Ads

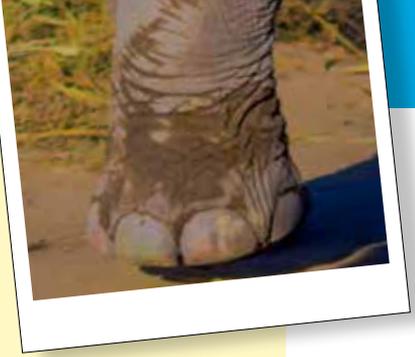
Have students write a Help Wanted ad for an unusual job. They can check the Internet for language for job advertisements. Then have students work in groups to make a poster using all of their ads.



- An odor judger has to train for a year for the job and then be retested every year to make sure their sense of smell is still good enough.
- A golf ball diver can find between 2,500 and 5,000 golf balls a day. They are paid 8 or 9 cents per ball.

But perhaps you would prefer a job working with animals? If so, you might consider a career as an elephant pedicurist. It may sound silly, but keeping elephants' nails clean and trim is critical to their health. Like human nails, elephant nails grow continuously. Elephants in the wild wear down their nails naturally, but captive elephants have fewer opportunities to roam. Elephant pedicurists scrape the bottom of the elephants' feet to get rid of calluses, dirt, and embedded rocks that can cause infection. They also trim, file, and shape the elephants' nails.

Mike Hayward, the elephant pedicurist for the Ringling Bros. and Barnum & Bailey Circus®, loves his job. He gives pedicures to his twelve elephants every five weeks. The elephants generally cooperate with Hayward, waiting patiently through the two-hour process. Says Hayward, "It's almost like not going to work because the elephants are like my family."



So the next time you mull over your future career path, you might want to consider some non-traditional career options. After all, there just may be a new flavor waiting to be discovered, or an elephant whose feet will benefit from your expert care.

After Reading

Answer the questions.

1. What is Lily Martinez's job?
2. What are some of her responsibilities?
3. Describe what a flavorist does.
4. What are some of the benefits of manufactured flavors?
5. What does giving an elephant a pedicure entail?
6. Why is it important to give pedicures to captive elephants?

9 Speaking

1. What do you think of the jobs described in the reading? Do you find any of them interesting? Why? Why not?
2. Think about the list of unusual jobs in the chart. Have you ever heard of them? Find out what they are and complete the chart with the information.

The unusual job		What is it?	What does it entail?	Do I like it or not?
1	odor judger			
2	golf ball diver			
3	cheese sprayer			
4	gum buster			

10 Writing

A. Read about some more unusual jobs and complete the job title. Work in pairs. Compare your ideas in class.

- _____ consultants: The people who advise construction companies and manufacturers on vibration and noise problems and suggest solutions.
- _____ authenticators: The people who differentiate between true/authentic and fake paintings.
- _____ consultants: The people who advise riders on how they can have the most comfortable horseback ride with the most suitable riding accessory.

1. Read the essay and find out the following:
 - What does an arborist do?
 - What kind of qualifications does he need to have?
 - Which personal characteristics should he have?
 - What are his employment prospects?
2. What is your view as a reader?
 - Are ideas and information presented clearly?
 - Does the writer provide explanations, examples, or reasons when necessary?
 - Does the essay answer your questions about what an arborist is/does?
3. Look at the essay again and write which person is used in each paragraph: *I, you, he or she* and so on.
 - Paragraph 1: _____
 - Paragraph 2: _____
 - Paragraph 3: _____
 - Paragraph 4: _____
4. Notice which paragraphs provide:
 - the writer's view and/or opinion
 - objective information and/or view
5. Are there any passive forms? What are they used for?
6. How are ideas and facts connected? Provide examples from the text.
 - conjunctions/linking words
 - combined clauses/sentences
 - use of pronouns



The Job of an Arborist

Although my parents would like me to become a doctor or a lawyer, I am interested in a very different kind of job. I would like to be an arborist, a sort of doctor for trees.

