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Curso de Especialização em Ensino de Inglês – CEI

JOB STORIES: FROM INTERESTING TO INSPIRING
(Material Didático para Ensino de Inglês)

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INTRODUCTION

This work was designed with the main purpose of promoting language learning. All materials used are authentic in order to promote learner's level skills in a knowledge-building context. The units are divided in sections and activities were developed taking into consideration social purposes, therefore the communicative approach will be found (see more about it at Rationale Section). Interaction is encouraged throughout the activities and the four language skills - reading, listening, speaking and writing are elicited.

The core theme chosen for both units is *Jobs* and the units can perfectly be worked in the sequence suggested with the same audience, once they relate to each other. The first unit is titled “**Interesting Job Stories**” and the second one “**Inspiring Job Stories**” and as they consider working contexts, they are highly recommended for adults (18 years old on) as language learners.

The professional life is important nowadays. It is a current and relevant theme making the units interesting in a way that involves students in them. The target audience for this work is adults of English as a second language at language schools, in the Intermediate Level of English (Level B1 according to the Common European Framework).

The units are divided in five main sections. They are **LET'S READ!**, **LET'S LISTEN!**, **LET'S SPEAK!**, **LET'S WRITE!** and **LET'S WORK ON LANGUAGE!** Each section focuses on one language skill following this order: reading, listening, speaking and writing. The last section focuses on the grammar worked on the unit, which is presented inductively. The grammar topics covered in this work are Superlatives and Comparatives, respectively.

Each main section is also divided into three parts. They are called **FIRST OF ALL**, **THERE IT GOES** and **FINALLY** representing the division of pre activities (“first of all”), while activities (“there it goes”) and post activities (“finally”). This division allows students to work on the activities in a more communicative way. They would make pairs, work on small groups and sometimes perform individually. Units in this work are task-based, encouraging spontaneous interaction, cooperation, turn taking negotiation in order to achieve communicative goals.

The **FIRST OF ALL** section is the initial moment, the first contact the learner has with the unit. It represents a warming up moment in which the learner will work in pairs or small groups expressing their opinions about a specific topic related to the unit. It is also a moment when unit vocabulary is introduced and the learner has contact for the very first

time with the grammar worked on that unit. It is a preparation for the rest of the unit. Interaction is usually elicited.

In the THERE IT GOES section the learner will read a text, listen to a track, make a deeper discussion or start a preparation for a written activity in a row. It represents the moment when the language skill is being put into practice and learners have the opportunity to have contact with the reading, listening speaking and writing skills in a more meaningful way.

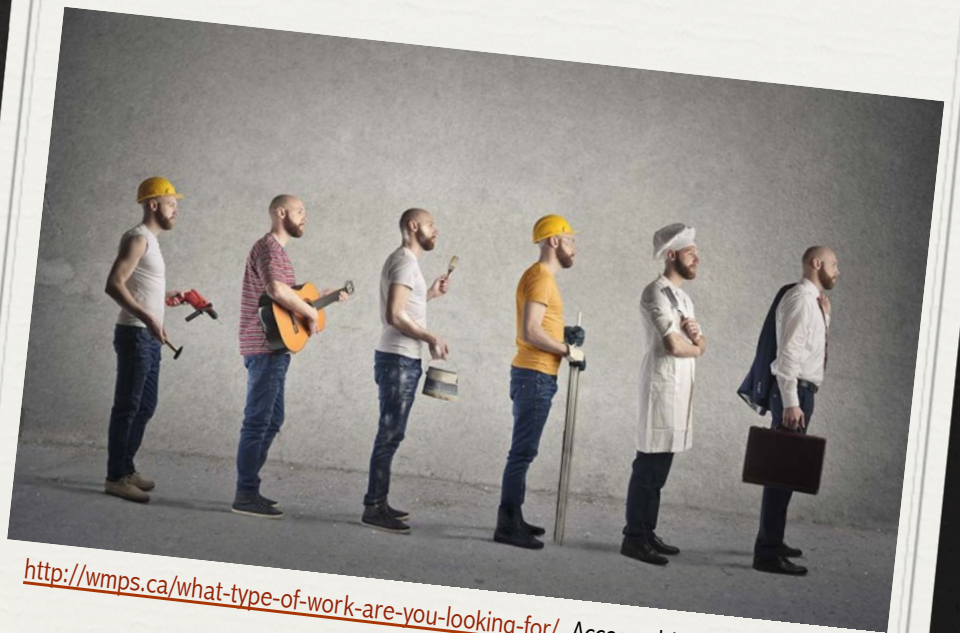
The FINALLY section follows exactly what its title proposes: a closure for that specific main section. It is a moment of final production and learners are encouraged to put into practice everything they have seen so far.

There is also a box called GOING DEEPER, which its main purpose is clarifying, calling attention to pieces of vocabulary found in the section. Meaning and pronunciation is worked here.

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UNIT 1

INTERESTING JOB STORIES



<http://wmps.ca/what-type-of-work-are-you-looking-for/>. Accessed July, 27.

UNIT 1 – Interesting Job Stories

LET'S READ! - THE BEST JOBS IN THE WORLD

FIRST of aLL

1. What's your job? Do you think it's interesting?
2. **IN PAIRS** - Think about the jobs your close friends, relatives, famous people have and discuss with your partner if these jobs are interesting and why (not).
- 3- **IN PAIRS** - Read the following jobs and rank them from **1 (most interesting)** to **6 (least interesting)** with your partner.

*Chocolate consultant *Island Caretaker
*Beer tasters *Shark Tank Cleaner
*LEGO sculptor *Professional Sleeper

1- _____
2- _____
3- _____
4- _____
5- _____
6- _____

- 4- Using your own words, can you explain the jobs from the previous item?
What do these people do? Where do they work?

tHERE iT gOES

Read the text and include the correct titles that best fit each job description. The possible titles are in the box.

Shark tank cleaner; Beer tasters; Chocolate consultant; Island caretaker; LEGO sculptor

The best jobs in the world

We've all been in the situation of looking at someone else's job and wishing ours was half as interesting. So, to give you some food for thought, we've pulled together some of the **most weird and wonderful jobs** from around the world to give you some food for thought...

1. _____

This could well be the ultimate job for anyone with even the **smallest craving** for chocolate – and yes jobs like these really do exist. Louise Thomas has worked in the chocolate industry for two years and been passionate about chocolate for more than six years. She became frustrated by the lack of education and awareness regarding fine chocolate, so started her own company to share her love of the cocoa bean. She now runs events and tastings – similar to wine tastings – as well as doing consultancy for hospitality and retail, to find a particular chocolate for a client or extend their range.

2. _____

Maybe not one for everyone, but if you prefer beer to chocolate then many breweries hire technologists to check the quality of their drink before it goes on sale. In order **to thrive** in this job you have to have an adept palate – and that doesn't mean being able to sink six pints on a Friday night. It's still a pretty popular job.

3. _____

Who hasn't at some point in their life sat down in front of a box of LEGO and set about building (or helping to build) a fantastic creation in multi-coloured blocks? For some people this becomes more than just something you did as a kid. LEGO has a number of certified professionals who work with the company to create sets and build models for them. They work against fairly tight budgets and thematic constraints, and are based in Legoland Discovery Centres around the world. If you love childhood toys but don't fancy building them, why not consider joining the retail sector and work in a toy shop?



4. _____

OK, everyone lists this but what a job! It was advertised as "Officially the best job in the world" in 2009. The role was a newly created position designed to help promote the Islands of the Great Barrier Reef to the world. Briton Ben Southall won the job, earning £73,400 to live on an island in the Great Barrier Reef for six months, swimming, exploring and generally enjoying himself whilst filming and blogging about all the fun he was having. And it didn't end there, after his six-month stint on the island, Ben went onto become Global Tourism Ambassador at Tourism Queensland.

5. _____

Window cleaning is probably not **the most fun** of professions. However, add in the requirement to share your job with a bunch of sharks (and not the loan variety) while simultaneously being watched by a crowd of people, all of whom are no doubt secretly hoping at least one of the sharks is feeling a little **peckish**; and suddenly the interest levels notch up a level or two.

Adapted from:

<http://www.totaljobs.com/careers-advice/what-job-can-i-do/10-unusual-jobs>. Accessed July 27, 2016

gOING dEEPER

Peckish /'pekiʃ/ - slightly hungry

To thrive /θ raɪv/ - to become very successful, happy, or healthy

Craving /'kreɪvɪŋ/ - a very strong feeling of wanting something

<http://www.macmillandictionary.com>. Accessed July 27, 2016.

UNIT 1 – Interesting Job Stories

FINALLY

1. According to the information from the text, which job requires:

A. courage:

- beer taster
- LEGO sculptor
- shark tank cleaner

B. full time availability:

- shark tank cleaner
- chocolate consultant
- island caretaker

C. creativity:

- LEGO sculptor
- shark tank cleaner
- chocolate consultant

D. knowing how to swim:

- island caretaker
- chocolate consultant
- LEGO sculptor

2. Mark if the sentences are **TRUE (T)**, **false (F)** or not mentioned (**NM**) and justify your answers:

- From the jobs mentioned in the text, shark tank cleaner is the most fun occupation.
- If you like being drunk, beer taster would be an appropriate job.
- Louise Tomas has become a chocolate consultant after her bad experiences related to chocolate.
- Island caretaker job can be the best job in the world.

3. Would you like to have one of those jobs mentioned in the text? Explain why (not).

4. Thinking of the jobs in your country, discuss in pairs and list the ones that are the most dangerous, most exciting and best payed ones, according to your opinion. Fill in the chart with the information discussed.

Most dangerous jobs in Brazil	Most exciting jobs in Brazil	Best payed jobs in Brazil

LET'S LISTEN! – AWFUL JOB STORIES

FIRST OF ALL

Getting ready for the listening Activities.

1. Read the words definition according to Longman Dictionary of Contemporary English at <http://www.ldoceonline.com> and write the vocabulary word. The first letter of the word is already given to you.

A. a place, usually in a city, where animals of many kinds are kept so that people can go to look at them → z_____.

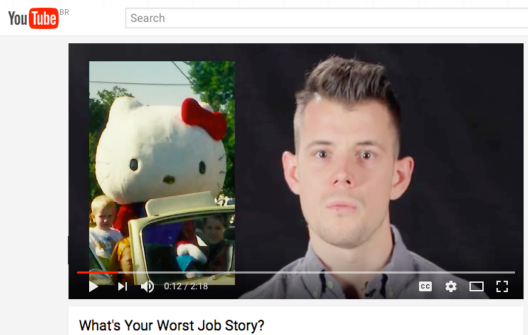
B. a place where goods are sold to the public. In British English, a _____ is large and sells many different things, but in American English, a _____ can be large or small, and sell many things or only one type of thing → s_____.

C. an object for children to play with → t_____.

D. very bad or unpleasant → a_____.

E. to make a liquid or other substance flow out of or into a container by holding it at an angle → to p_____.

tHERE iT gOES



1. Listen to three people talking about their own awful job stories and complete the sentences with the information you hear:

Available at <https://www.youtube.com/watch?v=foxuyMHulfc> (until 0:50)

A. Person 1 was _____ years old and was working in a _____.

B. Person 1 was supposed to wear _____ costumes because at that time he was very skinny.


C. Person 2 was _____ years old and was working at the Cleveland Metropolitan _____.

D. Person 2 got really embarrassed because he was pouring a milky _____ on a baby's head.

UNIT 1 – Interesting Job Stories

E. Person 3 was an employee at _____ on a Stick.

F. Every time person 3 made new batter for the corn dogs, she had to yell so the whole food court would hear: _____!

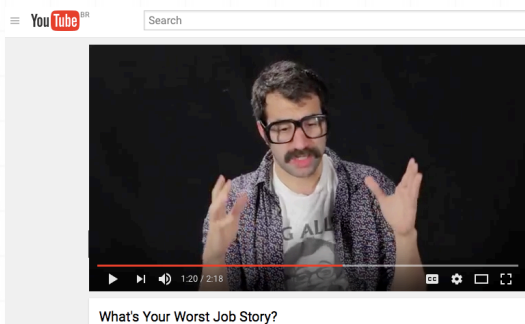
 2. Listen again to the stories and explain why they are the worst job stories for each person.

0:50 → <https://www.youtube.com/watch?v=foxuyMHulfc> (until 0:51 seconds)

PERSON 1

PERSON 2

PERSON 3



3. Now listen to the second part of the extract and put the sentences from 1 to 7, in the order you hear them.

Available at <https://www.youtube.com/watch?v=foxuyMHulfc> (play up to 01:41)

- () Her worst job was at a clothing retail store.
- () He says he had the worst job in America.
- () They all have quit their jobs.
- () He was the only person who fit in Hello Kitty Costume.
- () She was supposed to wear terrible outfits and yell a sentence at a certain moment.
- () He has wore costumes of Hello Kitty, Groovy Girl and Curious George.
- () His job was to pick up the trash.

