



LEARNING OUTCOMES

- > Infer the use of humor
- > Take notes with key words
- > Recognize contrast
- > Use descriptive adjectives
- > Use word stress
- > Show interest

➡ Go to **MyEnglishLab** to check what you know.



Offbeat Jobs

1

FOCUS ON THE TOPIC

1. Look at the photo. What is happening? What is the person's job?
2. Read the title of the unit. *Offbeat* means "unusual." A bike messenger has an offbeat job. Can you think of other offbeat jobs?
3. What is most important to you when choosing a job? Think about things like salary (how much money you make), hours, interest, safety (how safe or dangerous it is), workplace (indoors, outdoors, home, office), education, and number of job openings (how easy it is to find a job). Compare your answers as a class.

2 FOCUS ON LISTENING

LISTENING ONE | What's My Job?

VOCABULARY

- 1 ▶ Read and listen to the job postings on a website for college students. Notice the boldfaced words. Try to guess their meanings.

Looking for a fun summer job? Need to earn some extra **income**? Here are some jobs you might like. Visit the **College Job Center** office for more information about these jobs.

Bike Messenger

Do you like activities that are exciting and sometimes dangerous? Do you like to work outdoors? Are you athletic? Then this offbeat job is just for you. For this job, you must have your own bike and be able to ride quickly through the city to deliver packages and letters to our customers.

Computer Assembler

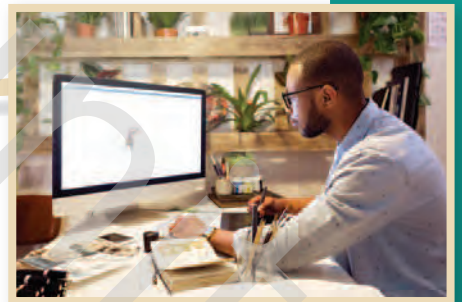
Do you like computers? Do you know a lot about them? We need people to work in our **factory** to make computers. You must be fast and like to build things. You must also be able to **concentrate** so you put the parts together correctly without making mistakes.

Insurance Salesperson

Do you like sales? Do you like to work with people? Are you good with numbers? Come work in our insurance company. We sell every kind of **insurance policy**: auto, home, life, and medical.

Computer Animation Artist ▶

Are you artistic? Are you good with computers? Do you like to play video and computer games? Then we have the right job for you. Our video game company makes games that are popular with many people, from children to adults of all ages. We are looking for young **creative** people to help us create interesting new characters for our games.



Restaurant Blogger

Do you like good food and eating out in restaurants? Are you a good writer? Then we need you! For this job, you will need to **taste** different kinds of food—even spicy food, such as Thai or Mexican. You also need a good sense of taste. Your **tongue** must be able to taste many different **flavors**, such as sweet or sour, so you can write about the foods you try.

Professional Secret Shopper

Do you like to shop, but you don't like to spend money? Then you have what it takes to **get started** as a **professional** shopper. Go shopping and get paid for it! Our stores hire secret shoppers to make sure the salespeople are doing a good job.

2 Match the words on the left with the definitions on the right.

- | | |
|----------------------------------|--|
| <u> d </u> 1. concentrate | a. able to make new things or think of new ideas |
| <u> </u> 2. factory | b. an agreement with an insurance company to be paid money in case of an accident, illness, or death |
| <u> </u> 3. insurance policy | c. to begin doing or working on something |
| <u> </u> 4. creative | d. to be careful and pay attention |
| <u> </u> 5. income | e. a building where things are made |
| <u> </u> 6. taste (v.) | f. the part inside of your mouth that moves and is used for tasting food and speaking |
| <u> </u> 7. professional | g. the particular sweetness, saltiness, sourness, spiciness, or bitterness of a food or drink |
| <u> </u> 8. flavor | h. relating to your job or work |
| <u> </u> 9. get started | i. try food by eating a little bit |
| <u> </u> 10. tongue | j. the money you earn when you work |

👉 Go to the **Pearson Practice English App** or **MyEnglishLab** for more vocabulary practice.

PREVIEW

1 🎧 People can have many different kinds of jobs. Some are usual and some are offbeat. Look at the picture and listen to the beginning of *What's My Job?* Circle the correct answer to complete each statement.

