



TEACHER'S GUIDE

LESSON 40: WHAT JOB DO YOU WANT IN THE FUTURE?

Video summary: Anna talks with Max and Daisy about their future jobs. Then she tries a new job as a nature photographer.

Functional purpose: Talk about the future, dreams, jobs, and careers

Grammar: Agent Nouns

Question: What job do you want in the future?

Answers: When I get older, I am going to be a computer scientist. When I get older, I want to be an actor, a singer and a dancer. When I get older, I want to be a doctor.

Adjective	Modal Verb	Noun	Verb
older	could	artist baker builder dancer deer doctor gamer interests law lawyer letters magician musician painter photographer raccoon sailor scientist skills types writer	act farms photograph sails

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points. This can be done in native language or English.

Teacher's Guide Lesson 40: What Job Do You Want in the Future?

- Ask, “What jobs do you know about?” Suggest your job, teaching, and the jobs of others in your school. Move outward to jobs in the community in which you live.
- Ask, “What do you think would be a really fun job to have?” “What do you think would be the most difficult job to have?”
- Write the jobs students mention on the board to refer to later.

Connect to students' experiences

- Show the illustration on page 4 of various jobs. Ask students to name them in English or their native language.
- Point to a person in the illustration and ask, “Do you know anyone with this job?” Provide the name in English if the students do not yet know it.
- Ask, “Do you think you could do one of these jobs? Why would you be good at it?”

Guess: What will happen?

- Show this image of Anna crawling under a tree.



- Ask, “What do you think Anna is doing under the tree?” (Hint: she is holding a camera.)
- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

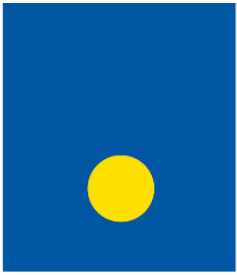
- What jobs did the children in the video say they want to have?

Teacher's Guide Lesson 40: What Job Do You Want in the Future?

- What job does Max want to have? What job does Daisy want to have?
- Point to the guesses you wrote on the board earlier about the photo. Say, “Here are your guesses. What did you learn about why Anna was under the tree?” (She was taking photos of animals in nature.)
- Refer to the things you wrote on the board indicating what students already knew about jobs. Ask, “What new information about jobs did you get from the video? Was there anything that we talked about earlier that was not in the video?”
- Say, “When you think about what you know before learning new things on the same topic, it can help you understand and remember what you hear in English. Try it other times you read or listen to English.”

Talk more about the lesson

- Ask students what they liked, what made them laugh or what parts they want to see again.
- Say, “In today’s lesson, we will learn more about jobs. We will talk about the different ways we say the names of jobs in English.”



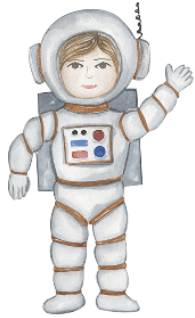
VOA LEARNING ENGLISH

Jobs

LESSON 40

Let's
Learn
English

with Anna!



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ACTIVITIES

1. Who Am I? What Do I Do?

Set up/materials

- This activity is aimed at helping your students use the structures taught in the lesson to describe what people in different occupations do. This includes phrases with *do* and *be*:

“What does this person do? They work with _____.”

“What is this person? They are an
artist/a dancer/a teacher.”

- Show the cards for occupations given on the following pages. Have students repeat the name of the occupation and ask individual students: “What does a _____ do?” For example:

Teacher: “What does a doctor do?” Student: “A doctor helps sick people.”

- Cut out the cards and tape one to each student’s back without letting them see it.

