

# Film and TV

## Film / Documentaries for kids

### Teacher's notes



**Age:** Young learners (9–12)

**Level:** Pre-intermediate (A2)

**Time:** 90 minutes

**Activity:** In this lesson, students will:

1. focus on vocabulary and speaking related to jobs and ambitions;
2. improve listening comprehension of real-life English from two online trailers for documentary films;
3. practise speaking about life goals and ideal jobs;
4. consolidate new language from this lesson by completing a questionnaire about suitability for certain jobs.

**Language focus:** speaking, listening, vocabulary, reading

**Materials:** one copy of the worksheet per student; one copy of the **What is the job for you?** worksheet per pair of students; blank sheets of paper (minimum one sheet per student); a PC or projector; an internet connection in the classroom

homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol.

### 1. Vocabulary (10 minutes)

**Aims:** to identify and consolidate 'jobs' vocabulary that students already know, to practise listening skills related to descriptions of jobs

**Procedure:** On the board, write the word 'jobs' and elicit some examples of jobs (e.g. *teacher, doctor, farmer*, etc).

2. Put students in groups of three or four. Make sure that each group has a pen and a blank sheet of paper. Tell students that they are going to have a competition and ask them to write the numbers one to seven on their paper. Explain that you will give short descriptions of seven jobs and that they will need to write the names of these jobs. Hand out the worksheets and refer students to the first page. Tell students that all the jobs you describe will be from the **Popular Jobs** box on this page of their worksheet.

3. Write the numbers one to seven across the board. As you describe each job, make sure you point to the corresponding number so that students don't get confused. For each job that you choose from the box, give a short, clear definition. Try to avoid using any vocabulary which is included in the job title (e.g. to describe *firefighter*, you could say, 'This person has a dangerous job. If there is an emergency, this person will help. They have a big, red truck. They wear a uniform. They often use a hose, which is an object that sprays water.'). Do this for the seven words that you have chosen.

*Note: It would be a good idea to keep this task as simple as possible by choosing seven jobs which will be reasonably easy to describe and to guess. Suggested jobs for this task: 1. artist, 2. farmer, 3. doctor, 4. firefighter, 5. actor, 6. scientist, 7. driver.*

4. Now ask each group to swap their paper with a different group for correction. Elicit the correct answers for each number and write them on the board. Decide the winning group.

5. Ask students to remain in their groups and to decide the meaning of the other words from the **Popular Jobs** in the worksheet. Monitor as they do this and make notes about any words which cause confusion. Finally, focus on the exact meaning of the more difficult words (e.g. *vet, pilot*).

### Notes:

1. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'captivity', 'available') are from a higher level. Let students know that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.
2. This lesson contains exercises that focus on listening, speaking, vocabulary and reading. If you wish to maximise class time for listening and speaking, you could ask students to complete the vocabulary and reading exercises as preparatory

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#### 2. Read and vocabulary (10 minutes)

**Aims:** to complete a short reading comprehension about people's jobs, to provide students with language related to jobs and ambitions

**Procedure:** Read aloud the task instructions from the worksheet, then refer students to the four short texts. Allow them just a minute or two to read the texts individually. Highlight that they don't need to understand all the words in the texts at this stage. Once they have finished, ask them to discuss the question in the box in pairs (*Which person feels good about the future?*). Finally, elicit the correct answer.

**Key:**

Henry feels good about the future because he thinks that he will be rich and famous.

2. Now refer students to Task 2B and read the worksheet instructions aloud. If necessary, complete the first gap together as a class so that everybody is clear about the task. Allow students to complete the task individually. Monitor as they do this and help weaker students. Once they have finished, ask students to compare their answers in pairs and then check answers as a class.