1. You are listening to a _____.
a. job interview b. game show c. radio show
2. Wayne is a _____.
a. host b. contestant c. guest
3. Rita is a _____.
a. host b. contestant c. guest
4. Peter is going to describe _____.
a. his job b. his company c. himself



2 Make predictions. What will Peter talk about?
Check (✓) your guesses.

- | | | |
|---|--|--|
| <input type="checkbox"/> what he does | <input type="checkbox"/> how much money he makes | <input type="checkbox"/> what he likes to do |
| <input type="checkbox"/> where he works | <input type="checkbox"/> what he is like | |

LISTEN

- 1  Listen to the whole game show. Create a chart like the one below to take notes.

TAKE NOTES What's my job?	
Main Ideas	Details
Game show about offbeat jobs	Wayne Williams = host Rita = contestant Peter = guest #1

- 2 Compare your notes with a partner's. How can you improve your notes?

 Go to **MyEnglishLab** to view example notes.

MAIN IDEAS

Circle the correct answers. Use your notes to help you.

- Rita asks Peter _____ questions to guess his job.
a. two b. three c. four
- Peter works in a _____.
a. restaurant b. factory c. bakery
- Peter is _____.
a. a factory worker b. a chef c. an ice-cream taster
- Peter has to be careful with _____.
a. his taste buds b. the ice cream c. the factory machines
- Peter thinks his job is _____.
a. tiring b. great c. dangerous

DETAILS

- 1  Listen again and add to your notes. Then read the statements. Write *T* (true) or *F* (false). Correct the false statements. Use your notes to help you.

- ___ 1. Peter can be creative at work.
- ___ 2. Peter thinks of new ice-cream flavors.
- ___ 3. He eats all the ice cream at work.
- ___ 4. He doesn't eat spicy foods.
- ___ 5. He doesn't drink alcohol or coffee.
- ___ 6. He smokes.
- ___ 7. He has a one-million-dollar insurance policy on his taste buds.
- ___ 8. He studied ice-cream tasting in school.

- 2 With a partner, take turns summarizing your notes. Then discuss how your notes and your answers in Preview helped you understand the listening.


 Go to **MyEnglishLab** for more listening practice.

MAKE INFERENCES

Inferring the Use of Humor

An inference is a guess about something that is not said directly.

Usually speakers use words to express their true meaning, but sometimes speakers want to be funny or humorous. We often know when people are using humor when they use words we don't expect. Their words may be surprising, or they may express the opposite of what they mean. We also know when people are using humor when they laugh or use a humorous sound in their voice.

-  Listen to the example. Listen to the words and the tone of voice. Is the host expressing his true meaning, or is he using humor? Choose a or b. What words or tone can you hear that tell you the host's meaning?

Example

PETER: That's right. I work in an ice-cream factory. I make sure the ice cream tastes good. I also think of interesting new flavors to make.

HOST: Gee, sounds like a difficult job, Peter. You taste ice cream all day and you get paid for it!

PETER: Yes, that's right. I'm lucky to have such a great job.

- a. true meaning
- b. humor

Explanation

In the example, the host uses the word **difficult** to describe Peter's job, but the words he uses in the next sentence show that he really thinks it is easy to be an ice-cream taster. He just says it is difficult in order to be humorous. You can also hear from his tone that he is using humor.

▶ Listen to the excerpts. Is Wayne expressing his true meaning or is he using humor? Circle the correct word.

Excerpt One

Wow! You do have to be careful.

- a. true meaning b. humor

What words or tone of voice can you hear that tell you the speaker's meaning?

Excerpt Two

1. Gee, you do have an important job, Peter.

- a. true meaning b. humor

What words or tone of voice can you hear that tell you the speaker's meaning?

2. Did you go to ice-cream tasting school?

- a. true meaning b. humor

What words or tone of voice can you hear that tell you the speaker's meaning?

