Requirements for the job...

1. Complete the following sentence using a modal in the Simple Past and the prompts.

   1. In my old job we ________ send emails to friends. (not permitted)
   2. In that particular type of job everyone ________ be on the trading floor by 6:30am. (was necessary)
   3. My manager ________ accompany our team on all our foreign trips. (not necessary)
   4. We were ________ take time out from our jobs to do courses that would help us gain more knowledge in our field. (OK/were permitted)
   5. One of the job requirements was that you ________ speak French, German and English. (was necessary)
   6. We were ________ speak about company figures outside the company. (not permitted)
   7. In my old job we ________ attend every Monday morning meeting. (wasn’t necessary)
   8. We ________ take one half-day off each month in the summer. (OK/permitted)

2. In pairs choose three of the jobs in the box and write a list of four job requirements for each job.

   Air Hostess  Author  Childminder/Nanny  Doctor
   Lawyer  Market Trader  Politician  Tennis Coach

   Job 1:
   Job 2:
   Job 3:

3. Compare your three jobs with the pair next to you. Choose which job is most suitable for you!
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TEACHER’S NOTES:

Aim: to provide further practice of past obligation/permission and the can do statement: state routine job requirements. This worksheet is designed to be used in conjunction with unit 9.3.

Time: 40 minutes

Materials: photocopies of the worksheet for students.

1 Tell students they have to complete the sentences using the correct form of an appropriate modal verb. If necessary do the first one with them as an example. Elicit answers from the students.

**Answers:** 1 weren’t allowed/couldn’t  2 had to  3 didn’t have to  4 allowed to/could  5 had to  6 not allowed to  7 didn’t have to  8 were allowed to/could

2 Check that students understand the meaning of all the jobs in the box. Students then work in pairs and choose three of the jobs from the box. They then write a list of job requirements for each of these jobs using the Students’ Book, page 126 for reference if necessary. Monitor as they work to check if anyone has any questions, and they are writing accurately.

3 Ask students to swap their job descriptions with the pair next to them and decide which looks the most attractive job to them. Get class feedback by asking which job students have chosen and why.