UNIT 1 – Interesting Job Stories

FINALLY

1. IN PAIRS Read the Phonetic Symbols on the left and match them to their corresponding words on the right.

- | | |
|---------------|----------|
| 1. /lʊ:f(ə)l/ | A. zoo |
| 2. /tɔɪ/ | B. pour |
| 3. /stɔ:(r)/ | C. awful |
| 4. /zu:/ | D. toy |
| 5. /pɔ:(r)/ | E. store |

2. IN PAIRS All the words above have the vowel sounds of either /ɔ:/, /ɔ/ or /u:/. Talk to your partner and find two more words that contain these sounds.

- A. /ɔ:/ → store, _____ and _____.
- B. /ɔ/ → toy, _____ and _____.
- C. /u:/ → zoo, _____ and _____.

Now, check the correct pronunciation for the words you have chosen at the Macmillan Dictionary Online at <http://www.macmillandictionary.com>.

3. IN PAIRS - Do you agree these are all awful job stories? Which one of them do you consider the worst one and why? Discuss your opinions with a partner and share your ideas with the group.

The worst job story → _____

Why → _____

UNIT 1 – Interesting Job Stories

LET'S SPEAK! – JOBS WITH EQUALITY

FIRST OF ALL

IN PAIRS. Answer and discuss the following questions.

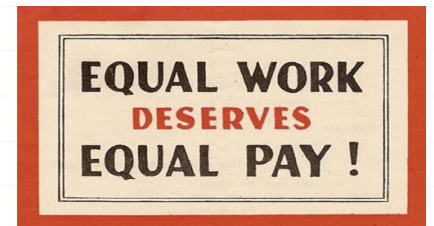


<https://br.pinterest.com/pin/455074737326032289/>
Accessed on July, 27, 2016



<https://nwlc.org/issue/equal-pay-and-the-wage-gap/>. Accessed on July, 27, 2016

1. Do you think men and women have equal opportunities to get a job? Why?
2. How about black and Hispanic people? Why?
3. Do you think pay ranges much among men, women, black and Hispanic people in the USA? Why? How about in your country?
4. Have you ever experienced any situation where there was inequality in terms of gender, color, beauty in your job?



<http://atlanticnoise.com/2016/04/not-all-jobs-are-equal-in-nigeria/>
Accessed on July, 27, 2016

tHERE iT gOES

1. Work together in groups of 4 students and make a list of the 8 most dominant occupations by both men and women.

Most Female- dominated occupations	Male- dominated occupations
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

UNIT 1 – Interesting Job Stories

2. From YOUR list of dominant female and male occupations, decide which are:

A. the 2 best payed ones.

1- _____ 2- _____

B. the 2 happiest ones and explain why.

1- _____ 2- _____

Why? _____

C. the 2 hardest ones and explain why.

1- _____ 2- _____

Why? _____

3. Compare your list with the charts below. Notice similarities and differences between your list and theses charts. Take notes.

Most female-dominated occupations

	Earnings	% Female
Secretaries	26,856	97
Receptionists	21,429	94
Child care workers	13,891	94
Bookkeepers & audit clerks	24,447	92
Registered nurses	45,272	90
Nurses & home health aides	18,833	89
Maids & housekeepers/cleaners	13,891	86
Elementary & middle school teachers	36,217	79
Cashiers	15,392	75
Customer svc reps	25,930	70
Average earnings	24,216	

<http://images.huffingtonpost.com/2008-07-23-fem.jpg>

Most male-dominated occupations

	Earnings	% Male
Carpenters	25,352	99
Auto mechanics	27,163	99
Sups/mgrs, construction/extraction	40,745	98
Construction laborers	21,730	98
Driver/sales & truck drivers	31,486	97
Laborers & material movers	22,636	85
Sups/mgrs, production & operation	36,217	79
Chief executives	86,922	79
Sales reps, services	45,272	77
Sups/mgrs, non-retail sales	42,555	76
Average earnings	38,008	

<http://images.huffingtonpost.com/2008-07-23-mal.jpg>

4. Among the jobs listed previously, are there any that both man and woman could perform equally? Explain your ideas

FINALLY

Each group of 4 students must make a digital poster informing the 8 most dominant male and female occupations and among them which are the best payed, happiest and hardest ones. Considerations might be done related to the charts too. Apart from that, also include your thoughts concerning jobs with (in)equality. Once digital posters are ready, groups should share their work on **INSTAGRAM**. Collect likes and make comments on your friends' posts.

LET'S WRITE! A JOB APPLICATION

FIRST OF ALL

1. Think of the following questions and share your ideas with the group.

- ✓ What is **to apply for a job**?
- ✓ Have you ever applied for a job?

According to Longman Dictionary of Contemporary English, the definition of **to apply** is “to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something”.

2. IN PAIRS - Now that you know what applying for a job is, in pairs answer the following questions:

- A. What kind of questions do you think you can find in a Job Application Form?
- B. Are these questions open-ended, multiple-choice or both?
- C. What kind of language would be more appropriate for a Job Application Form?
- D. What kind of text type could be used? (narrative, argumentative, descriptive, exposition, instructional, etc).

tHERE iT gOES

IN PAIRS - Take a look at two examples of real Job Application Forms and think of possible answers to the questions there. Discuss your answers with your partner.

Job Application

Applicant: _____ Date: _____

Job Title: _____

Please answer the following:

1. Why do you want this job? _____

2. Please list your qualifications: _____

3. List your past job experience: _____

Adapted from <http://www.publishyourarticles.net/knowledge-hub/letter/job-application-letter-for-the-post-of-a-cashier/3755/> Accessed on July 28, 2016.

EnchantedLearning.com
Gingerbread Man: Job Application
Answer the questions below to apply for this job.

Name _____

What do you think would be the best part of this job? _____

What do you think would be the worst part of this job? _____

What talent or skill of yours would be helpful for this job? _____

Adapted from <http://www.enchantedlearning.com/jobapplication/gingerbreadman/page.png> Accessed on July 28, 2016.

UNIT 1 – Interesting Job Stories

FINALLY

Now it's time to write.

You're applying for a job and you're supposed to fill in an Application Form that will be handed to the manager of the company. Among personal information as name, age, birth, etc you have to answer the following two questions about your past job experiences:

1. What's the most challenging situation you have ever faced at work?
2. What's the funniest moment you have ever experienced at work?

Remember to contextualize your answers by mentioning where it has happened, when and who are the people involved in it. Also, make sure you use appropriate vocabulary and language structures as it's related to the professional world.

Organize your ideas. Use this checklist to guide you.

- ✓ When did it happen?
 - ✓ Where?
 - ✓ Who was involved?
 - ✓ What happened?
 - ✓ How did it happen?
-
- ✓ Does your text present introduction, body and conclusion?
 - ✓ Are your ideas clear?
 - ✓ Did you check spelling and punctuation?

UNIT 1 – Interesting Job Stories

LET'S WORK ON LANGUAGE!

1. Do you remember the beginning of this unit when we were talking about the best jobs from around the world? Let's remember some sentences from that text:

- (...) we've pulled together some of the most weird and wonderful jobs from around the world to give you some food for thought...
- This could well be the ultimate job for anyone with even the smallest craving for chocolate.
- Window cleaning is probably not the most fun of professions.

1. A - What do the underlined parts in the sentences have in common? Discuss it with a partner and write down your observations.

1. B - In which situation do you think we use the common structure?

- () when I want to add new pieces of information to my sentence
- () when I want to mention things and tell stories that happened in the past
- () when I want to say something has the most of a particular quality within a group

2. Check some headlines taken from a Magazine and pay attention to their structure.

The Hardest Jobs to Fill in America

www.forbes.com/pictures/.../10-hardest-jobs-to-fill-in-america Accessed on July 28, 2016

The Happiest And Unhappiest Jobs In 2016

www.forbes.com/.../the-happiest-and-unhappiest-jobs-in-2016/ Accessed on July 28, 2016

2. A - Taking into consideration your answers in 1 A and B in this section together with the headlines structures we can say that superlatives (mark only one possibility)...

- () ... are used to talk about one thing/person/place compared **with another**.
- () ... are used to talk about one thing/person/place compared **with all others**.

UNIT 1 – Interesting Job Stories

So how are Superlatives formed?

the followed by **adjective** + suffix **est**

Examples.: **The smallest** craving for chocolate.

The hardest jobs to fill in America.

3. Give 2 other examples using the adjectives FAST and COLD:

→ _____

→ _____

4. Match the columns to form the Superlatives rules with one example each.

1. One syllable word

A. use “most” or
or “least”

Ej.: the smallest

2. One syllable word
ending with an “e”

B. add an –st

Ej.: the finest

3. Two syllable words
Ending with a “y”

C. change the “y” to
an “i” and add “est.

Ej.: happiest

4. Two and three
syllable words

D. add the suffix –est
to the word

Ej.: most wonderful

5. Write the superlative form next to each adjective given and write a sentence using the job given. Follow the example.

Ej.: A. nice → the nicest → (Beer taster) Beer taster is the nicest job.

A. Hard → _____ → (LEGO sculptor) _____.

B. Happy → _____ → (beer taster) _____.

C. Relaxing → _____ → (island caretaker) _____.

D. Dangerous → _____ → (shark tank cleaner) _____.

E. Sweet → _____ → (Chocolate consultant) _____.

F. Boring → _____ → (wearing costumes) _____.

UNIT 1 – Interesting Job Stories

Check some irregular superlative adjectives:

Good → the best

Bad → the worst

Examples.: **The best** jobs in the world.

The worst jobs in America.

6. Now read the following extracts from texts that mention the happiest, unhappiest, most stressful, the worst and best jobs in 2016. Then, circle the correct answer related to the texts.

The list can help you consider potential rewards and challenges. The information can be useful to bosses too, especially supervisors of unhappy employees like **security guards** (No. 1 on the unhappiest list), **merchandisers** (No. 2) and **salespeople** (No. 3). (...) As for the happiest jobs **school principals, executive chefs and loan officers** rank the list, respectively.

Adapted from

<http://www.forbes.com/sites/susanadams/2015/02/26/the-happiest-and-unhappiest-jobs-in-2015/#67ffd826bcfc>. Accessed on July, 28, 2016.

The 10 most stressful jobs for 2016 include **enlisted military personnel, firefighter, airline pilot and police officer**.

Adapted from

<http://www.businessnewsdaily.com/1875-stressful-careers.html>. Accessed on July, 28, 2016.

The 5 Best Jobs

1. Data scientist
2. Statistician
3. Information security analyst
4. Audiologist
5. Diagnostic medical sonographer

The 5 Worst Jobs

1. Newspaper reporter
2. Logger
3. Broadcaster
4. Disc jockey
5. Enlisted military personnel

Adapted from

<http://www.inc.com/peter-economy/the-best-and-worst-jobs-of-2016.html>. Accessed on July 28, 2016.

6.1 – One of the most stressful jobs is

- A. broadcaster B. firefighter C. executive chef

6.2 – Security guards profession is considered

- A. the best job B. the worst job C. the unhappiest job

6.3 – Which of the following options is considered one of the worst jobs?

- A. data scientist B. police officer C. disc jockey

6.4 – All options below are considered the best jobs, EXCEPT FOR:

- A. airline pilot B. audiologist C. statistician

UNIT 1 – Interesting Job Stories

7. Using the information from the texts of the previous activity complete the following statements with either a JOB or the ADJECTIVE between parentheses in the SUPERLATIVE FORM.

- A. Data scientist is considered _____ (good) profession in 2016.
- B. Merchandisers represent the number 2 _____ (unhappy) job, while school principles are _____ (happy) ones.
- C. Broadcaster and logger belong to _____ (bad) jobs listed.
- D. Enlisted military personnel represent one of _____ (stressful) jobs in 2016.
- E. _____ leads the list of _____ (bad) jobs.
- F. _____ represent number 3 in _____ (unhappy) list.
- G. _____ represent the second _____ (happy) job.
- H. _____ is considered the second _____ (good) profession in 2016.

8. Complete the first line of the chart below with the correct superlative form. After that, mark an “X” in case the job matches its description.

	One of the _____ (unhappy) jobs in 2016	One of the _____ (happy) jobs in 2016	One of the _____ (stressful) jobs in 2016	One of the _____ (good) jobs in 2016	One of the _____ (bad) jobs in 2016
Disc Jockey					
Statistician					
Airline pilot					
Merchandise					
Newspaper Reporter					
Security guard					
Firefighter					
School Principle					
Audiologist					
Loan officer					

TEACHER'S GUIDE

UNIT 1 - INTERESTING JOB STORIES



UNIT 1 – INTERESTING JOB STORIES

LET'S READ! – The Best Jobs In The World

FIRST OF ALL – 10 minutes

Have one student read the title of the unit aloud. Write the word **JOB**s on the board and elicit examples of jobs from the group. Explain that in this unit they will see interesting stories about jobs.

