

LESSON PLAN

SCHOOL–

GRADE – 8th

LEVEL – Intermediate

TEACHER –

UNIT: 1c- It's fun

LESSON –Jobs and professions

TEXTBOOK: SPARK 4

TYPE OF LESSON – revision of knowledge

DATE –

TIME – 50 minutes

COMPETENCES

2. Exprimarea orală în situații de comunicare uzuală

2.2. Participarea la scurte interacțiuni verbale, cu sprijin din partea interlocutorilor

4. Redactarea de mesaje simple în situații de comunicare uzuală

4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură ("și", "dar", "pentru că")

AIMS

At the end of the lesson students will be able to:

1. talk about jobs
2. scan and skim for relevant information in a text
3. identify and use vocabulary connected with jobs
3. express personal opinion on jobs and give arguments

SKILLS

- listening
- speaking
- reading
- writing

TECHNIQUES

- individual work
- observation
- explanation

RESOURCES

- laptop
- interactive worksheets
- notebooks

ANTICIPATED PROBLEMS

Students might

- not remember all the jobs
- find it difficult to write an argumentative short essay

ACTIVITIES

WARM UP	
AIM	*creating a pleasant atmosphere for the English class; *helping students feel relaxed.
INTERACTION	*T – Ss/ *Ss – T
PROCEDURE	*T asks Ss <i>How are you today?/ Is anybody absent? / Are you ready to start the English class?</i> *Ss answer T's questions;
ESTIMATED TIME	*1 minute

TRANSITION TO THE NEW TOPIC	
AIDS	SS' homework
AIM	*checking if there were any problems with their homework.
INTERACTION	*Ss – Ss / *Ss – T
PROCEDURE	*T asks Ss what their homework was; *Ss read their homework sentences about jobs
ESTIMATED TIME	3 minutes

PRESENTATION: 1. LEAD IN (pre-reading/pre-speaking/pre-writing/pre-listening)	
AIDS	Internet/ Interactive game
AIM	*refreshing vocabulary about jobs
COMPETENCES	2.2
INTERACTION	*Ss – T/ *T – Ss
PROCEDURE	*T announces that today's lesson is about jobs *T writes the title of the lesson on the virtual whiteboard; *T asks Ss if they want to play a game on jobs *T plays the Quiz *Ss identify the jobs *T asks Ss to choose a job they like and write it down on their notebooks
ESTIMATED TIME	4 minutes
2.	
AIDS	Laptop/Worksheet
AIM	*eliciting information about what people do at their jobs
COMPETENCES	2.2
INTERACTION	*Ss – Ss *Ss – T
PROCEDURE	*T presents ex 4/page 21. (recording will be played twice) *Ss listen and fill in the blanks. *T displays interactive worksheet with jobs *Ss choose the correct answers *T displays the correct answers and asks Ss to find the job they have already chosen. *Ss write down what their job is about (definition)
ESTIMATED TIME	10 minutes

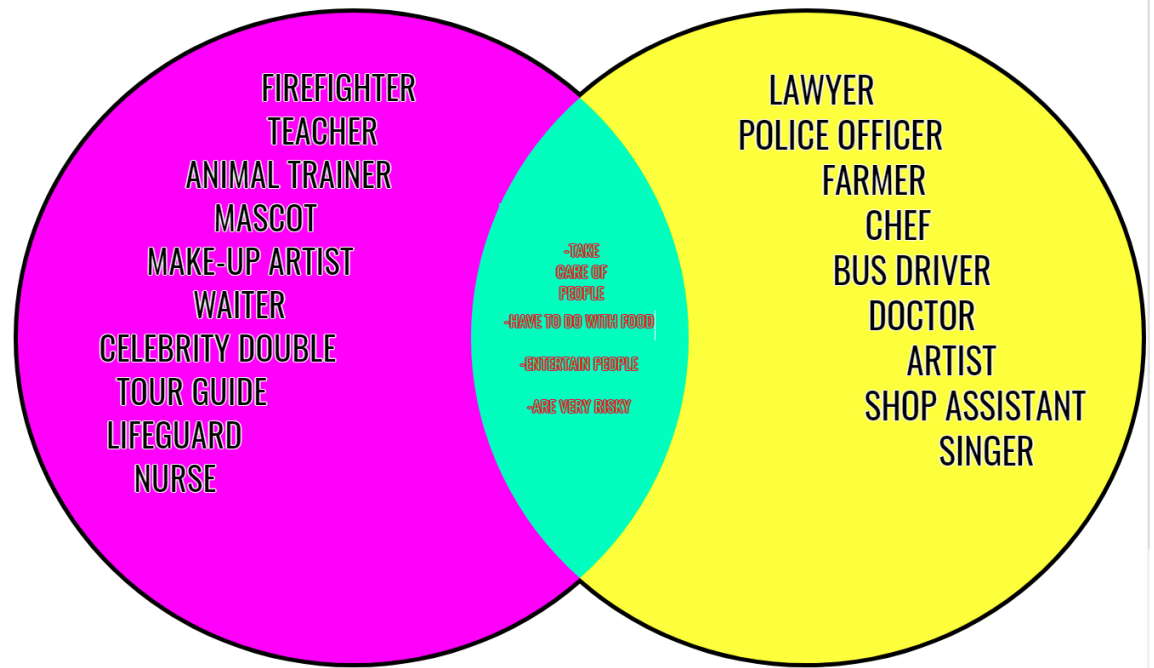
DEVELOPMENT/ PRACTICE (while- reading/while- speaking/while- writing/while- listening)	Practice 1
AIDS	Laptop/Internet
AIM	*extracting relevant information from a text about jobs
COMPETENCES	2.2
INTERACTION	*Ss - Ss *Ss – T
PROCEDURE	*T displays the worksheet about jobs *Ss read the text by taking turns *Ss work together to find the correct answers *T provides feed-back
ESTIMATED TIME	12 minutes
	Practice 2
AIDS	<u>Venn Diagram</u>
AIM	*choosing what different jobs have in common
COMPETENCES	4.2
INTERACTION	*Ss –Ss *Ss – T
PROCEDURE	*T shares screen with the <u>Venn diagram</u> *Ss are divided into 4 groups and are asked to identify the jobs which have something in common *Ss are asked to make up sentences to discuss about jobs (1. _____ and _____ take care of people.) (2. _____ and _____ have to do with food.) (3. _____ and _____ entertain people.) (4. _____ and _____ are very risky professions.) *Ss read the sentences aloud.
ESTIMATED TIME	7 minutes
PRODUCTION/ FEED-BACK (post- reading/post- speaking/post- writing/post- listening)	
AIDS	Worksheet
AIM	*writing a short presentation of the job you would like to have
COMPETENCES	4.2
INTERACTION	*Ss- Ss *Ss – Ss *T - Ss
PROCEDURE	*T asks Ss to use <u>the template</u> about jobs to write their own presentation.
ESTIMATED TIME	*7 minutes