How to

- Explain that in this activity, “You will get up and walk around the room asking your classmates, ‘What do I do?’ The student who answers looks at the card on your back, but they cannot say the name of your job. They have to say something you do in your job. You can guess one time with each classmate. Then you have to ask another classmate to get another clue about your job. When you think you know, ask, “Am I a _____?” When you guess correctly, you can take the card off your back and give it to the teacher. Keep answering your classmates’ questions until everyone has guessed their job.”
- Have a pair of students model the example conversation on the sheet.
- Give a time limit for the activity. As students try to figure out their occupation, walk around and monitor for questions or problems. When the time limit is reached, ask which was the hardest job to guess.

Variation

- Have students write a paragraph about the job they want to have in the future.



POLICEMAN



FIREFIGHTER



DOCTOR



TEACHER



FARMER



BUILDER



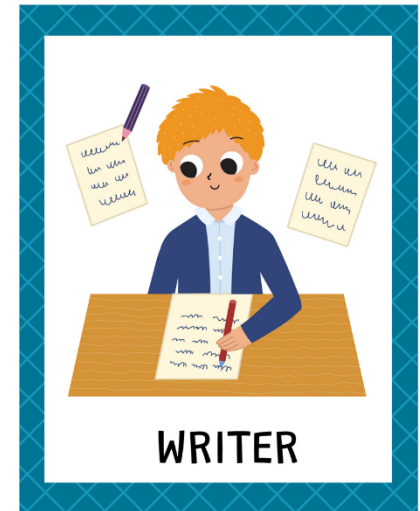
ARTIST



CHEF

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Firefighter



Astronaut



Barber



Builder



Fitness trainer



Janitor



Plumber



Doctor

Teacher's Guide Lesson 40: What Job Do You Want in the Future?



2. Read and Write

Set up/materials

- Ask students to think about what they learned about possible jobs for them in the future. They will practice writing about them in this activity.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - He wants to be a computer scientist.
 - A lawyer works with the law.
 - Daisy wants to be a singer in the future.
 - Musicians love playing music.
- Divide students into pairs and see how many more sentences they can form using the patterns in the sentences on this sheet.
- Ask pairs to read their sentences out loud.

Variations

- Have students write questions that can be answered with the statements in the activity sheet: “What does the boy want to be?” “What do lawyers do?” “What does Daisy want to do in the future?” “Who loves playing music?”
- Students can copy completed sentences into their notebook.



READ AND WRITE

He wants to be a
computer
scientist.



A lawyer works
with the law.



Daisy wants to be
a singer in the
future.



Musicians love
playing music.



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3. Listen and Speak – Find Someone Who...

Set up/materials

- Arrange the classroom so students can safely get up and move around for this activity.
- Review the names of occupations using the flashcards from earlier in the lesson.

How to

- Give students the *Listen and Speak* activity sheet. Explain that students should walk around asking each other what job they want in the future. They must ask why the person wants the job and write both the other student's name and their reason(s) for wanting the job.
- Set a time limit for the activity and play soft music, if possible, to simulate a party atmosphere.
- Let students begin asking and answering questions with their classmates. Walk around monitoring and answering any questions that come up.
- When the time is up, ask if students were surprised by any answers or reasons they heard.

Variation

Have students research their own desired job and the training or education required. Arrange for them to give oral or written reports on the jobs.

● LISTEN AND SPEAK

Walk around the room and ask your classmates:
 "What job do you want in the future?"
 Write the person's name next to the job.
 Then ask, "Why?" and write their reason for wanting that job.
 Add two more jobs that you think of and see if any classmates
 want those jobs.

Find someone who wants to be a....	Name	Why?
Artist		
Athlete		
Baker		
Chef		
Dancer		
Doctor		
Gamer		
Lawyer		
Musician		
Painter		
Photographer		
Pilot		
Sailor		
Scientist		
Singer		
Teacher		
Writer		
Other: _____		
Other: _____		

LEARN MORE

Asking and Answering about the Future Using Different Forms

Set up

- You can use the cards showing occupations given in this lesson plan, create lists of your own, or have students create their own lists of occupations.

How to

PART ONE:

- Write the following four lines on the board:

I think I will be a/an _____.

I could be a/an _____.

