



Professions

Ref: EN_PTL_8



Introduction

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 Description	In this English lesson, students explore vocabulary related to professions through visual, written, and collaborative activities. Using flashcards, group discussions, and the Frayer Model, students learn to define, describe, and categorize different professions while connecting English vocabulary with their L1. They practice language through speaking, writing, and presentation tasks, strengthening comprehension and communication skills. The lesson promotes critical thinking, teamwork, and active participation, while encouraging students to reflect on future aspirations and develop confidence in using English to describe real-world concepts.		
 Age	13-15 years old	 Language Area	Vocabulary & PTL: Professions
 Proficiency Level	B1-B2	 Authors	Athina Nachopoulou
 Subject	Language	 Duration	1.5 teaching hours (~ 65minutes)
 Links with Language Curriculum	Vocabulary Development: Students learn and practice new vocabulary related to professions through visual, written, and collaborative activities. They use the Frayer Model to deepen their understanding of word meaning, characteristics, and usage. By connecting each English term with its equivalent in their L1, students enhance their multilingual awareness, conceptual understanding, and long-term vocabulary retention.		

Introduction



Rationale

The rationale of this protocol is to employ the Frayer Model technique, which:

- Encourages students to gain a deeper understanding of vocabulary by defining terms, highlighting their characteristics, giving examples, and noting non-examples
- Provides a clear, visual structure for organizing new information, making it easier for students to remember and use the vocabulary in various contexts
- Helps students connect new concepts with their existing knowledge
- Can be tailored to suit different proficiency levels by varying the complexity of the vocabulary
- In addition, the inclusion of learners' L1s (Pedagogical TransLanguaging, PTL) will familiarize students with PTL techniques through the comparison between the L1 and the L2.



Aims

It is expected that students will:

- Expand their vocabulary related to various professions.
- Develop speaking, reading, and writing skills
- Enhance their analytical and categorization skills
- Be engaged with multilingualism and PTL as ways of learning both L1 & L2



Equipment and Material Needed

- Printed Frayer Model templates
- Flashcards with different professions
- Dictionaries or devices for translation (tablets)
- Markers

Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



01 | Introduction (5')

- Specify the words you will teach.
- Start with a brief discussion about professions. Ask questions like, "What do you want to be when you grow up?". The students' answers can be in either English or their first language.



02 | Aim setting & introducing the Frayer Model: (10')

- Present the aim to the students, which is to learn the names of different professions.
- Explain that the Frayer Model is a graphic organizer that helps to understand and learn new vocabulary. Each model is divided into four sections: Definition, Characteristics, Examples, and Non-Examples.
- Show an example of a filled-out Frayer Model on the board using a simple profession (e.g., "teacher"). Write the definition, characteristics, examples, and non-examples to give students a clear idea of how to complete their own models. (See Appendix A)



Activity A: Group Work with Profession Flashcards (15')

- Divide the students into small groups (3-4 students per group). Give each group a set of flashcards with various professions (e.g., doctor, engineer, chef).
- Each group selects two professions to work with and receives two blank Frayer Model templates.
- Ask students to fill in the following sections of the Frayer Model for each profession:
 - a) **Definition:** Write a brief definition of the profession in English.
 - b) **Characteristics:** List at least two characteristics or duties of the profession (e.g., "A doctor treats patients and prescribes medicine").
 - c) **Examples:** Provide examples of this profession in their community or well-known figures (e.g., "A surgeon is a type of doctor").
 - d) **Non-Examples:** List professions that are not similar (e.g., "A doctor is not a chef").
- Allow them to use their mother tongue (L1) to discuss and find the proper English terms, and encourage them to fill out the template in their L1 using a marker of a different color. Additionally, they can use dictionaries or translation devices (e.g. tablets) for assistance.



Activity B: Presentation and Sharing (15')

- Each group presents their completed Frayer Models to the class, sharing the definitions, characteristics, and examples they came up with. Encourage them to say the profession in both English and their mother tongue during the presentation.
- While listening, other students can take notes and ask questions if they are unsure about any vocabulary.



Activity C: "An interesting profession" (10')

- Individually, ask each student to choose a profession they find interesting.
- They will create their own Frayer Model on a new template for this profession, using both English and their L1 to fill out the sections.
- Students write a short paragraph (3-4 sentences) in English describing why they are interested in this profession, using the vocabulary from their Frayer Model.



03 | Wrap-up (10')

- Review the main points of the lesson by asking a few students to share something new they learned about a profession today and go over the flashcards again.



Homework (optional)

- Ask students to interview a family member or friend about their profession. They will write 4-5 sentences in English about what they learned and include a few keywords in their mother tongue for reference.



