

Jobs occupations and careers

English lesson plan with printable student materials

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Target group: Grade 10; adapt the language support to the class

Duration: 35 minutes

Class organisation: Designed for 22 students; adaptable to other class sizes

This resource develops vocabulary and spoken interaction through reflection on work preferences, a collaborative dictation task and group discussion. It includes the student worksheets and teacher guidance needed to run the lesson without an internet connection.

Learning objectives

- Use vocabulary about jobs, workplaces, skills and working conditions in short exchanges.
- Ask and answer questions about work preferences and explain a choice.
- Reconstruct a short dialogue collaboratively and discuss its meaning.

Materials and preparation

Print one copy of Worksheet 1 per student, four sets of the dialogue strips and one discussion card per group. Prepare paper, pens and a board. Place the dialogue strips in four accessible areas before the lesson. Keep walking routes clear.

Teaching approach and support

Use communicative tasks, pair work and cooperative learning. Model one answer before each task. Offer the sentence starters on Worksheet 1 and briefly explain unfamiliar words. Assign and rotate roles so quieter students can contribute. Students may discuss imagined situations and need not disclose personal experiences.

Assessment

Observe whether students use relevant vocabulary, make themselves understood and take turns. Give brief feedback during the tasks. Use the exit ticket to check learning; speed and game results are not grades.

Based on the author's lesson plan dated 18 May 2021. Revised for sharing on 20 October 2026. The revised worksheets and dialogue replace the earlier versions.

Lesson procedure

1 Warm up and recall 3 minutes

Organisation: groups of three or four, then whole class. Skills: speaking and listening.

Greet the class. Ask groups to name three jobs they already know and one skill needed for one of those jobs. Take a few answers and write useful vocabulary on the board. Correct only errors that affect meaning.

2 Lead in 5 minutes

Organisation: individual thinking, then whole class. Skills: speaking and writing.

Write “What jobs can you name?” on the board. Students suggest jobs; collect their ideas as a word cloud. Ask which jobs involve working with people, information or practical tools. Introduce the lesson title and objectives.

Digital option: the teacher may create a word cloud in Mentimeter and share the session code. The board version achieves the same objective and requires no student account or device.

3 Work preferences interview 8 minutes

Organisation: pairs. Skills: reading, speaking and listening. Material: Worksheet 1.

Give students a minute to read the prompts and ask about unfamiliar words. Model a response using “I would prefer ... because ...”. Partners take turns asking the six questions and recording brief notes. Each student then suggests one job they would like to explore, giving two reasons. Invite a few volunteers to share.

Explain that this is a language and reflection activity. It is not a validated personality test or career assessment, and there are no correct personality types or scores.

Useful vocabulary

Workplace; colleague; customer; shift; deadline; responsibility; teamwork; working conditions; job satisfaction; job security; practical skills; communication skills.

Clarify that job security concerns the stability of employment, while safety at work concerns protection from harm.

Collaborative practice and reflection

4 Dictation and discussion 16 minutes

Organisation: four teams of five or six. Skills: reading, listening, writing and speaking. Materials: dialogue strips, paper and discussion cards.

Preparation and instructions — 2 minutes. Divide each team into readers and writers. Readers walk to their team's strips, remember a short section, return and dictate it. Writers record what they hear. Students swap roles halfway through. A student who prefers to remain seated may read from a nearby station, write or check the text.

Dictation — 6 minutes. Readers walk; they do not run. Each team reconstructs the text and arranges the six exchanges into a coherent dialogue. Students may revisit a strip to check wording.

Checking — 3 minutes. Show or read the teacher's dialogue key. Teams compare their version and correct it. Ask what the speaker likes about the job and what is difficult. Give feedback on accurate communication and cooperation rather than ranking students by speed.

Discussion — 5 minutes. Give each team one discussion card. Allow thinking time, then ask every student to contribute one idea. One volunteer reports a brief group conclusion. Personal experiences are optional; imagined examples are welcome.

5 Exit ticket and homework 3 minutes

Organisation: individual work, then whole class. Skills: writing, speaking and listening.

Students complete the exit ticket below on a small sheet. Collect it and give one short class feedback point. Explain the homework. If time is tight, ask for oral examples and collect the written tickets as students leave.