To become an arborist, it is essential that you have a related bachelor's degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.

Arborists are hired by individuals or organizations to keep trees healthy and attractive. They fertilize, prune, plant, and cure trees. In other words, they are a kind of official "tree carer." They are considered experts in their field. For this reason, they need to attend workshops and seminars throughout their career in order to keep up with developments.

I think it's perfect for me. I am interested in working in nature and taking care of things. I like trees. I am patient, methodical, and hard working. Finally, given current trends towards greener alternatives, I think there will be plenty of work for arborists in the future, so unemployment will not be a problem.

10 Writing

A

- Brainstorm on more unusual jobs. Elicit ideas from the class. Ask students if they know about any traditional jobs in their country that are beginning to become very rare. Hold a brief discussion in class.
- Direct students to A. Read directions with the class. Explain that new words are often made up to label unusual jobs by combining existing words.
- Organize students into pairs. Have them read the descriptions/definitions of the jobs and complete the job title.
- Call on pairs to job suggest titles.

Answers

- noise consultants
- art/painting authenticators
- riding consultants
- Direct students to the picture and the title of the text. Ask them to try and work out what an arborist does. Call on volunteers to answer for the class.
- Read directions for 1. Elicit possible answers from students. Remind them that predicting will help them read more efficiently and understand the text.
- 🔊 Play the audio and have students listen and follow. Give them a few minutes to compare answers with a partner and check the answers in class.

Answers

- An arborist is a kind of official “tree carer” or tree doctor. He fertilizes, prunes, plants, and cures trees.
- An arborist needs to have a related bachelor’s degree, for example in forestry and attend seminars and workshops throughout his career.
- He should be patient, methodical, and hard working. He should also be interested in working in nature and taking care of things.
- His employment prospects are quite promising due to current trends and greener alternatives.
- Have students read directions for 2 and answer the questions individually. Call on volunteers to report their answers for the class.

Answers

- Yes, ideas and information are presented clearly.
- Yes, he does. For example, ... a related bachelor’s degree, for example in forestry, as the more you know about trees the better you will be able to do what is expected of you.
- Yes. (answers might vary)

- Ask students to justify their answers by providing reasons or clues from the text.
- Explain to students that choice of person in writing affects the style and creates or minimizes proximity between reader and writer. Have them read the directions for 3 and 4.
- Organize students in groups and have them read the text and answer the questions.
- Call on a student from each group to report the group’s answers for the class.

Answers

- **Paragraph 1:** I
- **Paragraph 2:** you (to mean one, someone)
- **Paragraph 3:** Arborists/they
- **Paragraph 4:** I
- Discuss the effect that change of person creates. Ask students when they think the writer would use third person and not first.
- Have volunteers answer 4, 5, and 6.

Answers

- The writer’s view and opinion are presented in paragraphs 1 and 4.
- Objective information is presented in paragraphs 2 and 3.
- Passive forms are used to present objective/impersonal information.
- Ideas are connected with:
 - Conjunctions:** for example although, and, in other words
 - Combined clauses/sentences:** to become an arborist, it is essential that ... given current trends towards greener alternatives, I think ...



Additional Activity

Have students research more unusual jobs on the Internet or in older books and encyclopedias, make notes and collect photos. Call on students to present what they found for the class.

B

- Tell students that they will write an essay about an unusual job that they would like to have.
- Read directions for tasks 1 and 2 and have students decide on an unusual job individually. Ask questions like these to help them decide:

What do you like doing? What kind of places do you like?

Do you like spending more time inside or outside?

Which room/place do you spend more time in at home?

What are you good at? What would you like to develop/learn?

- Suggest to students that they create an unusual job for themselves taking into consideration their answers to the questions or search for more unusual jobs on the Internet.
- Read the directions for task 3 with the class and have students brainstorm and make notes.
- Direct students to the Writing Corner. Explain that they are going to write an opinion essay defending their decision. Tell students that the best way to defend an opinion is to have adequate information.
- Read through all the points in the Writing Corner and discuss them in class. Point out that the main thing is for their opinion to be heard.
- Have students make notes under these headings as well.

