

This and the following 4 Units take us further away from the student, though still being concerned with things relevant to him/her. In this Unit we enter the field of occupations and careers. While it is always good to have plans about one's future, it is also good to have dreams. Therefore this Unit combines the two.

Page 81

What's My Line? (groups)

- Students set up the learning schema by playing a vocabulary-miming game about occupations.

While this activity helps students to refresh their vocabulary of jobs, it is also important that they really perform the actions associated with those jobs. As with role-plays, this is a way of loosening inhibitions. Many people find it difficult to express themselves in this way, so this is a useful activity. It also practices TPR!

The non-acting members of the group can ask a maximum of 10 questions. Someone (perhaps the performer) needs to count these.

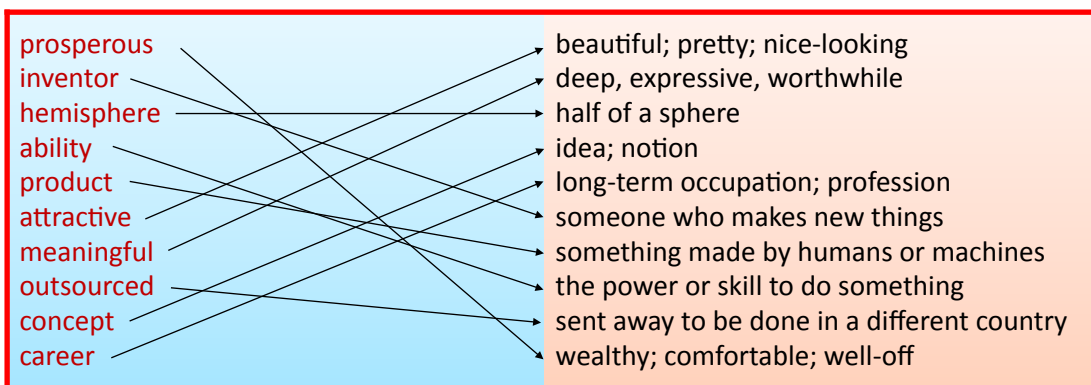
Students can be creative in miming the actions of the occupation they choose to represent.

This activity is based on a TV program that used to be on the BBC and US channels. If students do a search for "What's my line?" on www.youtube.com, they can watch some interesting shows.

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Right-brain Jobs (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 35) and ask students to read the 4 paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should **match the words and phrases** at the bottom of the page.



The job market in Korea is rapidly changing and traditionally 'safe' jobs are either disappearing or being greatly reduced. Young people therefore face a job shortage, particularly in terms of those that can be

outsourced or automated. This reading passage introduces the topic of right-brain jobs in order to suggest that students might like to think outside the traditional box.

Of course, many young people do want to escape the traditional job paradigm and face opposition from parents who want them to have a secure future.

The difficulty of finding a job is a source of stress for many young people. Hopefully they can express their feelings in this Unit.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

● Students answer the questions to confirm their comprehension of the reading passage.

Students should by now be able to check their answers with each other.

Answers:

1. Traditionally the the best career paths are doctors, lawyers, accountants or engineers.
2. These are mostly left-brain jobs.
3. Yes, we use our right-brain in every day activities.
4. Why are knowledge-based jobs becoming less valuable?
5. 'High-tech' jobs use high level technology. 'High-concept' jobs involve creating artistic designs and using unusual ideas.
6. 'High-concept' jobs cannot be outsourced.
7. Another phrase for 'left-brain jobs' in the passage is 'knowledge-based jobs.'
8. This passage suggests a right-brain career path because it can't be outsourced or done by a computer. Furthermore, it is creative and artistic.

Think for Yourself

Students think about career ideas.

This doesn't have to take a long time. It is just preparing students for the discussion on the following page.

Suggested answers:

- - I am aiming for a left/right-brain job?
- I'm not sure. I don't know yet.
- I think that jobs are outsourced because this is cheaper.
- My dream job is
- If I could make my own company, it would be
- If I could invent something, it would be a

Background Information

This information here is about left/right-brain functions.