**Key:**

a. stressful, b. boring, c. mission, d. company, e. self-esteem, f. boss, g. discover *and* inner, h. knowledge

#### 3. Speak (10 minutes)

**Aims:** to speak about jobs and their advantages and disadvantages, to personalise the topic of the lesson (*jobs and ambitions*)

**Procedure:** Read aloud the worksheet instructions for this task and remind students that they could use some of the language from Task 2 to talk about the positive or the negative aspects of certain jobs. Allow them a few minutes to talk in pairs. Finally, provide feedback, focusing on language related to jobs and ambitions. Try to establish which is the most popular (and the least popular) job choice in the class.

#### 4. Vocabulary, listen and speak (25 minutes)

**Aims:** to study vocabulary which will help students to understand a short video, to provide listening practice, to understand a trailer for a documentary about panda bears, to provide spoken practice of topics related to jobs, ambition and nature

**Procedure:** Ask students to work in pairs. Give them a few minutes to complete the vocabulary Task 4a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

**Key:**

Vocabulary	Definition
1. to expand	( 6 ) a good feeling about the future
2. a population	( 4 ) in nature
3. in captivity	( 2 ) the number of people (or animals) who live in a certain area
4. in the wild	( 5 ) the connection between people who are friends
5. friendship	( 1 ) to become bigger
6. hope	( 3 ) in a place where you are not free (e.g. in a zoo)

2. Read aloud the initial worksheet instructions for Task 4B, until the point where students are asked the *What does the panda need to learn?* question. Play the video ('Pandas Official Trailer – Warner Bros. Pictures': [www.youtube.com/watch?v=r3eaGCK2Acs](http://www.youtube.com/watch?v=r3eaGCK2Acs)) and then elicit the answers.

**Key:**

The panda needs to learn how to live in the wild.

3. Before playing the video for a second time, ask students to work in pairs and to read sentences a–e. They might be able to remember some of the answers at this stage. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

**Key:**

- a. have panda babies (she needs to help to expand the population)
- b. in a zoo
- c. to discover their natural abilities (the knowledge is already inside the bears)
- d. China and the USA
- e. good (it is a story of hope)

4. Ask students in pairs to discuss the questions in Task 4c. Give feedback. Focus on language students may have used which will be relevant to the following activity (*hopes and ambitions*).

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#### 5. Vocabulary, listen and speak (25 minutes)

**Aims:** to study vocabulary which will help students to understand a short video, to provide listening practice, to understand a trailer for a documentary about a school play, to provide spoken practice of topics related to films and jobs

**Procedure:** Ask students to work in pairs. Give them a few minutes to complete the vocabulary Task 5a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

**Key:**

Vocabulary	Definition
1. an audience	( 6 ) to act or to sing in front of an audience
2. confidence	( 4 ) a problem
3. a play	( 1 ) the group of people who watch (and listen to) a show
4. a complication	( 3 ) a story which actors perform in a theatre
5. available	( 2 ) ta feeling that you are able to do something well
6. to perform	( 5 ) free to do something (because you have time to do it)

2. Read aloud the initial instructions for Task 5b, until the place where students are asked to identify the director of *Star Wars*. Allow them to discuss this in pairs. Then elicit the correct answer.

**Key:**

George Lucas

3. Now tell students that they are going to watch a video about a school project. Tell them that they just need to watch and to answer the *What is the students' project?* question. Play the video (Jedi Junior High Trailer – MarVista Entertainment: [www.youtube.com/watch?v=0G1C0ILz318](http://www.youtube.com/watch?v=0G1C0ILz318)) and then elicit the answer.

**Key:**

The project is to do a school play, based on the *Star Wars* films.

4. Before playing the video for a second time, ask students to work in pairs and to read the *true* or *false* sentences. They might be able to remember some of the answers at

this stage. Play the video, then allow the pairs to discuss their answers. Finally, elicit the correct answers.

**Key:**

- a. False (the phone-call was from the office of the director of *Star Wars*)
- b. True (he is thinking about what he wants to do for the rest of his life)
- c. True (the director is not available for the show)
- d. True (he says that it gives them self-esteem)
- e. False (a boy says that it will be the biggest audience of his life)
- f. True (a boy says that it is very hot in his Chewbacca costume)

5. Ask students in pairs to discuss the questions in Task 5c. Give feedback. Focus on language students may have used which will be relevant to the following activity (*ideal jobs, hopes for the future*).