Personal views:

Feelings:

Opinions:

Information:

- Have students write a job description.
- Tell them to list job responsibilities as they see them in combination with information they found in other sources. Ask them to include qualifications and experience under Important background and personal qualities under Helpful characteristics
- Direct them to the model text but allow them to use a different opening statement if they wish.
- Have them write their first draft.
- Exchange drafts and comment, suggest corrections on each other's texts. Have them edit and rewrite.
- Call on students to read their descriptions for the class.
- Create a gallery of job descriptions on the board. Have students draw or bring photos to add.



Additional Activity

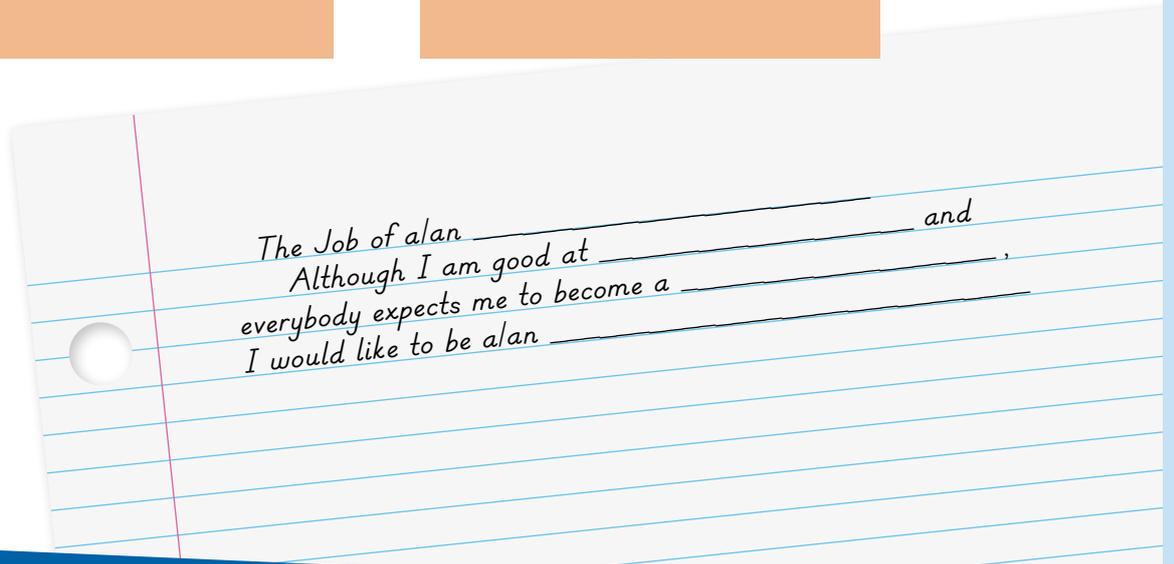
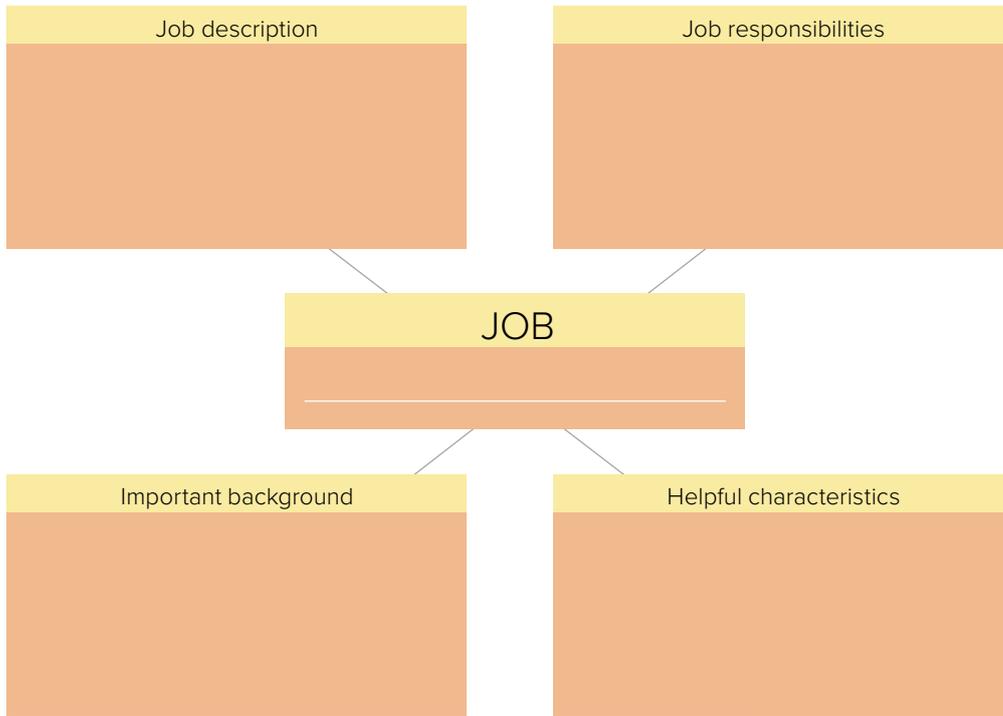
Write job announcements and organize interviews for some of the unusual jobs. Assign roles of interviewers and applicants to different groups for them to act out.

