

Objectives:

- to develop students’ speaking and reading skills on the basis of the given material;
- to refresh grammar material connected with formation and use of *let* and *make*;
- to develop students’ creative abilities;
- to teach them to be confident in choosing their future profession.

Equipment: a whiteboard, computers, handouts, a DVD.

PROCEDURE

I. INTRODUCTION

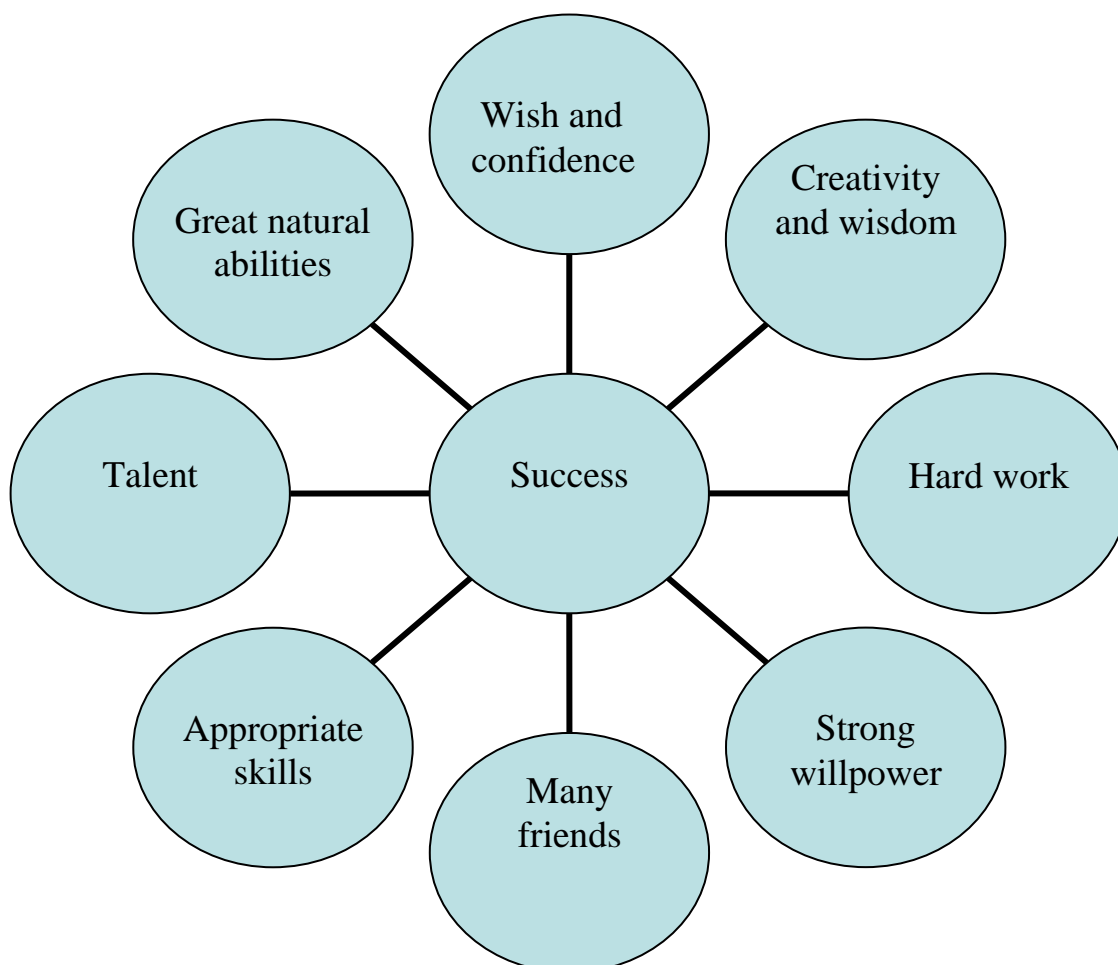
T: I’d like to start our lesson with the words of Maksym Gorky, “*If our job is satisfaction, life is good! If our job is duty, life is slavery!*”

Today we are going to speak about different occupations. We’ll point out the advantages and disadvantages of some of them.

II. WARM – UP

T: No matter what kind of job a person does he or she is always eager to succeed in it. What in your opinion is the key to success in any profession?

Possible answers



III. MAIN PART

1. Reading / Writing

Half of the students are doing test on the computer. The test includes a text for reading and Multiple Choice questions.

SHOKING NEWS: STUDENTS WANT TO TEACH!

Teachers may feel underpaid and unappreciated, but, judging from the results of a recent career survey, they're inspiring 1_____very tough crowd: teenagers.

The survey found that teaching is a top career choice for teenagers, ranking as high 2_____ doctor – a frequent favourite – and just above lawyer – another popular choice. The survey was based on responses from more 3_____ 1,000 people 4_____ were aged from 13 to 17. The question asked was, “What kind of work 5_____ you think you will do for a career?” The teenagers were asked 6_____ give their top three choices. The other top ten choices included sports, science, architecture, business, the military, engineering and nursing.

