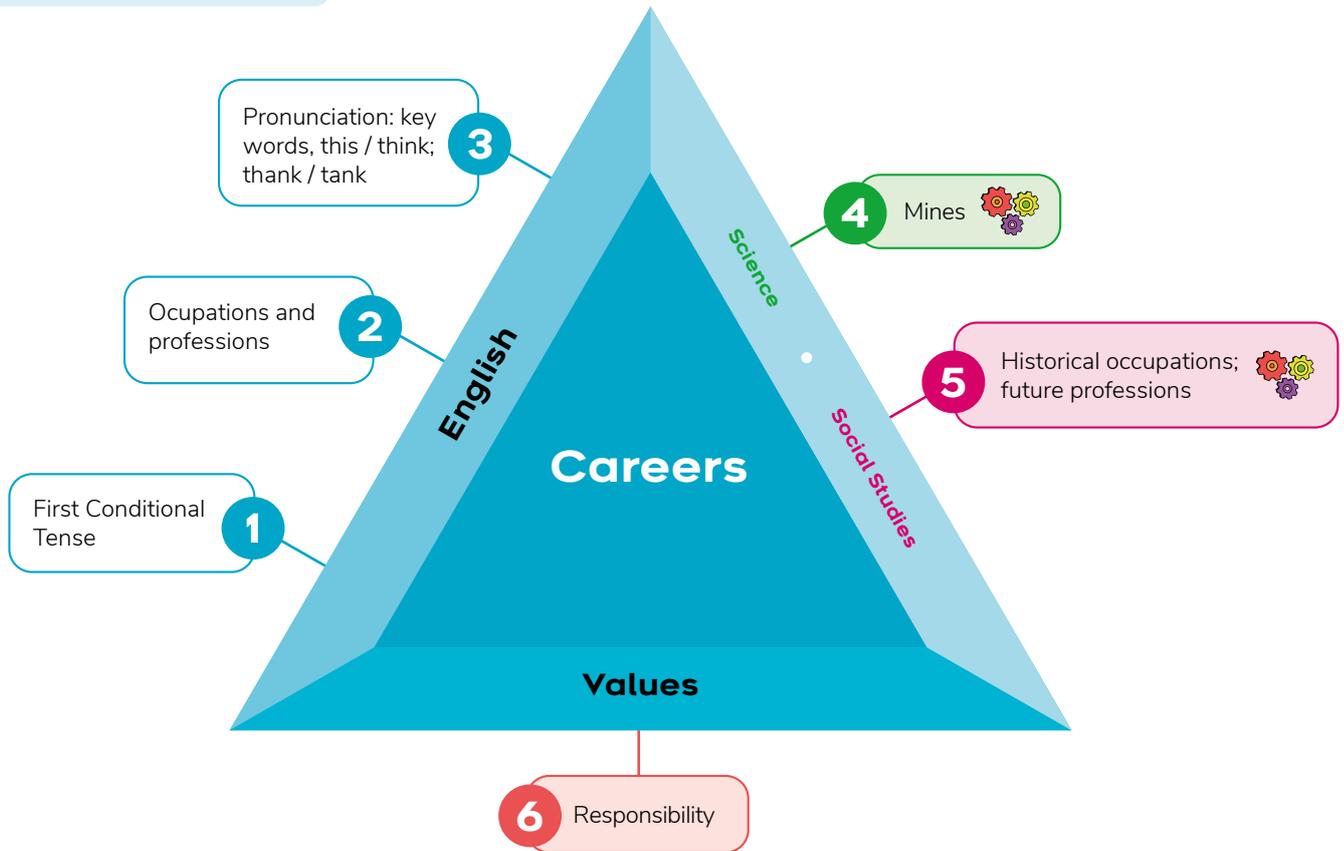


English Pedagogical Module 6

What do you want to be when you grow up?

Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language Through the Arts

Seventh Grade EGB



There are hundreds of different occupations and professions in the world. Some of them are common, like doctors, teachers or chefs, and some of them are very unique, like professional sleepers and dog food tasters! But it doesn't matter if they are normal or unconventional, all occupations and professions are important, because they all help others and contribute to a country's development.