1. Have one student read the question aloud. Let everybody answer aloud what their jobs are and write them all on the board. Let students say their opinion if the listed jobs are interesting or not.

→ Encourage participation!

2. Ask students to **make pairs**.

Explain they're supposed to think of the jobs their close friends, relatives and famous people have and say whether they're interesting or not. Make sure they explain why. Let them talk freely and pass by their desks correcting any mistake.

3)

- Ask students to keep the **same pairs** formed previously.
- Have one student read the words in the balloon. Ask them if they've ever met anybody whose job is one of those from the balloon.
- Explain they're supposed to rank the jobs from most interesting (1) to least interesting (2) and write their ranking in the lines on the book. Answers may vary. There's no correct answer.

4. Encourage students to try to guess what exactly the jobs mentioned in the previous activity are, what they do and where they work. Tell them there's no correct answer so far.

NOTE: **CHOCOLATE CONSULTANT:** runs events and tastings to find a particular chocolate for a client or extend their range; **BEER TASTERS:** check the quality of drink before it goes on sale; **LEGO SCULPTOR:** certified professionals who work with the company to create sets and build models for them; **ISLAND CARETAKER:** person responsible for swimming, exploring, filming and blogging about all the fun he was having; **SHARK TANK CLEANER:** responsible for cleaning the shark tanks while people watch it.

THE **IT** **gOES** – 15 minutes

- Ask students to read the text and explain they're supposed to complete the missing words in the text with the titles in the box.
- They should infer the meaning of the vocabulary and guess the correct answers as soon as they read the whole text.
- Call attention to the sentences in bold. Ask if they know what this is about (it's the grammar that will be worked in the unit).
- Tell them to use the **GOING DEEPER** box to help with the vocabulary from the text. Show them the correct pronunciation from the words according to their Phonetic Symbols.

CORRECT ANSWERS:

1- Chocolate Consultant
5- Shark Tank Cleaner

2- Beer Taster

3- LEGO Sculptor

4- Island Caretaker

THIS KIND OF ACT ALLOWS:

- Confidence in trying out whatever language they have.
- Benefit from noticing how others express similar meanings.
- Chances for negotiating turns to speak.

FINALLY – 20 minutes

1. Have students read the questions to themselves and mark the correct answers. Check the answers with the group after they have finished.

CORRECT ANSWERS:

1. A – shark tank cleaner B- island caretaker
C- LEGO sculptor D- island caretaker

2. Have students mark TRUE, FALSE or NOT MENTIONED. Make sure they know the tips in the box. Check the answers with the group after they have finished.

CORRECT ANSWERS:

- (T)
(NM)
(T)
(T)

NICE TIPS

- Read the sentences before they read the text.
- Scan the part of the text they can find the correct answers
- Go back and mark with T, F or NM.

3. Have one student read the question aloud. Elicit answers.

Encourage answers coming from the group first and then let them write their personal answers on the book.

4)

- Tell students we sometimes use a chart to help us compare two or more things more easily.
- Point to the headings in the chart and read them as students follow along in the book.
- Make pairs.
- Explain they should complete the chart with the jobs from the text according to the headings.
- Let them discuss it freely and do the task.

ANSWERS MAY VARY.

LET'S LISTEN! – Awful Job Stories

FIRST OF ALL – 10 – 15 minutes

Read the title of the unit and write *Awful* on the board. Make sure students know what it is.

1. Have students read the definitions and guess the vocabulary given. Help them in case they can't find the answers.

CORRECT ANSWERS:

- A – zoo B- store C- toy D- awful E- to pour

NOTE

AWFUL /'ɔːfəl \$ 'ɒl-/-
**very bad or unpleasant;
terrible**

2. Make pairs. Tell students to read the Phonetic Symbols on the left. Explain that the written words are on the right and they have to match the symbols to the words. Encourage them to use their feeling. No problem making mistakes at this time. The intention here is to elicit their previous knowledge in term of Phonetics. Don't give a lot of explanation yet. Check answers as a class.

CORRECT ANSWERS:

1. /'ɔ:f(ə)l/ → awful 2. /tɔɪ/ → toy 3. /stɔ:(r)/ → store 4. /zu:/ → zoo
5. /pɔ:(r)/ → pour

3. Still in pairs explain that these are three different sounds: /ɔ:/, /ɒ/, /u:/ in which /ɔ:/ and /u:/ are long vowels while /ɒ/ is a short vowel. Practice these sounds with your students. Make sure they get the difference among the three of them.

You can use others to exemplify.

/ɔ:/ → store, more, God, your, for

/ɒ/ → toy, hot, from, of, was

/u:/ → zoo, you, to, do

After practicing and helping students complete their examples on the book, play some words at <http://www.macmillandictionary.com> so students listen to it correctly.

tHERE iT gOES – 20 - 25 minutes



0:51

1. Explain that they're going to listen to three people talking about their awful experiences at work. While listening they should complete some sentences with missing words. Play it again if necessary and correct answers as a class.

CORRECT ANSWERS:

- A. 16 / toy store
B. Hello Kitty
C. 15/ zoo
D. white liquid
E. Hot Dog
F. Batter up!

2. Play the same audio track and explain students now have to answer open-ended questions. Play it again if necessary and correct answers as a class.

CORRECT ANSWERS:

PERSON 1: This was the worst job story for him because he had to wear a Hello Kitty costume.

PERSON 2: This was the worst job story

because he dropped a milky white liquid from a trash bag on a baby's head. The baby's mother yelled a lot.

PERSON 3: This was the worst job story for her because apart from wearing horrible outfits she would have to yell "Batter Up" whenever she made new batter for the corn dogs.

TRANSCRIPT

<https://www.youtube.com/watch?v=foxuyMHulfc> -
(audio track up to 0:51 seconds).

I think this is the only job I haven't quit (...)

PERSON 1: My first job was working at a toy store, and I was 16 and I was really, really skinny. They would have these events where they'd rent this Hello Kitty costume and I was the only person who could fit in it.

PERSON 2: My first job was when I was 15 years old at the Cleveland Metropolitan Zoo. My job was to walk around the Roaring Lion Café picking up trash and I pulled out a bag and I looked down and there was a mother yelling and there as like a milky white liquid pouring on her baby's head.

PERSON 3: My first job was an employee at Hot Dog on a Stick. And you have to wear these terrible, terrible outfits. Every time you made new batter for the corn dogs you would like, whisk it up, and then you would have to yell to the whole entire food court: "Batter Up!"



1:41

3. Explain students that they are going to listen to the whole track again, but now there's a second part in it. While listening they should pay attention to the order things happen. They have to put the information they hear in order. Play it again if necessary and correct answers as a class.

TRANSCRIPT <https://www.youtube.com/watch?v=foxuyMHulfc> - (audio track up to 1:41 seconds).

I think this is the only job I haven't quit. (...)

PERSON 1: *My first job was working at a toy store, and I was 16 and I was really, really skinny. They would have these events where they'd rent this Hello Kitty costume and I was the only person who could fit in it.*

PERSON 2: *My first job was when I was 15 years old at the Cleveland Metropolitan Zoo. My job was to walk around the Roaring Lion Café picking up trash and I pulled out a bag and I looked down and there was a mother yelling and there as like a milky white liquid pouring on her baby's head.*

PERSON 3: *My first job was an employee at Hot Dog on a Stick. And you have to wear these terrible, terrible outfits. Every time you made new batter for the corn dogs you would like, whisk it up, and then you would have to yell to the whole entire food court: "Batter Up!"*

(...)

PERSON 1: *I was in lot of character costumes and I did Hello Kitty, this giant teddy bear called Muffy, a Groovy Girl. I was also Curious George in a parade. And Curious George was really hard because it was so hot.*

PERSON 4: *My worst job was at a clothing retail store We had to fold with precision and people would come in and immediately mess up the fold. Sometimes people would like "Do you think this looks good? I don't know. Where are you going?"*

PERSON 2: *The worst job I ever had was what is considered categorically the worst job in America, which is a file clerk in a hospital.*

PERSON 3: *I like, I was fired and quit at the same time, but mainly because I told this lady I was going to quit and she told me I was fired anyway.*

PERSON 4: *I quit - I quit Friendly's, I quit American Eagle, I quit, I mean, I don't even have enough fingers.*

PERSON 2: *Tons of horrible day work in factories. Look at this, this guy can't work in a. I can't work in a factory, what are you talking about?*

FINALLY – 5 – 10 minutes

- Make pairs.
- Explain students are supposed to decide among the awful job stories told which one would be the worst and explain why.
- Write it on the book.
- Share the ideas with the group.

LET'S SPEAK! – Jobs With Equality

FIRST OF aLL – 10 minutes

- Tell students to make pairs.
- Ask them to look at the pictures and describe them.
- Have them answer the questions in pairs. Sharing with the group can be interesting.

NOTE:

→ The first picture is a man wearing housewife's clothing and he's holding a baby. The idea here is inverting men's and women's role in the house shores. There's a sentence saying, "He can do it" expressing this possible change.

TIP

Bring **CRITICAL THINKING** to you class. Make students think wider and out of their contexts.

→ The second picture brings four women: a black one, an Asian one, a blond one and a brunette one. The idea is to bring the discussion in terms of equal/ different payment when it comes to the female gender and also the women's color of skin and hair.

tHERE iT gOES – 15 - 20 minutes

- 1)
 - Divide the class in groups of 4 students.
 - Have one student read the task aloud.
 - Have them do the task.
 - When students have finished, randomly call on some of them to share their notes.

ANSWERS MAY VARY.

- 2)
 - Keep the groups of 4 students.
 - Have them do the next task.
 - Allow discussion and encourage participation from everybody in the groups.
 - Make them take notes and write their final answers on the book.

ANSWERS MAY VARY.

- 3)
 - Read aloud this task. Call attention to the charts on the activities.
 - Ask one student to read the information from the chart.
 - Explain they're supposed to compare the data concerning male and female dominant occupations.
 - Have them make notes related to their previous list and the charts.

ANSWERS MAY VARY.

4. Have students read this task and discuss it with the group.

FINALLY – 20 minutes

- Keep the groups of 4 students.
- Tell students that they're supposed to prepare a poster and have one read the guidelines aloud.
- Separate 10 minutes for brainstorming and organizing poster's ideas, 5 for preparation and 5 for presentation.
- After presentation give feedback to your students.

LET'S WRITE! – A Job Application

FIRST OF aLL – 10 minutes

1. Write *apply for a job* on the board and read the questions aloud. Elicit group participation. Have one student read the definition of *apply for a job* and make sure it's clear for everybody.

FEEDBACK TECHNIQUES ON ORAL WORK

- Show incorrectness by:
- Ask the student to REPEAT the wrong utterance;
 - ECHO the wrong part of the statement;
 - ASK if that sentence was correct indicating there's a mistake on it;
 - Use facial EXPRESSIONS, gestures indicating something is wrong;
 - Give HINTS so they correct themselves;
 - REFORMULATE the student's sentence with the mistake so he visualizes the mistake;

IF none of these techniques work,
GET IT RIGHT.

GENTLE CORRECTION, RECORDING MISTAKES and letting them know about it and also talking after the event are other ways of feedback.

2. Make pairs. Have them read all the questions and discuss them. Have them take notes. Once all questions have been answered in pairs, have them share them with the group. Make sure the group comes up with an agreement.

POSSIBLE ANSWERS:

- A. Questions related to your likes, dislikes, past work experiences, personal characteristics as strengths and weaknesses, motivation for that specific job.
- B. Most of the times they're open-ended but there might be multiple choice ones too.
- C. Formal language.
- D. Narrative if you have to tell any story, for example. Argumentative when exposing why you deserve that job. Descriptive if you have to describe your characteristics, for example.

tHERE iT gOES – 10 minutes

- Students will have contact with real Job Applications.
- Read the questions from the forms and explain these are just examples of Job Application Forms. Ask if anybody has ever seen one and have a moment for students to share their own experiences.
- Have them do the task in pairs.

fINALLY – 20 minutes

- Tell students they're going to fill in a Job Application about them.
- As students follow along, read the instructions aloud.
- Give them a time limit for finishing the task, and set a minimum and maximum of lines students must write (10 -15 lines should be enough).
- Have them do the task.

NOTE:

RUBRIC: Check language appropriateness and text type. It's a Job Application so formal language is advisable. Apart from that, make sure all the information required is there. Use text symbols and comments when correcting it.

LET'S WORK ON LANGUAGE! – Superlatives – 40 – 50 minutes

In this section students will be lead to figure out the form, meaning and use of superlatives by themselves. The grammar topic is presented inductively, so your role is guiding students in coming up with the Superlative Rule. Some activities follow the rule building giving students the chance to practice and master the rule better.

1)

- Read the instructions aloud as students follow along in their books.
- Have 3 different students read aloud the exemplifying sentences.
- Point out the underlined sentences and read them aloud as students follow along in their books.
- Read 1A aloud and elicit answers from the group → this is the very first moment students see the grammar topic clearly.