DISCUSS 🔍

Work in a small group. Read the questions. Discuss your ideas

1. What three questions did Rita ask? Why didn't they help her guess Peter's job? Imagine she could ask another question. What question would help her guess his job?
2. What does Peter need to be able to do his job? Which parts of his job are easy? Which are difficult?
3. How did Peter get started in his job? Imagine you wanted to work as an ice-cream taster. What would you do to get started?

USE YOUR NOTES

APPLY Find information in your notes to use in your discussion.

🖱️ Go to **MyEnglishLab** to give your opinion about another question.

LISTENING TWO | A Conversation with a Job Counselor

VOCABULARY

- 1 Read the words in the box aloud. Then read the conversation and circle the correct definition of the boldfaced words.

career	quit	relaxing	stressful	tiring
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HENRY: Hi! How are you?

EVA: I'm great!

HENRY: So, what's new?

EVA: Well, the big news is I have a new job.

HENRY: You don't work at the bank anymore?

EVA: No, I **quit** my job at the bank six months ago.

HENRY: Why?

EVA: I was working really long hours. It was so **tiring**. And there were so many problems at the bank. I was awake every night worrying about work. It was just too **stressful**. So I made a **career** change.

HENRY: Really? What do you do now?

EVA: I'm a yoga teacher.

HENRY: No kidding! That sure is a change. From bank manager to yoga teacher! How did you do it?

EVA: Well, I was already doing yoga all the time—to help with the stress—so I decided to take some classes to learn how to teach it. Now I work at a yoga studio, and I love it. Doing yoga is so **relaxing**. I'm not stressed anymore, and the best part is I get to help other people relax, too.

HENRY: Good for you!



1. quit

a. leave a job

b. continue working at a job

2. tiring

a. making you feel unhappy

b. making you feel you want to rest

3. stressful

a. causing you to feel worried

b. difficult

4. career

a. something you study in school

b. a kind of work you do for a long time

5. relaxing

a. helping you to rest

b. helping you to work hard

Go to the **Pearson Practice English App** or **MyEnglishLab** for more vocabulary practice.

Taking Notes with Key Words

When you take notes, don't write every word you hear. Instead, write only the key words to help you to remember the ideas.

Write the key words that carry meaning. For example, write the important nouns, verbs, and adjectives. Don't write words that are not important to the meaning, such as pronouns, articles, and helping verbs.

▶ Read and listen to the example below. Read the notes. Notice how they contain the key words.

Example

You hear:

PETER: At my job, I work with food. My work is very interesting because I can enjoy good food and I can be creative.

You write:

Peter's job
- work w/* food
- enjoy good food, be creative

* w/ is a common way to shorten the word with in notes

1 ▶ Listen to the sentences. Write the key words.

- a. _____
- b. _____
- c. _____
- d. _____

2 Review your notes from Listening One. Circle key words. Cross out words that aren't important. Then compare your edits with a partner.

▶ Go to **MyEnglishLab** for more note-taking practice.

COMPREHENSION

1 ▶ Listen to two people talking with a job counselor about their jobs. A job counselor is someone who helps people find the right job or career. Create a chart like the one below to take notes. Try to write only the key words.

USE YOUR NOTES

Compare your notes with a partner's. How can you improve your notes next time?

TAKE NOTES A Conversation with a Job Counselor

Main Ideas	Details

- 2 Look at the statements in the chart below. Circle the key words. Then look for those key words in your notes. Use your notes to help you complete the chart. Put a check (✓) in the correct column for the window washer or the professional shopper. Some statements may be true for both.



window washer



professional shopper

	WINDOW WASHER	PROFESSIONAL SHOPPER
a. I like my job.		
b. I work outdoors.		
c. I earn a high salary.		
d. My work is dangerous.		
e. I like to work with people.		
f. I'm good with money.		
g. I'm good with my hands.		
h. My work is tiring.		
i. It was difficult to get started in this job.		
j. I have my own business.		
k. I want to quit and find a new job.		
l. I don't want to be the boss.		
m. I like working for myself.		

LISTENING SKILL

1 Look at the sentences below. How can you complete them? Discuss your ideas with a partner.

1. I wanted to become a professional basketball player, but _____.

2. My sister went to law school. However, _____.

Think about the ideas you used to complete each sentence. Are they similar to or different from the first idea in each sentence?

