

**Тема:** Домашнє читання

**Мета:** Практикувати мовлення, читання, аудіювання. Розкривати культурні і моральні цінності через різноманітні творчі види діяльності. Виховувати толерантне ставлення до точки зору інших людей та вміння співпрацювати у колективі.

**Обладнання:** Підручник, комп'ютер, картки для роботи в парах (НО1), "Tasks for listening" (НО2), "Text for reading" (НО3)

## **ХІД УРОКУ**

### **I. ПІДГОТОВКА ДО СПРИЙНЯТТЯ ІНШОМОВНОГО МОВЛЕННЯ**

#### **1. Повідомлення теми та мети уроку**

##### **Aim**

T: The topic of today`s lesson is "THE LIFE OF YOUTH"

By the end of the lesson you will be able:

- To talk about the life of youth in Ukraine and abroad;
- To understand the gist and details of the text for listening;
- To invent your own dialogues;
- To identify the main idea and specific information reading the text.

#### **2. Уведення в іншомовну атмосферу**

##### **Warming up**

Discussion

WHAT IS IT LIKE BEING A TEENAGER?

##### ***USEFUL LANGUAGE***

As for me ...

I think...

I suppose...

I guess...

I fully agree with you...

I agree with your statement.

I`m sorry, but I don`t agree with you.

I see your point but...

### **II. ОСНОВНА ЧАСТИНА УРОКУ**

## 1. Розмовна практика

### Conversation Practice

#### Brush-up

1. 1. What do the students do to fill their free time?

*(They go in for sport, listen to music, read youth magazines and go to discos.)*

2. What clubs can they join?

*(They can join to the dance club and different organizations. Among them is "The Students' League" whose activity is aimed at solving various students' problems, including economic ones.*

*The strongest youth organization is Students' Brotherhood. This organization plays a very important role in democratic changes.*

*The Plast is like the Boy Scout. It unites boys and girls from the ages of 14 for purposes of education, sports and culture.*

*The members of the "Green Peace" organization fight against the destruction of flora and fauna on the Earth).*

3. What is their most usual pastime?

*(Together with friends we go on picnics, when the weather permits. We make barbeque, play ball games. We like going to parties and discos. When we are tired we prefer to stay at home and listen to music and watch TV).*

4. What kinds of problems can teenagers have?

*P.1 The most important problem for us is dreams realization.*

*I think so because this year I am finishing the eleventh form. As for me, it is not easy task to make right choice of a job. I want to enter a university. My dream is to learn to operate the computer. I want to be an economist or a programmer.*

*P.2 We also have school problems. I am getting anxiety attacks every time I think about tests or exams. These thoughts causing me to forgot what I have learnt. My teacher always criticizes me. I can't keep up with my group because I am a slow learner.*

*P.3 The next problem is "problem with peers". I have a good friend who helps me a lot. But he makes me to miss lessons. I can't resist and I am afraid to end up in trouble with my parents or teachers.*

*P.4 Lack of money is teenagers' problem. I need money for buying all I want: modern clothes, perfumery, but my parents control me and I can't earn extra money because I have to do my homework and prepare for the tests.*

*...P.5 Parents – children relations is the main problem for us. Parents say it's difficult for them to upbringing us. They don't like the style of my clothes and my haircut. But we want to be independent and take responsibility for our lives*

## **2. Робота в парах**

### **Work in pairs**

#### **Roleplay two situations**

##### **Roleplay 1**

###### **Student A**

*It's eleven o'clock on Saturday night. You are parents. Your 16 – years – old son – daughter is out with friends.*

*You think he/she went to a youth club but you are not sure. He/she has got a mobile phone. He/she usually comes home about ten o'clock. You are worried. Then he/she comes through the door. You start:*

*Where have you been?*

###### **Student B**

*You are 16 years old. It's 11 o'clock on Saturday night and you are going into your house. You went out at seven o'clock with your friends to a youth club. You usually go home at about ten o'clock but tonight you are late. Why? Why didn't you phone your parents on your mobile?*

*Your mother / father speaks as you go in the door*

##### **Roleplay 2**

###### **Student A:**

*You are 16 years old. You want to get a tattoo. (What part of your body) Your parents don't let you. It is breakfast time and you are at the table with your mother or father. You raise the subject again.*

###### **Student B:**

*You are a parent. Your son/daughter wants to get a tattoo. You and your husband/wife don't want him/her to get a tattoo. It's breakfast time. Your son/daughter raises the subject again.*

## **2. Аудіювання**

### **Listening comprehension**

*Pre-listening activity*

*Answer the questions*

1. Is the life of young people in Australia, South Africa different from the one in Ukraine?
2. What do they like doing in their free time?

*While and Post-listening activity*

### WORD AND EXPRESSIONS:

APARTHEID [ `pa:teit] the former political and social system in South Africa, in which only white people had full political rights and people of other races, especially black people, were forced to go to separate schools, live in separate areas, etc.

POST – APARTHEID DEMOCRACY – since 1994 the South African government allowed everybody the same voting rights.

BIGOTTED CULTURE – фанатична культура

### Australia

FILL IN:

1. They love \_\_\_\_\_ and hate \_\_\_\_\_ .
2. Young people can have a great time in \_\_\_\_\_ .
3. They have \_\_\_\_\_ culture: swimming \_\_\_\_\_ .
4. They like listening to \_\_\_\_\_ .
5. Nearly a \_\_\_\_\_ of young people go to \_\_\_\_\_ .
6. Nearly a \_\_\_\_\_ of young people live in \_\_\_\_\_ .

### South Africa

ANSWER THE QUESTIONS:

1. How are young people feel about living in a post – apartheid democracy?
2. What do they do in their spare time?
3. What languages did black musicians begin to sing in?
4. Why do musicians come to South Africa?
5. What opportunities do young South Africans have?

