

UNIT 5 WHAT DO YOU WANT TO BE



Practice 1. Look at following text and answer the questions that follow!

Aren't firefighters cool?

Yesterday I was playing videogames in my room when I heard people screaming. I went out and saw: my neighbors' house was on fire!

In less than 10 minutes the firemen arrived and fought against the fire for one hour until they made it. Wow! They are really brave! One of them entered the house and saved the Johnson's dog that was trapped in the fire.

I made a decision: I want to be a fireman when I grow up. I'll be strong and brave enough to fight against the fire, to save people's lives and property. I can't wait! I can already see it in the newspaper: "Brave fireman rescues a family of four", Mom will be really proud.



Mark true (T) or false (F). When it's false, you'll have to justify your answer orally:

The boy's house was on fire. ()

The boy thinks the firemen are brave. ()

He admires the firefighters. ()

It took long the firemen to arrive. ()

It took one hour to extinguish the fire. ()

The boy's neighbors have a pet. ()

A fireman saved the dog's life. ()

The boy wants to be a firefighter when he grows up. ()

He wants to be as strong and brave as the firefighters. ()

Answer the questions:

What was the boy doing when the neighbors' house caught fire?

Did he want to be a fireman before that day?

Why did he decide to be a fireman in the future?

What qualities does he think are essential for being a fireman?

What can he already see in the newspaper?

Who do you think the newspaper is referring to?

How does the boy think his mother will feel? Do you agree with him?

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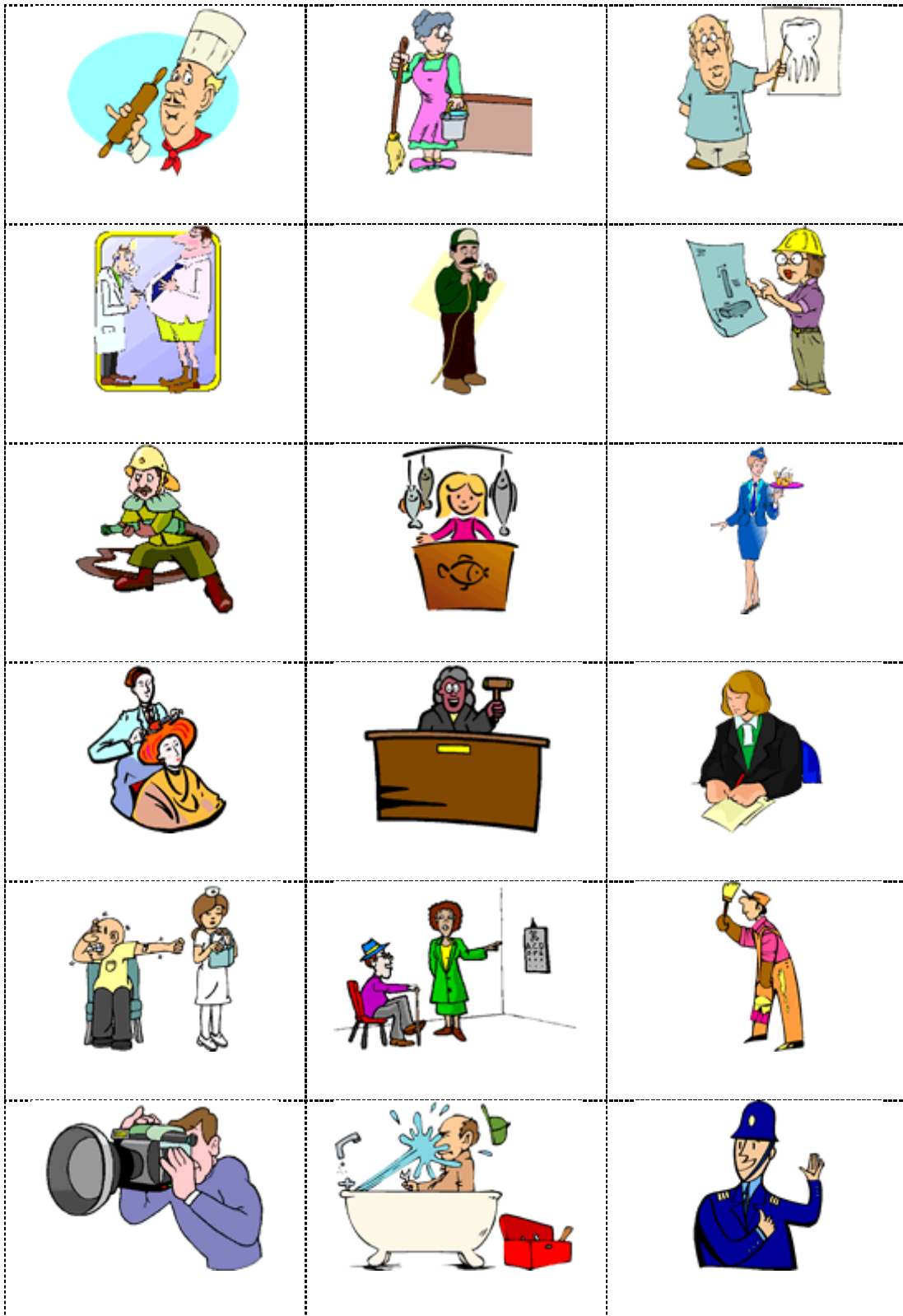
1. What do you think about the boy?
2. What makes someone choose one job?
3. Who inspires you to get an ideal job?