#### 6. Speak (10 minutes)

**Aims:** to consolidate new language from the lesson, to provide spoken practice of language related to jobs and ambitions, to aid long-term recall of language from the lesson by allowing students to discuss a concrete suggestion for a future job

**Procedure:**

1. Ask students to work in pairs. Without looking at the task on the worksheet, tell students that in each pair, they are going to interview each other. From their answers, their ideal job will be suggested to them.

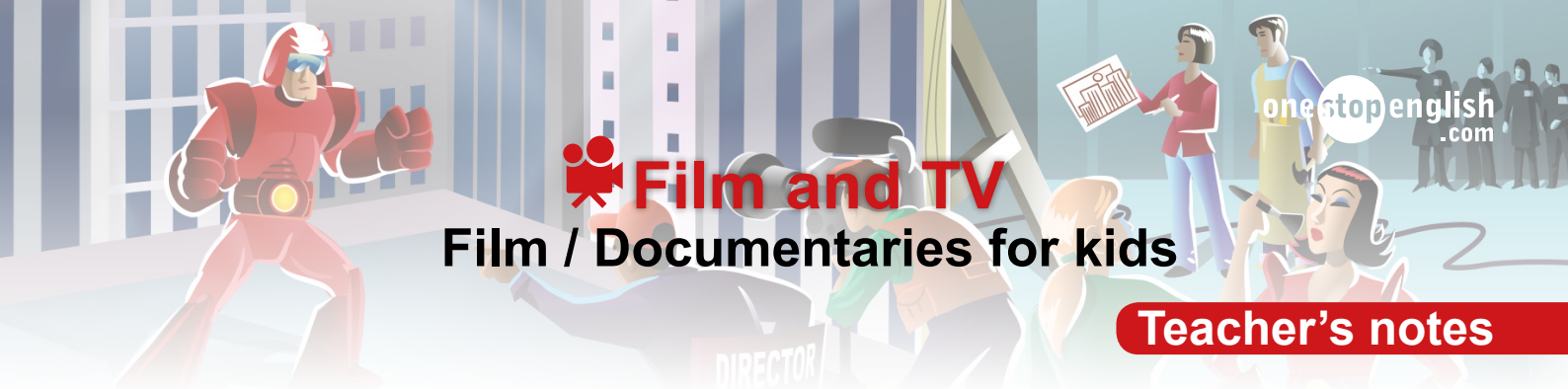
2. Ask students to read the worksheet instructions for the task and then refer students to the questionnaire on the final page of the worksheet. At the top of the questionnaire, they should fill in the name of the student who they will interview. Remind them that as they ask questions to their classmate, they should try to get their classmate to give reasons for each choice. To promote this idea, it could be good to ask Question (a) to a talkative student and then elicit his/her reasoning:

*Teacher: Piotr, from the four options, what is the most important thing about a job for you?*

*Piotr: Money!*

*Teacher: Why is that the most important?*

*Piotr: Because when I grow up, I want to have a Lamborghini and a swimming pool so I want a job with a lot of money.*



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3. Allow students approximately five minutes to interview each other.

4. Once the time is up, give each pair a copy of the **What is the job for you?** sheet. Read aloud the instructions about how students can calculate the total points for their classmate. Allow students a moment to do this. Then ask them to identify the category that corresponds to their classmate's score. Monitor as they do this and help weaker students to understand the information. Once they have identified the category, they should read this information aloud to their classmate.

5. Tell students that they have a minute or so to talk in pairs about whether they agree with the result of the questionnaire. Finally, provide some feedback. If possible, select one student who agrees with their results and one who disagrees. Ask them to explain to the class why they agree/disagree.