### 4. Читання

#### Reading

*Pre – reading activity*

*Look at the following statements and decide whether you agree or disagree with them*

1. *Teenagers argue a lot with their grandparents.*
2. *Grandparents are helpful when children argue with their parents.*
3. *Only young children are very close to their grandparents.*
4. *It's easy for teenagers to talk to their grandparents.*

5. *Grandparents sometimes help with money.*
6. *Older people can't learn about modern technology.*

### **FORGET THE GENERATION GAP - TEENAGERS SAY THEIR BEST FRIENDS ARE THEIR GRANDPARENTS**

Don't believe that teenagers and adults argue all the time – teenagers and their grandparents get on very well together. Researchers at the University of Glasgow have done a study on the relationship between teenagers and their older relatives.

They interviewed 75 young people aged 10 – 19 , and 73 older people aged between 50 and their late 80s. It shows that grandparents play a very important role in families. They look after children, and they give a link to the past. They can also help when there are disagreements between teenagers and parents.

Most people believe that only very young children have a close relationship with grandparent . This is because they often take care of the children when parents are at work or out in the evening. The study shows that when children become teenagers, they are still very close to their grandparents. Although teenagers spend more time with friends than with their grandparents, many young people say that their grandparents are very important to them.

So, in what ways are grandparents important?

- They are good listeners. It's easy for teenagers to share their problems and express their feelings with their grandparents.
- They help to look after children and they can provide financial help in small ways, like pocket money, and in bigger ways, like school fees.
- They help young people develop respect and responsibility. They also help communication in a family.
- They know a lot about a family's history and so can help teenagers understand about the past.

And what are the advantages for older people?

- They can have fun with their grandchildren and take part in different activities.
- They can stay active and be part of the modern world.
- They often learn about modern technology so they can keep up with their grandchildren.

There is a lot of negative news about the generation gap, so it's good to hear that older people and teenagers can be good friends.

### **Words :**

Argue /` a:gju:/ - to say things, often angrily that show that you do not agree with sb about sth.

Researcher /ri`s t / - a person who does research

Link /li k/ - the joining together or connecting of two or more things

Provide /pr `vaid/ - to give sth to sb or make sth available for sb to use

*While – reading activity*

*Read the text and say if the sentences are true or false*

1. *Teenagers and adults argue all the time (    )*
2. *Grandparents play a very important role in families. (    )*
3. *Grandparents cannot help when there are disagreements between teenagers and parents (    )*
4. *Only very young children have a close relationship with grandparents.*
5. *Many young people say that their grandparents are very important to them (    )*

*Post-reading activity*

*Answer the questions*

- 1) *In what ways are grandparents important?*
- 2) *What are the advantages for older people?*

### III. ЗАКЛЮЧНА ЧАСТИНА УРОКУ

#### 1. Підведення підсумків уроку

##### **Summarizing**

T: What have we done today?

Which activity did you like best?

*Тема: Тематичне оцінювання*

*Цілі:* перевірити рівень умінь учнів з письма.

### *Procedure*

Choose any topic you like and write a short paragraph.

Write a letter to your pen friend about you and your friends.

- tell your name and say a few words about your appearance and your character;
- describe your friends;
- tell what you usually do after school, if you go in for some kind of sport and what your favourite sport is;
- which of your friends are good at this or that kind of sports.

Write about your entertaining habits.

- how you usually spend your free time;
- what your favourite activity is;
- how often you go out with your friends;
- if you liked your last visit to the cinema / theatre / another city and what you saw.

Write instructions that tell somebody how to cure something.

Suggestions:

- you saw somebody had lost consciousness;
- your friend's cut his finger;
- a cat has scratched your arms heavily;
- somebody has got a terrible headache.

**Тема уроку:** Моя професія.

**Мета уроку:**

**навчальна:** формування лінгвістичної компетентності учнів: використовувати фразові дієслова та ЛО по темі «Плани на майбутнє. Вибір професії.» в усному мовленні, ставити питання та відповідати на питання використовуючи програму “ Popplet“, розуміти та передавати нову інформацію, використовуючи нові технології.

**розвиваюча:** формувати та розвивати мовленнєву компетентність учнів, перекладати текст, відтворювати події в їхній логічній послідовності та висловлювати власну думку про почуте та прочитане, розвивати навички аудіювання, мовлення, читання та письма.

**виховна:** формування поведінкових компетенцій ефективно співпрацювати під час парної та групової роботи, загальну культуру учнів, прищеплення позитивного ставлення до англійської мови.

**МЕТОДИЧНА:** Використання проектної технології на уроках англійської мови.

**Тип уроку:** комбінований урок

**Вид уроку:** навчально – практичне заняття з використанням інтерактивних технологій.

**МЕТОД ПРОВЕДЕННЯ:** словесний, наочний, практичний.

**ОБЛАДНАННЯ ТА НАОЧНІСТЬ:**

- підручник, комп'ютер, проектор.
- Ілюстрована картки з лексикою текст (Exercise 4 page 61) для розвитку навичок читання та тестові завдання до нього ;
- відео для розвитку навичок аудіювання Francis Chan „ The big red tractor and the little village“ та завдання до нього;
- вправа на платформі <https://learningapps.org/display?v=pko9yhzmn18>

### **ОЧІКУВАНІ РЕЗУЛЬТАТИ**

**Учень повинен знати:**

- лексику з теми;
- назви професій англійською мовою;
- правила будови англійського речення,
- правила читання та перекладу тексту.