Recognizing Contrast

But and *however* are connectors that introduce a clause with an idea, opinion, or action that is different from the first idea. They show a contrast.

▶ Listen to the example.

Example

Notice the contrast word. What do you hear?

Explanation

The speaker is contrasting two ideas:

Idea 1: It was difficult to get started.

Idea 2: He started his own business. He likes working for himself.

He uses **but** to connect the two ideas.

2 ▶ Listen to the excerpts. Complete the ideas you hear. Then write the connector the speaker uses to show contrast.

Excerpt One

Idea 1: I love _____, and I like _____.

I'm very good _____.

Idea 2: My job _____.

I'm _____, so my work _____.

What word does she use to show the difference? _____

Excerpt Two

Idea 1: I _____ my job, and _____.

I like _____.

Idea 2: I have to _____, and _____.

What word does she use to show the difference? _____

▶ Go to **MyEnglishLab** for more skill practice.

ORGANIZE

Read the questions about these three unusual jobs. Then answer the questions with the information from Listening One and Two.

APPLY Review your notes from Listening One and Two. Use the information in your notes to complete the chart.

	WINDOW WASHER	PROFESSIONAL SHOPPER	ICE-CREAM TASTER
1. What does the person do?		<i>A professional shopper goes shopping for people who are busy.</i>	
2. What are the positive parts of this job?	<i>It's relaxing.</i>		
3. What are the negative parts of this job?			<i>You can't eat the ice cream. You have to take care of your taste buds. You can't eat spicy food.</i>
4. What skills do you need to do this job?	<i>You need to be good with your hands.</i>		

Compare your answers with a partner's. Discuss any differences.

SYNTHESIZE

Take turns asking each other about offbeat jobs. Use the questions and the information in the chart. Compare two of the offbeat jobs. What is similar? What is different?

Example

A: What does a professional shopper do?

B: A professional shopper goes shopping for people who are busy.

Switch roles and talk about a different job.

🖱️ Go to **MyEnglishLab** to check what you learned.

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Match the statement on the left with the best response on the right.

- b 1. My friend went to school to learn to cook. She just got her first job cooking in a French restaurant. She loves her job.
- _____ 2. Working for myself isn't easy. I have a lot of work to do.
- _____ 3. I don't like my job. I want to get a new job.
- _____ 4. I need to work where it's very quiet. I have to pay very close attention so I don't make any mistakes.
- _____ 5. I love making up stories. Someday I want to write my own book.
- _____ 6. I want to be a doctor. I know I need to be in school for a long time, but being a doctor is my dream.
- _____ 7. I worked really hard all week, so last weekend I just stayed home and watched movies.
- _____ 8. I think walking dogs for a job is fun. The only problem is that all the walking is a lot of work!
- a. It sounds like you want to **quit**!
- ~~b. You're so lucky your friend is a professional chef! Does she ever cook for you?~~
- c. Wow, having your own business sounds **stressful**.
- d. You're very **creative**.
- e. That sounds **relaxing**!
- f. If that's really what you want to do, I think it's a **career** you will enjoy.
- g. Yes, it's a **tiring** job.
- h. You really need to **concentrate**.



EXPAND

Work with a partner. Read the sentences below. Circle the best definition for each boldfaced word or phrase.

1. I work 60 hours a week, and I always think about my work. I'm a **workaholic**.

A **workaholic** is a person who _____.

- a. finds it difficult not to work b. thinks too much

2. I want a career where I can work with money. I am very **good with numbers**.

Someone who is **good with numbers** _____.

- a. likes to count and do math b. doesn't like doing math

3. I want to be a professional shopper because **I don't want to have a boss**.

If **I don't want to have a boss**, I want to _____.

- a. work for myself b. work in a big company

4. Some people like office jobs. Not me. I enjoy a job that lets me make things. I'm **good with my hands**.

A person who is **good with his or her hands** _____.

- a. likes to do office work all day b. is good at fixing or building things

5. I'm good at finding solutions to difficult situations. My friends often ask me to help them. They say I am a good **problem solver**.

A **problem solver** _____.

