

PROCEDURE

Competencies: Social and civic competencies (behaviour that is needed for effective and constructive participation in society)
 Mathematical literacy (the ability to build to solve problems)
 ICT and digital competencies (confidence in the use of ICT)
 Lifelong learning skill (the ability to search and master new knowledge, to gain new skills, to organize an educational process to appraise educational achievements)
 Sense of entrepreneurship (the ability to generate and bring to life new ideas and initiatives)

Integrated content lines: Civil Responsibility (forming a responsible citizen of our society, capable of intercultural communication and interaction)
 Entrepreneurship and Financial Literacy (the ability to plan and develop different tasks, present themselves and their achievements, make decisions)

INTRODUCTION

Lesson stages	Method/ Approach	Time	Instructional sequence. Teacher's activity	Students' activity	Aims	Outcomes
Greeting. Warming up	Total physical response	8 min.	Hello! How are you today? What day is it today? So, is it a weekday or a weekend? On weekdays is your routine the same or different every day? In what way is your routine different at the weekend? OK, let's find out what you typically do during the day. Game "Find someone who". Present what you have found out.	Greet and answer the teacher's questions.	To give Ss practice in asking and answering the questions	Ss are able to ask and answer the questions. Ss are able to present the ideas.
Defining the learning objectives of the lesson. Motivation Vocabulary			How do all these questions relate to what we are going to learn today? Jobs. Pep-talk.	Do you: send messages to your friends? make a list of things to do? find somewhere quiet to work/study? use social-networking sites? take breaks sometimes? start work as early as possible? meet lots of different people? make yourself busy so there is no time to get bored? - What if it's too hard? - I'm gonna push through! - What is it's too rough? - I'm gonna push through!	To help Ss make predictions about the theme of the lesson, to	

revision			<p>But before we start our class let's revise the words related to jobs. Which jobs do you know?</p>	<ul style="list-style-type: none"> - What if it's too tough? - I'm gonna push through! - What if you're too young? - That's not true! - What if you're not good enough? - That's not true! - Why? Because... - I can do anything I put myself to. - I believe in you! - Chin up! - Believe in yourself! - Head high! - Tell me why. - We push through anything we put our minds to. <p>Vocabulary brainstorming</p>	<p>encourage Ss</p> <p>To activate Ss' background knowledge</p>	<p>Ss revise the vocabulary concerning jobs</p>
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MAIN PART

Presentation of new material						
Vocabulary introduction/ practice	Task based learning	14 min.	<p>There are some more words denoting jobs. Have a look at the list of words in Ex.2 p.52. Let's check which of them you know, and which are unfamiliar. How do you understand them?</p> <p>Which of them are depicted on the photos A-D? Which of them seem to be the most interesting for you? Why?</p> <p>Which jobs are the best-paid jobs? Which are the worst-paid jobs?</p> <p>Use the phrases</p> <ul style="list-style-type: none"> - I think - I suppose - To my mind, - In my opinion, <p>Which do you think are the best-paid jobs in</p>	<p>architect, cleaner, dentist, engineer, farm worker, hairdresser, paramedic, pilot, programmer, receptionist, sales assistant, solicitor, sports coach, travel agent, waiter</p>	<p>To help students give definitions of the presented words</p> <p>To give Ss practice in transferring from verbal to visual information</p> <p>To engage Ss in expressing their ideas using the given linking phrases</p>	<p>Ss are able to define the words</p>