As always, this can be read when waiting for other groups to finish, or it can be an interesting source of information at any time. Again, it is hoped that this information will spark curiosity in the students. This can lead to a presentation to the rest of the class.

Page 84

Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Giving advice' and 'Responding to advice'.

1. My dream job is
 - What about you? How about ...? Have you thought about ...? Why don't you ...?
2. I want happiness and security in my career.
 - To be honest, I think is most important.
3. My parents want me to be a
 - Of course, I will respect their wishes.
 - Frankly speaking, I will ask them to let me do what I want to do.
4. - Yes, I want to stay in one job for my whole life. I need security and a pension. What's more, I will be able to contribute more since I will have lots of experience. I will be able to teach the new people.
- Actually, I want to have many jobs during my life. I want to try many things. Having the same job for life would be boring.
5. - Yes, it is OK to be unemployed. We can't always find the job we love. It's better to be unemployed than to work in a job you don't like.
- No, it isn't OK to be unemployed. Everyone should work. We should not rely on other people. We all have to help the economy of the country.
6. - Yes, I would you like to start my own business. This is my dream. I would be a good boss.
- No, I would not lie to start my own business. I think this wold be too stressful.
7. I think of outsourcing is good for companies. They get jobs done cheaper. It is also good for the people in poorer communities who get the jobs. However, it is not good for the people who lose their jobs because of outsourcing.
 - I think that many jobs being outsourced from Korea.
 - I think they are going to places like Vietnam and the Philippines.
8. - Yes, I think computers will take over many jobs in the future.
- No, I don't think computers will take over many jobs in the future.
 - Robots already do many jobs. They make cars, drive trains, make computers, clean the house, you name it!
 - In my opinion computers cannot think like human beings.
 - People who lose their jobs to computers and robots will have to look for other jobs.

It can be helpful to ask students to use one conversation strategy phrase every time they speak. They should also be using conversation strategies form previous Units.

Discussion focuses here on dream jobs, but also on the concept of a job for life - an idea that is increasingly being challenged now. Finally the issues of outsourcing and robots are brought up. Artificial Intelligence is

continually becoming more advanced, so that computers are taking over many aspects of life in terms of work and leisure. Students might like to talk about this and how it impacts on their chosen career paths. Interestingly, the leisure industry is one that is benefitting from this, as more people turn towards tourism, well-being, and physical health activities.

Further [Conversation Strategies](#) are offered. These appear throughout the book and help students to structure their discussions.

Page 85

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 36 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of dream job.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Suggested answers:

1. Kevin came into the kitchen for a glass of juice.
2. Mrs. Brown want to talk to him about his future.
3. Kevin's dream job is being a film director.
4. Kevin considers being a photographer because he always get good grades in art and media. Furthermore, he likes photography.
5. Kevin's parents don't have their own plans for his career.
6. If I were Mrs. Brown I would tell Kevin to follow his dream.

The topic of thinking about a career is introduced painlessly and reasonably, along with some useful phrases.

Page 86

Debate Corner (groups of 4 or 5)

- Students in groups choose one of 4 topics for debate.
- Students read the useful phrases on this page.

These hints and phrases are about presenting arguments strongly and presenting conclusions, in addition to the Timekeeper's phrases, which are the same as in pages 62 and 70.

Students should use these phrases in the debate (see the sample arguments on page 88). They should also use the phrases on pages 62 and 70.

As in Units 7 and 8, if there is a 5th student in the group, then he/she can be valuable in terms of controlling the debate. Each speaker can be given 2 minutes (for example) and the Timekeeper can control this. At the end of the debate, the Timekeeper can decide whether the proposition has been accepted or rejected. If possible there can be a vote, perhaps of students in another group.

Page 87

Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55, 62 and 70).
- The timekeeper should look at the phrases on pages 62, 70 and 86 and think about how to start and end the debate.

Let's Begin!