Results have always differed between girls and boys. For example, a military career 7_____ never been a top-ten choice among girls, but it's often popular with boys. 8_____ the other hand, nursing is usually a popular choice with girls, but has never made the top ten with boys.

Multiple Choice

1. What professions are top career choices for teenagers according to this text?
 - A. A doctor and a lawyer.
 - B. A teacher and a doctor.
 - C. A teacher, a doctor and a lawyer.
 - D. A doctor, a lawyer and a banker.
2. How many people were asked to participate in the survey?
 - A. 1,000 people.
 - B. 13,000 people.
 - C. 100 people.
 - D. 13 girls and 17 boys.
3. How old were people, who took part in the career survey?
 - A. In their twenties.
 - B. Teenagers.
 - C. In their thirties.
 - D. Middle-aged people.

4. Which career was a top-ten choice only among boys?
 - A. Business.
 - B. Military career.
 - C. Sports.
 - D. Science.

5. Which career choice wasn't so popular with boys?
 - A. Architecture.
 - B. Military career.
 - C. Sports.
 - D. Nursing.

The other half of the students is writing a mini composition or a poem. The theme of the composition is "What profession interests me the most? Why?" The word for writing a poem is "PROFESSION"

Positive emotions

Raise the person to the heavens,

Often do good things and

Fly up in the sky like ravens.

Emotions are like medicine

So curative and helpful,

Start thinking everything is good

Impact the life and be respectful.

Once you'll see how it is good

Not to be in a bad mood.

2. Group Work

Teacher splits students into 4 small groups. They get the name of profession and must act it out. The professions suggested to them are a teacher, a doctor, a shop-assistant and a governess.

T: There are so many jobs in a modern society. All of them are essential. Some of them are even unusual. But they do exist. I want to tell you about the job of a governess. It is obsolete because of the technological revolution. Many jobs people did in the past are now done by machine or by robot. Here are some jobs for you to role-play. Imagine you are a doctor, a teacher, a shop-assistant or a governess. Work in groups and try to make up a conversation connected with the profession you are given.

3. Grammar

Students revise the usage of make and let.

make and let

Use *make* + object + infinitive without *to* to force someone to do something:

*The supervisors **make us follow** a script. (= we have to)*

*They **don't make us answer** another call. (= we don't have to)*

*They **made her eat** her meals alone.*

Use *let* + object + infinitive without *to* to allow someone to do something:

*They **let us go** to the toilet. (= we are allowed to)*

*They **don't let us chat**. (= we aren't allowed to)*

*They **didn't let her leave** the house.*

HO₁

Rewrite the sentences using (not) make and (not) let.

Call-centre workers:

1. The supervisors don't allow workers to argue with costumers.
The supervisors don't let workers argue with the costumers.
2. Some employers force employees to work long hours.
3. They don't allow workers to chat to customers.
4. They don't force employees to work at night.

Governesses:

5. Many families didn't allow the governess to go on holiday.
6. Sometimes they forced the governess to share a bedroom with their pupils.
7. Kind families allowed the governess to eat with them.
8. They didn't force the governess to do housework.

4. Video

Students develop their listening skills. They watch the video, connected with their book "Real Life". Then they do exercises connected with what they have just seen. They have to choose the correct answers to the questions.

5. Pair Work

Students are given the task to make up a dialogue using appropriate words.

T: Once you've graduated from the university you must look for a job, which is not a very easy task. A good permanent job can be difficult to find, so why not take a temporary job, even if it is only for a few months? Every day in most local newspapers there are attractive advertisements for both full-time and part-time jobs, so you shouldn't miss them.

When you have decided to apply for a job, you should send your application with a CV as soon as possible. Don't forget to list all your qualifications (degrees and diplomas).

At the interview don't be afraid to ask about working conditions, but wait for the interviewer to mention the question of salary. Money is a delicate issue and being greedy will not get you a job.

Dress for success! Put on smart clothes and wear something bright to boost your confidence at the interview.

Now try to make up a dialogue using these phrases:

- a preliminary interview;
- to check out some details;
- to go on to a more in-depth interview;
- questions about your CV;
- to have ... experience;
- a clean driving license.

Students may start like this:

A: Right, shall we make a start? My name is ... I work in the human resources department and I'm responsible for recruitment.

B: Right, pleased to meet you.

A: Now, this is just a preliminary interview to check out some details.

IV. SUMMING – UP

1. Have you already decided on your future profession?
2. What do you want to be in your future?
3. What do you do for your dream to become true?
4. What skills are necessary for your future profession?
5. What do you think? Will you and your classmates achieve success?

V. HOME ASSIGNMENT

T: At home prepare the presentation in Power Point about the job which appeals to you most.