Workbook

Assign page 272 for additional writing practice above word and sentence level.

Assign Writing Skills 1 on page 363 to review rules for capitalization.

- B. 1.** Write an essay about an unusual job you might like to have.
- 2.** Before you write, think about and/or find on the Internet:
- a description of the job
 - the background you should have for this job
 - personal characteristics that would help you perform the job effectively
- 3.** Use the chart to help you brainstorm and organize your information.



Writing Corner

When you write an opinion essay:

- note down what you know about the topic and collect new information.
- note down your personal views on the topic and express your feelings and opinions.
- combine your views and feelings with the relevant information and organize each paragraph.
- remember that it is your essay and your voice needs to come through.

11 Form, Meaning and Function

Tag Questions

We use tag questions to check information. We use an auxiliary verb and a subject personal pronoun. With an affirmative sentence, use a negative tag. With a negative sentence, use an affirmative tag.

- | | |
|---|---|
| You will go to the bank, won't you? | They invested in the property market, didn't they? |
| You won't work this Saturday, will you? | He didn't get the job, did he? |
| There's a cash machine on Main Street, isn't there? | It was the night shift you wanted, wasn't it? |
| They are not going to go look for another job, are they? | You are working today, aren't you? |

Polite Ways to Ask for Information with *Can*, *Could* and *Would*

- | | |
|---|---|
| Excuse me, can (could) you tell me where the bank is? | Would you be able to tell me where the bank is? |
| Can (Could) you tell me where the bank is? | Would you mind telling me where the bank is? |

Polite Ways to Make Requests with *Can*, *Could* and *Would*

- | | |
|---|----------------------|
| Q: Can you give me your credit card details, please? | A: Certainly. |
| Q: Could you help me? | A: Of course. |
| Q: Would you open the window, please? | A: Sure. |

A. Read the conversation between the bank teller and a customer. Use *could*, *would* and question tags to complete the conversation.

- A:** Excuse me, I'd like to withdraw 500 euro from my account in 50 euro notes.
- B:** Of course, Madam. (1) _____ I have a form of identity, please?
- A:** Sure. Here you are.
- B:** Thank you. So you want the total amount in 50 euro notes, (2) _____ you?
- A:** Yes, that's right.
- B:** Is there anything else I can do for you today, Madam?
- A:** Yes, please. I'd also like to change some American dollars into SAR? You charge commission, (3) _____ you?
- B:** Yes, Madam, we do. Our rates are displayed on the board.
- A:** I see, thanks. (4) _____ you mind telling me how many SAR I will get for 1,000 dollars?
- B:** Of course. At today's exchange rate you will get ...

