## LESSON PLAN

**Topic:** Talking about unusual jobs  

**Objectives:** By the end of the lesson students will be able to:
- Talk about unusual jobs
- Share their ideas on a topic
- Engage in a group discussion
- Report others’ ideas

**Language objectives:** During the discussions students are expected to use the language for:
- Agreeing/disagreeing
- Giving an explanation
- Expressing opinion

**Level:** Intermediate  
**Duration:** 50 mins

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| **PREPARE**  
(build interest) | 10 mins. | Whole Class | Brainstorming:  
T. starts the lesson by asking “what are the characteristics of a good job? and lists the answers.  
T. Then asks “what are the most preferred jobs?” | Board & boardmarkers | To activate schemata on jobs.  
To prepare students talk about jobs. |
| **PRESENT**  
(Discover new information) | 10 mins | Whole class+ Individual | -T. states that as a whole class they have talked about most common jobs and asks the students to think about unusual/unconventional jobs.  
-T. divides the class into two groups and to one group s/he gives the text on [https://www.wikijob.co.uk/content/features/useful-resources/unusual-jobs-that-pay-well](https://www.wikijob.co.uk/content/features/useful-resources/unusual-jobs-that-pay-well) *(Reading 1)* and to the other group s/he gives the texts on [https://www.businessinsider.com/15-weird-jobs-that-pay-surprisingly-well-2019-8](https://www.businessinsider.com/15-weird-jobs-that-pay-surprisingly-well-2019-8) *(Reading 2)*  
-T. Asks the students to read the assigned texts and decide which job they would choose and the reasons why they would choose that job. | Reading text 1 & Reading text 2 | To raise awareness on unconventional jobs.  
To provide information for discussion. |
| **PRACTICE**  
(Share ideas) | 10 mins | Pair work | T. pairs the students who read different texts.  
T. asks to students to tell each other which unusual jobs they have chosen with reasons. | N/A | To practice discussion skills  
To practice sharing information with a peer.  
To use the language for discussion appropriately |
| PERFORM | 20 mins | Group work – Whole class | T. puts the students in groups of four; two students with reading text 1, two students with reading text 2. T. asks each group to reach on a consensus on the best unconventional job. T. asks one student from each group to report their ideas. **Optional:** T. Can note down the results of the discussions and later the whole class can vote for the best unconventional job. | N/A | To use language for agreeing/disagreeing, giving an explanation, expressing opinion. |

**Useful Language:**

**Expressing Opinion**

In my opinion/view ....
If you ask me ....
As far as I can see/I’m concerned ....
It seems to me that ....

**Giving an explanation**

The reason for this is ....
The main problem is ....
Just let me explain ....
Well, the reason is ....

**Agreeing/Disagreeing**

I (quite) agree.
I agree completely/entirely.
I couldn’t agree (with you) more.
That’s true/right.
I disagree (with you), I’m afraid.
No, I really can’t agree, I’m afraid.
I don’t quite agree there. I