Practice 2a

baker(s)	accountant(s)	barber(s)
builder(s)	barman (barmen)	butcher(s)
cashier(s)	carpenter(s)	chambermaid(s)
cleaner(s)	chef(s)	dentist(s)
electrician(s)	doctor(s)	engineer(s)
fishmonger(s)	fireman (firemen)	flight attendant(s)
judge(s)	hairdresser(s)	lawyer(s)
optician(s)	nurse(s)	painter(s)
plumber(s)	photographer(s)	policeman (policemen)
post[wo]man (post[wo]men)	reporter(s)	receptionist(s)
sales assistant(s)	reporter(s)	sales representative(s)
secretary (secretaries)	scientist(s)	surgeon(s)
teacher(s)	tailor(s)	technician(s)
baker(s)	vet(s)	welder(s)

Practice 2b. PracticeWork in pairs to identify the job based on the picture!







Practice 2c. Work in pairs to find out where and what people do!

Job	What do they do?	Where do they work?
Accountants	Serve drinks.	They work in in a hospital or surgery.
Bakers	Prepare and sell fish.	They work in a bar, pub or restaurant.
Barbers	Look after patients.	They work in a hotel.

Job	What do they do?	Where do they work?
Barmen/ women	Look after the finances in an organization.	They work in a kitchen.
Butchers	Look after passengers	They work in a fishmongers.
Chambermaids	Look after people's teeth.	They work in barber shop
Chefs	Look after people's health.	They work in a bakery.
Dentists	Clean and tidy rooms.	They work in an aeroplane.
Doctors	Prepare and cook food.	They work an office.
Fishmongers	Bake bread.	They work in a butchers.
Flight attendants	Shave men's beards and cut men's hair.	They work in a clinic.
Hair dressers	Cut and style people's hair.	They work in a shop.
Judges	Judge and sentence people.	They work in an office.
Lawyers	Carry other people's bags and luggage.	They work in a law court and in a lawyers office.
Nurses	Prepare and sell meat.	They work in in a law court.
Opticians	Look after people's eye sight.	They work in an opticians.
Porters	Defend and prosecute people.	They work in a hotel or train station.
Receptionists	Weld metal to make things.	They work in reception.
Sales Assistants	Operate on people who are sick	They work in a hair salon
Secretaries	Arrange appointments, type letters and organize meetings.	They work in a hospital or doctor's surgery.
Surgeons	Sell goods and look after customers	They work in schools.
Tailors	Design, make, alter or repair garments,	They work in factories and shops.

Job	What do they do?	Where do they work?
Teachers	Serve people food and drink.	They work in a veterinary surgery or vets.
Technicians	Look after people's animals.	They work in buildings.
Vets	Organize and repair technical equipment.	They work in a hospital.
Waiters/ Waitresses	Teach people.	They work in a restaurant.
Welders	Meet and greet visitors.	They work in factories and construction.

Grammar Focus : Future

1. When we **know** about the **future** we normally use the **present tense**?

- We use the **present simple** for something **scheduled** or arranged:
We have a lesson next Monday.
The **train arrives** at 6.30 in the morning.
The **holidays start** next week.
It **is my birthday** tomorrow.
- We can use the **present continuous** for **plans** or arrangements:
I'm playing football tomorrow.
They are coming to see us tomorrow.
We're having a party at Christmas.

2. We use **will** to talk about the future:

- When we make **predictions**:
It will be a nice day tomorrow.
I think **Brazil will win** the World Cup.
I'm sure **you will enjoy** the film.
- To mean **want** to or **be willing to**:
I hope **you will come** to my party.
George says **he will help** us.
- To make offers and promises:
I'll see you tomorrow.
We'll send you an email.
- To talk about **offers** and **promises**:
Tim will be at the meeting.
Mary will help with the cooking.

3. We use **(be) going to**:

- To talk about **plans** and **intentions**:
I'm going to drive to work today.
They are going to move to Manchester.
- When we can **see** that something is **likely to happen**:
Be careful! **You are going to fall**.
Look at those black clouds. I think **it's going to rain**.

4. We often use verbs like **would**

- like, plan, want, mean, hope, expect** to talk about the future:
What are you going to do next year? **I'd like to go** to University.
We plan to go to France for our holidays.
George **wants to buy** a new car.