- The Timekeeper starts the debate using the phrases on page 86 and following the structure on this page (See also page 72)
- Pro Speaker 1 is followed by Con Speaker 1.
- Pro Speaker 2 then disagrees with the Con pair and gives the Pro conclusion. Con Speaker 2 then does the same.
- Students should use the phrases on pages 55, 62, 70 and 86.

Sample arguments appear on the next page.

The debate is getting more structured now and the phrases more sophisticated. It will be worth spending time acquiring the phrases on pages 62, 70 and 86.

It will be good for the teacher to consider whether students are ready to have a public debate. In this case, there will be a Pro team, a Con team, a Timekeeper and an audience. This means that everyone else in the class will watch the debate and vote on the proposition when the two teams have presented their conclusions.

The Speakers will now be able to speak to the audience when giving their arguments and will be able to use rhetorical questions such as "Wouldn't it be better to ...?", appealing to the audience.

If students are ready for this, then the two teams should have a week to prepare their arguments. This can be an assignment or a project.

Page 88

Argument Samples

- Students listen to Tracks 37 and 38 on the CD-Rom.
- At the same time, they read the Argument Samples.
- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Argument Samples show Pro Speaker 1 giving an argument and Con Speaker 2 making a concluding statement.

Here are some more Argument Samples based on the other topics. First of all, based on the second motion: "Technology should not replace human labor".

Pro Speaker 1: Well, in my opinion, technology should not replace human labor, for three reasons. First, I'm sure everyone will agree that jobs give meaning to our lives. If a robot can do my job, what use am I? Second, to put it simply, humans can think what to do when an accident happens. By and large, robots can't do this. Third, I strongly believe in the value of human life. We are much better

than robots and computers. We have a spirit. We can love each other. All in all, I think that high tech can help us, but it should not replace us in the workplace.

Con Speaker 1: You have made some good points. There's no doubt that human life is valuable. However, if you ask me, you have missed the main point. First, technology can do the boring jobs that we don't want to do. Second, I strongly believe that computers and robots can get rid of human mistakes. Third, I'm pretty sure that high technology can free us up to do more interesting, concept jobs. Surely, this is a good idea.

Here are some more Argument Samples based the third motion: "A successful career is more important than a happy family life".

Pro Speaker 1: Obviously a happy family life is important, but I would like to give three reasons why a successful career is more important. First, to make a long story short, a successful career makes a happy family. If the wage-earner is doing well, then the family can have a good quality of life. Second, according to statistics, we typically spend most of our non-sleeping life at work. Third, I definitely think that work gives meaning to life. So in short, a successful career comes first.

Con Speaker 1: Let me give three reasons why a happy family is most important. First, family life is about loving and caring. These are most important in life. However, successful people typically spend lots of time away. They have little time to share love. Second, family life lets us experience human values. These are often absent from the workplace. Third, a happy family life is something you can't buy. A successful career just can't compete with this.

Here are some more Argument Samples based the fourth motion: "College majors should be more career-focused".

Pro Speaker 1: Clearly, college majors should be more career-focused. Let me give you three reasons for this. First, college is a preparation for life. So we should prepare for our jobs in college. Second, we don't need to learn about useless subjects. If we want to learn history (for example), we can read books about it later in life. Third, I strongly believe that the role of college is to help me get a good job. So the college subjects should be career-focused.

Con Speaker 1: The previous speaker has a strange view of college. Let me give you three opposing reasons. First, there's no doubt that college should prepare us for life. But a career is only part of life. College should prepare us to become good citizens first. Second, we are not robots. We need to think about the meaning of life. We need to read literature and discuss what great people have said. Third, careers are changing very quickly. We do not know what jobs we will be doing in 10 years time. So we need to learn in college how to be thinking human beings. Then we can take on any job.

Brain puzzle

- Students perform left-brain/right-brain puzzle.

The main point about this puzzle is that it is interesting and fun. Students in pairs try to read the words rather than say the colors in the picture. One students can read while the other watches the smartphone stopwatch (1 minute).

There are other brain puzzles on the website: www.pearson.co.kr.