- What are your parents' occupations?
- What career are you interested in?

Communication and Cultural Awareness

How many occupations can you name?

Occupation vs. Profession

A profession requires a university degree; an occupation requires a high school degree.



Exercise 1. Pair work. Make a list of occupations you know.

Exercise 2. Individual work. Match the vocabulary word to each picture.

mechanic

driver

artisan

hairdresser

electrician

farmer

gardener

salesperson



Vocabulary

mechanic. a person who repairs machines, cars, etc.

driver. a person who drives a taxi or bus

artisan. a person who is good at working with his /her hands

hairdresser. a person who cuts hair

electrician. a person who works with electrical installations

farmer. a person who has a farm

gardener. a person who takes care of plants

salesperson. a person who sells things

Exercise 3. Pair work. Look at the list of occupations you wrote before with your partner. Choose one, but don't tell your partner which. Instead, describe it so they can guess. Take turns doing this until you have guessed all the occupations you wrote!

Exercise 4. Pair work. Ask and answer these questions.

1. What does your mother/father do?

2. Where does he/she work?

3. How long has he/she worked there?

Oral Communication

What do you do?



Exercise 2. Group game. What do I do?

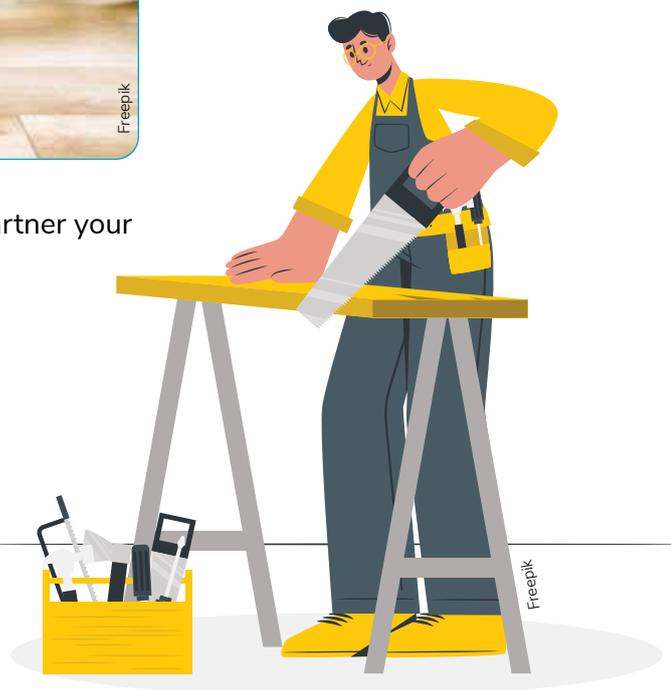
1. Get in small groups of five. One of you can think of an occupation. You are the 'worker.'
2. The other students are the players. They will take turns to ask you yes/no questions to guess your occupation/profession.
3. Each player can only ask two questions.
4. The 'worker' can only answer 'yes' or 'no.'
5. Then, the player can guess the occupation/profession.
6. The winner is the one who guesses the occupation/profession. If no one guesses, the 'worker' is the winner.
7. If there is time, another student can be the 'worker.'

Exercise 1. Pair work. Look at the picture and tell your partner your answers to these questions.

1. What do you think these people do?
2. Where do they work?

Here are some questions you can ask to guess the profession/occupation:

- Is your job difficult?
- Do you wear a uniform?
- Do you work in an office?



Writing

What is your mom's day like?



Exercise 1. Individual work. What's your mom's or dad's daily routine like?

Exercise 2. Individual work. Read the plasterer's daily routine again.

Exercise 3. Individual work. Write your mom's or dad's daily routine on the lines below. Use time expressions like: in the morning, at lunchtime, all afternoon, late in the afternoon, at night.



Language Through the Arts

How can you make money?



Exercise 1. Pair work. Study the vocabulary.