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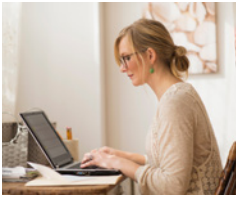
### Worksheet

#### 1a. Vocabulary

Work in groups. Every group needs a pen and a sheet of paper. Write numbers 1–7 on your paper. Your teacher will then describe seven jobs. All the jobs are from the 'Popular Jobs' below. Listen carefully to your teacher and write the correct job for each number. Good luck!

#### Popular jobs

• writer



• doctor



• film director



• farmer



• carpenter



• architect



• firefighter



• police officer



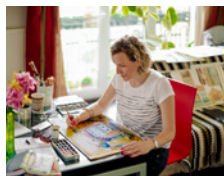
• sportsperson



• pilot



• artist



• driver



• singer



• actor



• dancer



• hairdresser



• vet



• scientist



Now talk to your classmate about the meanings of the other jobs on this page.

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### Worksheet

#### 2a. Vocabulary

In this task, you will read about four people. They describe their jobs. Read the texts and answer the question in the box below.

Which person feels good about the future?



**Trisha, 32, Vancouver (Canada)**

**Job:** doctor in a hospital

**To do my job, you need to:** have very good knowledge about the human body.

**Bad points:** It can be very stressful when I have too many things to do.

**Good points:** I help a lot of people every day. The money isn't bad.



**Sam, 28, Sydney (Australia)**

**Job:** firefighter

**To do my job, you need to:** do a lot of exercise, like running, jumping and climbing (you really need to discover your inner monkey!)

**Bad points:** The money is ok but it could be better.

**Good points:** I help people and my work is never boring.



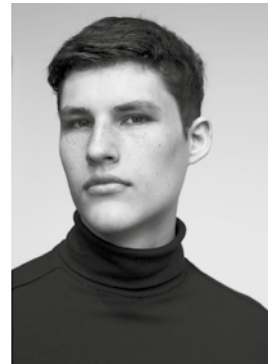
**Helen, 47, New York (USA)**

**Job:** Boss of a big company

**To do my job, you need to:** be intelligent and think about many different things at the same time!

**Bad points:** I work for 12 hours a day, every day.

**Good points:** I make big decisions. The money is very good.



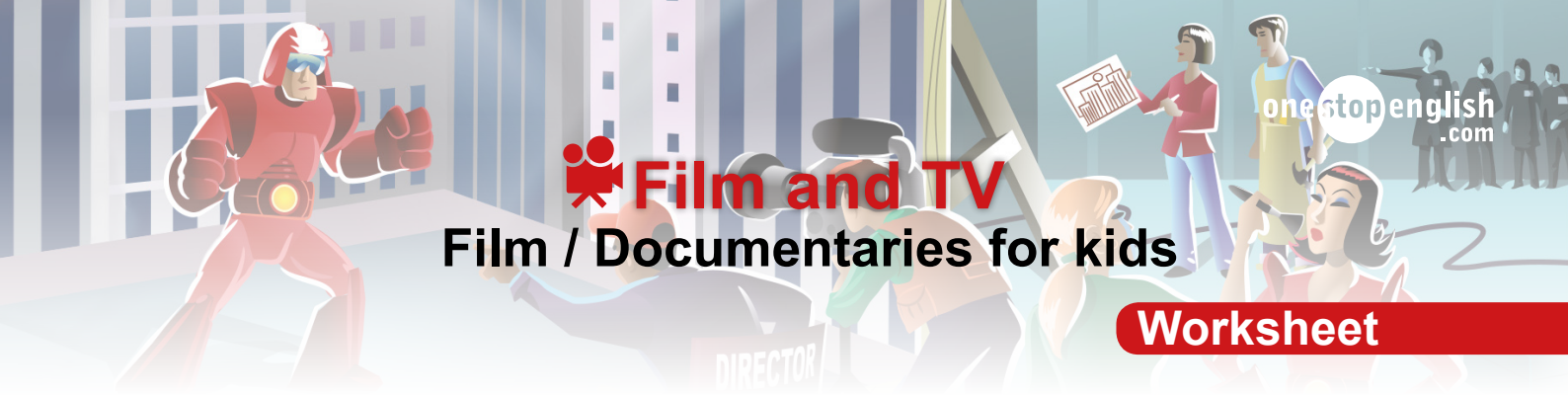
**Henry, 22, London (UK)**

**Job:** actor in theatres and films.

**To do my job, you need to:** have self-esteem (you have to think that you're a good actor!).

**Bad points:** It doesn't give me a lot of money. But my mission is to become rich and famous one day!

**Good points:** I can express my feelings.



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### Worksheet

### 2b. Vocabulary

Use the underlined> words from the texts to complete the words and expressions for each definition.