B. Work with a partner. Imagine you work as a bank teller. Continue the conversation in exercise **A** using some of the words and ideas in the box. Include some responses from the customer. Role-play the conversation and take it in turns to be the bank teller and the customer.

pay a utility bill • make a deposit • make an international payment
 order a new debit card • open a savings account • transfer some money
 apply for a credit card • buy health insurance • apply for a mortgage



Language Builder

Aside from using tag questions to check information, we also use tag questions to ask for agreement. We use rising intonation—the voice goes up—when we check information (*You're going to come to the museum, aren't you?*), but falling intonation—the voice goes down—when we know the answer and are just asking for agreement (*It's really hot, isn't it?*).

Tag Questions

- Have volunteers read aloud the questions in the presentation. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is yes. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is *no*.

Polite Ways to Ask for Information with *Can, Could and Would*

Language Builder

Explain to students that each modal verb (*can, could, will, would, etc.*) can have several different meanings. For example, the meaning of *will* in *Will you do well on the test next week?* is a question about the future. The meaning of *will* in *Will you open that door for me?* is a request for someone to do something. In the latter case, we can substitute *will* for *can, could and would* with no change in actual meaning.

- Read through the example sentences and elicit the function of using modals *can, could* and *would* for requests. (To ask politely.) Point out that *could* and *would* are a little more polite than *can* and *will*.
- Elicit some examples of situations in which it would be appropriate to use this kind of language: For example, in a working environment, when requesting something from a person in a more senior position or older in age and so on.
- Ask students to compare the function of making a request with *can, could* and *would* with their own language and culture. Is there something similar?

Polite Ways to Make Requests with *Can, Could and Would*

- Read the requests and have individual students read the agreements and the refusals.
- A**
- Have students look at the picture and describe the situation (A bank teller and customer.)
 - Ask students to imagine what requests are being made and write any ideas on the board.
 - Tell students to read the conversation in exercise A and see if any of their ideas appear.
 - Students should work alone to complete the conversation and then compare their answer with a partner.

Answers

1. Can/Could
2. don't
3. don't
4. Would

B

- Go over the words and phrases in the box. Elicit or give the meaning of any unknown or unfamiliar language.
- Put students into pairs and tell them to take it in turns to role-play a conversation similar to the one in exercise A. Encourage students to use as much of the vocabulary as possible which appears in the language box.
- Call on volunteers to role-play their conversations in front of the class.

Answers

Students' own answers.



Teaching Tip

It's a good idea to let students check their answers together before eliciting them in front of the class. (1) It gives them the chance to correct errors on their own. (2) It builds confidence to find out that questions they had trouble with also gave their classmates trouble. (3) It allows students the opportunity to teach and learn from each other.

Language Builder

Must expresses obligation, or something that is necessary and very important to do. There is no choice. For example: *I must study very hard. It is the only way I will get into medical school.*

In American English, *have to* is used more often than *must* to express obligation or necessity. *Must not* (or *mustn't*) means that something is prohibited. There is no choice. For example: *You must not speak in an exam. You'll be disqualified.*

Doesn't/Don't have to means that something is not necessary. For example: *I don't have to drive to work. I can take a bus.*

Should is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. For example: *You shouldn't cheat in exams. It's not fair and you will get caught.*

Express Obligation: *Must*, *Mustn't*, *Have to*

- Explain that the form of the modal verb *must* is the same for all subjects. It is followed by the base form of the main verb without *to*.
- Tell students we use *mustn't* to express that something is forbidden or not allowed. For example, *You mustn't jump red lights. You mustn't speed. It's illegal and you will get fined heavily.*
- The form of *have to* changes to agree with the subject. We also use *have to* to express obligation and necessity. *You have to slow down. You are driving too fast and you will cause an accident and hurt someone.*
- Read through the example sentences in the presentation and point out that the past of *have to* is *had to* to express past obligation and necessity. There is no past tense of *must* or *mustn't* to express past obligation or necessity.