Exercise 2. Individual work. Read the first part of the story of *The Elves and the Shoemaker*. Identify what the problem was.

The Elves and the Shoemaker

Once upon a time, a shoemaker and his wife didn't have enough money to live. The shoemaker only had one piece of **leather** to make a pair of shoes. He sat down to make a pair of shoes. When it was late at night, he stopped working and went to sleep. He didn't finish his work. The next morning, he found the pair of shoes finished.

"How is this possible?" he asked.

He was surprised, but he went to the market to sell the shoes.

Exercise 3. Pair work. What do you think the shoemaker did with the money?

Vocabulary

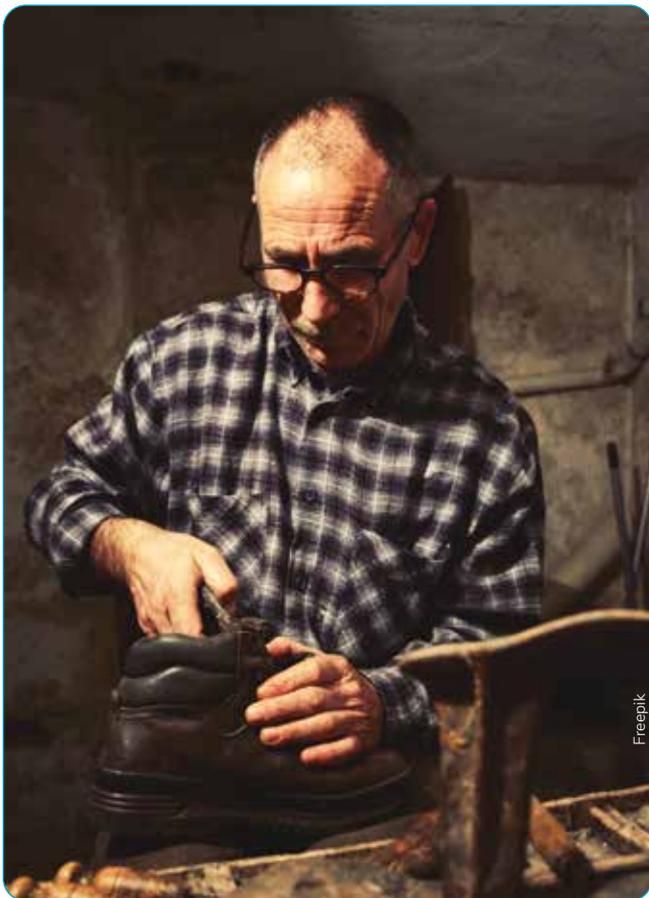
earn. to have someone give something to you by working for it

leather. the skin of some animals that is used to make things like bags, belts, and shoes



Oral Communication

How do you think the story of the Elves and the Shoemaker ends?



Audio
Listen to the dialogue.

Exercise 2. Pair work. Listen to the next part of the story of “The Elves and the Shoemaker.”

Share your prediction with a classmate. Was your prediction right?

Exercise 3. Individual work. You are the teacher! Write three questions you want to ask your partner about the story on the lines below.

- _____
- _____
- _____



Audio
Listen to the dialogue.

Exercise 1. Individual work. Predict the ending of the story of the Elves and the Shoemaker. Write your prediction on the lines. Then, share your prediction with a classmate.

Exercise 4. Pair work. Ask and answer your questions.



Communication and Cultural Awareness

What do your parents do?

Exercise 1. Individual work. Look at these words and match them with the correct picture.

- firefighter
- teacher
- nurse
- architect
- police officer
- doctor
- lawyer
- economist



Exercise 2. Individual work. Listen to your teacher and repeat the occupations/professions.

Exercise 3. Class work. Complete the chart. Ask four classmates these questions.

- What is your father's occupation/profession?
- Does he like it?
- Where does he work?
- What is your mother's occupation/profession?
- Does she like it?
- Where does she work?

Exercise 4. Individual work. Answer these questions.