- a. a job which causes you to feel nervous and stressed = a \_\_\_\_\_ job
- b. a job which is not very interesting = a \_\_\_\_\_ job
- c. your objective or your plan in life = your \_\_\_\_\_
- d. a business (like McDonalds, Mercedes, Microsoft, etc) = a \_\_\_\_\_
- e. to have the feeling that you are important and good = to have \_\_\_\_\_
- f. the person who is at the top of a business and who makes the decisions = the \_\_\_\_\_
- g. to find (something) inside you = to \_\_\_\_\_ your \_\_\_\_\_ (something)
- h. to know information about something = to have \_\_\_\_\_ about something

### 3. Speak

Talk to your classmate about the questions below.

- a. From the four jobs in Task 2a, which job would be the best for you? Explain.
- b. Look again at the jobs in Task 1:
  - What are your top three jobs from the list? Why?
  - What are your bottom two jobs from the list? Why?

(complete the table)

My top three jobs are ...  1. _____  2. _____  3. _____	My bottom two jobs are ...  1. _____  2. _____
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- c. What is your dream job? Why?  
(*dream job* = the perfect job for you)
- d. Describe a person you know who has an interesting job.



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### Worksheet

#### 4a. Vocabulary

In the next task, you will watch a video about people who work with panda bears. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. to expand	( 6 ) a good feeling about the future
2. a population	( ) in nature
3. in captivity	( ) the number of people (or animals) who live in a certain area
4. in the wild	( ) the connection between people who are friends
5. friendship	( ) to become bigger
6. hope	( ) in a place where you are not free (e.g. in a zoo)

#### 4b. Listen

Watch this trailer for the documentary film *Pandas* (Warner Bros.). In this video, we see a panda bear named *Qian Qian* (pronunciation: Chen-Chen). The panda needs to learn something.

[www.youtube.com/watch?v=r3eaGCK2Acs](http://www.youtube.com/watch?v=r3eaGCK2Acs)

Watch the video for the first time and answer the question below.

What does the panda need to learn?

Now watch the video for the second time. Choose the correct word to complete each sentence.

- The mission of the panda (*Qian Qian*) is to \_\_\_\_\_.
  - have panda babies
  - give information to the scientists
- Qian Qian* was born \_\_\_\_\_.
  - in the wild
  - in a zoo
- The man says that he teaches bears \_\_\_\_\_.
  - to be like humans
  - to discover their natural abilities
- The scientists who help the panda are from \_\_\_\_\_.
  - China and the USA
  - Japan and Mexico
- The presenter says that the film makes us think that the future will be \_\_\_\_\_.
  - good
  - bad