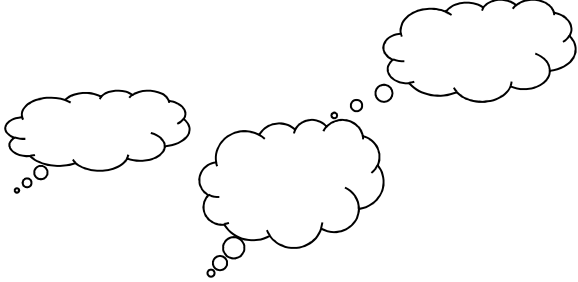
**Учень повинен уміти:**

- давати відповіді на питання учнів та викладача, підтримувати бесіду;
- презентувати думки та твердження за допомогою методу проєктів;
- виконувати тестові завдання;
- отримувати нові знання та застосовувати їх у практичній діяльності;
- сприймати на слух інформацію англійською мовою;
- використовувати ІКТ під час виконання завдань.



**Міжпредметні зв'язки:** предмет « Сільськогосподарські машини », « Трактори»

## ХІД УРОКУ

<b>I.</b>	<b>ПІДГОТОВКА ДО СПРИЙНЯТТЯ ІНШОМОВНОГО МОВЛЕННЯ</b>
<b>Greeting</b>	<b>1. Привітання, організація учнів</b> <i>T: Good day pupils! Are you in good mood?</i> <i>What is the day/date today?</i> <i>Who is absent today?</i> <i>Do you like the holiday which we have today?</i>
<b>Theme of the lesson</b> <b>Aim</b> <b>Checking homework</b>	<b>2. Повідомлення теми та мети уроку. Перевірка домашнього завдання.</b> <b>T:</b> The theme of today's lesson is “my future profession ” and our aim is to get to remember the names of professions, talk about disadvantages and advantages of being tractor driver and car repair, learn how to write it and send the answer with a help of program Popplet. We will learn remember synonyms words (A job, a work, an occupation, a profession, a career) which learn we in previous year, than read, speak, watch the video and do the writing activities. <b>T:</b> But firstly lets check the homework for today. What is the homework for today? <b>P:</b> Make the poster of advantages and disadvantages of being tractor driver and car repair. <i>( презентація проектів)</i>
	<b>T:</b> You see there are a lot disadvantages and advantages of being a tractor driver and car repair. So you only need to study hard and be a good worker. But I think you maybe could have another dream when you were a child?
<b>Warming up</b>	<b>3. Уведення в іншомовну атмосферу.</b> <b>T:</b> It is the time to remember your dream and write down in the imaginary dream clouds.   <p>(Addition 1)</p> <p><i>What are you going to do</i>  <i>When you are twenty-two?</i>  <i>I'll be a pilot,</i>  <i>I'll be a doctor,</i>  <i>I'll be a teacher,</i>  <i>I'll be a worker.</i></p>

	<p><i>I'll be in London, I'll be in Rome, I'll be in Africa, I'll be at home.</i></p>
<b>II.</b>	<b>ОСНОВНА ЧАСТИНА УРОКУ</b>
<b>Presentation and Practice</b>	<p>T: What words are called synonyms? Synonyms are words with the same or similar meanings And now I suggest you to remember the difference between the following words: <b>A job, a work, an occupation, a profession, a career</b> — Your job is the work that you do regularly in order to earn money, especially when you work for a company or public organization; — Work is used in a more general way to talk about activities that you do to earn money, either working for a company or for yourself; — We use occupation to talk about the kind of work that someone usually does. Occupation is used mainly on official forms; — A profession is a kind of work for which you need special training and a good education; — Your career is the type of work that you do or hope to do for most of your life <i>And now let's do an exercise with these words.</i> 1. My last <b>job</b> was with a computer firm. 2. He finally got a <b>job</b> in a supermarket. 3. I started <b>work</b> when I was 18. 4. State your name, age, <b>occupation</b> in the box below. 5. The legal <b>profession</b>. I am interested in <b>a career</b> in television. 6. His <b>career</b> is more important to him than his family.</p>
<b>Reading</b>	<p>T: Well, we know your dreams and now we have the opportunity to know the dreams of Andy, Linda, if their dreams come true.</p> <p><b>Pre-reading</b> (Exercise 4 page 61) <b>Look through the text and find unknown words to you:</b> Suits somebody [su:t 'sʌmbədi] відповідати вимогам Advance [əd'vɑ:ns] удосконалюватися Involve [in'vɒlv] втягати, вплутувати Communicative [kə'mju:nikətɪv] говіркий; товариський, Spontaneous [spɒn'teɪniəs] мимовільний; спонтанний Purpose ['pɜ:pəs] цілеспрямованість, воля Amaze [ə'meɪz] вражати <b>Reading Exercises 4 on page 61</b></p>

	<p><b>4<sub>a</sub>) Read and guess the jobs of the people (see pages 61-62).</b></p> <p><b>Speaker A ( Andy ):</b>  This isn't the job for someone who likes routine, because you never know what the next day is going to be like. This suits me, because I don't like to plan far in advance anyway. Every day is d i f f e r e n t , and every day involves meeting new people. My problem is that I quickly get bored, so it's good for me to have a job that gets me out and about. To do this job, you have to be a communicative person and be able to talk with anybody, because you meet all sorts of people. And you have to be spontaneous and react to the moment as it comes. I don't think I could stand a job where you sit in an office all day. I like to be where the action is.</p> <p><b>Speaker B (Linda)</b>  When I tell people what my job is they say it must be very difficult and depressing but I don't think so. I think it's a wonderful job. People say that it must involve a lot of personal sacrifice, I mean, there are all sorts of things that you have to do that most people wouldn't like to do, but personally I don't see it this way at all. In fact, I think I'm being selfish, because I'm doing what I want to do. I've always liked helping others. It gives me a good feeling and a sense of purpose. What amazes me is the sense of optimism my patients have. We have fun together and play games together. And, unlike in other jobs, you don't have to put on an act. I used to feel sorry for such people before I got this job, but not any more. I wouldn't change my job for the world.</p> <p><b>Post reading</b>  T: Well done. Our next activity for today is to do Exercise 4b,4c p.63</p> <p><b>4b) Match the people with their jobs.</b></p> <table> <tr> <td><b>Andy</b></td><td>1) accounting</td></tr> <tr> <td><b>Linda</b></td><td>2) salesperson</td></tr> <tr> <td></td><td>3) landscape gardener</td></tr> <tr> <td></td><td>4) hospice nurse</td></tr> <tr> <td></td><td>5) journalist</td></tr> </table> <p><b>4c) Match the people with their personality types.</b></p> <table> <tr> <td><b>Andy</b></td><td>1) worried</td></tr> <tr> <td><b>Linda</b></td><td>2) living life to the full</td></tr> <tr> <td></td><td>3) nothing ventured, nothing gained</td></tr> <tr> <td></td><td>4) warm- hearted</td></tr> <tr> <td></td><td>5) reliable</td></tr> </table>	<b>Andy</b>	1) accounting	<b>Linda</b>	2) salesperson		3) landscape gardener		4) hospice nurse		5) journalist	<b>Andy</b>	1) worried	<b>Linda</b>	2) living life to the full		3) nothing ventured, nothing gained		4) warm- hearted		5) reliable
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<b>Listening</b>	<p><b>Francis Chan The big red tractor and the little village</b></p> <p>Once upon a time in a little field, in a happy little village lived a big red tractor. Every morning during the ploughing season the village people no not those much would come out and start the red</p>																				