Express Necessity and Lack of Necessity: *Have to*, *Need to*, *Needn't*, *Don't have to*, *Don't Need to*

- Explain that we use *don't have to* to say there is NO obligation; it isn't necessary. The past form is *didn't have to*.
- Explain that we can substitute *(don't) have to* with *(don't) need to* with no change in meaning. *You don't have to get there before 9. You need to go to reception when you arrive.*

- Call on volunteers to read aloud the example sentences in the chart.

C

- Put students into pairs to complete the exercise.
- Call on volunteers to share their ideas with the class.
- Correct any errors with modality on the board as a class.

Answers

1. You mustn't/must not park here.
2. You mustn't/must not overtake on this road.
3. You must not drive faster than 70./You have to adhere to the speed limit of 70.
4. You must not drive down this road.

D

- Ask students to turn back to page 72 and to choose only one of the professions described.
- They should imagine themselves in that job and write down a list of duties, obligations or responsibilities they think are involved.
- Students should then use their ideas to make a note of things they had to or didn't have to do last week.
- Students share their ideas with a partner.
- Call on volunteers to read out their sentences to the class. The class should listen and try to guess which job that person chose.
- Encourage students to ask each other questions about other things they had to or didn't have to do.

Answers

Students' own answers.

Workbook

Assign pages 273–274 for more practice with the form, meaning and function of the structures in the unit.

Express Obligation: **Must, Mustn't, Have to**

We use *must*, *mustn't* and *have to* to express obligation in the present and the future.

You **must** stop at the 'STOP' sign.

You **have to** slow down at this junction.

You **mustn't (must not)** arrive late to work.

You **have to** be at the office at 9 a.m.

Note: *Mustn't* means you are not allowed to do something. There is no past tense of *mustn't*. The past tense of *must* and *have to* is **had to**.

Express Necessity and Lack of Necessity: **Have to, Need to, Needn't, Don't have to, Don't Need to**

We use *have to* and *need to* to express necessity in the present, past and future. Use the negative form to express lack of necessity.

Q: What do you **have (need) to** do today?

A: I **have (need) to** finish a report for work but I **don't need to (needn't)** hand it in until tomorrow morning.

Q: What duties **did you have (need) to** perform in your last job?

A: I **needed (had) to** answer the phone and deal with customer complaints.

Q: What **will we need to** do before we leave for the conference in Abu Dhabi?

A: We **will have (need) to** book an airport taxi. We **won't have (need) to** find a hotel. I've done that already.

C. With a partner, discuss what you have to and must do in the situations shown on the international traffic signs.



1. No Parking



2. No Passing



3. Speed Limit



4. No Entry

1. _____
2. _____
3. _____
4. _____

D. Read page 72 again. Choose one of the professions and imagine you are working in that job. What duties and responsibilities did you perform as part of your job last week? Write them next to each day. Tell your partner what you had to do. Use *had to*, *didn't have to*, *needed to*, and *didn't need to*.

Sunday _____
Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Saturday _____

12 Project

1. Research and prepare a presentation for your class on **Great Jobs and Careers**.
2. Work in pairs or groups. Decide on three great jobs, then search and collect information about each.
3. Use the organizer to make notes. Then use your notes to prepare a PowerPoint presentation or a poster.
4. Present in class.



Job title	1 _____	2 _____	3 _____
Duties and activities			
Requirements			
Personal characteristics			
Employment prospects			
Career prospects			

When you prepare a PowerPoint presentation, remember to:

- think of your audience and what they might want to know
- select key points and words
- use appealing visuals and a few points on each slide
- rehearse in your group and make changes

12 Project

- Organize students in groups and have them brainstorm Great Jobs and Careers.
- Call on a student from each group to present the group's ideas and discuss in class.
- Read directions for tasks 1 and 2. Discuss where students can find information.
- Remind them to use the Internet, look up business magazines and talk to adults that can give them information. Have them make notes and if possible record interviews.
- Have a class discussion about which jobs are considered prestigious and successful. Use questions like these to help students and have them answer them in their groups.