			<p>the UK? Which are the worst-paid jobs? Let's listen and check your suggestions. Ex. 4 p.52</p> <p>What information did you find surprising?</p> <p>When we talk about jobs, we can characterize them saying that they are interesting, boring, well-paid, etc. Let's have a look at the adjectives describing the jobs. Ex.5 p.52</p> <p>Crossword puzzle</p> <p>Which job is the most creative? Which job is the most tiring? ...</p>	<p>1. involving the use of the imagination or original ideas to create something (creative)</p> <p>2. testing one's abilities, provocative (challenging)</p> <p>3. giving a reward especially by making you feel satisfied that you have done something important or useful (rewarding)</p> <p>4. making you feel worried and nervous (stressful)</p> <p>5. having or showing many different types, or changing often (varied)</p> <p>6. involves actions or elements that are repeated many times and therefore seem to be boring (repetitive)</p> <p>7. making you feel tired (tiring)</p>	<p>To give Ss listening practice</p> <p>To present and practice new vocabulary</p>	<p>Ss are able to listen for specific information</p> <p>Ss are able to guess the word by its definition and use the presented vocabulary in their answers</p>
Practice of new material						
Speaking. Pair work	Total physical response	6 min.	<p>Let's summarize what you have learnt so far. Let's divide into two groups. Before we do this, take a card out of the pile. If you think that this job requires being inside the building, move to the group which is on the left. If you think that it needs to be outside – move to the group which is on the right. Here you have to stand in two circles – inner and outer ones. Show the card to your partner and let him/her talk. Change roles. Step aside and repeat the procedure.</p>	<p>Inside: cleaner, dentist, hairdresser, solicitor, estate agent, sales assistant, receptionist, travel agent, waiter</p> <p>Outside: farm worker, sports coach, gardener, landscape architect, environmental engineer, surfing instructor, dog walker, firefighter</p> <p>Jobs speaking cards:</p> <p>Talk about the most dangerous jobs.</p> <p>Talk about your dream job.</p> <p>Talk about the most well-paid jobs.</p> <p>Talk about the best outfit for a job interview.</p> <p>Talk about pros and cons of a part-time job.</p> <p>Talk about pros and cons of a full-time job.</p> <p>Talk about who are better bosses – men or</p>	To give Ss practice in using new vocabulary through pair work	Ss are able to create narrations

				<p>women.</p> <p>Talk about the most popular jobs in your country.</p> <p>Talk about the most boring jobs.</p> <p>Talk about how to be successful at work.</p> <p>Talk about what is better to be a boss or an employee.</p> <p>Talk about the lowest-paid jobs in your country.</p> <p>Talk about jobs of the future.</p> <p>Talk about what you wanted to be when you were a child.</p>		
Pre-listening	Authentic use/ Restricted use/ Clarification and Focus	6 min.	<p>Have a look at the photos E – H Ex.6 p.53.</p> <p>What jobs do they show?</p> <p>What do these people do? Let's read the phrases. Match them with each job.</p> <p>Describe what each person does.</p> <p>Example: Au pair works with children.</p>	<p>Answer the phone, be on your feet, be part of a team, deal with the public, earn a lot of money, make phone calls, serve customers, travel a lot, use a computer, wear a uniform, work alone, work indoors/outdoors, work with children, work long hours/nine-to-five.</p>	<p>To give Ss practice in talking about four types of jobs</p>	<p>Ss are able to describe the jobs using given collocations</p>
Listening		5 min.	<p>Ex.7 p.53</p> <p>Listen to four teenagers talking about their holiday jobs. Match one adjective from Ex.5 p.52 with each speaker's job. Give a reason for your choice.</p>			
Post-listening		7 min.	<p>Complete the sentences about the four teenagers you have just heard about with the past simple affirmative or negative form of the correct verb. Look again at the work activities in Ex.6 p.53 to help you.</p> <p>Listen again and check. Do any of the descriptions surprise you?</p>			
				<ul style="list-style-type: none"> - Ellie (didn't earn) a lot of money as an au pair. - She (travelled) a lot while she was with the family. - Tom (didn't work) long hours as a gardener. - He (wasn't) part of a team. - Katie (worked) with children all day. - She (worked) long hours most days. - Fynn (worked) nine-to-five as a charity fundraiser. - He (made) phone calls to lots of people. 	<p>To engage Ss in selective listening</p>	<p>Ss are able to listen for specific information</p>
					<p>To give Ss practice in using Past Simple</p>	<p>Ss are able to use Past Simple Affirmative /Negative</p>

Language practice	Technology-based learning	16 min.	There are lots of work we have done today, lots of jobs we have talked about. Let's revise a bit. But before we start doing this, let's split into the groups. You will have the papers with words, your task is to find the partners with whom you will form the whole phrase. work nine to five be on your feet deal with the public earn a lot of money Genially quest		To help Ss revise and consolidate the structures and vocabulary learnt so far	Ss are able to use the vocabulary and structures learnt at the lesson
Pre-reading Reading	Task based learning	1 min. 3 min.	Have a look at the statements. What words would you put in there? Group A Find three reasons why hairdressers are happy. Group B Find three reasons why hairdressers might not be happy.	Do you want a job that brings you happiness? If so, you might want to consider _____ as a career. A new league table has said that _____ are the happiest workers in the UK. (hairdressing/hairdresser) Group A So what is it about being a hairdresser that makes you happy? Jonathan Pickup, who works at the Slice Salon in Newcastle and has been a hairdresser for 21 years, says, 'It's quite a young environment – it's quite trendy. You mix with quite a lot of young people. You get to my age and it is quite nice to be around people who are eager in their job.' Michael Osbaldeston from examination body City & Guilds, who conducted the survey, said there were lots of reasons why happiness and hairdressing should go hand in hand. 'It is the relationship they have with their client which makes the job what it is ... They are appreciated. They make people feel good and look good. (a young and trendy environment, colleagues who are eager, appreciated by clients) Group B	To help Ss make predictions To give Ss practice in scanning the text	Ss are able to identify specific information in the text