POSSIBLE ANSWERS: all sentences start with THE.

WRITING TIPS

Tell them to answer the questions from the checklist first as a draft. Also think of possible answers for the open-ended questions (**PLANNING MOMENT**). After having all the answers needed, start generating the text. Remind them to pay attention to have an introduction, body and conclusion (**TEXT GENERATION**). Once text is written, read it again paying attention to spelling mistakes, sentence order and make changes to make it better (**REVISING**).

- Read 1B aloud as students follow along in their books. Write the underlined sentences on the board to help students visualize the common structure better.
- Guide them find the right answer.

CORRECT ANSWER:

(x) when I want to say something has the most of a particular quality within a group.

2)

- Read the instruction aloud as students follow along in their books.
- Have a student read aloud the headlines.
- Ask if they can see the same structure seen in section 1A in the headings.
- Read 2A aloud as students follow along in their books.
- Help them find the correct answer.

CORRECT ANSWER:

(x) ... are used to talk about one thing/person/place compared with all others.

SUPERLATIVE RULE CHART

- Ask students to look at the chart.
- Read it aloud while they follow along in their books.
- You can either ask one student to read it and you call attention to the formation of the rule.
- Write the rule on the board.
- Have another student read the examples and point out the rule in the examples.

3. Have students read it and complete the task.

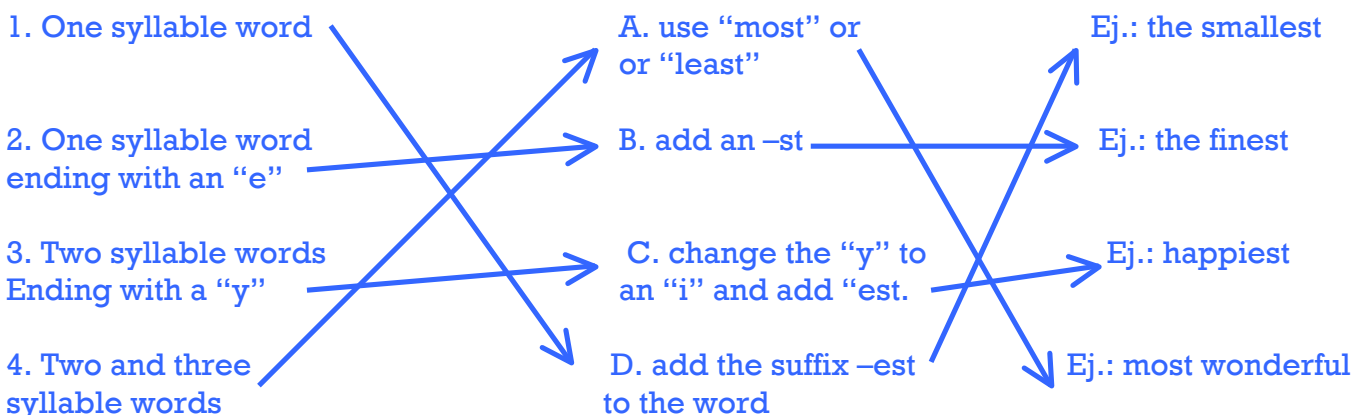
CORRECT ANSWERS:

- the fastest
- the coldest

4)

- Read the instruction aloud.
- Explain to students they're supposed to match the columns connecting the rules and the examples.
- Have students do the task.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWER:



5)

- Read the instruction aloud.
- Read the example aloud as students follow along in their books.
- Make sure they understand what they're supposed to do.
- Have students do the task.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

A. Hard → the hardest → (LEGO sculptor) LEGO sculptor is the hardest job.

B. Happy → the happiest → (beer taster) Beer taster is the happiest job.

C. Relaxing → the most relaxing → (island caretaker) Island caretaker is the most relaxing job.

D. Dangerous → the most dangerous → (shark tank cleaner) Shark tank cleaner is the most dangerous job.

E. Sweet → the sweetest → (Chocolate consultant) Chocolate consultant is the sweetest job.

F. Boring → the most boring → (wearing costumes) Wearing costumes is the most boring job.

IRREGULAR SUPERLATIVE ADJECTIVES

- Read it aloud while students follow along in their books.
- Write them on the board.
- Ask students to read the examples aloud and call attention to the form in the sentences.
- Ask other students to make other sentences using the irregular adjectives. Encourage creativity in their sentences.

6)

- Read the instruction aloud while students follow along in their books.
- Explain they're going to see 3 extracts with the happiest, unhappiest, most stressful, the worst and best jobs in 2016.
- Ask 3 different students to read the extracts and call attention to any important information.
- Correct possible pronunciation and spelling mistakes.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

6.1 – B

6.2 – C

6.3 – C

6.4 – A

7)

- Read the instruction aloud.
- Check if students understood what they're supposed to do. In case they have doubts you can do the first item with them.
- Have students do the task.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

You will find the following JOBS vocabulary in these activities. Make sure students know them.

- ✓ Security Guard
- ✓ Merchandiser
- ✓ Salespeople
- ✓ School Principle
- ✓ Executive Chef
- ✓ Loan Officer
- ✓ Enlisted Military Personnel
- ✓ Firefighter
- ✓ Airline Pilot
- ✓ Police Officer
- ✓ Data Scientist
- ✓ Statistician
- ✓ Information security analyst
- ✓ Audiologist
- ✓ Diagnostic medical sonographer
- ✓ Newspaper reporter
- ✓ Logger
- ✓ Broadcaster
- ✓ Disc jockey

CORRECT ANSWERS:

- A. the best
- B. unhappiest/ the happiest
- C. the worst
- D. the most stressful
- E. Newspaper reporter/ the worst
- F. Salespeople/ the unhappiest
- G. Executive chefs/ happiest
- H. Statistician/ best

8)


- Ask students to look at the chart.
- Read the first instruction aloud and have students complete the first task. Explain they're supposed to complete the first line of the chart with the superlative form from the adjectives given.
- Solve possible doubts and mistakes.
- Check answers as a class.
- After completing the first line with the superlatives have students do the second task. Reinforce they're supposed to check the answers in the extracts from the previous page.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

	One of the unhappiest (unhappy) jobs in 2016	One of the happiest (happy) jobs in 2016	One of the most stressful (stressful) jobs in 2016	One of the best (good) jobs in 2016	One of the worst (bad) jobs in 2016
Disc Jockey					X
Statistician				X	
Airline pilot			X		
Merchandiser	X				
Newspaper Reporter					X
Security guard	X				
Firefighter			X		
School Principle		X			
Audiologist				X	
Loan officer		X			

UNIT 2

INSPIRING JOB STORIES



**A JOB ISN'T
JUST A JOB.**

**IT'S WHO
YOU ARE.**

<https://br.pinterest.com/pin/27092035235023690/> Accessed on Jan,
2017

FIRST of aLL

TOP KID'S DREAM JOBS

- 1. IN PAIRS** - Do you remember what career you dreamed of having when you were a kid? Who were you inspired by? Discuss with your partner.
- Now, look at the pictures below and identify the job each kid is performing.



Adapted from <https://www.thebalance.com/top-kids-dream-jobs-2062280>. Accessed on January, 2017.

- If you wanted to be a superhero or a wizard, you quickly realized that those jobs don't actually exist. However, there is a number of actual jobs that kids often dream of having. Kids typically want these jobs because of the **excitement, the fame, or the chance to help other people**.

Do you think musicians are more exciting than astronauts? Are actors more famous than doctors and teachers? How about firefighters and detectives; who helps other people more? **IN PAIRS**, compare the jobs above in terms of:

A. EXCITEMENT/ HAPPINESS

B. STRESS

C. WEALTH

D. FAME 31

tHERE iT gOES

1. Can you remember (an) important teacher(s) you had at school or university? Write her/his (their) name(s) here: _____.
2. Kasia Galazka and Terry Fallon have met inspiring teachers and have shared their experiences. Read the narratives below.

The Life Coach

In junior high my teacher Ms. Gould would give us “life lessons” that **had nothing to do** with the curriculum. Actually, they were **more important than** the school subjects themselves. She made us practice **handshakes** and would tell us little tips, like to take off your **sunglasses** during a conversation. They seemed really irrelevant when we were kids, but there hasn't been one handshake where I haven't thought about that day in class, and I've shaken a lot of hands.

I haven't been able to find her, but thank you, Ms. Gould, for helping me make good first impressions (and get second interviews) for the past few decades. I put my sunglasses on my head in silent salute to you and I feel **better than** before.

- Kasia Galazka

Adapted from
https://www.buzzfeed.com/kasiagalazka/teacher-appreciation?utm_term=.omAoa2PvG#.ld1KE9YeN
Accessed on Jan, 2017

Pauline Jambard Became My Family

I was nine when I arrived at the Children's Home in Nashua, New Hampshire, in 1965. I failed third grade that year, barely made it through a second time, and had squeaked through fourth grade by the time I reached Pauline Jambard's fifth-grade class at Charlotte Avenue Elementary School. I was convinced I wasn't “smart” like the other kids, and I hoped I could **make it through** fifth grade. I believed I was **less intelligent than** the others. Ms. Jambard took an instant liking to me. Of all the subjects in school, reading was my favorite. She would tell me, “Terry, you keep reading. If you can understand what you're reading, you'll be **smarter than** most kids.” After I read all the books in our program, I started reading the classroom's set of **Encyclopaedia Britannica**. I couldn't find enough to read, and I started to really like school.

- Terry Fallon, Bellemont, Arizona

Adapted from
<http://www.rd.com/true-stories/inspiring/inspiring-teacher-stories/>. Accessed on Jan, 2017

FINALLY

1. According to the narratives, who

A. learnt how to handshake:

() Terry Fallon

() Kasia Galazka

B. liked reading a lot:

() Terry Fallon

() Kasia Galazka

C. believed at first she wasn't clever:

() Terry Fallon

() Kasia Galazka

D. preferred life lessons than school subjects:

() Terry Fallon

() Kasia Galazka

E. taught apparently unimportant issues:

() Ms. Gould

() Pauline Jambard

F. helped students build good first impressions

() Ms. Gould

() Pauline Jambard

G. taught fifth grade students:

() Ms. Gould

() Pauline Jambard

H. encouraged reading:

() Ms. Gould

() Pauline Jambard

2. Answer the questions:

A. Why was Ms. Gould an inspiring teacher for Kasia?

B. Why did Pauline Jambard become Terry's family member?

C. Why was (were) _____ (write here the names of the inspiring teachers you wrote in the previous section) important to you? What did she/he (they) do?

UNIT 2 – Inspiring Job Stories

3. Apart from teachers, think of other 3 inspiring jobs. Write them here and justify your choice with your partner.

A. _____ B. _____ C. _____

4. The images below are related to some of the words in red in the texts. Find them, and match them to their corresponding Phonetic Symbols:

A. /sʌnɪglæ-sɪz/

B. /ˈhændʃeɪk/

C. /ɪnˈsaɪkləpiːdiə brɪˈtæɪkə/



5. The three pieces of vocabulary above have the vowel sound /æ/ in common. Can you think of other two words with the same vowel sound?

A. _____ B. _____

6. There are two expressions in red in the texts. Mark the correct meaning of the expressions according to Longman Dictionary of Contemporary English at <http://www.ldoceonline.com>:

A. to have nothing to do:

() not to be involved

() to be curious about something

B. to make something through

() to fail

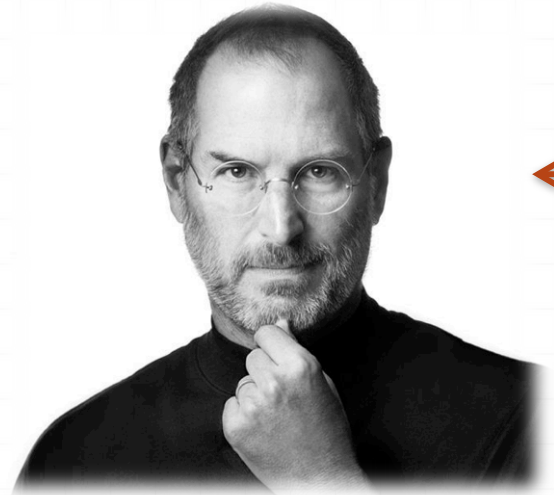
() reach a place after a difficult journey

Now, in pairs, think of situations you can use both expressions.

LET'S LISTEN! – INSPIRING MR. JOBS

FIRST OF ALL

1. IN GROUPS OF THREE - Do you recognize the man in this picture? What do you know about him? Do you think he had an inspiring job story? Discuss it with your group.



