

# The Climate Connection

---



# Lesson plan

## 21<sup>st</sup> century jobs

**The future of work and its impact on the environment**

Suitable for use with adult learners of English

CEFR level C1 and above

#TheClimateConnection

[www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection)

## 21<sup>st</sup>-century jobs

### Topic

The future of work and its impact on the environment

### Learning outcomes

During and after the lesson, learners will be able to demonstrate they can:

- work collaboratively to analyse and discuss the future of work and its environmental impacts by using 21st-century skills
- use a selection of modal verbs as required
- write a short analytical paragraph on a collaborative basis.

### Age group and level

Adults at CEFR C1 level

### Time

40-60 minutes with an optional reflective activity

### Materials

The teacher will need: Student worksheets 1-3

### Introduction

This lesson will encourage learners to discuss the future of work and the environmental impact that the workplace can and could have. They will consider both the types of jobs that we can expect to develop in the 21st century and the nature and characteristics of the jobs. The final task will be to make a list of ideas for the future of work in the light of the climate crisis and global inequality.



### Procedure

#### Stage one – 10 minutes total


##### 1. Lead in (2 minutes)

- Explain to learners that we are going to think about jobs and the workplace and their environmental impact. Suggest to them that there are three kinds of jobs:




	<ul style="list-style-type: none"> <li>- existing jobs that will continue into the future with some small changes, such as doctors or teachers</li> <li>- new jobs that have only recently arrived and that will continue into the future, such as cyber security.</li> <li>- jobs that don't exist yet, but that learners think will appear in the future.</li> </ul>
<p><b>2. Introduction activity (8 minutes)</b></p> 	<ul style="list-style-type: none"> <li>• Divide learners into pairs or small groups.</li> <li>• Explain that they are going to do a collaborative brainstorming activity and will consider two questions:           <ul style="list-style-type: none"> <li>- What are some of the environmental impacts of the workplace?</li> <li>- How might jobs in the 21st century be different from 'older' jobs?</li> </ul> </li> <li>• Collect some ideas from the groups and discuss them at class level, putting some on the board if available. Accept all ideas, as the objective of this is to stimulate learners' knowledge of the world and creativity for the next activities.</li> <li>• Ideas you might hear or might want to mention include:           <ul style="list-style-type: none"> <li>- Driving to work adds to global warming.</li> <li>- Heating or cooling in large offices adds to global warming.</li> <li>- People might work from home more often.</li> <li>- Will working weeks become longer or shorter?</li> </ul> </li> </ul>
<p><b>Stage two – developing ideas and language review (30 minutes)</b></p>	
<p><b>3. Critical thinking and idea development (20 minutes)</b></p> 	<ul style="list-style-type: none"> <li>• Put the learners into groups of four to six and give each group copies of worksheet 1. You can put copies of the worksheets on classroom walls if you prefer. NB. For a low-resource lesson draw the tables on the board for learners to copy into notebooks.</li> <li>• Each group should work on the worksheet for about ten minutes, covering both section one and section two. These activities are quite demanding in terms of content, so stop them at ten minutes, or before if they find it too challenging, and give each group a copy of worksheet 2. This worksheet includes a list of new vocabulary items, but the ideas around the</li> </ul>



	<p>vocabulary will help to stimulate the discussions. Allow them to continue to work on worksheet 1, but using worksheet 2, for another 10 minutes.</p> <p>NB For a low-resource lesson the jobs could be written on the board and briefly explained before learner discussion. For worksheet 2, part 2 a dictation activity could be used.</p>
<p><b>4. Collaborative language review – modals (10 minutes)</b></p> 	<ul style="list-style-type: none"> <li>• Put the learners into <i>new</i> groups of at least four. The groups should be composed so that each group has a mixture of members from other groups as far as possible.</li> <li>• Tell the learners that in the final stage of the lesson they are going to work collaboratively to write a series of ideas about what they think and hope the future of work will be like, including how newer jobs might be ‘greener’.</li> <li>• Give each group some copies of worksheet 3, or put copies on the wall for learners to look at. Ask the learners to look at the examples of the sentences and modal verbs and their usage and discuss them with the other members of the group. Tell them to ask any questions at class level if nobody in the group can help them.</li> </ul>

### Stage three – Writing the ideas (20 minutes)

<p><b>5. Writing statements – collaborative Writing and editing (15 minutes)</b></p> 	<p>This could also be done as a consolidation activity in the following lesson.</p> <ul style="list-style-type: none"> <li>• Ask the learners to stay in the same groups and using the notes on all the worksheets, or in their notebooks, to discuss, write and collaboratively edit four ideas about the future of work and how it might impact the environment. Each idea should have at least three sentences, and for higher-level students in the group you could ask for more ideas and/or more sentences. This could be set up in class to complete for homework with higher-level learners.</li> <li>• Allow 15 minutes for the writing activity and 5 minutes for some class-level feedback and for some examples to be shared with all the group.</li> <li>• A possible follow-up or project activity would be to collect all the ideas into one document that could be shared within the institution or online.</li> </ul>
--	--



	<p><b>NB</b> For differentiation use assigned learners roles within the group, such as:</p> <ul style="list-style-type: none"> <li>• facilitator: checking timings and managing task</li> <li>• note taker: making sure ideas are written down</li> <li>• editor: checking grammar and vocabulary</li> <li>• spokesperson: making the presentation.</li> </ul>
<p><b>6. Reflection</b> (10-15 minutes) <b>OPTIONAL</b></p>	<p>Ask learners to share in their groups any new ideas they've learnt and 2 new pieces of vocabulary they've learnt. Ask the spokesperson to share ideas from their group.</p>
<p><b>Additional resource</b></p>	<p>LearnEnglish video, 'How to talk about your job in English': <a href="https://youtu.be/CQDJKdmpxOI?si=u2Fv9vLDhAjS_1z6">https://youtu.be/CQDJKdmpxOI?si=u2Fv9vLDhAjS_1z6</a></p>

**Contributed by**

Christopher Graham  
Edited by Suzanne Mordue

Remediated for accessibility 2026