tractor everyone loved the tractor and powerful noises it would make they would cheer for the big red tractor because he would help them through plowing season. The people work together to move the tractor half of the villages would push from behind while the other half pull they have been doing it this way for many generations. Some day some days they move the tractor ten feet, some days they moved to 20 they did this for three whole months every year because of their hard work the villagers always managed to plow the field just in time to plant and just before the rainy season the rains would come to water the field then the Sun would come out to make the crops grow and then the people would come out and harvest all the new crops it was just enough food to feed the entire village one day farmer Dave was cleaning out his attic to his surprise he found an old book tucked beneath his great Grandpa's belongings it was the owner's manual - the big red tractor this book told about how the tractor was made and all the great things it could do farmer Dave studied the book all I he was shocked by what he was reading according to the book if the big red tractor was running properly it could plow the whole field in just one day early the next morning farmer Dave gathered the villagers to tell them the good news but nobody believed him there's no way that tractor can move on its own some said one lady said it sounds like you're reading a fairy tale the people laughed at him this made farmer Dave very sad this didn't stop farmer Dave from believing what he read every night while the other villagers were asleep farmer Dave spent time repairing the big red tractor one night farmer Dave fix the tractor completely he jumped on the tractor and had so much fun driving it he ended up plowing the whole field in one night the next morning the villagers woke up and were in shock the whole field had been plowed it's a miracle one man said maybe aliens came down said an old woman no look over there a little boy shouting it was farmer Dave sleeping it was then the people shouted he was right the tractor book is true the villagers ended up plowing many fields that year and harvesting way more food than they could ever eat they had so many leftover boxes of food that they began taking the boxes to other villages where food was scarce the big red tractor in his little village soon became famous throughout the land they became known as the most generous and life-giving people in the whole wide World.

***<https://www.youtube.com/watch?v=Bf-4IsinRI0>***

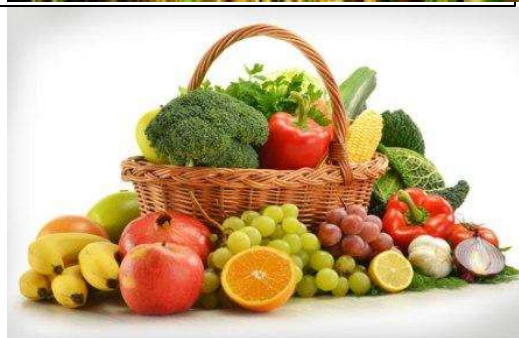
***Pre listening***


***Guess the Ukrainian translation of the words using pictures.***

1. Plough [plau] оранка

2. Plow [plau] оранка

3. generation[ ,dʒenə'reɪʃ(ə)n] покоління;  
4. crop[krɒp] урожай; пашня  
5. harvest['hɑ:vɪst] жнива; збирання врожаю  
6. manual['mænjʊəl] підручник, посібник  
7. scarce [skeəs] убогий



	 <p>Listening and Post - listening. <a href="https://learningapps.org/display?v=pko9yhzmn18">https://learningapps.org/display?v=pko9yhzmn18</a></p>
<b>Writing</b>	<b>T:</b> Now I suggest you to use the programm popplet and write me answer the question : “ <b>Will you do the same what did the farmer Dave?explain why yes or why not?</b> ”
<b>III.</b>	<b>ЗАКЛЮЧНА ЧАСТИНА УРОКУ</b>
<b>Homework</b>	Exercise 4 page 62 to read the text to the end and translate.
<b>Summarizing</b>	<p>2. Підведення підсумків уроку.</p> <p><i>T:</i> Our lesson soon will come to its end, lets summarize what we learn today.</p> <p>What do we learn today?What do we remember today? What activities do you like more?</p> <p>Do not you change the mind and want to work on your profession?</p> <p>Is it was useful for you to know how to use the program popplet?</p>

## Addition 1



What are you going to do  
When you are twenty-two?  
I'll be a pilot,  
I'll be a doctor,  
I'll be a teacher,  
I'll be a worker.  
I'll be in London,  
I'll be in Rome,  
I'll be in Africa,  
I'll be at home.

### Addition 2

**And now let's do an exercise with these words.**

My last job was with a computer firm. He finally got a job in a supermarket.  
I started work when I was 18. State your name, age, occupation in the box below.  
The legal profession. I am interested in a career in television. His career is more important to him than his family.

