

Professions: Teacher's guide

The activities were designed to work with students at Uruguayan Secondary School, (aged 13-14).
Time needed: at least 60 minutes.

AIMS: - To revise vocabulary and general knowledge referred to Professions.

- To reinforce speaking activities and cooperative work.
- To revise Simple present in context.

- A) The cards are used as ice-breakers and as a different way of introducing a topic they probably have seen before. It's a good idea to explain the students that they **must** use English when trying to guess; otherwise the teacher will not pay attention. The students write on the board, too. (To introduce Present continuous, write sentences in the cards using it: E.g. The vet is helping a dog)
- B) The brainstorming reminds them previous knowledge. Teacher can help with examples: explaining which characteristics are important to consider (places where the people work, adjectives to describe the professions, etc). This activity can be done on the board, in pairs or individual, it depends on the level of the group.
- C) The teacher starts the questions in a randomly way, and after that he/she encourages the students to do so, and to answer in English.
- D) As they work in pairs, the teacher watches, and helps when they ask, trying to encourage them to cooperate and ask other mates for help.
- E) They may be a little shy when the activity starts. Help with questions the first two or three times if you consider it necessary, but let them talk as much as possible. (Perhaps it would be a good idea to make other students write down the mistakes they hear, and correct them when the activity finishes).
- F) It is better if you prepare the cards with the sentences, so they can handle them. The best order for the description is G, D, C, A, B, F, H, E, but it's not the only possible way. When they draw the sequence they use the information in a funny way that they usually enjoy. You can use the text as a revision of Simple Present, but it could work for a simple present introduction or to contrast simple present and present continuous, it depends on how you face it.
- G) I consider important the students feel really involved in the process of learning. Maybe we can get this if we let them design exercises, work with their partners' designs and correct them, as the teacher currently does.

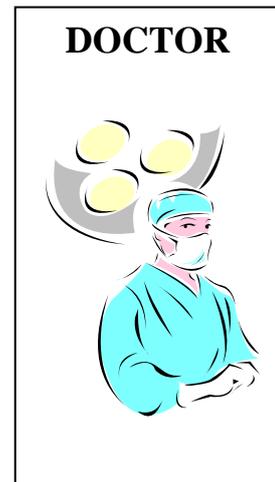
Give the groups time enough to think and write the exercises and encourage them to work with different designs. If you don't have time, assign it for homework. You can use the exercises designed for different purposes: When you want to revise some structures, you may use them in a "Marathon of knowledge" (they work in pairs or in groups, solving the exercises, each group takes the time they need. Some groups will finish all the exercises, some won't, according to their own pace).

- H) Once they have the vocabulary and the structures they need, and they have an example, they can write a description to summarize the contents given.

STAGES

- a) **Activity with cards:** Teacher shows cards in secret to some students. They have to represent the action without talking. The rest of the students have to guess the action. The one who guesses has to write them on the board.
- b) **Brainstorming:** students write as many professions and characteristics connected with them as they can remember.
- c) **Speaking:** teacher-student; student-student questions.
- What's your opinion on (teaching, cooking, etc)?
 - Do you like...?
 - Do you think.....is (boring, interesting, easy, popular)?
 - Do you prefer..... or.....?
- d) **Work in pairs:** think about characteristics of three professions (teacher, lawyer, doctor, for example). Classify into negative and positive ones. Write two sentences about each profession. (E.g. We think teaching is a difficult profession)
- e) **Students share their statements and the whole class discuss them.**
(I agree because...; I don't agree; I think; In my opinion)
- f) **Group work:** arrange groups of 4 or 5 students. Each group works with a mixed description: the routine of a painter. They have 15 minutes (more if you think so) to reorder it in a logical way. When they finish, they have to draw the story in a sequence.
- g) Each group **designs an exercise** with the information from the previous text: Ask questions; Correct the statements; True or False.
- h) **Homework:** Write a description about your favourite profession. Give reasons.

CARDS:



MIXED DESCRIPTION

(ROUTINE OF A PAINTER)

- A) After that, he paints from 6.30 a.m. until 4 p.m.
- B) Today is 7.00 a.m. and he is still sleeping.
- C) Then, he has a shower and listens to the radio. He likes listening to the News.
- D) Every day Mr. Rubens gets up very early (at 5 a.m.) and has breakfast.
- E) When he finally wakes up, it's 8.30 a.m., and he's very upset with his wife. It's really late!!
- F) He's deeply asleep, and he's dreaming with a very beautiful place.
- G) Mr Rubens is a painter, and he's very famous. A lot of rich people buy his paintings.
- H) His wife, Mary, doesn't know whether to wake up him or not. Perhaps he is very tired.