- a. is good at finding the best way to do something b. needs a lot of help doing things

6. I think being up high washing windows is exciting, but it's important to be careful so you don't fall or have an accident. If you aren't careful, it can be very **dangerous**.

A **dangerous** job is not _____.

- a. exciting b. safe

7. I'm good at telling people what I think, and I can explain things well. I'm clear when I speak. I have **good communication skills**.

A person with **good communication skills** _____.

- a. is difficult to understand b. is easy to understand



A **workaholic** works long hours.



A carpenter is **good with her hands**.

8. I always come to work on time and do my work well. Sometimes I stay longer at work to finish my job. My boss says I'm **hardworking**.

A **hardworking** person _____ .

- a. works a lot and is not lazy b. doesn't do a good job

9. My favorite job was working in a restaurant. There were many people working there, and we worked well together. We were all **team players**.

A **team player** _____ .

- a. works alone and doesn't help others b. works in a group and helps others

10. I worked in a store last year. The boss let me count the money at the end of the day and take it to the bank. My boss didn't worry because I am **trustworthy**.

A **trustworthy** person is _____ .

- a. honest b. not honest

11. I love my job as a dog walker. I don't have to sit indoors at a desk. I can work **outdoors** in the fresh air and sunshine.

A job that is **outdoors** is _____ .

- a. not a desk job b. inside a building

12. I really enjoy working in a store because I like talking to and helping people. I have **good people skills**.

Someone with **good people skills** _____ .

- a. can relate well with other people b. is usually shy

She has **good people skills**.



CREATE

- 1 Look at the words in the chart. Add more ideas. Think about your skills and characteristics. Then think about the types of jobs that are related to your skills and characteristics.

SKILLS <i>Talents or abilities</i>	CHARACTERISTICS <i>Your strengths (strong points) and weaknesses (weak points)</i>	TYPES OF JOBS
be good with numbers	friendly	indoors
be good with my hands	creative	outdoors
have good people skills	hardworking	safe
have good communication skills	trustworthy	dangerous
_____	a team player	high-paying
_____	a problem solver	offbeat
_____	a workaholic	stressful
	_____	relaxing
	_____	tiring
	_____	_____

- 2 **APPLY** Work with a partner. Student A, you are a job counselor. Ask the questions below. Student B, you want to change jobs. Answer your partner's questions. Use the words from the box above and vocabulary from Review and Expand in your answers.

1. A: Tell me about yourself. What do you do now? What's it like?

B: I'm _____.

It's _____.

2. A: What are your strengths? Can you give me an example?

B: I _____.

For example, _____.

3. A: What are your weaknesses? Could I have an example?

B: I _____.

For example, _____.

4. A: What type of job do you want? Why do you want this job?

B: I'd like a job as _____.

I'd like a job that is _____.

I want this job because _____.

5. A: What skills do you have?

B: I _____.

Now switch roles.

 Go to the **Pearson Practice English App** or **MyEnglishLab** for more vocabulary practice.

1 Work with a partner. Read the conversations aloud. Look at the underlined words. Then answer the questions.

1. A: What's your job like?

B: My job is interesting.

2. A: What kind of person are you?

B: I'm a friendly person.

a. Look at the answers to the questions. What is the verb in each sentence?

b. What is the noun in each sentence?

c. Which words describe the nouns? Where do they come in the sentences?

Descriptive Adjectives

ADJECTIVES DESCRIBE NOUNS.

1. Adjectives can come after the verb **be**.
2. Adjectives can also come before a noun.
3. When a singular noun follows an adjective, use **a** before the adjective if the adjective begins with a consonant sound.
4. When a singular noun follows an adjective, use **an** before the adjective if the adjective begins with a vowel sound.

*My job is **tiring**.*

*Artists are **creative** people.*

*This isn't **a high-paying** job.*

*Peter has **an offbeat** job.*

2 Some words describe a person, some describe a job, and some describe both. Write the words in the correct box. If the word can describe a person and a job, write it in both boxes.

boring dangerous friendly hardworking interesting offbeat safe tiring
creative difficult happy high-paying low-paying relaxing stressful

WORDS ABOUT PEOPLE	WORDS ABOUT JOBS
a(n) _____ person	a(n) _____ job

- 3 Work with a partner. Take turns making statements using the nouns and adjectives provided. React by saying, "I agree" or "I don't agree. / I disagree." If you don't agree with a statement, correct it.