2. Mark the correct answers about him:

2.1 Which fruit represents the name of one of the companies he worked for:

orange

banana

apple

2.2 What kind of products did he launch?

furniture and home objects

laptops, tablets and smartphones

shoes and glasses

2.3 Who is he?

Steve Jobs

Barack Obama

Bono Vox

3. Can you write Steve Jobs using the Phonetic Symbols? How about the word 'apple'. Let's try:

Steve Jobs: _____ Apple _____

4. We're going to listen to an interview with Steve Jobs. Before that, make sure you know the meaning of the following verbs. Match the columns:

A. to bash

to accept a new idea, opinion, religion etc

B. to save money

to make something better, or to become better

C. to shake something off

not to waste money

D. to embrace

to get rid of an illness, problem etc

E. to improve

to hit someone or something hard, in a way that causes pain or damage

<http://www.boomsbeat.com/articles/13/20131231/50-facts-that-you-didnt-know-about-steve-jobs.htm> Accessed on Jan, 2017

tHERE iT gOES

STEVE JOBS: SECRETS OF LIFE



1. In 1995, Steve Jobs was interviewed by the Santa Clara Valley Historical Association in California. He talks about his values thoughts and how to best live life. Listen to the interview and complete with **T (true)**, **F (false)** or **NM (not mentioned)**:

→ <https://www.youtube.com/watch?v=kYfNvmFOBqw> (01:42 – whole track)

- A. () Steve Jobs believes we should accept the world the way it is.
- B. () Life is very limited in Jobs' point of view.
- C. () He mentions an important fact: life is built by people who aren't more intelligent than us.
- D. () Jobs mentions that anybody can change, improve and build the life the way they want to.
- E. () According to Jobs we should make our lives better by traveling and using smartphones.



2. Listen to the interview again and complete the sentences using the verbs studied in the last section. They're in the box:

→ <https://www.youtube.com/watch?v=kYfNvmFOBqw> (01:42 – whole track)

TO EMBRACE TO BASH TO SHAKE OFF TO IMPROVE TO SAVE TO LEARN

- A. "(...) your life is just to live your life inside the world. Try not to _____ it into the walls too much".
- B. "Try to have a nice family life, have fun. _____ a little money".
- C. "(...) that's maybe the most important thing. It's to _____ this (...)".
- D. "Versus _____ it, change it, _____ it, make a mark upon it".
- E. "Once you _____ it you will want to change life, make it better cause it's gonna mess up in a lot of ways".

UNIT 2 – Inspiring Job Stories

3. Answer the question below according to the interview:

What's the biggest advice Steve Jobs gives in terms of life?

4.1. IN PAIRS - Pay attention to the words written using their corresponding Phonetic Symbols. Try to guess which words they are:

A. /laɪf/ → _____

B. /kæn/ → _____

C. /biː/ → _____

D. /mʌtʃ/ → _____

E. /ˈbrɔːd(ə)r/ → _____

4.2. Now check their pronunciation and notice if you got them right. Click in the links below:

A. <http://www.macmillandictionary.com/dictionary/british/life>

B. http://www.macmillandictionary.com/dictionary/british/can_1

C. <http://www.macmillandictionary.com/dictionary/british/be>

D. http://www.macmillandictionary.com/dictionary/british/much_1

E. http://www.macmillandictionary.com/dictionary/british/broader_1

FINALLY

1.1. Put the words from the previous activity together. They form a sentence said by Steve Jobs in the interview we have listened to. Write it here:

1.2. Do you agree with it? Discuss with your partner.

- ✓ Can you really broaden your life? How?
- ✓ How can you make your life better?
- ✓ What aspects can you change?

GOING DEEPER
To broaden /ˈbrɔːd(ə)n/: to become wider
<http://www.macmillandictionary.com>. Accessed Jan, 2017.

UNIT 2 – Inspiring Job Stories

LET'S SPEAK! – INSPIRATION AT WORK: MONEY?

FIRST OF ALL

We all know it's important to be happy at work and we seek that happiness somehow. Steve Jobs has a famous advice concerning that which says:

*“If today were the last day of my life, would I want to do what I am about to do today?”
And whenever the answer has been “No” for too many days in a row, I know I need to
change something.*

<https://bradpierce.wordpress.com/2008/12/12/if-today-were-the-last-day-of-my-life-would-i-want-to-do-what-i-am-about-to-do-today/> Accessed on Jan, 2017

1A. IN SMALL GROUPS – Think about the motivators that make you happier at work. Discuss it with your group and list the 6 most important ones.

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____



<https://www.mindtools.com/pages/article/herzberg-motivators-hygiene-factors.htm>. Accessed on Jan 2017

B. According to a research made by the University of Kent Careers and Employability Service, the most important motivators, in other words, what makes people happier at work is (from the most important to the least important):

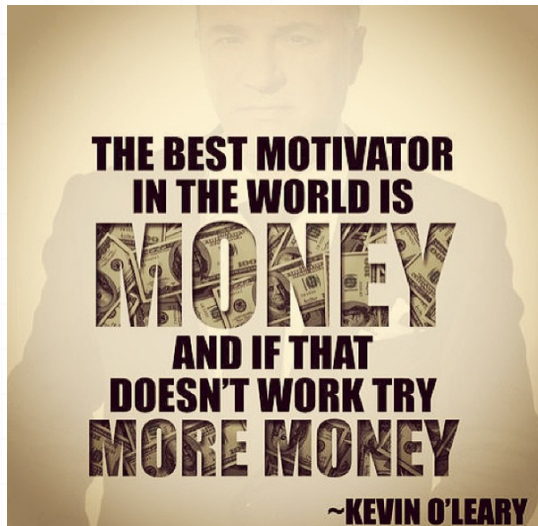
- 1 – Enjoyment of the job
- 2 – Money - how much you are paid
- 3 – Getting on with colleagues (internal relationships)
- 4 – Being treated fairly by the managers
- 5 – Autonomy: how much control you have over your work
- 6 – Bonuses

Now compare the list from the research with your final list. Do they match? Are there different motivators in both lists? Discuss with your group.

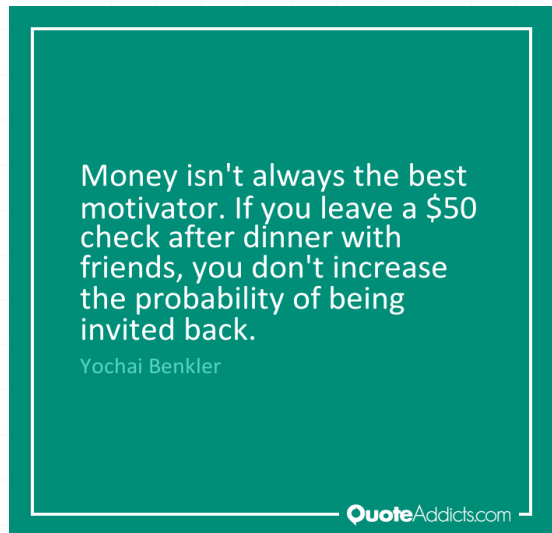
tHERE iT gOES

GETTING READY FOR A DEBATE

- A. Was money in your list of motivators? If yes, from 1 to 6 which was money's position? ____
- B. Read the following posters. They defend different points of view concerning money as a motivator to make you happier at work. Which poster do you agree with? Why?



<http://pegitboard.com/peg/cd3be3f245f305678f5f52a480d3ab4d>. Accessed on Jan, 2017.



<http://i.quoteaddicts.com/media/q1/1066550.png>. Accessed on Jan, 2017

FINALLY

1. Divide the class in 3 groups. We're going to perform a debate in which GROUP A defends the idea of poster 1: Money IS more important than other motivators at work; GROUP B defends poster 2: Money ISN'T more important than other motivators at work and GROUP C will judge who supported better their poster ideas.

2. Debate Structure:

- Preparation (15 min) → Groups prepare arguments to defend their point of view. Take notes.
- Presentation (3 min each) → Each group presents their arguments individually. No interruptions are allowed at this time.
- Response (2 min each) → Groups respond to initial presentations. No interruptions allowed.
- Open Discussion (8 min) → Groups make questions to each other. Interruptions allowed this time. In the end each group must sum up their main defenses.
- Final Decision (5min) → Jurors make the final decision.

USEFUL LANGUAGE

I'd like to emphasize, make it clear...
I agree... I (must) disagree...
In other words... To sum up... I'm sorry to interrupt...

LET'S WRITE! – INSPIRING ME

FIRST OF ALL

1. Read the the story of Mr. Luke Cameron, a man who decided to help other people.

Random acts of kindness

After having heart surgery and losing someone close from cancer Luke Cameron decided to do a good deed every day which he has kept in an online diary. *"We all need help sometimes and giving a little extra hand to those people who need and deserve it most is the aim of the diary."* Deeds have included donating items to charity shops, giving food to the homeless, donating to buskers, paying for meals for strangers, helping friends with problems, making customers at work laugh and buying friends impromptu coffees. **He hopes to inspire others to give rather than receive** but has found that he has gained far more in happiness himself than the people he has given to.

2. IN PAIRS – Answer the following questions and share you ideas with your partner:

- A. Do you know any inspiring story just like Mr. Cameron's one?
- B. Can you think of a person at school who has inspired you?
- C. How about at work? Can you name a boss or co-worker who was inspiration for you somehow?

tHERE iT gOES

Now it's time to think of a situation when you inspired anybody at work. It doesn't have to be something big. Sometimes just smiling often or saying magic words as "thank you" and "good morning" already counts as a big inspiration.

When was it? _____

Where did it happen? _____

Who were the people involved? _____

What exactly did you do? _____

UNIT 2 – Inspiring Job Stories

FINALLY

1. In the social medias era it's very common to see people sharing their thoughts, desires, happiness and frustrations online – apart from pictures. On Facebook it's quite common to see that happening.

Venus Williams, the famous American tennis player has written a post once sharing her frustration concerning her absence in a championship. Take a look at it:



A screenshot of a Facebook post by Venus Williams. The post includes her profile picture, name, and the text of her message. The message expresses her disappointment about not being able to participate in Wimbledon due to a back injury. It also mentions her goal to return to tennis and thanks her fans for their support. The post shows engagement metrics like comments and shares, and a list of people who liked it.

Venus Williams
Athlete · 1,261,278 Likes

Unfortunately, I will not be able to participate in Wimbledon this year. I am extremely disappointed as I have always loved The Championships, but I need to take time to let my back heal. I look forward to returning to the courts as soon as possible, with my goal being to return to Mylan World Team Tennis on July 8th in Washington DC. Many thanks to my fans for the love and support and I will be seeing you very soon back on the courts.

about a month ago

1,622 Comments 255 Shares

Peter Yang and 5,989 others like this.

<http://edition.cnn.com/2013/07/31/tech/social-media/facebook-embed-posts/>. Accessed on Jan, 2017

2. Mark Zuckerberg, American computer programmer, internet entrepreneur and Facebook co-founder has also written a post once sharing an inspiring story showing the potential of internet and technology.



A screenshot of a Facebook post by Mark Zuckerberg. The post includes his profile picture, name, and the text of his message. The message shares an inspiring story about a young woman named Riza who used the Internet to earn a degree in computer science. It concludes with a message about the power of being connected.

Mark Zuckerberg
October 13 ·

This is an amazing story about Riza -- a young woman on a small island where the only job for women was collecting seashells, yet she used Internet.org to earn a degree in computer science.

Being connected means having opportunity. We're going to connect the whole world so one day everyone can achieve their full human potential -- just like Riza.

<http://pinoylist.ph/inspiring-touching-story-of-a-philippine-island-girl-gets-featured-on-facebook/>. Accessed on Jan, 2017

UNIT 2 – Inspiring Job Stories

3. Now, it's your turn.

Using the notes from the brainstorming of your own inspiring story at work, **write a Facebook post sharing this personal story.** The idea is inspiring other people with your experience. Use the hashtag (#inspirationalstories), have fun and collect many likes!!

uSEFUL tIPS

- Don't forget to make an introduction, development and conclusion.
 - After writing it read it again, in order to revise it.
- Don't make it too long, as it's internet context and people tend to read it fast.
- Avoid internet writing and slangs.
- You can use the narrative text type.

The image shows a screenshot of the Facebook post creation interface for the page "Moms Demand Action for Gun Sense in America". At the top, there is a search bar with the page name and a magnifying glass icon. Below the search bar, there are four tabs: "Status" (selected), "Photo", "Place", and "Life Event". The main content area is a large text box with the placeholder text "What's on your mind?". At the bottom, there is a row of icons for adding content: a logo for "MOMS DEMAND ACTION FOR GUN SENSE IN AMERICA", a person icon with a plus sign, a clock icon, a location pin icon, a camera icon, and a smiley face icon. To the right of these icons is a "Friends" dropdown menu and a blue "Post" button.

<http://websitein10.com/facebook-post-template-2.html> Accessed on Jan, 2017

UNIT 2 – Inspiring Job Stories

LET'S WORK ON LANGUAGE!

1. Pay attention to this piece of advice taken from the narrative of the inspiring teacher Pauline Jambard to the inspired student Terry Fallon:

“Terry, you keep reading. If you can understand what you’re reading, you’ll be smarter than most kids.”