I want to be a/an _____.

I would like to be a/an _____.

- Remind students that English uses the indefinite article *an* before nouns, adjectives, or adverbs that begin with a vowel sound.
- Ask students to name an occupation to fill in the blanks in the four lines on the board. Write the same occupation in each of the four lines.
- Ask students what the difference is between the first two items (“I think I will” expresses more certainty than “I could be”). Note student responses and explain as necessary.
- Ask students what the difference is between the second two items (“I would like to be” is more formal or polite than “I want to be”). Note student responses and explain as necessary.
- Next, erase the pronoun “I” and change the subject of each line to “He” or “She”. Ask students what other changes must happen in the items (verbs “think” and “want” change to “thinks” and “wants”). Show the change by adding “s” to the verbs.
- Next, have students write the four items, using “I” as the subject, in their notebooks and fill in the blanks themselves. For the second item using “could”, have students write three possible occupations they think they could do/enjoy.
- Divide the class into two groups, A and B. Have each student from A pair with a student from group B.
- First, each student reads their sentences to his or her partner. Next, each student writes sentences expressing what their partner told them. For example, “Maria thinks she will be a doctor.”

Teacher's Guide Lesson 40: What Job Do You Want in the Future?

- Next, ask individual students to report to the class what their partner told them. Check to make sure students add “s” to the verbs *think* and *want*.

PART TWO:

- Next, have students practice question formation. At the board, show students how to change the “could” statement into a question. For example:

I could be a/an _____. → Do you think you could be a/an _____?

Have each student interview/ask three other students the question. They can ask each student about several different possible occupations. As with the *Listen and Speak* activity sheet, have students also ask “Why?” or “Why not?” when the other student answers their questions.

- Next, write these question forms on the board:

What job does (_____) want in the future? And What does (_____) want to be in the future?

Model the questions by asking them and saying the name of a student: *What job does Maria want in the future? What does Maria want to be in the future?*

- Next, say, “Who can answer these questions about _____ in a complete sentence?” (Use the name of a student in your class in the blank.) Any student who asked the person named in the blank on the board can answer. For example, if the teacher put the name *Maria* on the board, a student who asked Maria the questions should answer. Make sure the student uses “s” on the end of the verb in the answer. For example:

Maria wants to be a computer scientist.

- Now, have each student write the questions on the board in their notebooks and have the students write in the blank the name of a student they did **not** interview. Then, each student can read his or her question aloud to the class. The student who **did** interview the student named must answer the question. For example:

Student A: *What does Kamal want to be in the future?*

Student B: *Kamal wants to be a chef in the future.*

- The teacher can follow up and ask the named student to explain to the class why they would like that occupation.

Teacher's Guide Lesson 40: What Job Do You Want in the Future?

Variations

- If several students name the same occupation as what they would like to do in their future, you can place these students in a group and have them list all the reasons they would like to have that occupation. Then groups can share their reasons with the whole class.
- Encourage students to use their imagination and think of unusual or special jobs, some of which may not exist, such as “cloud watcher,” “animal translator,” “invisible police officer,” “candy tester,” and the like. Each student can write his or her special jobs on small pieces of paper and put them in a hat or basket. Then, the teacher can pull out and read the pieces of paper and write the student ideas on the board. Next, students can vote for their three favorite jobs from all of the jobs listed. They can write their favorites on small pieces of paper and put the votes in the hat or basket. Then, the teacher can count the votes and announce which jobs got the most votes. A teacher may elect not to include voting with this activity to avoid ranking of student ideas.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna talks with Max and Daisy about their _____ jobs.
2. A person who sings is a _____.
3. Max can be a _____.
4. Anna should _____ being a nature photographer.

Answer key:

1. future
2. singer
3. scientist
4. practice



QUIZ

1. Anna talks with
Max and Daisy
about their

jobs.



2. A person who
sings is a .



3. Max can be a

.



4. Anna should
 being a
nature
photographer.

