

UNIT 14 GET A JOB!

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the conversation between Takeshi and his mother.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about Takeshi's situation and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for different degrees of agreeing and disagreeing.
- Extend the Topic by creating a role play for Takeshi and his dad.
- Read a Culture Corner extract about reasons that people have trouble finding a job.
- Share ideas about life goals.
- Listen to a follow-up video extract from Justin giving his views about Takeshi's lifestyle.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Joseph's unit introduction.

The Issue

In this unit, Takeshi has an argument with his mother about his lifestyle. She feels that he needs to do more with his life. He is 28 and doesn't have a job. He feels that the education system and hiring process aren't fair and that he hasn't had a chance to do creative things with his life. When his mother compares Takeshi to his father, Takeshi doesn't want to listen to it. He doesn't want the kind of lifestyle that his father had when he was his age. In the end, Takeshi feels that his mother doesn't understand him, and she agrees and is worried about that fact.

Questions Raised

- What is the cause of the problems between Takeshi and his mother? Is Takeshi lazy? Is his mother too hard on him? What should she do to help him? What should he do to improve his situation?
- Are there many young people in Takeshi's situation? Why?
- Is there a generation gap between young people and their parents about work and career?

To Keep in Mind

- In many countries recently, the number of young people living at home has increased. This may be for economic reasons, but also because young people face new challenges integrating in society. Some people say that young people don't want to work hard.
- This unit is well suited to discussing not only who is right and wrong in this situation, but also possible solutions for Takeshi and his mother.
- There is a role play on page 64 (Extending the Topic). When working on the passage on page 62, ask students to consider how Takeshi's father might feel if he heard this conversation. This can get them thinking about the father's perspective and make it easier for them to do the role play on page 64.

TEACHING GUIDE

Getting Ready

→ Introduce the topic of young people and lifestyle conflicts with their parents. Ask students to look at the questions in the Getting Ready section. Answering these questions requires students to make lists and think about their values. They will need time to make a list. Give students silent time (or “work time”). Then have them work in pairs asking their partner about their answers to the questions.

🕒 **Teaching tip:** When introducing a unit, it’s good to talk about the overall theme of the unit before beginning the first activity. Connecting the theme to students’ lives *before* working on an activity can help them engage with the material better.

Situation

→ Have students work in pairs. Have one student take the part of Takeshi and the other of Takeshi’s mom. After practicing the dialogue once, have students switch parts. Practice a third time, asking students to choose who wants to play Takeshi and who wants to play Takeshi’s mom. On the third practice, students should not speak while they look at the book. That is, they should close their books when speaking and stop speaking when they check what they want to say. Tell students that they don’t have to stick word for word to the dialogue.

🕒 **Teaching tip:** When doing pair work, ask students to choose one student to be “student A” and the other to be “student B.” Then you can more easily give instructions to the class telling which student will take which part of the dialogue, which student starts, who should ask questions, etc. For example, “OK, student A will play Takeshi, and student B will play Takeshi’s mom.”

Check Your Understanding

Answer Key

1. F 2. T 3. F 4. T

What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, students discuss their opinions of Takeshi’s situation. Discussion should be done in pairs.

🕒 **Teaching tip:** This activity can be done in the form of an interview. Have student A be the “interviewer” while student B is the “interviewee.”

Student A: (Book open) Introduce the three people who appear in this section. Explain their opinions and interview your partner about whether he or she agrees or disagrees.

Example: *Let me tell you about Iris’s opinion. She thinks Takeshi should follow his dream. But she thinks he will need to work harder. What do you think about her opinion?*

Student B: (Book closed) Listen to your partner’s explanation. Give your opinions about what the people in the book say.

Example: *I totally agree with that. It seems that Takeshi is rather lazy.*

📌 Culture Point:

The age that young people are expected to become independent, get married, start working, and so on, depends a lot on the country. In Italy, for example, it’s not uncommon for children to live at home until they get married, even if that means living at home until they are well into their thirties. In the UK and the USA, that is less common. In Asia, many children face a lot of pressure to study hard and live up to family expectations for success. In China, where government policy has created many single-child households, the whole family’s hopes are often focused on one child.

Extending the Topic: I’m a free spirit

→ Have students work individually when reading the Situation (Section A) and when thinking about the values of Takeshi and his father (Section B). They should work in pairs for the role play itself.

Give students plenty of time to read situation. The more clearly they have understood the situation and the values listed in section B, the easier it will be for students to perform the role play.

