

FILM ENGLISH

The Employment

Language level: Intermediate (B1) – Upper Intermediate (B2)

Learner type: Teens and adults

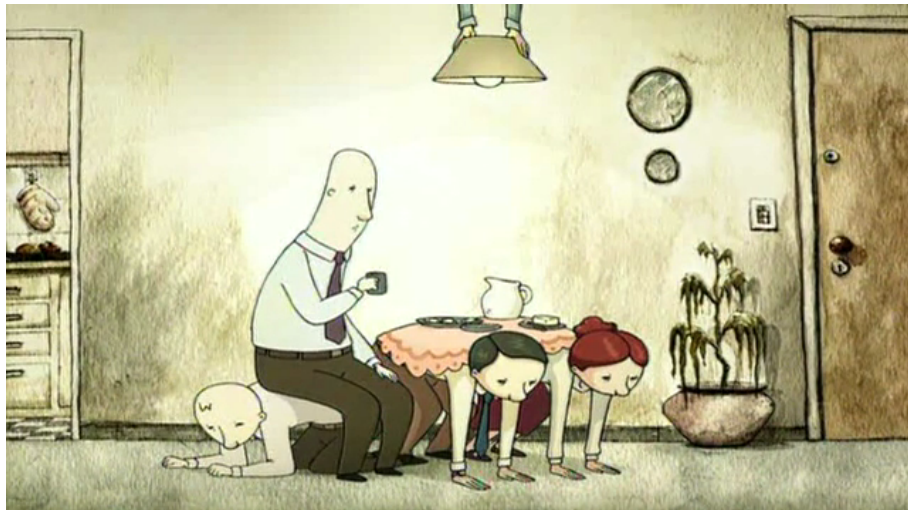
Time: 90 minutes

Activity: Watching a short film, speaking and writing

Topic: Jobs and employment

Language: Vocabulary related to jobs and employment, to work as

Materials: Short film



Overview

This ELT lesson plan is designed around a short film by [Santiago 'Bou' Grasso](#) and the themes of jobs and employment. Students revise job vocabulary, talk about jobs and employment, and watch and discuss a short film about employment.

Step 1

Write "A-Z" on the board. Pair your students and tell them you would like them to come up with at least one job for each letter of the alphabet. Set a time limit of 5 minutes.

Step 2

Get feedback from the whole class and write up the alphabet of jobs on the board. You might like to show them this [website](#) which has a wealth of jobs for each letter of the alphabet.

Step 3

In their same pairs, ask your students to discuss the following questions:

- What jobs would you love to do? Why?
- What jobs would you hate to do? Why?
- What are the most important aspects of a job for you? Why?

Step 4

Hold a whole class discussion based on the questions from the previous stage?

Step 5

Tell your students they are going to watch a short film in which they will see people doing unusual jobs, but before they watch the whole film they are going to watch the start of the film where they will see a person doing an unusual job.

As the opening credits are very long show the film from 00:43 and pause at 01:35.

Link: <https://vimeo.com/32966847>

Write the following sentence on the board:

"The man works as a lamp."

Tell your students you want them to write similar sentences to describe the other unusual jobs they will see in the rest of the film.

Show from 01:35 until 05:48.

Step 6

Get students to compare their sentences with their partner. Check that they have used the correct construction and the right "jobs": a mirror; a table; chairs; a coat rack; a key holder; taxis; traffic lights; a door; a lift; a locker and a doormat.

Step 7

Put your students into small groups and ask them to discuss the following questions:

- What is the message of the film? Do you agree with the message? Why/why not?

- What adjectives would you use to describe the film?
- How does the film make you feel?

Step 8

Hold a whole class discussion based on the questions from the previous stage.

Step 9

Tell your students that the film hasn't quite finished and that they are going to watch the rest of the film.

Show the rest of the film and pause at 06:36.

Ask your students to discuss the following question:

- What does the ending mean?
- Is the ending positive or negative? Why?
- Do you like the ending? Why/why not?

I hope you enjoy the lesson.

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