

Happiness is a snip away

Topic

Jobs

Aims

- To practise and expand jobs vocabulary
- To develop reading and speaking skills
- To identify and exchange information
- To allow learners to give their own opinions about what makes a good or bad job

Age/level

Teenagers and adults
CEFR level A2 and above

Time

60–90 minutes

Materials

Worksheet A (one each for half the class) and worksheet B (one each for the other half of the class)

Introduction

This lesson is based on the theme of jobs. Learners will expand their vocabulary, focusing primarily on jobs, and improve their reading and speaking skills.

In the lesson, learners start by discussing their own jobs and categorising a variety of others. They then identify and exchange information through a jigsaw reading activity and discuss which given jobs were considered happy or unhappy ones. Finally, they share their own ideas and opinions on the topic.

Procedure

Task 1: Introduction (5 minutes)	<ul style="list-style-type: none"> • Introduce the lesson by asking the learners to discuss the following question in pairs. Get open-class feedback by asking for interesting answers. <ul style="list-style-type: none"> ➤ What is your job? If you don't have a job, what job would you like to have?
Task 2: Vocabulary and categorising (15 minutes)	<ul style="list-style-type: none"> • Display or write the following jobs on the board: <ul style="list-style-type: none"> ➤ teacher, waiter, doctor, hairdresser, marketing manager, chemical engineer, managing director, police officer, nurse, ambulance driver, soldier, bee-keeper, chef, property investor, farmer

	<ul style="list-style-type: none"> • Ask learners to work in small groups and sort the jobs into three or four categories, in any way they like. As they work, monitor and clarify any meanings. • When learners finish, put them into different groups and ask them to explain their choices to the others. • Get feedback from the class. Which group had the most unusual way of categorising the jobs?
Task 3: Reading lead-in (10 minutes)	<ul style="list-style-type: none"> • Display or write the following text on the board: <ul style="list-style-type: none"> ➢ 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. • Ask the learners to guess the missing words in groups. Point out that the first is the job itself and the second is the people who do that job, and it is one of the jobs discussed in the previous stage. • Discuss ideas as a class. <ul style="list-style-type: none"> ➢ Answers: <i>hairdressing / hairdressers</i>
Task 4: Reading for specific information (20 minutes)	<ul style="list-style-type: none"> • Divide the class in half. Give half the class the first page of worksheet A and give the other half the first page of worksheet B. Ask them to do activity 1: Read and find three reasons why hairdressers are happy (worksheet A) or might not be happy (worksheet B). • When they have finished, put them in pairs with someone with the same worksheet. Ask them to compare their answers, then discuss what they think the opposite reasons might be, i.e. if they found reasons why hairdressers are happy, they think of reasons why hairdressers might not be happy, and vice versa. • Then put learners in new pairs with someone with the other worksheet, to share their predictions and answers. Note that learners may phrase their answers slightly differently. <ul style="list-style-type: none"> ➢ Answers (worksheet A): <i>a young and trendy environment, colleagues who are eager, appreciated by clients</i> ➢ Answers (worksheet B): <i>irregular hours, back problems, working on Saturdays or late nights</i>
Task 5: Vocabulary and discussion (15 minutes)	<ul style="list-style-type: none"> • Now ask learners to do activity 2 on the worksheet in pairs: Match the jobs with the things those people might work with. Monitor and clarify any meanings. <ul style="list-style-type: none"> ➢ Answers: <i>1e, 2c, 3h, 4f, 5a, 6d, 7g, 8b</i> • Give learners the second page of the worksheet (this is the same for both worksheet A and worksheet B). Explain that this shows the complete article for their reference, but some jobs are missing from the conclusion – five ‘happy’ jobs and three ‘unhappy’ jobs. The missing jobs are the ones listed in the previous activity. Ask learners to work in pairs and discuss which five jobs they think are the happy jobs to have (in any order) and which three jobs are the unhappy jobs to have (in any order). • After the pairs have discussed, put them in groups of four with another pair to share and justify their ideas. • Check answers as a class. Were the answers surprising? <ul style="list-style-type: none"> ➢ Answers: happy jobs – <i>beautician, chef, clergy, mechanic, plumber /</i> unhappy jobs – <i>architect, estate agent, social worker</i>

Task 6: Discussion (15 minutes)	<ul style="list-style-type: none">• Put learners in small groups and ask them to discuss the questions in activity 4 on the worksheets.• Ask each group for feedback as a class.
Follow-up activities	<ul style="list-style-type: none">• Follow-up activities could include:<ul style="list-style-type: none">➤ Learners choose a job and research it, then present it to the class.➤ Learners conduct a survey of jobs and what people think of them, then write a report similar to the article, describing their findings.➤ Learners create their own jobs quiz, for example a matching activity similar to activity 2, and test other learners.➤ A personal writing task on 'My dream job'.

Contributed by

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