Example

Restaurant blogging / dangerous

A: Restaurant blogging is dangerous.

B: I don't agree. Restaurant blogging isn't dangerous. It's safe.

1. a bike messenger's job / tiring
2. an ice-cream taster / creative person
3. selling insurance / stressful
4. computer animation / offbeat job
5. window washing / interesting job
6. a game show host / hardworking
7. a professional shopper's job / relaxing

- 4 **APPLY** Make a list of your top five favorite jobs. Discuss them with a partner. Use descriptive adjectives to describe the jobs on your list.

- Go to the **Pearson Practice English App** or **MyEnglishLab** for more grammar practice. Check what you learned in **MyEnglishLab**.

PRONUNCIATION

Using Word Stress

In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.

- Listen to the examples.

Example One

careful

creative

A compound noun is formed when two nouns are used together as one noun. In compound nouns, the stress is stronger on the stressed syllable in the first word in the compound.

Example Two

bike messenger

salesperson

When an adjective is followed by a noun, the stress is usually stronger on the noun.


Example Three

A professional shopper

A good salary

- 1**  **Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen a third time and repeat the words.**

- ___ 1. dangerous
- ___ 2. important
- ___ 3. tiring
- ___ 4. educated
- ___ 5. difficult
- ___ 6. spicy
- ___ 7. unusual
- ___ 8. interesting

- 2**  **Read each item and underline the stressed syllable. Next, listen to check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.**

- 1. animation artist
- 2. window washer
- 3. boring job
- 4. computer assembler
- 5. ice cream
- 6. spicy foods
- 7. department store

- 3** **Work with a partner. Student A, ask *Wh-* questions with the phrases on the left. Student B, respond with the correct answer from the phrases on the right. Be sure to use the correct stress. Switch roles after item 4.**

Example

A: What do you call someone who washes windows?

B: A window washer.

- | | |
|--|-------------------------------|
| <u> b </u> 1. someone who washes windows | a. bike messenger |
| ___ 2. a frozen dessert | <u> b </u> b. window washer |
| ___ 3. someone who sells things | c. job counselor |
| ___ 4. someone who makes animated movies or games | d. computer assembler |
| ___ 5. a large store that sells many different products | e. ice cream |
| ___ 6. someone who puts together computers | f. department store |
| ___ 7. a person who delivers letters and packages by bike | g. animation artist |
| ___ 8. someone who helps people find the right job or career | h. salesperson |

Showing Interest

When we speak to others, it is polite to show interest in the other person and in what he or she says. We can show interest with our words and also with body language.

ASKING SOMEONE QUESTIONS	TALKING ABOUT YOURSELF	SHOWING INTEREST	
		WITH WORDS	WITH BODY LANGUAGE
<i>What do you do?</i>	<i>I'm not working right now.</i> <i>I'm a (student / chef / homemaker).</i> <i>I'm retired.¹</i>	<i>Oh . . . really?</i>	Make eye contact. (Look at the person.) Nod your head up and down to show you are listening.
<i>How do you like it?</i>	<i>It's great.</i> <i>It's interesting.</i> <i>It's all right, but . . .</i> <i>I don't like it at all.</i>	<i>Good for you.</i> <i>Oh, I see.</i> <i>Oh, why not?</i>	Smile at the person. Use a facial expression to show concern.
<i>What do you like to do in your free time?</i>	<i>I like to (listen to music / play tennis).</i> <i>I enjoy (reading / playing computer games).</i>	<i>That's interesting.</i> <i>That's nice.</i> <i>Really? Me, too!</i> <i>Oh, yeah?</i>	Raise your eyebrows to show you are pleasantly surprised and interested.

¹ **retired**: no longer working at a job, usually because of age



Showing concern



Showing pleasant surprise and interest

Work with a partner. Complete the conversation with your own information. Then practice it aloud. Show interest with your words and body language.

A: Hi. My name's _____.

B: Hi. I'm _____. Nice to meet you.