#### 4c. Speak

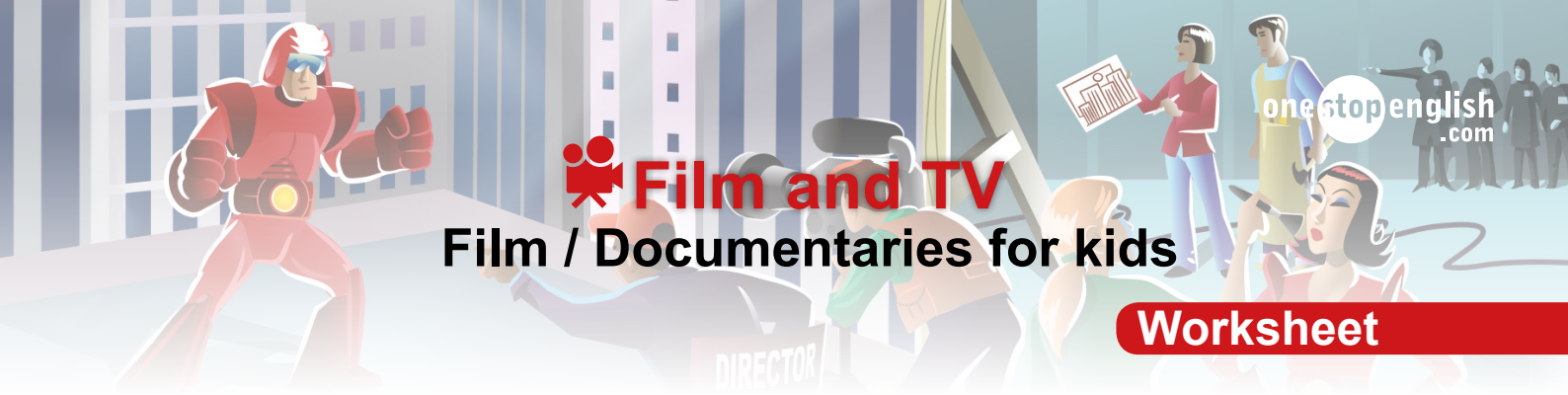
Discuss with your classmate:

Are you surprised by any parts of the video? Why / Why not?

Would you like to work with animals? Why / Why not?

What things does a bear need to learn before it can live in the wild?





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### Worksheet

#### 5a. Vocabulary

In the next task, you will watch a video about students in a school. To help you to understand the video, first match the vocabulary to the definitions.

Vocabulary	Definition
1. an audience	( 6 ) to act or to sing in front of an audience
2. confidence	( ) a problem
3. a play	( ) the group of people who watch (and listen to) a show
4. a complication	( ) a story which actors perform in a theatre
5. available	( ) a feeling that you are able to do something well
6. to perform	( ) free to do something (because you have time to do it)

#### 5b. Listen

Watch this trailer for a documentary film called *Jedi Junior High* (MarVista Entertainment). In this video, we see students preparing for a project related to the *Star Wars* films. Before you watch it, do you know the answer to the next question?

Who is the director of the *Star Wars* films?

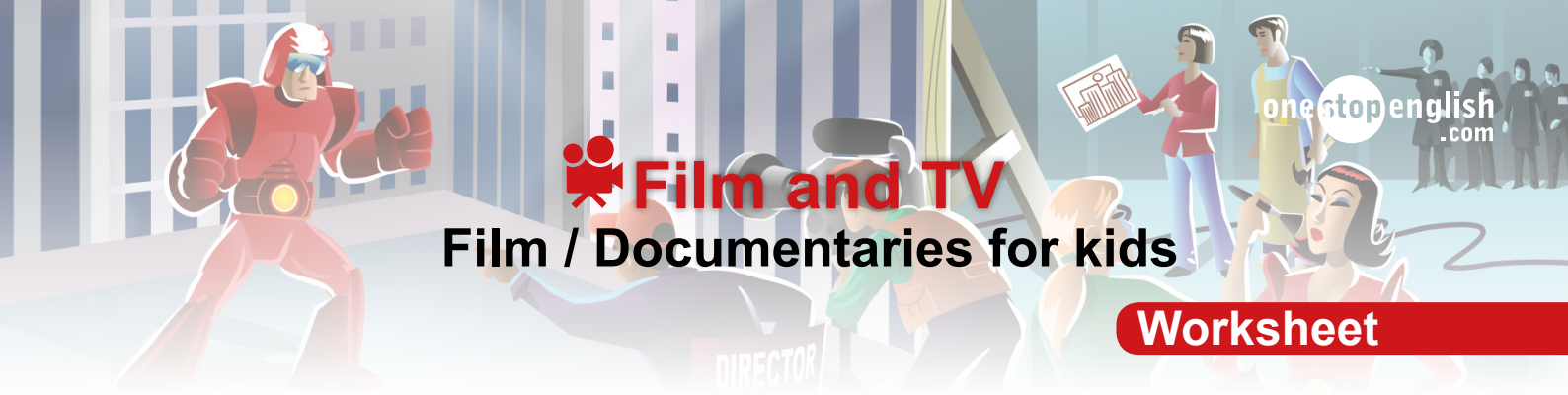
- Steven Spielberg      • Ridley Scott      • George Lucas