Teaching tip: When doing role plays, lower level students need more time and support than higher level students. To give support to lower level students:

- Write useful vocabulary and expressions on the board. Make sure students are aware of the Language Hints provided at the bottom of the page.
- Make sure they understand that the book has supplied the sentences to begin and end the role play.
- If students cannot improvise the role play even with language support, have them write out the dialogue that they want to say. They should practice the role play looking at what they've written, then try doing it without looking at what they've written.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of Ten Reasons You're Not Finding a Job. Because of the challenging vocabulary in this list, you may want to preteach some of the more difficult items as a whole class. For example: items #1, #4, #5, and #6. Then write a few questions on the board for discussion. For example: Do you think any of these reasons are the cause of Takeshi's problems? Which ones?

Teaching Tip: Younger students may not relate easily to this topic. Try to engage them by talking about part-time work or summer jobs.

Sharing My Ideas: My life goals

→ Choose

Give students a minute or two to think about which of these topics they want to choose. You may want to add a fourth choice allowing students to complete the sentence "In the future I'll be _____!" with any word they want.

→ Prepare and Rehearse

Have students fill in the boxes with things they want to accomplish in their life. To help them think of possible goals, brainstorm with the class and create a list of milestones in people's lives on the board. There are some already listed under the instruction line.

Before students begin rehearsing, encourage them to elaborate on each item on their timeline, not simply read the items. For example, if the item is "Have a family," students can say, "By the age of 30, I want to have a family. I want two children. I hope I can buy a house for my family." Remind students to do the Listener task and give them plenty of time to add more to their timeline before moving on to Step 4. Go over the Presentation Tip as a whole class. Writing only the ages on the timeline encourages students to speak without using their notes.

Sample Presentation

I will talk about my life goals. In the future I will be very happy. I will tell you the things I will do to make myself happy. When I am 22 I will finish college. I want to travel after college but then find a job I really love. By the time I'm 30 years old I want to start a family. I want two children – I hope a boy and a girl. When I am 35 I want to use my work experience to start my own company. I will make a lot of money. Then I will buy my family a big house and we will go on vacations all over the world. By the time I am 60 I will have companies all over the world. Some day I will take my grandchildren on a world tour! Then I will really be happy!

→ Present

Have students change partners, or put them into small groups. Go over the Listener task as whole class. Students must write the presenter's name and list his or her life goals. To make the task more challenging, you could ask students to include the ages.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students evaluate the presenter. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|---|-----|
| 1 – The presenter’s visual aid was clear. | Y N |
| 2 – The presenter used the Language Hints. | Y N |
| 3 – The presenter spoke loudly enough. | Y N |
| 4 – The presenter did not speak too fast or too slowly. | Y N |
| 5 – The presenter made eye contact with the audience. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in a small group or in front of the class, have each student grade him or her.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Justin’s opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Justin

The most important thing here is to find out whether Takeshi is really honestly working on studying for a creative dream that he has, to make videos or be an actor or a director, or whether he is actually wasting his time and his parents’ money.

If he is honestly pursuing his dream, if he has a dream that requires study, if it’s creative, then it’s much better that he spends his time studying for that. That’s better than working eight hours a day, where he would have no time. However, I know from my own case that it’s easy to delude yourself. I may think one day I’m going to write a novel or one day I’m going to become an actor, and until then, I think I’ll play Playstation®. So I think Takeshi needs to look inside himself and be honest.

Video Script

I think the important thing here is to find out whether Takeshi is really honestly working on studying for a creative dream that he has, to make videos, to be an actor or a director, or whether he is actually wasting his time, his parents’ money.

I think this is the important point. If he’s honestly, if he has a dream that requires study, it’s creative, then it’s much better that he spends his time studying for that, learning about it, rather than working seven, eight, nine hours a day, where he would have no time. However, I know from my own case that it’s very easy to think one day I’m going to write a novel, one day I’m going to become an actor, and until then, I think I’ll play Playstation. So I think Takeshi needs to look inside himself and be honest.

UNIT TEST

→ **Make copies of the Unit Test** for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. **Understanding the Situation:** The focus is on understanding Takeshi's situation and his disagreement with his mother.

B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. **Expressions:** The focus is on you check students' understanding of expressions or phrases from the What Do You Think? and Extending The Topic sections. Students answer two multiple-choice questions.

Answer Key

- A. 1. c 2. d 3. b 4. c 5. d
B. worried, dream, understand
C. 1. c 2. c

LINKS

If you would like the class to do additional research on finding work that you love, here are some useful links:

Job searching tips: <http://jobsearch.about.com/cs/jobsearchhelp/a/jobtips.htm>

Job interview tips: <http://www.collegegrad.com/intv/>

About finding a "dream job": <http://annabellemagazine.com/annabelle%20issue%2013/W01.html>