Emotional Feedback/ Aims' checklist	
AIMS	*getting feed-back from the Ss
INTERACTION	*Ss - T
PROCEDURE	*T asks Ss to draw a face on their notebooks to say how they feel at the end of the English class. *T assesses Ss' activity.
ESTIMATED TIME	*3 minute

Assigning Homework	
AIM	*talking about jobs
INTERACTION	*T - Ss
PROCEDURE	*T assigns Homework on Google Classroom and explains Ss how to post their homework.
ESTIMATED TIME	*3 minutes

APPENDIX 1

Choose the jobs which have something in common:



APPENDIX 2

Read the following text:

Jobs and Professions

As has been the case for many years, **jobs**, or forms of employment wherein employees perform a service or duty in exchange for financial compensation, play a prominent role in society. Furthermore, all jobs—even those of seemingly little significance—are important, as they simply wouldn't exist if their specific responsibilities weren't of value to **employers** (companies or persons that pay others for their work), **customers** (individuals who pay money for a product or service), and the economy generally.

Teachers, or educational professionals tasked with helping **students** understand certain subjects and topics, are especially crucial today. In short, teachers help their students to become qualified for their future careers.

Doctors, or medical professionals who specialize in providing health-related assistance to patients, are some of the most respected individuals in America and the world. It's the responsibility of doctors to help those who feel less-than-stellar to determine the underlying health issue(s) and recommend an effective **treatment** (or remedy to a disease, disorder, or condition).

There are quite a few types of specialty doctors in America (besides MD, which simply means "medical doctor"), all of whom can be referred to simply as "Doctor (Name)." Dentists (mouth/teeth doctors), dermatologists (skin doctors), and psychiatrists (mental-health doctors) are just a few examples of the many different types of doctors.

Additionally, **nurses** are medical professionals who help to administer doctor-ordered treatments to patients.

Police officers are law enforcement professionals whose job it is to protect citizens, solve crimes, and assure that rules and regulations are followed. Similarly, **firefighters** serve the public by responding to fires (and other emergency situations) and using high-tech equipment to extinguish these fires, while bringing any individuals who're in danger to safety.

Farmers maintain fields of crops (or vegetable/fruit plants) and/or collections of animals with the intention of selling these products as food.

Chefs/cooks prepare meals in professional settings, including restaurants, cafeterias, and other venues wherein food and drink are sold, for customers. Chefs are generally experienced in cooking and managing kitchens.

Waiters bring menus, beverages, meals, and ultimately, the **check** (or a bill of the foods and drinks purchased in a transaction) to tables in restaurants and other establishments that serve food.

Artists produce art, or works of creative significance, including music, paintings, drawings, poetry, writing, and more.

Read the text again and choose the correct answer:

- **Jobs are best defined as which of the following?**

- a Activities used to pass the time
- b Activities used to have fun
- c Forms of employment wherein employees perform a service or duty in exchange for financial compensation
- d There is no exact definition of jobs

- **Which of the following are types of doctors?**

- a Dermatologist
- b Nurse
- c Dentist
- d A and C

- **Chefs are culinary professionals who:**

- a Prepare foods in commercial settings
- b Respond to the preferences of diners
- c A and B
- d Serve food to diners

- **Which of the following is NOT a type of art?**

- a Scientific reports
- b Writing
- c Paintings
- d Music

- Which of the following are responsible for helping individuals to learn specific information?

- a Police officers
- b Teachers/professors
- c Doctors
- d Farmers

Appendix 3

Complete with the corresponding job names:

1. _____ and _____ take care of people.
2. _____ and _____ have to do with food.
3. _____ and _____ entertain people.
4. _____ and _____ are very risky professions.

Bibliography:

<https://www.uniscan.ro/wp-content/manuale/engleza812/index.html>

- www.quizizz.com

-<https://www.liveworksheets.com>