Now watch the video for the first time and answer the question below: [www.youtube.com/watch?v=0G1C0ILz318](http://www.youtube.com/watch?v=0G1C0ILz318)

What is the students' project?

Now watch the video for the second time. Decide if the sentences below are true or false.

- a. The school received a phone-call from a famous actor from *Star Wars*. \_\_\_\_\_
- b. A boy says that he is thinking about his future job. \_\_\_\_\_
- c. There is a problem with the director of the play. \_\_\_\_\_
- d. A teacher says that the play makes students feel good about themselves. \_\_\_\_\_
- e. The audience will not be very big. \_\_\_\_\_
- f. One of the problems for the actors is the temperature. \_\_\_\_\_



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### Worksheet

#### 5c. Speak

Discuss with your classmate:

Would you like to watch this documentary film? Why/why not?

Do you like the *Star Wars* films? Why/why not?

Would you like to work as an actor or a director? Why/why not?

In your school, do the students put on a play every year?

#### 6. Speak

In this task, you will discover your perfect job! Work in pairs.

##### Step 1:

Look at the questionnaire on the next page. Ask the first question to your classmate. Then circle the answer that your classmate says (don't worry about the numbers for now). Remember to ask your classmate to explain his/her answer.

##### Step 2:

Now allow your classmate to ask you the same question. Your classmate needs to circle the answer that you say. Remember to explain your answer.

##### Step 3:

Do this for all the questions in the questionnaire.

##### Step 4:

Now look at the information that your teacher gives you. Calculate the points for your classmate. Then tell him/her about the job that corresponds. Does your classmate agree with the result? Do you agree with the result for you?

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### Worksheet

Questionnaire: What is the job for you?

I am going to ask questions to \_\_\_\_\_ (write the name of your classmate)



a. What is the most important thing about a job for you?

helping other people	my feelings	being famous	money
2	1	4	3

b. What is your favourite animal from the list?

a horse	a dog	a turtle	a cat
4	3	1	2

c. What is your favourite sport from the list?

tennis	basketball	football	running
2	3	4	1

d. Where do you want to live?

a house in the mountain	an apartment in the centre of the city	a house in a little town	a house next to a big city
1	4	2	3

e. What is your favourite hobby from the list?

meeting friends	watching tv	reading comics	chatting on the phone or on the internet
3	2	1	4

f. What is your favourite school activity from the list?

English	Art	Drama	Science
3	2	4	1





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### What is the job for you?

For each answer in the questionnaire, there is a number. Look at the number your classmate has selected. Add all the selected numbers together to calculate the total points for your classmate (e.g. 2 + 3 + 4 + 1 + 2 + 2 = 14)

Look at the information that corresponds to your classmate's total:

The total for my classmate is \_\_\_\_\_ points



**6 points to 10 points** – You are a creative person. You don't want to work with a lot of people. You like to have time and space and you don't like stressful situations. Your perfect job would be a writer, a scientist or a driver.



**11 points to 16 points** – You are a curious, interesting person. You want to work with other people, but not too much. Your perfect job would be an architect, a doctor or a hairdresser.



**17 points to 20 points** – You like to have action in your life. You want to work with other people and it's important for you to have money. You don't want a boring job. Your perfect job would be a CEO, a firefighter or a film director.



**21 points to 24 points** – You have a lot of energy. You want to work with other people and you want people to look at you. Your perfect job would be an actor, a singer or a sports person.

Does your classmate agree with the information? Why / Why not?

Do you agree with the information for you? Why / Why not?