- How many professions or occupations are there in the class?
- What is the most common profession or occupation?
- What is the least common profession or occupation?

Tip

Most is the opposite of least.

Student's name	Father's profession	Does he like it?	Place of work	Mother's profession	Does she like it?	Place of work
1.						
2.						
3.						
4.						

Oral Communication

What is a teacher's daily routine?



Exercise 1. Pair work. Take turns to ask and answer these questions.

- What do you think your English teacher does every day?
- Would you like to become a teacher?

Exercise 2. Individual work. Before listening to the interview, go over the vocabulary below.



Audio

Listen to the dialogue.

Exercise 3. Listen to a radio announcer interviewing a teacher. His name is Alex. Think about this question: Is it difficult to be a teacher?



Vocabulary

duty. responsibility

Exercise 4. Pair work. Write down some questions you would like to ask your teacher. You can also use the questions from the interview as a guide. Add three or four questions of your own.

- Why are you a teacher?
- What is your routine like?
- How long have you been a teacher?
- Do you like your job?

1. _____

2. _____

3. _____

4. _____



Exercise 5. Class work. Ask the teacher to answer your interview questions, and write his/her answers in the space below.

Oral Communication

Time to play!



Game

Each student takes a card with a job on it. He/she **mimes** the actions of the profession or occupation and the rest of the students have to guess what it is. Students can take turns.

Tip

Pronunciation

To pronounce the "th" in "thin", stick your tongue out a little between your lips and blow. To pronounce the "th" in "this," do the same thing, but make your vocal cords in your throat vibrate. Put your hand on your throat to feel the difference!

Exercise 1. Individual work. Listen to your teacher and pronounce these words correctly: think, thirty, thirteen, this, them, thirsty, they, mother, father.

Exercise 2. Individual work. Listen to your teacher pronounce two words and place them in the correct box.

"th" with vibration	"th" without vibration
the, those, that, this, than, _____	think, third, thank, _____

Now that you have learned the names of some occupations and professions, it is time to have fun!

economist	firefighter	police officer	architect
teacher	mechanic	driver	hairdresser
doctor	nurse	engineer	lawyer
farmer	gardener	salesperson	actor



Vocabulary

mime. to make the movements of someone who is doing something (like playing an instrument) without actually doing it

Reading

Science

What is it like working in a mine?

Working in a Mine



There is a mountain in Potosí, Bolivia called Cerro Rico. During colonization, Indigenous people and black **slaves** from Africa worked in that **mine**. They extracted **silver** and Potosí and Spain became very rich places. But many people died in the mines. Now, miners still work in that mine.

The working conditions in mines are terrible. The work rooms are very small. It is difficult to stand up and the temperature is of more than 35 ° C.

A typical day is working 12 hours, without a break. Miners don't stop to eat and **chew** coca leaves to keep going. Coca leaves help the miners not to feel hungry. Miners are all paid by the number of wagons they fill. When they need more money, they work more than 14 hours, and sometimes even work with their children. It is a very hard job for a child. The salary of a miner in Potosi is about \$80 dollars a month.

Exercise 1. Individual work. Look at this image and answer these questions.

How old is this boy?

What does he have in his hand?

Where is he?

What is he doing?

Exercise 2. Individual work. Read this article and check if your answers from Exercise 1 were correct.

Exercise 3. Pair work. Ask and answer these questions. Use complete sentences.

1. Where is Cerro Rico?
2. What metal is extracted in Cerro Rico?
3. What is the temperature in the mine?
4. How are the work rooms?
5. How many hours do miners work per day?
6. Why do they chew coca leaves?

Exercise 4. Pair work. Discuss these questions with your partner.

What do you think about working in a mine?

Should parents take their children to work in the mine?

Vocabulary

slaves. a person who is owned by another person

mine. a deep hole made in the earth to extract minerals such as gold or silver

silver. a shiny metal, used in making jewelry and coins

chew. to bite something with your teeth

Writing

Should children work?

Exercise 1. Individual work. Read the article below.



