

18a

*He Looks Nice—He Must  
Be a Teacher!* Chart

**HAIRDRESSER**

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**NURSE**

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**POLITICIAN**

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**EDITOR**

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**FASHION DESIGNER**

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**GARDENER**

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**JOURNALIST**

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**POLICE OFFICER**

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**TEACHER**

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**ENGINEER**

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**FARMER**

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**LAWYER**

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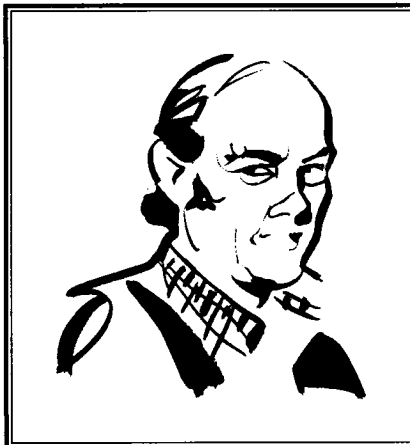
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18b

*He Looks Nice—He Must  
Be a Teacher!* People



**Teacher's Notes**

# *He Looks Nice— He Must Be a Teacher!*

## Worksheets **18a** and **18b**

NOTE: Use Worksheets 18a and 18b for this activity

### ACTIVITY

Groupwork: speaking

### AIM

To talk about the characteristics usually associated with people in certain jobs and to guess what people do for a living.

### GRAMMAR AND FUNCTIONS

Describing impressions: *look* + adjective

Drawing conclusions:

certain: *must* + infinitive, *can't* + infinitive

possible: *might* + infinitive, *could* + infinitive

### VOCABULARY

Jobs

Adjectives describing people's character

### PREPARATION

Make one copy of Worksheet 18a (chart) for each group of three to five students in the class. Make one copy of Worksheet 18b (people) for each group of three to five students in the class and cut out the pictures of people as indicated. The pictures of people correspond to the jobs they do on Worksheet 18a, so it is important to shuffle each set before giving them to the students so that the pictures are no longer in the correct order.

### TIME

30 to 40 minutes

### PROCEDURE

1. Ask the class to work in groups of three to five and give one copy of the chart to each group.
2. Tell them that they are going to write words which describe the sort of person who does each of the jobs on the chart. Demonstrate an example with the whole class, eliciting ideas from them:  
*Hairdresser: sociable, flamboyant, hardworking, nice hair, fashionable clothes, a lot of make-up.*
3. Ask each group to appoint a secretary to do the writing and ask them to write in the spaces provided on their chart.
4. When they have finished, give each group a set of pictures of people, in random order, and tell them that each of these people does one of the jobs on the chart. They should discuss their impressions of the people and, judging them by their appearance, guess which person does which job. Encourage them to use the target language.  
For example:  
*She looks kind—she could be the nurse.  
Yes, but she's got a nice hairstyle, so she could be the hairdresser.  
This one must be the politician because he looks serious.*
5. When a group matches a person with a job, they should put the picture on top of the description on the chart. When every group has matched a person with each of the jobs, stop the activity.
6. Ask groups to compare their impressions and then tell them the right answers.

### FOLLOW-UP

Discuss the dangers of stereotyping.