

5 What's Your Job Like?

Opinions and Beliefs

Target patterns: What's . . . like?
What do you think of . . . ?
(good point) but (bad point)
I believe in . . .

Communication skills: Giving balanced opinions
Expressing beliefs
Discussing work/school

Language sets: Work words
Global issues

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Warm Up

Describing People and Places

Ask the students "What does he/she look like?" and "What's he/she like?" about people they know. Then, ask "What's . . . like?" about places they know. The students then do the activity in pairs, asking each other about people and places they know.

I Have to Do a Lot of Overtime

The students can listen to the dialog, read it, or do both.

Anticipation questions

What are there a lot of chances to do?
Who trusts Jin-Woo?

Follow-up questions

What does he have to do?
What do you have to do
What does his boss worry about?
What do you worry about?

Comprehension – personalization

T: What's Jin-Woo's job like?
S1: The pay's good.
S2: There are a lot of chances to travel.
S3: He has to do a lot of overtime.
T: Your job.
S4: What's your job like?
S5: It's . . .
Continue in a chain.

T: What's Jin-Woo's boss like?
S6: She's easy to work with.

S7: She trusts Jin-Woo.
S8: She always worries about money.
T: Your boss/teacher
S9: What's your boss/teacher like?
S10: He/she's . . . etc.
Continue in a chain.

Personalization

The students ask each other "What's . . . like?" questions. They can ask about each other's family, home, work, hometown, friends, school, country . . .

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Warm Up

What Do You Think of . . . ?

Ask individual students "What do you think of . . . ?" questions such as "What do you think of Bangkok?" Ask follow-up questions such as "Why?" "Why not?" "Why do you think so?" and "What do you mean?" The students then ask each other similar questions. Encourage the students to think of their own questions to ask, and also ask follow-up questions.

What Do You Think of Your English Lessons?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Which would Sunee like to talk about?
Which topics does Sunee think are not so interesting?

Follow-up questions

What does Sunee think of her English lessons?
What do you think of your English lessons?

What topics does Sunee think are important?
What topics do you think are important?

Comprehension – personalization

T: What would Sunee like to do in her English lessons?
S1: She'd like more chances to talk about more serious topics.
S2: She'd like to talk about third world problems

and education.

T: You.

S3: What would you like to do in your English lessons?

S4: I'd like to . . .

Continue In a chain.

Personalization

The students talk about what they would like to study in their English lessons. Encourage them to talk freely and make specific suggestions.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I like documentaries.

It's very small and has very few shops.

I'm tall and have long brown hair.

Controlled Practice

What Do They Believe In?

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *She believes in Santa Claus.*

3. *He believes in ghosts.*

4. *He believes in aliens.*

5. *He believes in vampires.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I believe in ghosts.

I don't believe in Santa Claus.

One of my friends believes in vampires.

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Warm Up

Talking About SF and Horror Stories

Have a natural conversation about science fiction movies and get the students to tell you what happens in movies they know. Introduce the idea of whether aliens, UFOs, etc. exist. The students discuss the same topic freely in pairs. Encourage them to give reasons for their beliefs.

Do You Believe in Humans?

The students can listen to the dialog, read it, or do both.

Anticipation questions

How many of them believe in humans?

Where does the Earth's pollution come from?

Follow-up questions

What do they think humans are like?

What do you think humans are like?

What do they think Earth is like?

What do you think Earth is like?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

The students ask each other whether they believe in UFOs, ghosts, Santa Claus . . . Encourage them to give reasons and discuss each opinion as much as they can.

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Communication Activities

A. Broken Telephone

The students sit in a circle. The teacher or students decide on a general topic (e.g. school, world problems, sports). Each student secretly writes down an opinion that has some connection with the topic. Each student then simultaneously whispers his/her opinion to the student on his/her left. The opinions are passed around the circle (e.g. "Akiko thinks . . .") until they come to the last student before the one

who originally gave the opinion. Each of the students then says the opinion he/she has just heard, and they are compared with the opinions that were written down.

B. Debating

The teacher or students decide on a proposal for the debate (e.g. men and women should get the same salaries). Divide the class into two teams or an even number of teams. Half are in favor of the proposal, and half are against. Each student writes down about ten points either in favor or against, depending on what team he/she is on. The teams then debate. The first student from one team makes a point in favor, the first student from the other team responds and makes a point against, etc.

C. Computer Dating

The students ask and answer the questions on the forms in pairs or groups. They fill in the answers for themselves and for their ideal partner. They then tear off the section for their ideal partner and write their name on it. The forms are passed around the class, each student counting the number of selected boxes on each form that are also selected on his/her form. The larger the number, the more suitable the partner.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

Between six o'clock and nine o'clock in the evening.

I'm fed up with getting up early every day.

I would like to stay home and sleep.

I miss some of my old friends.

I think math is too difficult.

Puzzle sentences

I wish I could meet a handsome prince.

He wants Sachiko to go parasailing by herself.

I'll probably go back to Korea for a few days.

It's nice to have different interests.

Why don't you give him a computer?

You

I often forget to set my alarm.

I'm probably going to watch TV tonight.

I hope I can go to the beach on Sunday.

I feel like going swimming.

I can't buy a house because I don't have enough money.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.