Children have the right to physical protection, food, free education, and health care, as stated in the Constitution of Ecuador. Children aren't supposed to work, but in Ecuador 359,597 children and adolescents work. They are 5 to 17 years old. The most common jobs include: working on banana or flower farms, working in mines, working in construction, or on the streets. All of these jobs are illegal.

Adapted from: <https://www.refworld.org/pdfid/560e3e443.pdf>

The best way to eliminate children's labour is to educate people. For that reason your school has organized an art competition.



Exercise 2. Pair work. You have to paint or draw a picture about child labour. Remember to be creative! Include a paragraph about your painting. The paintings will be put in the school hall, and the class will vote for the best picture and explanation.



To explain your painting, you can follow these steps:

1. Give the children in your painting names.
2. Identify where they are.
3. Identify what they are doing.
4. Explain why you chose the image.
5. Write the message you would like to transmit.



Reading

Read the text below and answer the questions with complete sentences.

When Tony was a little boy he wanted to become a police officer. He thought police officers were kind because they helped people, but at the same time they were brave because they fought against criminals. He also loved their uniform. Later, when Tony went to high school, he changed his mind, and he wanted to become a veterinarian. He thought vets were important to take good care of animals, but, unfortunately, he realized he was allergic to some animals. Now that he has finished high school, he is still looking for the best profession for himself.

Tip

“Brave” is NOT like the Spanish word bravo! In English, it means courageous.

- What did Tony want to do when he was little?

- Why did Tony think that police officers were kind and brave?

- When did Tony change his mind?

- What did he want to become when he was in high school?

- Why can't Tony be a vet?

- What profession is he going to choose now?

Freepik

Speaking

Answer these questions.

- What profession or occupation would you like to do when you are older?
- What is another profession or occupation you would like to do?
- What are common professions for parents in your classroom?
- Can you describe a miner's typical day?
- Is child labour legal? Why?



Freepik

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

Reflections	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can use vocabulary related to different occupations/professions.				
I can interview people about their occupations/professions.				

Communication and Cultural Awareness



Social Studies

Which jobs can disappear?

Exercise 1. Pair work. Because of technology, like robots, self-driven cars, and the Internet, many jobs will probably disappear in the future. Think of some jobs that might disappear. Make a list.

Exercise 2. Pair work. Study the vocabulary below.

Exercise 3. Individual work. Match the vocabulary words with the corresponding images below.



Freepik



Freepik

Vocabulary

librarian. a person who takes care of certain books

photography processing technician. a person who develops and processes photos

seamstress. a woman who sews clothes

shoemaker. a person who makes and repairs shoes

watchmaker. a person who makes and fixes watches

Here's an interview with five people who work in professions that could disappear. These people give their opinions about their work. Identify their profession.

Gerardo Carrera

This 85-year-old man says he has 60 years' experience fixing clocks and watches. He has felt the changes in this industry in these past years. He says, "It has been very difficult." He adds, "But my job will not disappear."

Junie Loor

This hardworking woman says, "People fix their clothes more than in the past. Many people fix their clothes to reuse them. I'll be here for a long time."

Soledad Fernández de Córdoba

She loves working with books. She says if you don't want your job to disappear, "You need to adjust to new needs and demands."

Ángel Parra

This man makes and repairs shoes. He says, "Five years ago I had many clients. Now I don't. I may have to close my shop. People just go and buy new shoes."

Marco Vinuesa

"There are still romantic people who like old-fashioned equipment and special paper to process photos. But, that is expensive. Today, everyone takes 'selfies'. In 20 more years, I won't have a job."



Freepik

Oral Communication

Why do you think some jobs might disappear?



Exercise 1. Group work. Work in small groups of four or five students. Read the interviews on Page 16 again and decide on one reason these jobs might or might not disappear.

Exercise 2. Class work. Interrupt the speaker! As your classmates present their information, interrupt them... in a polite way!

- Can I just say something here?
- Can I stop you there for a moment?
- Can I just mention something?
- Sorry for interrupting but...