Which jobs are considered prestigious in your country?

Is success always associated with money?

What does a Great Career entail? Which are some of the conditions that are required for it to be considered great?

- Give groups some time (about 10 minutes) to discuss. Remind them to assign tasks to different group members and to make sure there is at least one person making notes.
- Call on a student from each group to report the group's ideas for the class. Encourage the class to comment, respond or challenge what is said. Remind them to give reasons that support their ideas.
- Direct students to the pictures at the top of the Project page. Elicit ideas about who the people are and what they are doing in the photos. Ask them if they would choose any of the jobs that are illustrated.
- Have them read the headings in the chart and choose three jobs to research and collect information about.
- Read the directions for 3 with the class. Have them study the chart and identify the areas indicated.
- Have students work in groups and discuss the information they have. Remind them to make notes in the organizer. Encourage them to be as creative as possible.
- Call on a student from each group to present some of their ideas for the class. Ask students to listen carefully and discuss or comment on the ideas that are presented.
- Have groups plan and prepare their presentation or poster. Encourage them to add their own ideas. Remind groups to assign tasks and responsibilities to group

members depending on their skills and abilities. Tell each group to appoint a chairperson that can control the discussion and make sure everyone has a chance to express their opinion and make suggestions. Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.

- If there isn't internet access, tell students that they will have to do some of the work for the campaign in class and some after class.

In-class tasks: Assign research and design tasks, assign responsibilities, share the work among members of the group. Discuss and draft presentation, plan posters, collect and organize available information.

Out-of-class tasks: Research the Internet for information on Great Jobs and Careers.

- Explain to students that after they have collected all the information and designed their presentations and posters, they will spend some time in class coordinating before they present it in the next or the following lesson.



Additional Activity

Have students use a real event in the news or in history. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the "defect" and stop them. If listeners spot 4 "defects" the presenters stop.

13 Self Reflection

- Write *Working 9 to 5* on the board and elicit as many ideas and words as possible from the class. List the words on the board. Ask students to say what kind of jobs they associate the unit title with. Elicit answers from volunteers.
- Have students scan pages 72 and 73. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Which job or jobs require research of natural resources and materials?
Which job or jobs require observation and recording data?
Which job or jobs require long hours of work and handling pressure well?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 74 and 75, ask them some questions. For example:
Complete these sentences:
At work it is essential that people ...
The manager demanded that all the employees ...
They asked her ...
 Have volunteers answer the questions. Elicit more examples from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 76 and 77. Call on volunteers to say what the Conversation is about and which are their favorite expressions.
- Have students say what they remember from this section and make notes in the chart.
- Write *What Do You Do for a Living?* on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as many words as they can on the board. Encourage the rest of the class to make suggestions.
- Have a class discussion about unusual jobs.
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about unusual jobs that they read about on the Internet. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 80 and 81 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work and research. Elicit ideas from the students and have them present their experiences for the class.
Did they have difficulty making decisions in their group? Why? Why not?
Did they feel that they had the chance to present their ideas?
Was it difficult or easy to access different sources and collect information? Why? Why not?
Where did they find information? Where did they find photos?
Did they enjoy preparing the campaign?
Would they change anything if they had the chance to do it again? What?
Was there room for originality and creativity? Why? Why not?
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Self Reflection

Things that I liked about Unit 5:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about jobs			
discuss job requirements and responsibilities			
ask for favors			
use the subjunctive			
use the expressions <i>I'd like you + infinitive</i> and <i>I want you + infinitive</i>			
make requests and ask for information			
express obligation, necessity and lack of necessity			
use tag questions			

My five favorite new words from Unit 5:	If you're still not sure about something from Unit 5:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

