

# UNIT 13 CAREER CHOICE

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to Bruce and Leno’s discussion about Bruce’s job prospects.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about Bruce’s situation, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for talking about other people’s opinions.
- Extend the Topic by talking about what’s important when choosing a job.
- Read a Culture Corner extract about tips for a successful job interview.
- Share ideas about presenting themselves at a job interview.
- Watch a follow-up video extract from Mei giving her views about Bruce’s situation.
- Take the Unit Test.

## Authors’ Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Joseph’s unit introduction.

## The Issue

In this unit, Leno and Bruce are discussing two job offers that Bruce has received. Bruce wants to accept an offer from Promolix, a chemical company, while Leno thinks he should accept one from Ecolene, a smaller company that makes environmentally friendly products. Leno thinks that a smaller, more casual company would be better, but Bruce thinks that a larger company that is more competitive would be better. Their discussion shows that they have different ideas about success and quality of life.

## Questions Raised

- What is a “good” job?
- How important is money for being happy?
- What other qualities are important when choosing a job?
- Is it possible to have a good lifestyle without having a lot of money?

## To Keep in Mind

- In Asia, large companies have traditionally been seen as the most attractive, because they often pay better and are seen as more stable and prestigious. Currently, some young people are starting to feel that the freedom and creativity of working for a small company are important enough to draw them away from working in big companies. This idea represents something of a generational shift.
- In Korea and Japan, many companies recruit based on the ranking of the university that students graduate from. The higher the university’s ranking, the easier it is for students to find a job. Because of this, students from lower-ranking universities, or students who didn’t go to a university, may have a different perspective on the issue than those from higher-ranking universities.
- Male students may feel differently about this issue than female students. It can be interesting to compare the answers of male and female students. This can be done by having students raise their hands at the same time and “voting” for their choice—for example, one finger means they would work for Promolix, and two fingers means they would work for Ecolene.

## TEACHING GUIDE

### Getting Ready

→ Explain to students that the theme of the unit is choosing a career. Have them read over the questions in the Getting Ready section and make notes about their answers. Then have them work in pairs to discuss their answers. They will need time to think of their answers and understand the questions, so don’t rush into the pair work too quickly.

🕒 **Teaching Tip:** One technique to use when students do pair work with a list of questions like those in the Getting Ready activity is to have one student “interview” the other, asking the list of questions. They should then “check the story” by repeating the information back to their partner. Giving key terms such as *interview* and *checking the story* gives students an overview of the kind of interaction that is expected of them, and makes the activity more meaningful than simply reading a list of questions.

## Situation

→ Have students work in pairs, with one student taking Bruce’s part and the other taking Leno’s. Have them practice twice with the book open, then ask them to do the dialogue again without looking at the book. They should be encouraged to do it in their own words. For students who feel the need to look at the book, tell them that they may look at the book, but not while they are speaking. They should speak with the book facedown on the desk, stop talking when they turn it over to refer to it, and then turn it facedown again when they resume speaking.

🕒 **Teaching Tip:** The Check Your Understanding questions can be used as “quiz.” With students in pairs, have them decide who will be student A and student B. Tell student A that he or she is the “teacher” and should ask the questions to the “student” (student B). The “teacher” is allowed to keep the book open but the “student” must keep it closed.

## Check Your Understanding

### Answer Key

1. NI 2. T 3. T 4. F 5. F

## What Do You Think?

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

🕒 **Teaching Tip:** To use this activity for listening practice, have students cover the opinions in the book. Play the audio and have them check ( ) agree or ( ) disagree in their notebooks for each item. After this, have them read the items as they listen to see if they understood correctly and if they want to change their answers.

✔ **Culture Point:** While some may think that accomplishing a lot in life equals success, not every culture values “doing” to the same degree. Intercultural specialists sometimes divide cultural communities as valuing one of three value dimensions: doing, being, and being-in-becoming. Western Europe and North America are considered “doing” cultures.

## Extending the Topic: What’s important when choosing a job?

→ Have students work individually when filling out the job characteristics survey, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read each item. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

## Culture Corner

Have students work in pairs or groups of three. Students read through the list of tips for job interviews. Give them an opportunity to ask about unknown words. You can ask for students’ general reaction to the tips, or write a few questions on the board for discussion in pairs. For example: Which tips do you think are most important. Why?

## Extra Activity: Role Play

If there is time, consider doing the Extra Activity, a role play. Set up the role play by dividing the class into pairs. One member of each pair (student A) is a student who is going to a job interview. The other (student B) is a friend who works at the company where student A will be interviewed.