Job	Reason it might disappear	Reason it might not disappear
Seamstress	_____ _____	_____ _____
Librarian	_____ _____	_____ _____
Watchmaker	_____ _____	_____ _____
Photography processing technician	_____ _____	_____ _____
Shoemaker	_____ _____	_____ _____

Reading

What job would you like to have in the future?

Sweet Dreams



Taylor Moxey wanted a new doll when she was seven years old. But her parents told her she had to make her own money to buy them. So, she started a cupcake business.

Taylor now speaks at conferences and has **established** a **foundation** to build libraries around the world. She wants people to know that their age isn't important if they want to start a business.

"If you really have a passion for something, go out and make it happen," she said.

Adapted from: bit.ly/2U1Xv3D

Exercise 1. Pair work. Ask and answer: What job would you like to have? Why?

Exercise 2. Individual work. Study the words below. Then, make sentences with these words.

Exercise 3. Individual work. Read this article about a little girl who started her own business.

Exercise 4. Pair work.

Taylor's parents told Taylor she had to make her own money.

- Why do you think they told her that?
- Taylor started selling cupcakes, but now she speaks at conferences.
- What do you infer?
- Describe Taylor's personality.
- What information in the text supports your description?



Vocabulary

establish. to start something like a company, a foundation, etc.

foundation. an organization that is created to help others

Language Through the Arts

How do you complete these sentences?



Exercise 1. Class game. Match the sentence parts!

Your teacher will hand out slips. On each slip, there is a part of a sentence about professions.

Go around the classroom, saying your part of the sentence out loud. Find the student that matches the information on your slip of paper.

When you find your partner, sit down.

The game continues until everyone has found their partner.

Your teacher will ask each pair to read their sentences out loud.

Your teacher will tell you if the sentences are right or wrong.



Oral Communication

What profession should I choose?

Exercise 1. Individual work. Study the vocabulary below.

Exercise 2. Pair work. Answer these questions.

Which job do you find the most extraordinary/usual/exciting/
boring/useful?

Exercise 3. Individual work. Listen to the radio show “Extraordinary Things Around the World”. Then, write the name of the job under its picture.



Audio

Listen to the dialogue.



Exercise 4. Individual work. For each job you heard in the radio program (pets' food tester, gumologist and waterslide tester) answer these questions.

Which job do you find the most extraordinary/usual/exciting/
boring/useful?

What other extraordinary or unusual jobs have you heard of?

Vocabulary

tester. a person that tries something

water slide. a smooth surface that goes down

pet. an animal people keep in their homes as a companion

chewing gum. a sweet and flavored gum for chewing

Tip

Pronunciation

To pronounce the “th” in “thank”, stick out your tongue between the lips and blow. For the “t” sound in “tank”, put your tongue touching the ridge behind your top teeth.

Exercise 5. Listen to your teacher and pronounce these words correctly:

Thank, thanks, thanksgiving, tale, tablespoon, tablecloth, table, task.

Exercise 6. Listen to your teacher pronounce words. If you listen to the sound “th” raise your right hand. If you listen to the sound “t” raise your left hand.

Exercise 7. With a partner, read these short sentences. Your partner should show “thumbs up” or “thumbs down” if you pronounce the word correctly. Ask your teacher for help if you need it.

Please use this tablecloth to set a beautiful Thanksgiving table.

Thalia told us a strange tale about Thanksgiving.

Writing

Would you like to have a strange job?

Some of the Strangest Jobs!



Exercise 1. Individual work. Read this article and pay attention to the underlined sentences.

If your parents aren't happy with their jobs, tell them to take a look at these jobs.

Armpit Sniffer

Sounds strange? These professionals work for deodorant companies. They test if the deodorant is good or not. They have to smell 60 armpits an hour and figure out the quality of the deodorant. If you care about unpleasant odours, you won't be a good armpit sniffer.

Snake Milker

Snakes' poison is very powerful. It is used a drug to treat illnesses. But courageous people need to collect that poison by hand. If you are afraid of snakes, you won't do this job.

Exercise 2. Individual work. Answer these questions

What do armpit sniffers do?