### Addition 3

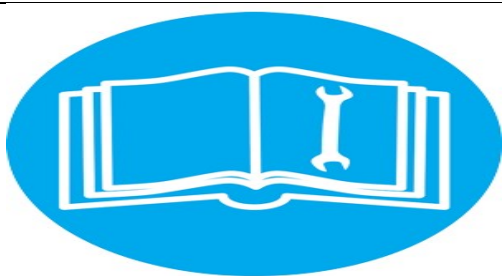
**Look through the text and find unknown words to you**

Suits somebody	[su:t 'sʌmbədi]	відповідати вимогам
Advance	[əd'vɑ:ns]	удосконалюватися
Involve	[ɪn'vɒlv]	втягати, вплутувати
Communicative	[kə'mju:nikətɪv]	говіркий; товариський,
Spontaneous	[spɒn'teɪniəs]	мимовільний; спонтанний
Purpose	['pɜ:ps]	цілеспрямованість, воля
Amaze	[ə'meɪz]	вражати

### Addition 4

1. Plow [plau] оранка
2. generation [ˌdʒenə'reɪʃ(ə)n] покоління;
3. crop [krɒp] урожай; пашня
4. harvest ['hɑ:vɪst] жнива; збирання врожаю
5. manual ['mænjʊəl] підручник, посібник
6. scarce [skeəs] убогий





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<b>Advantages of being tractor driver and car repair</b>	<b>Disadvantages of being tractor driver and car repair</b>
<ol style="list-style-type: none"> <li>1) a worker can assemble, adjust, adjust and test, and during operation - to service and repair.</li> <li>2) A prestigious work,</li> <li>3) To work in other sectors of the national economy, agricultural sphere.</li> <li>4) The modern tractor driver possesses knowledge and skills of many agricultural trades: a driver, a tractor operator, a mechanic, knows the structure and rules of operation of tractors and agricultural machines, a system of maintenance of a machine-tractor park, signs of major malfunctions and ways of their elimination. He has the necessary knowledge of the basic rules of agrotechnics and advanced technology of mechanized crop cultivation.</li> <li>5) Highly well-paid work</li> </ol>	<ol style="list-style-type: none"> <li>1) Various hand tools - keys and screwdrivers, hammers, sailors, measuring devices, pneumatic equipment, stands, electrical mechanisms and devices, etc. what can cause harm to your health.</li> <li>2) Hard work</li> <li>3) Need a lot of time to work</li> <li>4) The place of work is not the place somewhere in the office.</li> </ol>

## Тема: Історія професій

**Цілі уроку:** активізувати та удосконалювати усі види мовлення в учнів: читання, письмо, аудіювання та говоріння, закріпити лексику теми; удосконалити усномовленнєві вміння учнів; розширити кругозір учнів у межах теми; розвивати вміння учнів здійснювати мовленнєву діяльність, розвивати самостійність у праці, збагатити зміст основної навчальної мети; розвивати мовну здогадку; залучити учнів до комунікативних форм діяльності на уроці: робота в парах, групах, розвивати мислення та вміння спілкуватися один з одним; виховувати позитивне ставлення до іноземної мови, вчити учнів бути уважними, організованими та активними.

**Обладнання уроку:** картки із завданнями, малюнки, картки для парної роботи та групової роботи.

### Хід уроку

#### I. Початок уроку

1. **Greeting**
2. Good morning. How are you?

#### 2. Warm – up

**T:** Let's begin with the tongue – twister :

Rub – A – Dub – Dub

Three men in a tub:

The butcher, the baker,

The candlestick maker.

**T:** We have known some new professions from this tongue – twister. You have already known a lot of professions. Look, I have some letters from different people. I want to read these letters, and you'll say what these people are.

1. I like children very much. I like to read books and to write on the blackboard too.

What am I?

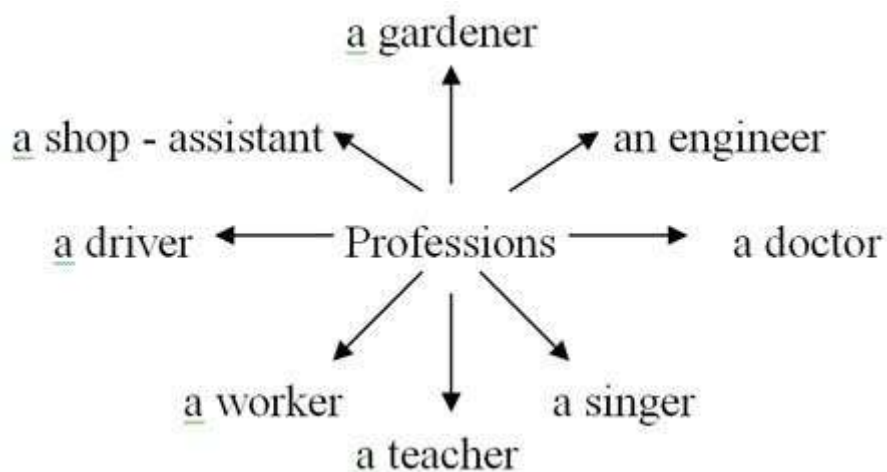
2. I like children very much, but I do not like to write on the blackboard. I go to the hospital every day. What am I?
3. I like cars and buses. I like to travel very much. I can drive a car, a bus and a tram too.

What am I?

4. I like flowers and trees. Every day I go to the garden and water flowers there. What am I?

You are very good pupils. And now tell me, please, what professions do you know else?

Let's make up "A Map of Professions".



## II. Основна частина уроку

### 1. Оголошення теми та мети уроку.

**T:** Today we are going to know what profession is the best. First of all, I want to show you our plan of the lesson. Look at the blackboard, please.

Plan

1. Where do your parents go every day?
2. What do they do there?
3. What is the most important profession in our life?
4. What is the best profession?
5. What do you want to be?

### 2. Активізація лексики.

**T:** Let's solve our first problem.

There are many places, where we can go every day. For example:

An office	}	( малюнки )
A plant		
A hospital		
A school		
A café		

Now, make up sentences, like as in example: – I think, she goes to the café, because she is a waiter.