Give the students a few minutes to prepare their role play. They can look over the Situation and the Extending the Topic activity, and write questions and information they may want to use in their role play.

Give the students about two minutes to act out their role play. Then you can ask for volunteer pairs to act out their role play in front of the class.

Note: During role plays, students will make many grammatical errors. It's usually best to comment first on their communication strategies: For the interviewee, did you ask a lot of good questions? For the friend, did you give a lot of detailed information to help your friend?

## **Sharing My Ideas: Job interview—presenting yourself**

### **→ Choose**

Explain to students that they will be giving a presentation as part of a job interview. Explain that in English-speaking countries, it's often expected that job candidates can speak about themselves confidently. This activity will give them the chance to practice this.

### **→ Prepare and Rehearse**

Students may want to make notes for their presentation on a separate sheet of paper if they find the space allotted in the book to be too limiting. Encourage students to use key words in their presentation notes, not full sentences. You may need to demonstrate outlining techniques. Point out the Language Hints and remind students to use them in their presentation.

The goal of the Rehearse step is not only for students to gain confidence with the material, but also for them to add more information to their outline if they find that their presentation is not as long as they want. The teacher can give a length of time (two or three minutes, for example) that students should present without stopping. With the help of their partner (see the Listener task) they can improve their notes before presenting again in Step 4.

### **Sample Presentation**

*My name is Meera. I'm 23 years old, and I have recently graduated from the university. I have several years of experience at different part-time jobs. Also, I attend an English conversation school and have been brushing up on my English. I will talk about an experience I learned something from. In my first year of university I joined the volleyball team. My university has a very good team, and because I was a volleyball player in high school I really wanted to take part. One thing I learned from being on the team is that you have to work really hard! The practices were tough—much more difficult than in high school. But working hard together created a lot of team spirit. We never won the championship while I was on the team, but we always tried hard, and we always supported each other. I believe that I can be a good employee because I know that working hard together is the best way for everyone to get along.*

### **→ Present**

Have students work with a new partner, or put them in small groups. Ask for a volunteer to read the Presentation Tip. To make sure students understand the tip, you could demonstrate by doing the sample presentation above. Then draw students' attention to the Listener task. As the employer this time, they should take notes during the presentations.

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 trying to use perfect English!

### **Assessing the Activity**

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- 1 – The presenter gave enough information about himself/herself in the introduction.
- 2 – The presenter's reasons for being a good employee were clear.
- 3 – The presentation was long enough.
- 4 – The presenter was positive and outgoing.
- 5 – The presenter had clear answers to the employer's questions.

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## 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 Mei'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

**Mei**  
This man has a big decision to make. If I were him, I would definitely work for the big company, the company that pays a lot. Personally, I used to work for a big company. I did it for eight years and it was a hard job. I had to work a lot of overtime. And sometimes I had to sacrifice my personal time. For example, I couldn't go out and have dinner with my friends. I couldn't meet my boyfriend. Things like that made the job very stressful, in a way. And I actually didn't have enough time to sleep, like I was sleeping only four or five hours a night. But when I was done with one of the big projects, I felt really satisfied. I felt like I accomplished something really big. And that feeling sort of compensates for everything else. So I would really recommend working for a big company. Overall, it a good thing.

If I'm this man, I would definitely work for the big company which pays a lot. Um, I used to work for a big company for eight years, and, um, it was a hard job. I had to do, I had overtime, I worked overtime. And sometimes I had to sacrifice my private times—I couldn't go out and have dinner with my friends, I couldn't meet my boyfriend. It was very stressful, in a way. Sometimes I, I didn't have time to sleep. Maybe, like, I was sleeping only four or five hours a week and it was very stressful, but when I was done with one of the project, I felt, I felt satisfied and I was, I felt like I accomplished something really big, and I, I can't—it pays for everything. It really pays for everything. So I would really try to work for a big company, it's good thing.

## 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 the discussion between Leno and Bruce about which of the two job offers Bruce should accept.
- B. Vocabulary: The focus is on 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 checking students' understanding of the What Do You Think? and Opinion Network sections.

### Answer Key

A. 1. d 2. b 3. d 4. b 5. b B. offer, progressive, stress C. 1. a 2. c

## LINKS

If you would like the class to do additional research on jobs and salaries, here are some useful links:

Eight factors to help choose the best job for you:

<http://www.kiplinger.com/columns/starting/archive/2007/st0418.htm>

Online quiz to see what job fits your personality:

[http://quiz.ivillage.co.uk/uk\\_work/tests/career.htm](http://quiz.ivillage.co.uk/uk_work/tests/career.htm)