Exit ticket

1. One useful word or expression I learned today is ...
2. I can use it in this sentence: ...
3. One thing I still need help with is ...

Homework

Write 80–100 words about a job you would like to explore. Describe the workplace, two tasks, two useful skills and one possible challenge. Explain why you chose it. You may describe an imagined job; research is optional. If you use information from a website, name the source.

Teacher feedback checklist

Check whether the student uses relevant job vocabulary, gives a reason for a preference and participates in an exchange. Use “achieved”, “developing” or “needs support” for your own notes. Do not grade students' career choices or personality preferences.

Worksheet 1 Work preferences interview

Name: _____ Date: _____

Ask your partner the questions below. Listen and write short notes. You may choose more than one option or give a different answer. Ask "Why?" after each answer.

This is an English conversation activity, not a personality test or a career assessment. Your answers describe preferences today; they do not determine what work you can do.

1 What would you enjoy working with?

People, information, practical tools, creative ideas or something else?

Partner's ideas: _____

2 How do you prefer to organise a task?

Work independently, work with a partner or work in a team?

Partner's ideas: _____

3 What kind of workplace interests you?

An office, a workshop, outdoors, different locations or another setting?

Partner's ideas: _____

4 Which task would you like to try?

Explain something, solve a problem, make something or organise an event?

Partner's ideas: _____

5 What would you like to improve?

Communication, digital skills, practical skills, planning or another skill?

Partner's ideas: _____

6 What matters to you in a job?

Learning, helping people, creativity, stability, pay, working hours or another factor?

Partner's ideas: _____

Useful language

I would prefer ... because ...

I enjoy ..., but I would also like to try ...

One skill I would like to develop is ...

Could you explain what you mean?

My conclusion

A job I would like to explore: _____

My two reasons: _____

Worksheet 2 Dialogue strips

Teacher preparation: print four copies. Cut between the exchanges, mix each set and place it at the team's reading station. Students reconstruct the dialogue. The teacher key gives one coherent sequence.

A: What do you enjoy most about the job?
B: Learning about different people and explaining issues to readers.

A: What do you do for a living?
B: I'm a journalist for a local newspaper.

A: What advice would you give a student interested in journalism?
B: Practise writing, compare sources and ask for feedback on your work.

A: Which skills are most useful in that work?
B: Clear writing, careful listening and asking good questions.

A: What can be difficult?
B: Deadlines can be demanding, and information needs checking.

A: What does a typical day involve?
B: I interview people, check information and write articles.

Meaning check

- 1. Where does the journalist work?
- 2. Name two tasks and two useful skills.
- 3. What is enjoyable and what can be difficult?
- 4. What advice does the journalist give?

Discussion cards and teacher notes

Card 1

What work experience or volunteering might interest a teenager? Discuss imagined examples; no personal experience is required.

Card 2

What information should a clear CV include? Name two skills a student could describe and give an example of each.

Card 3

Imagine an interview for a school magazine team. What two questions could the interviewer ask? Practise a short exchange.

Card 4

Which job would you like to explore, and why? What would you need to learn before deciding whether it suits you?

Dialogue key and suggested answers

Order: occupation → daily tasks → useful skills → enjoyable aspects → challenges → advice.

The journalist works for a local newspaper. Tasks include interviewing people, checking information and writing articles. Useful skills include clear writing, careful listening and asking good questions. The journalist enjoys learning about people and explaining issues. Deadlines and checking information can be challenging. Advice: practise writing, compare sources and ask for feedback.

Worksheet 1 and discussion cards have open answers. Accept different preferences and well-explained ideas. The lesson does not provide advice about the legal conditions for employing minors.

Sources and reuse

Source lesson: Mihaela Sandu, Jobs, occupations and careers, Grade X D, 18 May 2021. The original plan referred to FCE Gold Plus, Pearson Longman, Unit 11, Hard at work. No textbook exercises or passages are reproduced in this revised version.

The work preferences interview, dialogue, discussion cards, exit ticket and standalone homework were newly drafted for this revision. The original external video activities are replaced with tasks included here; no video, song lyrics or third-party images are embedded.

Optional tool: Mentimeter, <https://www.mentimeter.com/> (teacher); <https://www.menti.com/> (participants). The teacher creates a session and shares its code. Paper and board alternatives are provided.

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