1) Nina is a doctor.	}	An office
2) Ira is a teacher.		A hospital
3) <u>Taras</u> is a worker.		A cafe
4) Ann is a secretary.		A plant
5) Ivan is a waiter.		A school

**T:** And can you say what do they do there?

Match the words with their definitions and make up sentences.

- |                  |                       |
|------------------|-----------------------|
| 1. a singer      | a) teaches pupils     |
| 2. a businessman | b) makes cakes        |
| 3. a teacher     | c) treats people      |
| 4. a doctor      | d) sings songs        |
| 5. a builder     | e) builds houses      |
| 6. a gardener    | f) works in the field |

- |                |                                 |
|----------------|---------------------------------|
| 7. a cook      | g) drives cars                  |
| 8. an engineer | h) works at the office          |
| 9. a farmer    | i) waters the flowers and trees |
| 10. a driver   | j) constructs machines          |

### 3. Вдосконалення лексики – граматичних навичок. Активізація навичок письма.

**T:** And now we have to decide what profession is the most important? Let's try to do some work.

What is she? ( малюнок) – She is a secretary.

Do you want to be a secretary? Ok , then take cards with the letters and listen to me.

A secretary I know, typed some sentences. She typed and typed and was tired. Let's help her to complete her typing. I'll read you these sentences and you must type words with your letters.

Red:	I	have	a <u>family</u> .
Orange:		My <u>parents</u> are	young.
Yellow:	I	have	a <u>brother</u> .
Green:	He	is	a <u>teacher</u> .
Blue:	I	have	an <u>aunt</u> .

Violet: She has two children.

**T:** Good, I see you know letters and how to write English words. That's why, I want you to be teachers. I have much work to do. Help me to check up these home – works , please. Can you find ten mistakes there?

Home – werk.  
 My neme is Nina. I am nane. My famili is not veri big.  
 I have a mothe, a father, and a brother.  
 My brother's name is Vova. Vova is fitten. He is a pupil. He goes to scool.  
 My parent are very good. I lave them very much.

**T:** You are very good teachers. Can you drive a car? Do you want to be a driver?

Our driver has a task. He must bring bricks for the builder. He needs them to build the house. Help him, please.

There are many bricks here, but you must take the best bricks. Look, and find them, then put these bricks into the lorry.

1. Our, his, her, my, worker.
2. Father, mother, doctor, aunt.
3. Cook, dog, pig, rabbit.
4. Boy, girl, man, policeman.
5. Red, green, brown, teacher.
6. School, plant, farmer, hospital.
7. Desk, chair, driver, table.
8. Window, door, spostsman, floor.
9. bus, car, gardener, lorry.

Are you tired? Let's have a rest.

### 4. Активізація та вдосконалення навичок читання та усного мовлення.

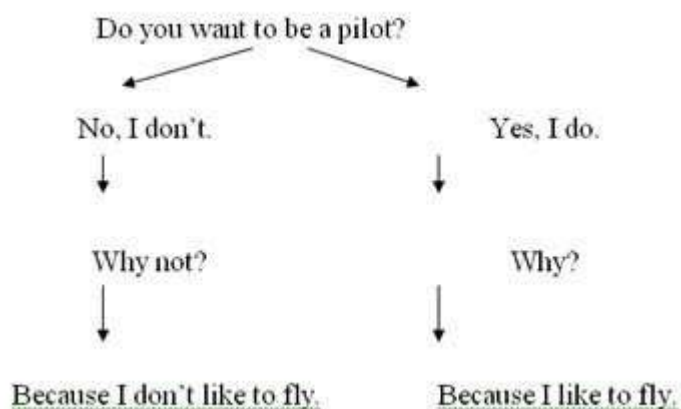
**T:** And now, let's go to the hospital and help a doctor. Our doctor wrote a timetable for you, but he is very old. That's why the sentences are mixed. Read them and put these sentences in logical order, please ( a strip story).

1. Get up at 7 o'clock.
2. Do morning exercises every day.
3. Have dinner at 2 o'clock.
4. Do lessons and play in the yard in the afternoon.
5. Help your parents in the evening.
6. Have your supper at 6 o'clock.
7. Go to bed at 9 o'clock.

**T:** You tried many professions. I think, you can tell me, what profession is the most important and what you want to be. I think, the journalist will help us to do this. But, firstly, look at the list of professions and choose your favourite profession.

What do you want to be?

Interview your partner, like this:



A pop star – to sing.

- What do you want to be?
- A pop star.
- Why?
- Because I like to sing.

a teacher  
a builder  
a farmer  
a gardener  
a painter

children  
to build houses  
to work in the field  
flowers and trees  
to paint

- What have you known about your friends?
- What do they want to be?
- What do you want to be?

**T:** And now, we have to say what is the best profession?

Some pupils of our form made a project on the topic "Professions in our life". Dear children, go to the blackboard, please.

(Presentation of the project)

### III. **Заклучна частина уроку**

#### 1. **Home task**

Make up the story about your family and tell what are your parents.

## 2. **Conclusion**

We have worked very hard today. We spoke, wrote, read and answered questions. I must say you are good pupils. Your marks are... Good-bye.

## Тема: Важлива термінологія професій

### Objectives:

- to revise the topic-related vocabulary;
- to develop students' speaking and listening skills;
- to practice reading for detailed information;
- to broaden students' knowledge about different professions and job qualities;
- to practice students in giving a presentation;
- to develop students' creative abilities;
- to encourage students to communicate in English.

**Equipment:** the coursebook "Click on 3", Express Publishing, DVD, handouts, pictures.

## PROCEDURE

### I. INTRODUCTION. WARMING-UP

**T:** Good morning, children! I am glad to see you. Take your seats. How are you? As for me, I am calm. I feel very well! And you? Speak in turn, please.