How many armpits, do they have to smell per hour?

What do snake milkers do?

How do people use snakes' poison?

Exercise 3. Pair work. Look at the example below; think of two jobs and complete this job description.

Grammar Tip

The First Conditional Tense

It's used to talk about things which could happen in the future, a possibility with certain conditions.

The Condition	The Possibility
If + simple present	Simple future (will/won't)

Title of the job School Teacher	Place of work School
Job description School teachers work every day with young children. They teach: Spanish, Math, Social Science, etc. They have to be very patient.	Job conditions (using if clauses) <ul style="list-style-type: none"> If you don't like kids, this job isn't for you. If you are patient, you will be a good teacher
Title of the job _____	Place of work _____
Job description _____ _____ _____	Job conditions (using if clauses) _____ _____ _____

Vocabulary

armpit. the hollow formed beneath the arm at the shoulder

sniffer. to smell an odor with short breaths through the nose

milker. a person or machine that extracts milk from an animal

illness. the bad condition of the body or the mind

Assessment

Listening

Individual work. Listen to a short dialogue between a mother and her son. Then, answer the questions.

Moment of her life	Profession
When she was a little girl	_____
When she went to school	_____
When she went to high school	_____
At present	_____



Reading

Read this paragraph about an unusual job and answer the questions below with **True (T)** or **False (F)**.

Kids love their toys. Remember how you felt when your favorite toy lost an arm, or your doll lost her head. You felt very sad, but now there's a special technician who can come to the rescue. He is the toy repair technician. He gives a second life to your toy and makes you happy. So, if your toy is broken, do not throw it to the garbage, but take it to a toy technician.

- a. Kids feel very sad when a toy is broken.
- b. The toy repair technician can fix your Dad's car.
- c. Kids feel happy when they have their toys repaired.
- d. According to the paragraph, if your toy is broken, throw it into the garbage.

Speaking

Pair work. Take turns to answer these questions.

- a. Which job did you find the most extraordinary/ usual/ exciting/ boring/ useful?
- b. What other unusual jobs have you heard of?
- c. Which unusual job would you do? Why?
- d. Which unusual or strange job never do? Why?
- e. Which jobs have disappeared?

Grammar / Vocabulary

you are

will be

vet

can

engineer

teacher

Individual work. Maria is a teacher. She knows her students well. Today she is talking about their future professions. Complete these sentences with a word from the box.

Hello everyone. Today we will talk about some professions that may interest you.

If you work hard in school, you _____ successful in your life. If _____ good at Maths, you can become an _____.

If you like animals, you _____ become a _____. If you like to work with children, you can become a _____.



Writing

Individual work. Write a paragraph to answer the question: What do you want to be when you grow up? Use these questions to guide you:

- What is the name of the profession or occupation?
- Where will you work?
- What are the responsibilities of that profession?
- Why do you like that profession?
- Do you know anyone who has that profession?

Blank lined writing area for the student to write their response.

I'm completing this self-evaluation based on what I learned in the module

Self-evaluation

Reflections	I check <input checked="" type="checkbox"/> the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can talk about professions and occupations.				
I can use the first conditional to talk about possibilities and results.				

Project



How could you make a **marble run**?

A marble run is a structure where you can make a **marble** (a small ball) run.

Group work. Look at the image and think about ways you could make a marble run.

In this module, you have learned about careers. One of these careers is engineering. Some engineers create structures. Building a marble run is your project today. Think of a run you could make for your marbles. Be creative!

Here's what you could use:

- Toilet paper rolls
- Cardboard
- A box
- Some tape
- Glue
- Some marbles

More tips for your Marble Run...

Decide how many ramps, curves, it's going to have.

You may make the ramps with flat pieces of cardboard or by cutting the toilet paper rolls in half.

Don't glue the pieces until you test the run with some marbles.

When the structure is ready, take turns to play with your classmates.

Enjoy!

Vocabulary

marble run. a structure used to run your marbles

marble. a small ball of glass or other hard shiny surface