Post-reading		2 min.	Pair up. Compare your answers, then discuss what you think the opposite reasons might be, i.e. if you found reasons why hairdressers are happy, think of reasons why hairdressers might not be happy, and vice versa.	<p>But before you start your hairdressing course, see what other hairdressers have to say! Here are some of the comments posted on the BBC website following this story.</p> <p>‘I am a former hairdresser ... and gave up eight years ago to do a degree. I am now working at a university and have regular hours, no back problems, Saturdays to do what I want with and no late nights. There is nothing I miss about hairdressing ...’ Jill Handley from Norwich</p> <p>‘I did summer work [at a hairdresser’s] as a teenager and hated every minute of it. There was no way in the world I would want to be a stylist and [I am] now very content working in IT.</p> <p>(irregular hours, back problems, working on Saturdays or late nights)</p>	To give Ss the opportunity to expand on the topic	Ss are able to dwell on the topic using their notes
Application of new material						
Creative writing	Project based learning	11 min.	<p>When talking about jobs, which of them are connected with Internet? Would you like to work on the Internet? What do you usually do on the net? So, you are very much aware of social media.</p> <p>Let’s write down the social media profiles. You have just written the text about hairdressers and hairdressing. Write the profile of the story using different social media styles (Facebook, Instagram, Twitter, TikTok). Meet the requirements for the page. Share your work with other groups.</p>	Requirements for social networks profiles	To give Ss practice in narrating a story from a different perspective	Ss are able to summarize a story
SUMMING UP						
Summing up. Reflection.		1 min.	We have talked much about different jobs and their characteristics. What was interesting for	Today I learnt This was easy	To give Ss practice in	Ss are able to reflect on

Homework			<p>you and what would you like to know? Follow the link and fill in the board. https://ideaboardz.com/for/Feedback/4167149 Homework: write an essay about the job that makes people happy. In your essay explain: conditions, favourable factors, give examples</p>	<p>This was hard I plan to</p>	<p>reflecting their work</p>	<p>their learning</p>
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APPENDICES

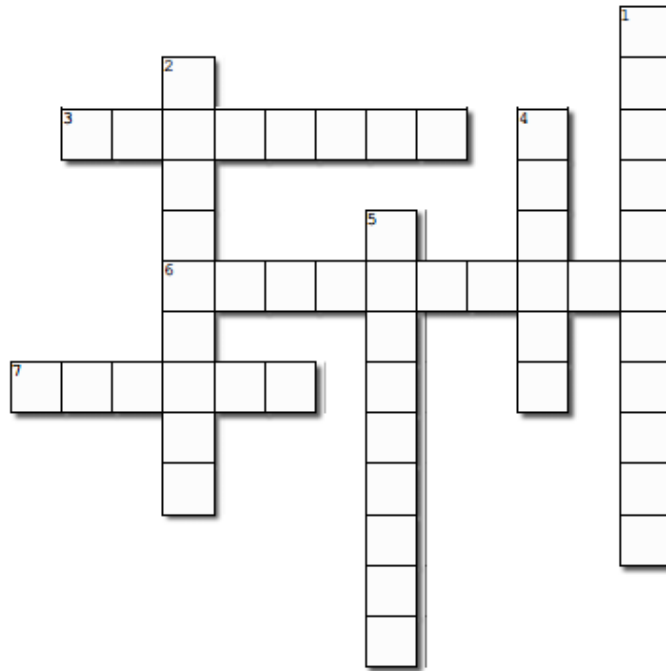
Appendix 1

Find someone who...

Do you...	Who?
send messages to your friends?	
make a list of things to do?	
find somewhere quiet to work/study?	
use social-networking sites?	
take breaks sometimes?	
start work as early as possible?	
meet lots of different people?	
make yourself busy so there is no time to get bored?	