You are my lovely students. I know you are hard-working and intelligent. I'm sure you are ready to work hard. Let's say our motto:

*We are hard-working,  
We learn English hard,  
Without any doubt  
Achieve the result!*

The topic of our lesson is "The world of professions. Job qualities and skills".

During this lesson we'll speak a lot about jobs and job qualities. We will watch a good video about jobs. You will also read an interesting text. Moreover, some students will present their projects "Professions in my family". You will practice your English and improve language skills during our lesson.

### II. BRAINSTORMING

**T:** To start the lesson it is necessary to encode the key word "PROFESSIONS". To do this you should name as many jobs for each letter as you can.

*(Students name jobs)*

E.g. **P** – postman, pilot, programmer, photographer, porter, pet-sitter

**R** - receptionist

**O** - operator

**F** - firefighter, florist, farmer

**E** - economist, engineer

**S** - seller, sailor, spaceman, shop- assistant

**S** - soldier, surgeon

**I** - interpreter

**O** - official

**N** - nurse, nanny

**S** - social worker, scientist

And now let's recite the poem "What do you want to be?" which we learned at the previous lessons.

### "What do you want to be?"

There are a lot of professions,

In which we can find much satisfactions.  
 All of them we greatly need  
 Because of their importance indeed.  
 Somebody wants a captain to be  
 To sail every ocean and sea.  
 Somebody wants a traveller to be,  
 A lot of cities and towns to see.  
 Someone wants to be a doctor,  
 Someone may become a prompter.  
 What do you want to be?  
 Perhaps, you want to be an engineer  
 To design new projects there and here.  
 When I think of what I will be,  
 It is something that puzzles me.

### III. MAIN PART

#### 1. VOCABULARY WORK

**T:** Now let's have a talk about different professions, occupations, places, work etc.

##### 1. Answer the questions:

1. Where does a working person spend a day?  
 (Students' answers: *at the factory, in the office, on a farm, in the hospital, in the driving seat, behind the counter, at school, at home, indoors, outdoors, underground, etc*)
2. What kind of job can people have?  
 (*a full-time job, a part time job, a temporary job, regular hours, irregular hours, a seasonal employment, highly- paid, well-paid, not well-paid, work shifts, self-employed etc.*)
3. What can the work be like?  
 (*interesting, creative, exciting, satisfying, boring, skilled, unskilled, qualified, dangerous, funny, etc.*)
4. What do some jobs require?  
 (*experience, license, university degree, technical skills, professional knowledge, to wear a uniform/special clothing etc.*)

##### 2. Defining professions

**T:** Guess the professions by their definitions.

1. A person who plans, designs and builds machines, roads, bridges, harbours, etc. (*Engineer*)
2. A person who owns or plans the work on a farm. (*Farmer*)
3. A person who cuts men's hair and shaves them. (*Barber*)
4. A person who prepares food. (*Cook*)
5. A person who is in charge of or helps to run a library. (*Librarian*)
6. A person whose job is to keep and examine the money accountants of business or people. (*Accountant*)
7. A person who is trained to take care of sick, hurt or old people especially as directed by a doctor in a hospital. (*Nurse*)
8. A person whose profession is to treat people who are ill. (*Doctor*)



9. A person whose job is to show a place to tourists. (*Guide*)
10. A person who flies an aircraft. (*Pilot*)
11. A person who travels in a spacecraft. (*Astronaut*)

### 3. Guessing the job

**T:** Guess what jobs these people have if they say:

1. I work at the office. I answer letters and answer the telephone.
2. Open your books and start reading, please.
3. I go to court and defend people's rights.
4. I work in the hospital and take care of sick animals.
5. Black or white coffee, sir?
6. You pay me when you buy something at the store.
7. I've got a parcel for Mr. Brown. Does he live here?
8. I help to keep your teeth healthy.
9. When are you going to publish my book at last?
10. I'd better go and put my make-up on. The show starts in five minutes.

### 4. Definitions

**T:** Now you will work in groups. Look at the pictures and give definitions of these jobs. Follow the example.

(*E.g. A cook is someone who prepares food.*)



## 2. WATCHING THE FILM

**T:** Now let's have a look at some people's jobs. You'll watch the extract from the film "All in a day's work".

### While watching activity

1. Tick the jobs you will see on the video

cameraman

pet sitter

florist

politician

hotel receptionist

firefighter

lawyer

fitness instructor

estate agent

surgeon

2. Complete the sentences while watching (the sentences are on the screen).

### After watching activity

1. Circle the correct item.

1. A hotel receptionist need to be

a) brave

b) caring

c) polite

2. A florist need to be

a) accurate

b) imaginative

c) entertaining

3. A cameraman need to be

a) creative

b) persuasive

c) understanding

4. A fitness instructor need to know a lot about

a) floral arrangements

b) the human body

c) the latest news

2. Answer the questions:

- a) Which of the jobs you have seen do you think:

- requires technical skills (*cameraman*)?

- requires creativity (*florist, cameraman*)?

- requires an instructor's license (*fitness instructor*)?

- sounds exciting (*cameraman, florist*)?

- b) Which of the jobs we have seen would you like to choose and why?

## 3. SPEAKING

**T:** Now you will work in groups again. Have a talk about the jobs and qualities needed.

Use the table below to make sentences, as in the example.