1.1. Now, mark the correct answers.

A. Is Mrs. Jambard encouraging Terry to read? () YES () NO

B. How is she encouraging the reading?

() showing her the results she’ll have in the future

() offering her a prize for that

C. Can we say she’s comparing Terry to the other kids? () YES () NO

2. Re-write the sentence containing the comparison:

3. Watch this short video and pay attention to the formation of COMPARATIVES:

→ <https://www.youtube.com/watch?v=qBb-IMuM18k>

4. Finally read the RULE to build COMPARATIVE sentences in most of the cases.

Give it a try with the adjective “small”:

ADJECTIVE + **ER** + **THAN**

Example: smart**ER THAN**

→ Your turn: SMALL _____

UNIT 2 – Inspiring Job Stories

5.1 Read the following passages from the texts worked throughout this unit. Identify the COMPARATIVE FORM in each extract and circle them.

I was convinced I wasn't "smart" like the other kids, and I hoped I could make it through fifth grade. I believed I was less intelligent than the others.

In junior high my teacher Ms. Gould would give us "life lessons" that had nothing to do with the curriculum. Actually, they were more important than the school subjects themselves.

I put my sunglasses on my head in silent salute to you and I feel better than before.

5.2 Notice that there are variations in the rule, according to the number of syllables the adjectives have. There are irregular forms too. Complete the table with some examples of comparative forms.

ADJECTIVE	RULE	COMPARATIVE
ONE SYLLABLE ADJECTIVES		
tall	<ul style="list-style-type: none"> • Add -er for the comparative • Consonant + single vowel + consonant, the final consonant must be doubled 	Taller than
big		Bigger than
fat		→
THREE OR MORE SYLLABLE ADJECTIVES		
important	Precede the adjective with more or less	→
expensive		→
ADJECTIVES ENDING IN Y		
happy	Change the y to an i before adding the ending	Happier than
busy		→
IRREGULAR ADJECTIVES		
good	→	
bad	Worse than	

UNIT 2 – Inspiring Job Stories

6.1 When it comes to Steve Jobs, what adjectives come to your mind? Complete the list:

<http://allaboutsstevejobs.com/persona/stevework.php>
Accessed on Jan, 2017



• rich

- _____
- _____
- _____
- _____

6.2 Now make sentences comparing Steve Jobs and you. Use the adjectives listed above:

Ej.: Steve Jobs was richer than me.

- A. Steve Jobs _____ me.
- B. He _____ me.
- C. I am _____ he was.
- D. I _____ Steve Jobs.



<http://www.submarino.com.br/categoria/celulares-e-smartphones/>
Accessed on Jan, 2017

6.3 Read the heading bellow:

“Steve Jobs has launched revolutionary products over the years”

<http://www.wsj.com/video/apple-product-launches-over-the-years/B33CF200-5EC8-45B9-92D2-3D4FDFCFCBC8.html>

Accessed on Jan, 2017

Among other things it's known he has launched a smartphone and a laptop. Taking into consideration the adjectives given, make comparisons between them.

- A. Light _____
- B. Expensive _____
- C. Beautiful _____
- D. Big _____
- E. Useful _____

UNIT 2 – Inspiring Job Stories

7. Read the text and mark the correct answers:

At 28 years old, I was a corporate attorney making six figures. Sounds pretty awesome, but it wasn't. It wasn't even mediocre. It was horrible (...). I decided I was deeply unhappy and had to leave (...). I created a new career plan — one where I pursue my passion. I put my plan into action and quit. After a few interviews, I was hired at a financial firm. I work from 7am-4pm, Monday – Friday. I feel free. Not only do I love the hours, but I actually love what I'm doing – I enjoy learning about financial planning. I fit in with the culture, which is equally important as fitting in with the subject matter. The stress is less, I'm fully engaged, and I'm happy. Plus, I have time outside of work for friends, family, reading, blogging, running and anything else that I want to do. It's amazing. I'm happier but it's not all roses – I took a financial hit. The only downfall for me is the money. I took more than a 50% pay cut (...).

August 3, 2015 by Natalie Bacon

<http://nataliebacon.com/i-quit-my-job-to-be-happy/> Accessed on Jan, 2017

A. Natalie was happier working

() as a corporate attorney

() in a financial firm

B. She was busier at the

() corporate office

() a financial firm

C. Ms. Bacon was wealthier

() as an attorney

() as an employee in a financial firm

D. She has a more relaxing life as a worker at

() the attorney company

() the financial firm

8. Complete the comparative sentences using the ranking of the “Happiest Professions” below:

A. Doctors are happier than _____.

B. Teachers are _____ dentists.

C. Nurses are _____ bankers.

D. Teachers aren't _____ dentists.

E. _____ are unhappier _____ lawyers.

F. Journalists are _____.

G. Accountants are _____.

The Happiest Professions

- Doctor
- Dentist
- Teachers
- Journalists
- Accountants
- Lawyers
- Nurses
- Architects
- Bankers

<https://webcache.googleusercontent.com/search?q=cache:YknsHCal2vs:https://www.kent.ac.uk/careers/choosing/career-satisfaction.htm+&cd=12&hl=pt-BR&ct=click&ic=br&client=safari>. Adapted and Accessed on Jan, 2017

TEACHER'S GUIDE

UNIT 2 - INSPIRING JOB STORIES

to be
inspired is great,
to
inspire
is
incredible

https://www.linkedin.com/start/join?session_redirect=https%3A%2F%2Fwww.linkedin.com%2Fpulse%2F17-inspiring-quotes-loving-your-job-mazen-samhat-mba&source=sentinel_org_block&trk=login_reg_redirect.

Accessed Jan, 2017

UNIT 2 – INSPIRING JOB STORIES

LET'S READ! – The Best Jobs In The World

FIRST OF ALL – 10 minutes

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will see many inspiring job stories.

TOP KID'S DREAM JOBS

- 1)
 - Make pairs.
 - Read the instructions aloud as students follow along in their books.
 - Allow them discuss for some minutes. This part is like a brainstorm.
- 2) Read the instruction aloud and elicit answers for the question as a class. This part the whole group can do together.

CORRECT ANSWERS:

Detective/ firefighter/ teacher/ astronaut/ police officer/ actor – actress/ musician – guitar player/ doctor

Make sure students know these vocabulary words:

- ✓ Detective
- ✓ Firefighter
- ✓ Teacher
- ✓ Astronaut
- ✓ Police Officer
- ✓ Actor/Actress
- ✓ Musician/ Guitar player
- ✓ Doctor
- ✓ Superhero

3. Read the instructions aloud as students follow along in their books.

NOTE: Kids say they want to follow a certain career because they see other people doing that inspired by three main characteristics: excitement (soccer players, detectives) fame (musicians, actors) and chance to help other people (teachers, doctors).

Read the second part aloud. Elicit group answers.

Make pairs and have them do the second part of the task. Explain to students they're supposed to compare the mentioned jobs in terms of excitement, stress, wealth and fame.

POSSIBLE ANSWERS:

- A. Detectives are happier than doctors. / Teachers are happier than astronauts.
- B. Firefighters are more stressed than teachers./ Police Officers are more stressed than doctors.
- C. Doctors are wealthier than superheros. / Actors are wealthier than teachers.
- D. Actors are more famous than teachers. / Musicians are more famous than detectives.

HERE IT GOES – 15 minutes

1. Read it aloud as students follow along in their books. Elicit answers from the group and have each student do the task individually.

- 2)
 - Explain to students that they will read two narratives of people sharing their experiences with inspiring teachers.
 - Call attention to the sentences in bold. Ask if they know what this is about (it's the grammar that will be worked in the unit). Tell them to also pay attention to the words in red. They

might represent pieces of vocabulary students don't know. There will be more explanation about them soon.

- Take turns in reading the narratives. Have a different student read it and solve any vocabulary doubt that they may have.

FINALLY – 20 – 25 minutes

1. Have students read the questions to themselves and mark the correct answers. Check the answers with the group after they have finished.

CORRECT ANSWERS:

- | | |
|------------------------|------------------------|
| A. (x) Kasia Galazka | B. (x) Terry Fallon |
| C. (x) Terry Fallon | D. (x) Kasia Galazka |
| E. (x) Ms. Gould | F. (x) Ms. Gould |
| G. (x) Pauline Jambard | H. (x) Pauline Jambard |

2.

- Read the questions aloud.
- Explain to students they're supposed to match answer the questions according to the narratives. Letter C will be replied using their personal inspiring teacher experience.
- Have students do the task individually.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- After everybody has answered ask if anybody would like to share with the group. Encourage participation.

CORRECT ANSWERS:

A. Ms. Gould taught Kasia more than school subjects. She taught her "life lessons" like giving handshakes and taking off sunglasses during a conversation. They were very meaningful lessons for Kasia.

B. Pauline Jambard was very special because she encouraged Terry to read more and more. Terry started to feel more confident and didn't fail school anymore.

C. Personal answers.

3. Read the instruction aloud and have students do the task. Explain that they are personal opinions.

POSSIBLE ANSWERS: doctors, pilots, firefighters, police officers, country presidents

Explain that now students are supposed to compare teachers with the jobs mentioned previously. Once more, their personal opinions are taken into consideration here. There are no correct answers.

POSSIBLE ANSWERS:

- A. Teachers are smarter than police officers.
- B. Teachers aren't braver than firefighters.
- C. Teachers aren't richer than pilots.
- D. Teachers have more patience than presidents.

Make sure students know the following ADJECTIVES:

- ✓ SMART
- ✓ BRAVE
- ✓ RICH

They must also know the verb:

- ✓ TO HAVE PATIENCE

4)

- Tell students they're supposed to identify the words in red on the texts in the first part of this section.
- Explain that the vocabulary is represented by pictures as well as their phonetic symbols.
- Have students match the pictures to the phonetic symbols.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

A. /sʌŋ, glæ-sɪz/

Sunglasses

B. /'hændʃeɪk/

handshake

C. /ɪn, saɪklə pi:diə brɪ'tænɪkə/

Encyclopaedia Britannica



5. Give a short explanation about the vowel sound /æ/.

NOTE: It's a short vowel sound. Its pronunciation is similar to the other vowel sound /e/. The first one the mouth should be more open than the second one. The /æ/ sound is found in many English words as apple, said, map, bad, at, am, can, have, etc.

After the brief explanation read the instruction aloud and have students complete the task. They can ask other classmates and share their answers in the end.

6)

- Tell students they're supposed to identify two expressions in red on the texts in the first part of this section.
- Ask them to guess their meanings.
- Have them complete the task.
- Check answers as a class.
- Make pairs and have them think of situations when these expressions can be used.
- Share the answers with the group.

LET'S LISTEN! – Inspiring Mr. Jobs

FIRST OF ALL – 10 – 15 minutes

1)

- Make groups of three.
- Have a student read the questions.
- Give students some time to discuss the questions and take notes.
- Pass by their desks and check their pronunciation and fluency.

2. Have students do the task. Groups of three can be kept.

CORRECT ANSWERS:

- 2.1 (x) apple
- 2.2 (x) laptops, tablets and smartphones
- 2.3 (x) Steve Jobs

3)

- Read the instruction aloud as students follow along in their books.
- Explain students that they are supposed to write the given words using the Phonetic Symbols.
- Give them some time to do the task.
- Check answers as a group.

CORRECT ANSWERS:

Steve Jobs: /stiv. dʒɒbs/
 Apple: /'æp(ə)l/

BACKGROUND NOTES

Steven Paul Jobs, best known as Steve Jobs was born in San Francisco, California, on February 24, 1955, to two University of Wisconsin graduate students who gave him up for adoption. Smart but directionless, Jobs experimented with different pursuits before starting Apple Computer with Steve Wozniak in 1976. Apple's revolutionary products, which include the iPod, iPhone and iPad, are now seen as dictating the evolution of modern technology, with Jobs having left the company in 1985 and returning more than a decade later. He died in 2011, following a long battle with pancreatic cancer.

Adapted from www.biography.com/people/steve-jobs-9354805. Accessed Jan, 2017.

4)

- Explain to students that they will listen to an interview with Steve Jobs.
- Read the instruction aloud as students follow along in their books.
- Have students do the task.
- Check answers as a group.

CORRECT ANSWERS: D – E – B – C – A

HERE IT GOES – 25 – 30 minutes



1. Explain that they're going to listen to an interview with Steve Jobs in which he talks about his values and thoughts on

01:42 how to best live life. While listening they should complete the sentences with T (True), F (False) or NM (Not Mentioned). Play it again if necessary and correct answers as a class.

CORRECT ANSWERS:

- A. F
- B. F
- C. T
- D. T
- E. NM

TRANSCRIPT

<https://www.youtube.com/watch?v=kYfNvmF0Bqw>

An interview with Steve Jobs, in Nedwood City, California, 1995.