5. We use **modals may, might, and could** when we are **not sure** about the future:

- I might stay** at home tonight, or **I might go** to the cinema.
We could see Mary at the meeting. She sometimes goes.

6. We can use **should** if we think something is **likely to happen**:

- We should be** home in time for tea.
The game should be over by eight o'clock.

7. Clauses with **time words**:

In clauses with time words like **when, after, and until** we often use a **present tense** form to talk about the future:

- I'll come home **when I finish** work.
You must wait here **until your father comes**.
They are coming **after they have had** dinner.

8. Clauses with **if**:

In clauses with **if** we often use a **present tense** form to talk about the future:

- We won't be able to go out **if it rains**.
If Barcelona win tomorrow they will be champions.

WARNING!

We do not normally use **will** in clauses with **if** or with **time words**:

- I'll come home **when I ~~will~~ finish** work.
We won't be able to go out **if it ~~will rain~~ rains**.

but we can use **will** if it means a promise or offer:

- I will be very happy **if you will come** to my party.
We should finish the job early **if George will help** us.

9. We can use the **future continuous** instead of the present continuous or going to **for emphasis** when we are talking about plans, arrangements and intentions:

They'll be coming to see us next week.

I will be driving to work tomorrow.

Practice 2c. Work with your friend in pairs to match the phrases below!

?	A crash helmet is used by a	a. dressmaker
?	A whistle is used by a	b. doctor
?	A typewriter is used by a	c. teacher
?	A palette is used by an	d. secretary
?	Pins are used by a	e. motorcyclist
?	A blackboard is used by a	f. artist
?	A chisel is used by a	g. photographer
?	A tripod is used by a	h. carpenter
?	A microscope is used by a	i. referee
?	A stethoscope is used by a	j. scientist

Practice 3. Go through the vocabulary in the questionnaire with the class and think about the work activities in the questionnaire and to number each one, according to how much you like or dislike doing the activity. Write their answers in the column marked 'You'!

When you have finished, interview a partner on their likes and dislikes and choose a job for them based on their preferences. Go through the questionnaire and elicit example questions and answers. Also, model how to ask for explanations, e.g. 'Why do you love...?' 'Why do you really like...?' What are you good at?

When both of you have finished, think of a job for your partner based on the work activities he or she likes doing. Tell the class the job you chose and the reasons for your choice. Does your partner agree with your choice?

Positive (+)		Negative (-)
1. Yes, I love ...	3. Yes, I like ...	5. No, I don't really like.
2. Yes, I really like ...	4. It's OK.	6. No, I don't like ...
		7. No, I hate

Do you like...?	You	Your partner
using computers		
travelling		
meeting people		
making phone calls		
selling things		
working in a team		
repairing things		
making decisions		
being creative		
attending meetings		
working with figures		
reading documents		
writing		
dealing with the public		
helping people		
making things		
having responsibility		

Practice 4. Game

WHAT'S MY FUTURE JOB?

In this entertaining learning activity, students play a game where they describe and guess jobs. Demonstrate the activity by choosing a job that is not on the cards, e.g. a waiter. Then, give future tense clues about the job and have the students try to guess the name of the job.

Examples:

<ul style="list-style-type: none"> • I will work inside. • I will greet customers. • I will take payments and give change. 	<ul style="list-style-type: none"> • I will recommend things if necessary. • I will serve food and drink.
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Make a groups of four. Then use set of cards. Shuffle the cards and place them face down in a pile on the desk. Each student takes a card. Every students has one minute to prepare five present simple clues about the job on the card. Students can write down their clues if they wish. Tell the students not to make their clues too easy.

The students then take it in turns to give their clues. The other students listen and try to guess the job. The first student to correctly guess the job wins and keeps the card. If no one guesses correctly, the student with the card wins and keeps the card. The game continues until all the cards have been used. The student with the most cards at the end of the game is the winner.

CARDS TO PLAY

You will be a musician.	You will be chef.
You will be an electrician.	You will be a software developer.
You will be an artist.	You will be a social worker.
You will be a firefighter.	You will be a photographer.
You will be a dentist.	You will be an actor/actress.
You will be a car mechanic.	You will be a fitness instructor.
You will be a pilot.	You will be a nurse.
You will be an archaeologist.	You will be an architect.
You will be a carpenter.	You will be a police officer.
You will be an estate agent.	You will be a secretary.
You will be an engineer.	You will be a doctor.
You will be a fashion designer.	You will be a lawyer.

You will be a librarian.	You will be a marine biologist
You will be a chemist.	You will be a farmer.
You will be a veterinarian.	You will be a teacher.
You will be a web developer.	You will be a zookeeper.

Practice 5. Work in pairs to describe a job that you see in the picture. Imagine that you are the person and begin your explanation with this sentence:

Hello, My name is Ali. I am 25 years old and I am studying

Practice 6. Describe the future job that your friends in group have. Share it with friends in front of the class!