Appendix 2

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

stressful creative repetitive tiring varied rewarding challenging

Across

- 3. involving the use of the imagination or original ideas to create something
- 6. involves actions or elements that are repeated many times and therefore seem to be boring
- 7. having or showing many different types, or changing often

Down
















- 1. testing one's abilities, provocative
- 2. giving a reward especially by making you feel satisfied that you have done something important or useful
- 4. making you feel tired
- 5. making you feel worried and nervous

<https://www.armoredpenguin.com/crossword/bin/crossword.cgi?cmd=solve&filefrag=2021.10/1506/15062405.575.html>

Appendix 3

TALK for 1 MINUTE

JOBS

<p>1</p> <p>Talk about the most dangerous jobs.</p> 	<p>2</p> <p>Talk about your dream job.</p> 	<p>3</p> <p>Talk about the most well-paid jobs.</p> 
<p>4</p> <p>Talk about the best outfit for a job interview.</p> 	<p>5</p> <p>Talk about pros and cons of a part-time job.</p> 	<p>6</p> <p>Talk about pros and cons of a full-time job.</p> 
<p>7</p> <p>Talk about who are better bosses - men or women.</p> 	<p>8</p> <p>Talk about the most popular jobs in your country.</p> 	<p>9</p> <p>Talk about qualities of a perfect boss.</p> 
<p>10</p> <p>Talk about the most boring jobs.</p> 	<p>11</p> <p>Talk about how to be successful at work.</p> 	<p>12</p> <p>Talk about what is better to be a boss or an employee.</p> 
<p>13</p> <p>Talk about the lowest-paid jobs in your country.</p> 	<p>14</p> <p>Talk about jobs of the future.</p> 	<p>15</p> <p>Talk about what you wanted to be when you were a child.</p> 

<https://view.genial.ly/61613b7019b71e0dd2ec9eb4/interactive-content-escape-game-jobs>

Appendix 5

Requirements for the **Facebook** page include:

1. a symbol that illustrates and represents the main idea of the story
2. a motto/slogan, which gives summaries which are relevant (slogan is written in 1 short sentence)
3. a motto/slogan, which gives summaries which are not relevant (slogan is written in 1 short sentence)
4. 2 relevant facts (each fact is written in 1 short sentence)
5. 2 explanations why these facts are relevant nowadays (each explanation is written in 2 analytical sentences)
6. 2 explanations why these facts are not relevant nowadays (each explanation is written in 2 analytical sentences)
8. 2 drawings ("photos") - visual illustrations of the main plot
9. an explanation for each drawing ("photo") how this drawing ("photo") illustrates the plot (each explanation is written in 1 short sentence)
10. 2 conclusions why the story teaches us a lot (each conclusion is written in 2 analytical sentences)

Requirements for the **Instagram** account include:

1. creative and interesting title (username) of your Instagram account which explains the main idea of the story (2 to 3 key words)
2. 4 drawings (pictures in your Instagram account) - visual illustrations of the main plot
3. an explanation for each drawing (picture) which items are illustrated in this drawing (picture)
4. an explanation for each drawing (picture) why this story can be judged positively (each explanation is written in 2 analytical sentences)
5. an explanation for each drawing (picture) why this story can be judged negatively (each explanation is written in 2 analytical sentences)

6. 2 conclusions why the whole story is important for people (each conclusion is written in 2 analytical sentences)!

Requirements for the **Twitter** account include:

1. a Twitter account username that is creative and interesting and explains the main idea of the story (1 to 2 key words)
2. 5 tweets (facts) about the story (important: each tweet is written in 1 short sentence; each tweet isn't longer than 140 characters; tweets must be impersonated - written from "I...", "we...", "us..." or a similar perspective)
3. 2 conclusions why the whole story can be judged positively (each conclusion is written in 2 analytical sentences)
4. 2 conclusions why the whole story can be judged negatively (each conclusion is written in 2 analytical sentences)
5. 2 drawings ("photos") - visual illustrations of the summary
6. an explanation for each drawing ("photo") how this drawing ("photo") illustrates the summary (each explanation is written in 1 short sentence)

Requirements for the **TikTok** account include:

1. a TikTok account username that is creative and interesting and explains the main idea of the story (1 to 2 key words)
2. 3 episodes (historical facts) about the story (important: each episode shows 3 short sentences)
3. 2 conclusions why the whole story can be judged positively (each conclusion is written in 2 analytical sentences)
4. 2 conclusions why the whole story can be judged negatively (each conclusion is written in 2 analytical sentences)
5. 2 drawings ("photos") - visual illustrations of the summary
6. an explanation for each drawing ("photo") how this drawing ("photo") illustrates the summary (each explanation is written in 1 short sentence)

IMPORTANT!

When you are creating your Facebook page, use information from the reading material or seek additional information from other sources. Information, which is used in the page must be accurate and connected with the learning aims of this work!

Information in the page must be placed in a way that creates a single story and is easy to understand for the reader!