*So, the thing I would say is when you grow up, you tend to get told that the world is the way it is and your life is just to live your life inside the world. Try not to **bash it into** the walls too much. Try to have a nice family life, have fun. **Save a little money**. But life ... that's a very limited life. Life can be much broader. Once you discover one simple fact and that is everything around you, you call life was made up by people that were no smarter than you. And you can change it. You can influence it. You can build your own things that other people can use. And.. the minute you understand you can poke life and actually.. something will... you push in and something will pop out the other side, that you can change it, you can mold it. Hum... that's maybe the most important thing. It's to **shake off this**... hum.. this erroneous notion of life is there and you're just gonna live in it. Versus **embrace it, change it, improve it**, make a mark upon it. Ham.. I think that's very important and however your learn that. Once you learn it you will want to change life, make it better cause it's gonna mess up in a lot of ways. Once you learn that, you'll never be the same again.*

2. Play the same audio track and explain students now have to complete the sentences with the verbs from the box. Play it again if necessary and correct answers as a class.

CORRECT ANSWERS:

- A. bash
- B. save
- C. shake off
- D. embrace/ improve
- E. learn

3)

- Read the instruction aloud and ask students to do the task.
- If necessary the audio track should be played again.
- Give students some time to do the task.
- Check answers as a class.

CORRECT ANSWER:

He says life can be much broader than we think. We can change it, influence it and make it better somehow.

4.1)

- Ask students to make pairs and work together to guess the words from their Phonetic Symbols.
- Give students some time to do the task.
- Check answers as a class.

CORRECT ANSWERS:

- A. Life B. can C. be D. much E. broader

4.2 Tell students they should check the pronunciation of the words from the previous activity in order to check if they got the words right from their phonetic symbols. Play the tracks and check answers as a class.

FINALLY – 10 minutes

1.1 Ask students to put the words together from the previous activity in order to form a sentence. Tell them this is a sentence said by Steve Jobs in the interview. Check the answers as a class.

CORRECT ANSWER: Life can be much broader.

1.2)

- Write the sentence on the board.
- Read the instruction aloud as students follow along in their books.
- Make pairs.
- Have them discuss the idea of the sentence from Steve Jobs.
- Pass by their desks and check their pronunciation and fluency.
- Allow some pairs share their ideas with the group.

GOING DEEPER BOX

Call attention to this box on the book showing the vocabulary highlighted, its phonetic symbol and the definition. It can help on the as it clarifies an important vocabulary in this section:

TO BROADEN

ANSWERS WILL VARY.

LET'S SPEAK! – Inspiration at Work: Money?

FIRST OF ALL – 10 minutes

- Read the instruction aloud as students follow along in their books.
- Have a student read the advice aloud.
- Ask if anybody has ever heard this advice from Steve Jobs.

1.A)

- Split the class in small groups.
- Read the instruction aloud.
- Check if students understood what they're supposed to do.
- Have students do the task.
- Give them a time limit for finishing the task.
- Ask the groups to share their answers with the class.

POSSIBLE ANSWERS: money, place, environment, relationship with co-workers, etc.

1.B)

- Read the instructions aloud as students follow along in their books.
- Write the motivators on the board and call students' attention to the order they appear
- Ask if the given list is different from the list done by the groups.
- Have them compare the lists in small groups.
- Have them share the comparisons as a class.

ANSWERS WILL VARY.

HERE IT GOES – 5 - 10 minutes

GETTING READY FOR A DEBATE

Read the instructions aloud. Have students answer the question A individually on their notebooks. Elicit their answers as a class.

- Read letter B instructions and explain they are being prepared for a debate.
- Have one student read the first poster's sentence aloud.
- Ask if everybody understood the poster's message.
- Have another student read the second poster and do same procedure. In pairs, small groups or as a class discuss if they agree or disagree with the posters' message.

NOTE:

POSTER 1: MONEY IS IMPORTANT AND CAN REPRESENT A BIG MOTIVATOR AT WORK MAKING PEOPLE HAPPIER.

Possible arguments to support this point of view:

"The real value of money lies in its power to buy freedom security. By saving money you also partially insulate yourself from stress"

Money DOES buy:

1. Security (= greater freedom from stress)

THIS KIND OF ACT ALLOWS:

- confidence in trying out whatever language they have.
- benefit from noticing how others express similar meanings.
- chances for negotiating turns to speak.

TIP

Bring **CRITICAL THINKING** to you class. Make students think wider and out of their contexts.

2. Autonomy
3. More time to enjoy life
4. Greater freedom to do what you want
5. The chance to educate yourself and to enrich your life, for example, by travel
6. The ability to help others who have less than you have.

POSTER 2: MONEY IS NOT IMPORTANT, IT DOESN'T MAKE PEOPLE HAPPIER AT WORK

Possible arguments to support this point of view:

- High incomes do correlate with happiness, but long term, increased income doesn't correlate with increased happiness.
- Money is surprisingly not particularly important once you have enough to meet all your basic requirements. Extra money doesn't make you much happier. A pay rise does make you happy but only for a short while as you quickly become adapted to it. This is because we rapidly get used to what we have (see the hedonic treadmill below).
- A new job, house or car gives a short term boost, but quickly get accustomed to it. Having your finances under control (e.g. not being in debt) is more important than a large wage, although earning less than most of the people you know also affects your happiness (keeping up with the Joneses).
- There is a higher occurrence of depression in those who think happiness comes via money, fame, and beauty. People are more motivated by the fear of losing something than the hope of gaining something.

Adapted from

<https://webcache.googleusercontent.com/search?q=cache:VKnsHCal2vsJ:https://www.kent.ac.uk/careers/Choosing/career-satisfaction.htm+&cd=12&hl=pt-BR&ct=clnk&gl=br&client=safari>. Accessed on Jan, 2017.

FINALLY – 40 – 45 minutes

Tell students they will perform a debate. Split the class in 3 different groups and explain:

- ✓ GROUP A defends the idea of poster 1: Money IS more important than other motivators at work;
 - ✓ GROUP B defends poster 2: Money ISN'T more important than other motivators at work;
 - ✓ GROUP C will judge who supported better their poster ideas.
- Read the structure of the debate aloud and make sure everybody understands it.
 - Read the USEFUL LANGUAGE BOX aloud and tell them to use the expressions from the box.
 - Have them do the task.

GUIDELINES ON A DEBATE

Debate can be an effective instructional method for helping participants to present and evaluate positions clearly and logically. Debate begins with the debaters having developed or been assigned a position on an issue. The intention is to persuade others that their position is the proper one. In this way debate differs from discussion, which often calls for the cooperative thinking of members of a group in search of a solution or approach to a problem or issue. A specific example of a way in which debate might be a useful method is as a follow-up to a policy-making exercise. Participants who do not agree with the adopted policy might use the debate as an effective means of trying to change public opinion, which might in turn lead to a change in policy.

Adapted from

<http://www2.maxwell.syr.edu/plegal/crit3/a5.html> Accessed Jan, 2017.

LET'S WRITE! – Inspiring Me

FIRST OF ALL – 10 minutes

- 1)
 - Have a student read aloud as a class the instruction and explain students will read the story of a man who acted with kindness.
 - Make sure learners understand the meaning of “random” and “kindness”.
 - Have all students read the extract as a class. Each one can read one line, for example. Give opportunity for everybody to read.

- 2)
 - Make pairs.
 - Have students read the instructions and answer the questions in pairs.
 - Give them some time to do the task.
 - Allow some pairs share their ideas with the group.

HERE IT GOES – 5 - 10 minutes

At this part learners are being prepared to deliver a text genre. It's moment to draft the text they're about to write. The draft is made through answering Wh-question that will guide the writer when it comes to produce the final written task. Give learners some time to answer the questions.

FINALLY – 20 – 30 minutes

- 1)
 - Read the instruction aloud as a class.
 - Ask learners other examples of social medias they know (Ej.: Instagram, Facebook, Snapchat, Twitter).
 - Have one student read the instruction about Venus Williams post and have another one read Venus' post.
 - Allow comments and observations related to the athlete and her post.
 - Encourage free speaking.
- 2)
 - Read the instruction as a class.
 - Have a student read Mark Zuckerberg's post and allow general comments about it.
 - Ask learners if they have Facebook and if they write posts on their Facebook

NOTE

random /'rændəm/ →
happening or chosen
without any definite plan,
aim, or pattern

kindness /'kaɪndnəs/ →
kind behavior towards
someone

BACKGROUND NOTES

Venus Ebony Starr Williams^[3] (born June 17, 1980) is an American professional tennis player who is generally regarded as one of the all-time greats of women's tennis and who, along with younger sister Serena Williams, is credited with ushering in a new era of power and athleticism on the women's professional tennis tour. Ranked World No. 11 in singles as of January 28, 2017,^[4] Williams has been ranked World No. 1 by the Women's Tennis Association on three occasions, for a total of 11 weeks. She first became the World No. 1 on February 25, 2002, the first African American woman to do so in the Open Era.

Adapted from https://en.wikipedia.org/wiki/Venus_Williams Accessed Jan, 2017.

Mark Elliot Zuckerberg (born May 14, 1984) is an American computer programmer and Internet entrepreneur. He is the chairman, chief executive officer, and co-founder of Facebook.^{[4][5]} His net worth is estimated to be US \$53.6 billion as of 2017, ranking him the 5th richest person in the world.^{[3][6]}

Together with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes, he launched Facebook from Harvard's dormitory rooms on February 4, 2004.^[7] The group then introduced Facebook to other college campuses.

Facebook expanded rapidly, reaching one billion users by 2012. Meanwhile, Zuckerberg was involved in various legal disputes that were initiated by others in the group, who claimed a share of the company based upon their involvement during the development phase of Facebook

Adapted from https://en.wikipedia.org/wiki/Mark_Zuckerberg Accessed Jan, 2017.

pages often. If yes, ask what exactly their share in their posts, apart from pictures.

3)

- Tell students they will now produce a written task using all the information they have gathered so far in the previous sections.
- Read the instruction aloud as a class.
- Solve any possible doubt learners may have.
- Read the “Useful Tips” box as a class.
- Give them some time to perform the task.
- After everybody has finished, have some students read their posts as a class and make comments about them. Encourage participation.

NOTE: This text genre is a Facebook Post. Possible text types would be narrative and exposition.

LET'S WORK ON LANGUAGE! – Comparatives – 40 – 50 minutes

In this section students will be lead to figure out the form, meaning and use of comparatives by themselves. The grammar topic is presented inductively, so your role is guiding students in coming up with the Comparative Rule. Some activities follow the rule building giving students the chance to understand, practice and master the rule better.

1)

- Read the instruction aloud as students follow along in their books.
- Have one student read aloud the extract which contains the grammar topic of the unit.
- Call attention to the underlined sentence in bold and read it aloud as students follow along in their books.
- Read 1.1 instruction aloud.
- Have one student read letter A aloud and answer the question as a class.
- Do the same for letters B and C correcting it aloud → this is the very first moment students see the grammar topic clearly.

CORRECT ANSWERS:

A. (x) YES

B. (x) showing her the results she'll have in the future

C. (x) YES

2. Read the instruction aloud and ask students to do it as a class. Have them complete their notebooks afterwards.

CORRECT ANSWER: If you can understand what you're reading, you'll be smarter than most kids.

3. Have students watch the flipped classroom video. You can even watch it more than once, have students repeat the sentences on it and already start building the comparative rule with the students.

4)

- Read the instruction aloud.
- Read the balloon aloud which shows the rule itself.
- Call attention to the form and use.

- Write the rule on the board.
- Have learners try with the adjective “small” by themselves.
- Check their answers as a group.

CORRECT ANSWER: SMALLER

5.1)

- Read the instruction aloud as students follow along in their books.
- Tell students these extracts were taken from the texts worked throughout the unit.
- Make sure they understand they have to identify and the circle the comparative forms in each extract.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

- I believed I was less intelligent than the others.
- Actually, they were more important than the school subjects themselves.
- I feel better than before.

5.2)

- Read the instruction aloud as students follow along in their books.
- Read the chart line by line and point out the variations of the rule. Write them all on the board. It helps students master it better.
- After reading the whole chart, give students some time to complete the blanks in the chart. Allow pair work if they feel like doing so.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

ADJECTIVE	RULE	COMPARATIVE
ONE SYLLABLE ADJECTIVES		
tall	<ul style="list-style-type: none"> • Add -er for the comparative • Consonant + single vowel + consonant, the final consonant must be doubled 	Taller than
big		Bigger than
fat		→ fatter than
THREE OR MORE SYLLABLE ADJECTIVES		
important	Precede the adjective with more or less	→ more/less important than
expensive		→ more/less expensive than
ADJECTIVES ENDING IN Y		
happy	Change the y to an i before adding the ending	Happier than
busy		→ busier than
IRREGULAR ADJECTIVES		
good		→ better than
bad		Worse than

6.1)

- Ask students in which section from this unit they read about Steve Jobs.
- Ask them what they know about him (activate their previous knowledge).
- Read the task aloud and give them some time to complete it.