JOBS	QUALITIES	REASONS
politicians	brave	- give people information
teachers	confident	- make people believe in them
counsellors	patient	- help children to learn things
firefighters	persuasive	- listen to people's problems
telephone operations	understanding	- perform in front of people
actors	polite	- face dangerous

*E.g. Teachers need to be patient because they have to help children to learn things.*

**T:** Talk about more jobs you know and the qualities needed giving reasons.

#### 4. FOLLOW- UP ACTIVITY

**T:** Now I would like you to match two halves of the proverbs about work.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1. No bees, no honey;           | a) neither shall he eat.  |
| 2. Slow at meat,                | b) so is the work.        |
| 3. He who does not work,        | c) no work, no money.     |
| 4. As is the workman,           | d) what you can do today. |
| 5. Never put off till tomorrow, | e) and master of none.    |
| 6. Jack of all trades           | f) slow at work.          |

**Key:** 1-c, 2-f, 3-a, 4-b, 5-d, 6-e.

**T:** Give Ukrainian equivalents of the following proverbs:

1. Actions speak louder than words. (*Не по словах судять, а по ділах.*)
2. Doing is better than saying. (*Менше говори, більше діла твори.*)
3. No sweet without sweat. (*Без труда нема плода.*)
4. Business before pleasure. (*Зробив діло, гуляй сміло.*)
5. Through hardships to the stars. (*Крізь терни до зірок.*)
6. The end crowns the work. (*Кінець – ділу вінець.*)

#### 5. RELAXATION TIME

**T:** And now it's time to have a relaxation pause.

##### Physical warming-up

**T:** I will name different words. Among them there will be jobs as well. You have to stand up when you hear the name of a job. Be attentive!

**Words:** lesson, teacher, book, school, manager, window, magician, picture, painter, doctor, photo, lawyer, tiger, estate agent, garden, gardener, shop assistant, etc.

##### Singing

**T:** Let's sing the song "If you are happy" and act it out doing some movements.

##### Focus on grammar

**T:** To revise grammar tenses let's play a ball game. I will throw you the ball and pronounce the sentence in Present Simple. Your task is to make it in Present Continuous and throw the ball back.

*E.g. They watch TV in the evening. – They are watching TV now.*

#### 6. PRESENTATION OF PROJECT WORKS

**T:** Your home task was to prepare the project "Professions in my family". We would like to know more about the jobs of your parents, grandparents, sisters, brothers, aunts etc. Some students will present their projects and tell us about professions in their families.

**(Students make presentations)**

## 7. READING

### GOOD ADVICE

Once a farmer went to the nearest town to sell some butter and eggs there. It didn't take him long to sell his goods. After he sold all the butter and eggs, he decided to go to the inn to have his dinner there.

On coming to the inn, he sat down at the table, called a waiter and ordered his dinner. Then he looked around and saw a group of people who were speaking about the local lawyer.

"The lawyer is very clever and always gives good advice to his clients," said one of the men. After dinner the farmer went to the lawyer and asked to give him some advice. The lawyer asked the farmer what advice he needed. "You can give me any advice you like," answered the farmer. The lawyer smiled, took a piece of paper, wrote a few words and gave it to the farmer. The farmer took the paper and without reading it left the lawyer's office.

Late in the evening the farmer returned home. His wife asked him to gather in the hay. But the farmer was very tired and was about to go to bed. He didn't know what to do. Then he remembered that he had the lawyer's advice in his pocket. He took the paper out and read the following words: "Never put off till tomorrow what you can do today".

Then the farmer left the house to gather in the hay. He worked for some hours and at last the hay was gathered in. At night there was a storm and the farmer was very glad that he has followed the lawyer's advice and that his hay was not ruined.

#### Pre reading tasks

**T:** Read the title of the text. Can you predict what the text will be about?

Look through the text "Good advice".

What jobs do you see? Can you find any wise words?

#### While reading tasks

##### Are the statements True or False?

1. Once a farmer went to a faraway town to sell fruit and vegetables.
2. It took him much time to sell his goods.
3. The lawyer was very clever.
4. The farmer wanted the lawyer to give him any advice.
5. His wife asked him to milk the cow.
6. The farmer obeyed his wife at once.
7. The lawyer's advice was: "Never put off till tomorrow what you can do today".
8. At night the weather was fine.
9. The farmer was glad he had followed the lawyer's advice.

**Match the words from column A to those from column B.**

A	B
1) to go to	a) for some hours;
2) to sell	b) good advice;
3) to call	c) the nearest town;
4) to order	d) the hay;
5) to give	e) dinner;
6) to gather in	f) somebody's advice;
7) to be	g) goods;
8) to work	h) tired;
9) to follow	i) a waiter.

## After reading tasks

### Answer the questions.

1. Why did the farmer go to the town?
2. Where did he go to have his dinner?
3. What did the lawyer give to his clients?
4. When did the farmer return home?
5. Why didn't the farmer want to work?
6. What did the farmer's wife ask him to do?
7. What kind of advice did the lawyer give him?
8. How long did the farmer work?
9. Why was the farmer very glad?

**T:** Do you think the lawyer's advice was useful to the farmer? Why? Do you sometimes follow the proverb: "Never put off till tomorrow what you can do today"? Give an example from your own experience.

## 8. DISCUSSION OF A JOB INTERVIEW

**T:** Imagine that you are a manager and have to interview somebody who wants to apply for a position in your company. Let's discuss what questions you would ask.

### Interviewer

*(Suggested questions)*

1. What's your name?
2. Could you tell me a bit about your qualification? / What qualification have you got?
3. What position would you like to apply for?
4. Have you got any experience as a ...?
5. What skills have you got?
6. Are you fully qualified to use a computer?
7. Are you married?
8. Don't you mind working overtime?
9. Why do you want to work for our company?

**T:** Imagine you are a person who applies for a job.

### Applicant

*(Suggested questions)*

1. Could you, please, tell me what the working hours will be? / What hours am I supposed to work?
2. Is previous experience necessary for this position?
3. Could you tell me what wage / salary I might expect?
4. Do I have to wear a uniform?
5. When could I expect to hear from you?

## IV. HOME ASSIGNMENT. SUMMING UP

**T:** Our lesson is almost over. Your home assignment is to role play the situation "At a job interview".

Now, let's sum up. What was new to you? What useful information did you get from this lesson? What was difficult? What did you like most of all?

I'm satisfied with your work today. I hope that knowledge received at the lesson will help you in the future. All of you were perfect so everyone got positive marks. Thank you for the work.