A: Nice to meet you, too. So what do you do?

B: I'm _____.

A: _____. How do you like it?

B: _____. How about you? What do you do?

A: _____.

B: _____. So what do you like to do in your free time?

A: _____. How about you?

B: _____.

 Go to **MyEnglishLab** for more skill practice and to check what you learned.



Using the right body language helps make a good impression during a job interview.



In this activity, you will take part in a job interview. You will choose a job that you would like to have. Your partner will interview you for the job.

STEP 1

Choose one job from the list below or another job. List the reasons you want to have this job. Then list the strengths and skills you have that will help you to do that job. Use words and phrases from Review and Expand. Give examples of times you used those strengths and skills.

computer animation artist
insurance salesperson
window washer
other: _____

bike messenger
computer assembler
ice-cream taster

restaurant blogger
game show host
professional shopper

Example

JOB: COMPUTER ANIMATION ARTIST		
Why do you want this job?	<i>like to work with computers</i> <i>like cartoons</i> <i>want to work indoors in an office</i>	
What are your strengths?	<i>creative</i> <i>hardworking</i> <i>team player</i>	<i>Examples:</i> <i>think of my own characters and cartoons</i> <i>finish my school work on time</i> <i>work with other students on group projects</i>
What skills do you have?	<i>good with computers</i> <i>good with my hands</i> <i>good at drawing pictures</i>	<i>Examples:</i> <i>know computer animation programs</i>

STEP 2

APPLY Use the vocabulary, grammar, pronunciation, and speaking skills from the unit. Use the checklist to help you.

- ☐ **Vocabulary:** Read through the list of vocabulary on page 25. Which words can you include in your notes from Step 1 to make it clearer and more interesting? Choose at least three words or phrases to use and add them to your notes.
- ☐ **Grammar:** Scan your notes for descriptive adjectives. Are they in the correct place? Do you need to add *a* or *an* in front of them?
- ☐ **Pronunciation:** Look for examples of compound nouns and adjectives + nouns in your notes. Which syllable should you stress in each? Underline it.
- ☐ **Speaking Skill:** Review ways to show interest in the other person with words and body language.

STEP 3

- 1 **Work with a partner.** Student A, you are the job interviewer. Greet your partner and ask questions to find out if they are the right person for the job. Take notes of your partner's answers. Student B, you are interviewing for a job. Answer the interviewer's questions. Then switch roles.
- 2 **Report back to the class.** Do you want to hire (choose) your partner for the job? Why or why not?



ALTERNATIVE SPEAKING TOPIC

APPLY Discuss the questions. Use the vocabulary, grammar, pronunciation, and speaking skills you learned from the unit.

1. Why do you think some people like offbeat jobs?
2. How do you think most people get started in their offbeat jobs in the first place?
3. What job skills do you think are the most difficult to learn? Why do you think they are difficult?
4. What skills do you think are most important for students to learn so they can find a job or start a career in the future?

CHECK WHAT YOU'VE LEARNED

Check (✓) the outcomes you've met and vocabulary you've learned. Put an X next to the skills and vocabulary you still need to practice.

Learning Outcomes

- ☐ Infer the use of humor
- ☐ Take notes with key words
- ☐ Recognize contrast
- ☐ Use descriptive adjectives
- ☐ Use word stress
- ☐ Show interest

Vocabulary

- ☐ career
- ☐ concentrate **AWL**
- ☐ creative **AWL**
- ☐ factory
- ☐ flavor
- ☐ income **AWL**
- ☐ insurance policy

Multi-word Units

- ☐ professional **AWL**
- ☐ quit
- ☐ relaxing (*adj.*) **AWL**
- ☐ stressful **AWL**
- ☐ taste (*v.*)
- ☐ tongue
- ☐ tiring
- ☐ get started

 Go to **MyEnglishLab** to watch a video about an offbeat job, access the Unit Project, and take the Unit 1 Achievement Test.



LEARNING OUTCOMES

- > Infer the purpose of questions
- > Take notes with questions
- > Identify disagreement
- > Use the simple present
- > Identify stressed and unstressed words
- > Use your voice effectively

➡ Go to **MyEnglishLab** to check what you know.