POSSIBLE ANSWERS: intelligent, modern, rich, smart, thin

6.2)

- Read the instruction aloud as students follow along in their books.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

POSSIBLE ANSWERS:

A. Steve jobs was more intelligent then me.

B. He was smarter then me.

C. I am more modern than he was.

D. I am thinner than Steve Jobs.

6.3)

- Read the heading aloud.
- Ask students which products Steve Jobs has launched. Elicit group participation.
- Read the instruction aloud and make sure students understand what they're supposed to do.
- Give them a time limit for finishing the task.
- Pass by their desks and give hints in case they have doubts.
- Check answers as a class.

CORRECT ANSWERS:

A. The smartphone is lighter than the laptop.

B. The laptop is more expensive than the smartphone.

C. The laptop is more beautiful than the smartphone → this answer may vary.

D. The laptop is bigger than the smartphone.

E. The smartphone is more useful than the laptop → this answer may vary.

7)

- Read the instruction aloud.
- Have one student read the text aloud or have more than one student read it taking turns. While reading, check comprehension.
- Have students mark the correct answers according to the text.
- Give them a time limit for finishing the task.
- Check answers as a class.

CORRECT ANSWERS:

A. (x) in a financial firm

B. (x) corporate office

C. (x) as an attorney

D. (x) the financial firm

8)

- Read the instruction aloud as students follow along in their books.
- Have one student read “The Happiest Professions” chart.
- Check any possible vocabulary doubt.
- Have learners do the task.
- Give them a time limit for finishing the task.
- Check answers as a class.

POSSIBLE ANSWERS:

A. dentists

B. unhappier than

C. happier than

D. happier than

E. Nurses/than

F. unhappier than teachers

G. happier than lawyers

RATIONALE

This is the final paper of Specialization Program in English Teaching, a graduate-level course administered by Faculdade de Letras (FAE) of Universidade Federal de Minas Gerais (UFMG).

Two units were designed specifically for English-learner-adults at language schools, in the Intermediate Level of English (Level B1 according to the Common European Framework). Both units bring up *Jobs* as a central theme and the various aspects of it are presented throughout the units. All proposed activities seek effective communication, that is, language learning is learning to communicate in a context that the learner has a negotiator role whereas the teacher plays the facilitator role (RICHARDS; RODGERS, 2002). Language here is seen as a tool for meaning and rules are learned through the process of using language. These are some premises of the Communicative Language Teaching (CLT) also known as Communicative Approach.

The Communicative Approach aims “to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of four languages skills that acknowledge the interdependence of language and communication” (RICHARDS; RODGERS, 2002, p. 155). In this context, language wouldn't be seen as structure anymore and the learning process wouldn't be purely based on rules and rigid structures. The CLT represents a perspective of ‘learn by doing’ rather than ‘learn and then do it’. In other words,

communicative language teaching takes the view that the target language should be seen as means to create meaning and it highlights the conception that the target language should no longer be seen as a structured set of grammatical rules and words to be memorized by learners, but as tool for communication (MATTOS, 2014, p. 127-128).

According to RICHARDS; RODGERS (2002), the main principles of the communicative approach include:

- Learners learn a language through using it to communicate;
- Authentic and meaningful communication should be the goal of classroom activities;
- Fluency is an important dimension of communication;
- Communication involves the integration of different language skills;
- Learning is a process of creative construction and involves trial and error.

Taking into consideration that meaning is paramount in a communicative teaching context, all materials used in this paper are authentic and language items are always contextualized. Authentic texts promote learner's skills, leads to knowledge-building and bring purpose to the task. Authentic materials are

samples of oral and written language that haven't been written specifically for language teaching purposes. Authentic material has been described in communicative teaching as the most efficient input to prepare the learner to deal with real communication situations (NUNAN *apud* MATTOS; VALÈRIO, 2010, p. 144 – free translation).

Authenticity is found in each section of this paper: reading section, listening section, speaking and writing ones. The grammar section also brings authentic material and there is an important aspect of it:

Grammar instruction based on authentic or simplified discourse can provide fruitful opportunities for teaching tenses, clause structure, articles and prepositions in context. The contextualized teaching of grammar can expose learners to ways in which language is used in real life and heighten their awareness of its conventions and complexities (HINKEL, 2002, p.195).

There are two English learning units in this paper. They are: **Interesting Job Stories** (Unit 1) and **Inspiring Job Stories** (Unit 2). As noticed the central theme of both units is Jobs, a present and current topic in every adult life. The first unit brings stories of good and bad jobs in the world, awful experiences at work, equality and inequality in the work field and a job application model is presented. The grammar topic worked throughout this unit is Superlatives. The second unit called “Inspiring Job Stories” brings up inspirational stories from teachers and a famous businessman as well as the motivators at work and personal inspiring job stories. Comparatives is the grammar topic covered in unit 2.

Each unit is divided in five main sections: **LET'S READ!, LET'S LISTEN!, LET'S SPEAK!, LET'S WRITE! and LET'S WORK ON LANGUAGE!** The four first ones focus on the four language skills individually (reading, listening, speaking and writing). The fifth and last section is the grammar one and learners are exposed to the grammar topic of the unit in an inductive way. It is important to highlight that the core theme (Jobs) as well as the grammar topic worked (Superlatives in Unit 1 and Comparatives in Unit 2) are exposed to students since the first section (Let's Read!).

Each main section is divided in three moments, called “**FIRST OF ALL**”, “**THERE IT GOES**” and “**FINALLY**”. These three moments represent pre (FIRST OF ALL), while (THERE IT GOES) and post (FINALLY) activity moments. This division is important once it turns activities more communicative and learners are exposed to the subject from a more general to a more detailed moment. Language is there for social purposes, hence students are encouraged to interact with the others through pairs, small groups and big group work in every section of the unit. In other words, there is always a warm up moment, a practice moment and also a production moment and language is created by the individual, often through trial and error, bearing in mind that the communicative competence is the desired goal.

All activities are task-based, which means that “meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated and there is a real-world relationship” (RAHMAN, 2010, p. 4). Tasks allow learners to use language instead of acquire linguistic skills and the abilities are developed through communicative activities. WILLIS *apud* RAHMAN (2010) lists eight purposes for task-based language teaching:

to give learners confidence in trying out whatever language they know; to give learners experience of spontaneous interaction; to give learners the chance to benefit from noticing how others express similar meanings; to give learners chances for negotiating turns to speak; to engage learners in using language purposefully and cooperatively; to make learners participate in a complete interaction, not just one-off sentences; to give learners chances to try out communication strategies and to develop learners’ confidence that they can achieve communicative goals (p. 5).

“LET’S READ!” SECTION

The first section of the unit is called “LET’S READ!” and it brings authentic texts related to the core theme, which is *Jobs*. The reading ability is the one highlighted in this section, but it is important to say that in a communicative perspective the four abilities are always elicited, even though one of them represents the main purpose in the section. Brown (1994) states, “the reading ability will best be developed in association with writing, listening, and speaking activity” (p. 283). The reading section of both units bring a pre-activity that activates previous knowledge from the learner. In pairs, they are supposed to rank, identify and give their personal opinions on a certain topic related to the text they are about to read. Attempts to

communicate are encouraged at this point, even though it represents the very beginning of an activity. After this warm up moment, learners would skim and scan the extracts in order to: match jumbled headings with paragraphs, mark multiple choice questions to test comprehension of the text, choose true (T), false (F) or not mentioned (NM) also to test comprehension, answer open-ended questions either giving their personal opinions or checking comprehension, transfer written information to a chart, match pictures to their meanings and deduce meaning of unknown words and expressions. Vocabulary and pronunciation are worked in this section through phonetic symbols recognition and guessing.

“LET’S LISTEN!” SECTION

The second section of the unit is called “LET’S LISTEN!” and its purpose is to develop the listening skill through meaningful audio tracks. Before listening to the tracks themselves, learner’s previous vocabulary knowledge is elicited in a pre-activity type. This previous knowledge is activated through matching vocabulary to meaning, marking multiple choice questions and guessing the word through its meaning with a given first letter. Some of these activities are supposed to be done in small groups as an attempt to connect more than one skill in order to promote the communicative competence. This section also provides learners with phonetics activities as an opportunity of pronunciation development. As while-activities learners would have to complete clozes with the information heard, put sentences in order things happen, choose true (T), false (F) or not mentioned (NM) also to test comprehension, complete sentences with jumbled verbs from a chart and answer open-ended questions related to the track heard. Some of these activities require scanning strategies, which is “focusing on specific points of speech, such as subject and verb, the interrogative, and the first part of the speaker’s utterance, in which important information is usually contained” (NAKATANI, 2006, p.156). As a post-activity moment guided by the communicative approach, learners get together with a partner in order to give their personal opinions about an aspect of the audio track.

“LET’S SPEAK!” SECTION

The third section is named “LET’S SPEAK!” and learners are exposed to materials in which the speaking ability is elicited. As warm up learners are provided with pictures and a quote to discuss some aspect of that piece of information given, therefore interaction is encouraged. Learners will find a decision-making activity in which they have to list some items after discussing about it previously. Here, fluency is what matters, not accuracy. In the communicative perspective “fluency and acceptable language is the primary goal. Accuracy is judged not in the abstract but in context” (RICHARDS; RODGERS, 2002, p. 157). Comparing and contrasting are often common techniques used in oral skills development. Learners will be required to compare and contrast whether they can both see them or whether they have found similarities and differences between two pieces of realia, such as pictures and charts. They would be done as while-activity moment. As a final output students would have present a poster gathering all the information discussed so far pointing out relevant information from the realia given (unit 1). A debate will also be held (unit 2) considering the group of arguments that have been presented previously. This kind of activity is important to develop student’s awareness of communication as well as rules that govern social interaction such as turn-taking, holding the floor, follow-up responses, body language use, etc. Activities as conversation and discussion sessions, dialogues and role-plays, simulations, skits, improvisations and debates allow social interaction (RICHARDS; RODGERS, 2002). There is also room for thinking broader and bringing up critical themes in the speaking section. It is an opportunity to use language under the critical approach that defends the idea that “language is viewed as situated usage through pervasive social, cultural and political ideologies and forces that serve to empower some people while marginalizing others” (MATTOS, 2014, p. 130).

“LET’S WRITE!” SECTION

This section brings up the written ability in vogue and learners have the opportunity to write pieces of written work and hence develop this skill. Writing involves pre, while and post activities and some social destination. Before writing, the writer should answer the following questions: Who’s writing this text? To whom it

will be written? Which is the text genre used? Why is it being written? What for it is being written? Writing can be seen as a process that involves four stages: planning, production; revising; rewriting (TENUTA; OLIVEIRA, 2011, p 324). The learner must also be aware of the text genre and its type. Genres are related to social conventions concerning how to read and write. They can change throughout time. Some examples of text genres would be email, recipe, letter, essay, report, etc. Differently, text types relate to the kind of language used, such as narratives, anecdotes, descriptions, expositions, etc. In unit 1 the learner is supposed to write an application form including personal information about the past job experiences. In unit 2 the text genre chosen is a Facebook post about a personal inspiring job story. There's a box called "Useful Tips" showing important hints related to the task. Before writing the task assigned learners are lead to draft the final written work, passing through the stages mentioned previously.

“LET’S WORK ON LANGUAGE!” SECTION

There is this fifth and last main section called “LET’S WORK ON LANGUAGE!”. The primary purpose here is exposing learners to a grammar topic in an inductive way. Inductively means that rules are absorbed subconsciously in a bottom-up logic. The target linguistic system will be learned best through the process of struggling to communicate. Drilling may occur, but peripherally and teachers must help learners in any way that motivates them to work with the language (RICHARDS; RODGERS, 2002).

In an inductive teaching context, students infer the rule or generalization from a set of examples. Both units start this section bringing up extracts from the texts that have been worked previously in one of the skills section. Learners are exposed to those familiar extracts and the teacher listens to students’ observations and summarizes them by generalization. This is how a rule is built in a communicative perspective: from examples to rules. Grammar is seen with a different point of view.

As a system, the grammatical rules will always be present in any language use, however not necessarily together with the concept of grammar as an abstract system of rigid codes not contextualized. Instead of starting from a grammatical rule, it's possible to start, as many already do it, from a language extract in a using context (BRASIL, 2006, p.110 – free translation).

Based on the idea that knowing a language is more than knowing its grammar “there is a shift from an exclusive focus on language forms to a focus on meaning and language use in communicative contexts” (NASSAJI; FOTOS, 2011, p. 6). Opposite to that, the deductive style follows the other way round. Students are given the rules and apply them to examples. Teacher presents the generalization and then students apply it to the language sample. Here, the perspective would be: from rules to examples.

As the communicative approach defends the “learn by doing” perspective, learners are exposed to many types of activities in order to clarify, understand and master the grammar rules. They vary between matching, transferring information to charts, choosing the best definition, filling the blanks, circling the correct answers, completing lists, making sentences and choosing from multiple choice questions, therefore there is room for consciousness-raising.

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