
UNIQUE JOBS

This month's Teacher's Corner explores the uses of gerunds and infinitives, how to use them, and when.

This week we begin the month with an activity focused on unique jobs that uses infinitives in the verb phrases *like to*, *want to*, *need to*, and *hope to*.

LEVEL

Intermediate to Advanced

LANGUAGE FOCUS

Reading, speaking (primary focus); writing (secondary focus)

GOALS

During this activity students will

- Practice using infinitives within the context of discussing jobs
- Practice speaking skills by discussing interesting jobs and skills needed for those jobs

MATERIALS

- Teacher: whiteboard or chalkboard, markers or chalk, a timing device
- Students: pencils or pens, notebooks or writing paper, recording devices (optional)

PREPARATION

1. Read through all the materials carefully.



2. Print out copies of the Unique Jobs cards in Appendix 1. Print enough copies so that half of the students have a job title card and half the students have a job description card.
3. Cut out the Unique Jobs cards to make a stack of job title cards and job description cards.

ACTIVITY PART ONE: JOB DESCRIPTION JUMBLE

In this part of the activity, students will match job descriptions to the job titles. The goal of this portion of the activity is to introduce students to jobs they may not know while practicing reading infinitive verbs.

1. Begin this activity by dividing the class into two groups: group A and group B.
2. Give each student in group A one job title card. Give each student in group B one job description card.
3. Have the students move around the classroom and match the job descriptions to the correct job title card. Once students have matched a job title to a description, they should stand together in a pair.
 - a. **Note:** Since these are unique jobs, many of the job titles may be unfamiliar to the students. That's OK. The goal of this warm-up activity is to introduce students to some jobs that they may not know exist. Have the class keep making matches until they have them all correct, or as long as time permits.

4. Once the students have matched the job descriptions to the job titles, have the pairs share their job titles and descriptions with the class. While students share their answers, check their matches for correctness. If there is a mismatch, have the class work together to make a correct match!

ACTIVITY PART TWO: THAT'S MY JOB

1. Begin the next part of the lesson by having the students do a Think, Pair, Share:
 - a. Ask the students to think about which of the unique jobs from Part 1 is the most interesting to them.
 - b. Next, have them share with a partner which job interests them and why. Encourage the students to ask questions about their partner's answers.
 - c. Finally, have the students share their unique jobs with the class.
 - i. **Note:** For advanced classes, have students share their partner's unique job in order to practice using reported speech.
2. After the Think, Pair, Share activity, ask the students if they know of any other unique or interesting jobs they would like to do in the future. Have the students continue to work with their partners to brainstorm some jobs they find unique or interesting. These can be real jobs, or students can use their imaginations to create entirely new jobs.
3. While students are brainstorming, write the following on the board:

like to + (infinitive verb)

A location scout would be an interesting job, because I like to meet new people.

want to + (infinitive verb)

I want to travel around the world, so it would be a great job for me.

need to + (infinitive verb)

If I want to be a location scout, I need to study English and geography.

hope to + (infinitive verb)

When I get a job as a location scout, I hope to travel to New York City.

4. Using the sentences on the board as an example, have the students write their own sentences about the unique job they find the most interesting.
 - a. **Note:** Students do not need to strictly follow the order of sentences as written on the board. They can mix up sentences and structures to be as creative as they want to be. Encourage students to write additional sentences that provide more details about their job.
5. To conclude this activity, have the students come to the front of the class and share their sentences.

Optional Activities:

1. Before students share their sentences, have them research their job as homework. Then in the next class, have them present their sentences along with any additional information they learned about the job.
2. Have students draw a recruitment poster for their job. Recruitment posters should be exciting to attract people to a specific job, so encourage students to be creative with their posters.

Appendix 1: Unique Jobs

Directions: Cut out the job and job description cards below. Give half of the students a job title card, and give the remaining students the matching job description cards. Have the students work together to match the job descriptions to the correct job.

Job Title	Job Description
Soil Conservationist	My job is to design plans to prevent erosion and to develop practices for using land. Much of my job is performing land-use surveys.
Jingle Writer	My job is to write short, likeable songs that can be used in commercials on television or the radio.
Personal Shopper	My job is to give advice or suggestions to people on what to buy, usually clothes. I may also spend time shopping for a customer too busy to shop.
Phlebotomist	My job is to draw blood from patients at the hospital. Doctors use these blood samples to understand why a patient is ill.
Stunt Person	My job is to act in movies when a scene is too dangerous for a movie star. In my job I might have to drive, to jump from a great height, or to fight.

Volcanologist	My job is to study the formation and activity of volcanoes and their current and historic eruptions.
Tailor	My job is to make clothes for customers. I also work to make changes to customers' clothes so the clothes fit better.
Biomedical Engineer	My job is to create new medical devices and research new ways to treat patients who are sick.
Location Scout	My job is to visit places that can be used for filming movies. I have to find interesting places and prepare them before the directors and actors arrive.
Antiquarian	My job is to collect and study old items to learn more about the past and how people lived long ago.