Useful Tips

01

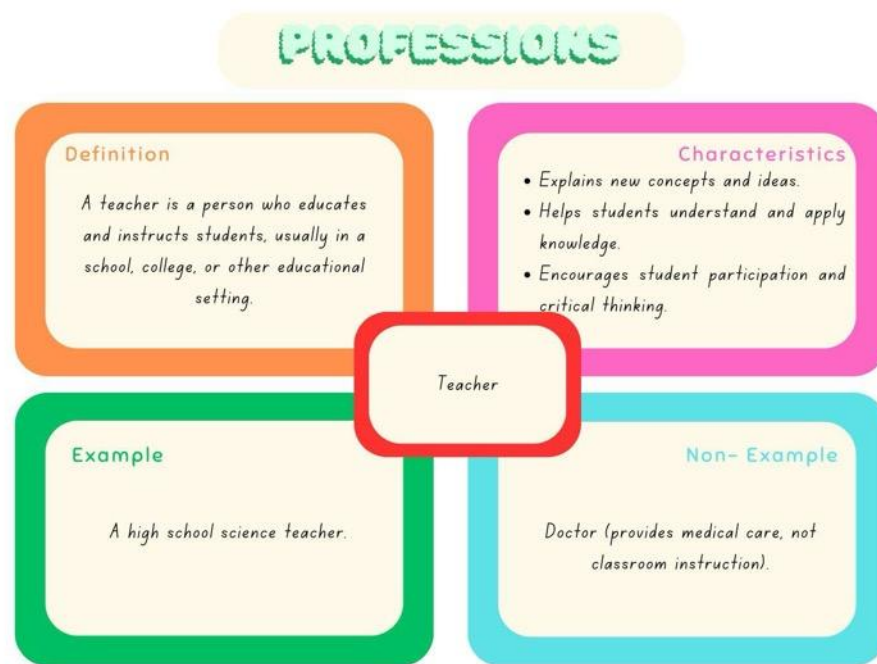
If the Frayer Model seems too challenging for the students' level, an alternative approach is available. Instead of definition, characteristics, examples, and non-examples, you can use the word itself, a visual representation, a student-friendly definition, and a sentence that uses the word in context.

02

If the learners have low literacy in their L1 they can be asked to provide the words in their L1 orally and not in their written form. There may be different levels of L1 literacy in the groups that will be formed and, thus, the learners will be able to help each other in case some of them are not aware of the L1 translations. Moreover, if the teacher thinks that the activities cannot be performed in the learners' L1s, they can be asked to work on the multilingual activities in a foreign language the students learn at school, like for example French, German etc.



01 | A) Filled-out Frayer Model example

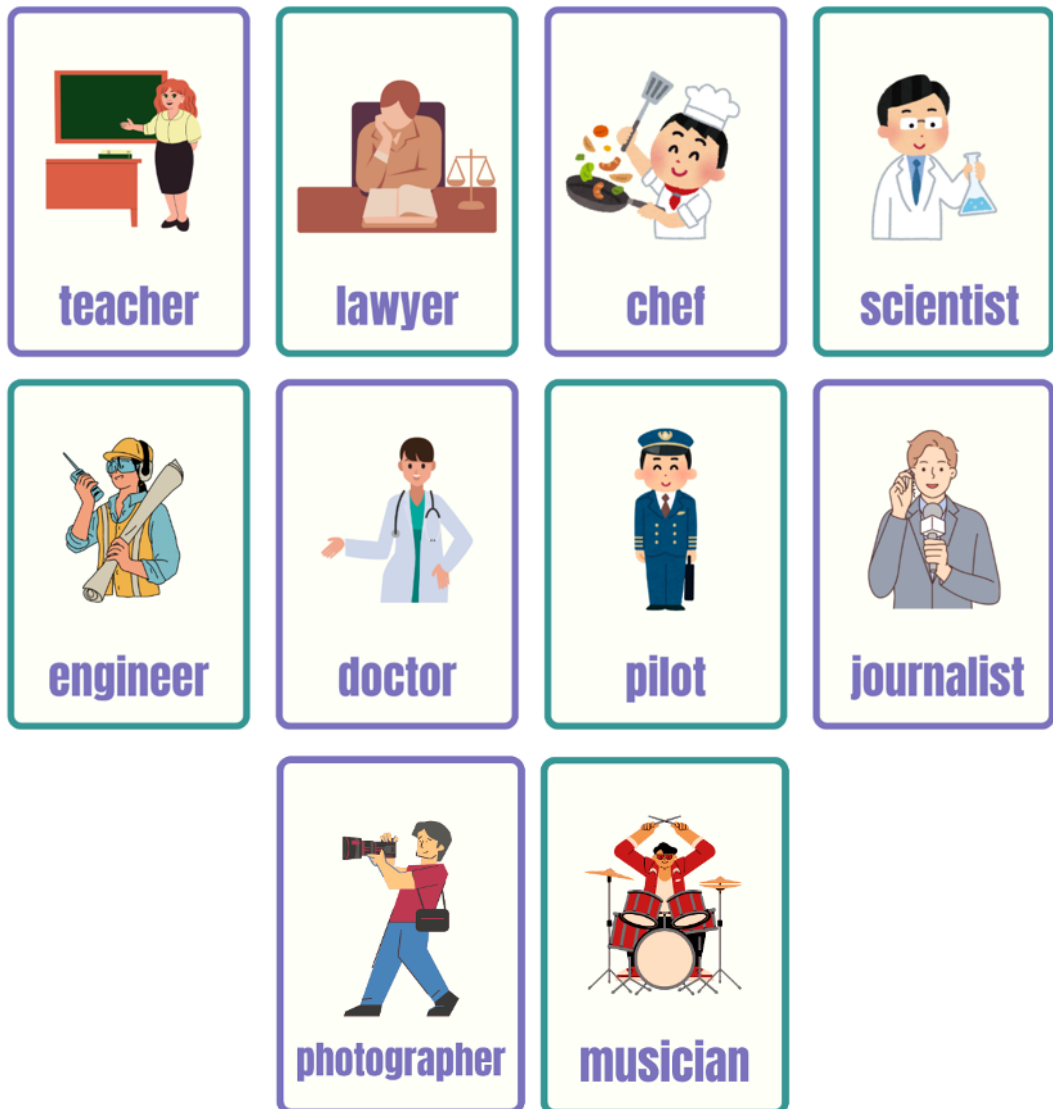


01 | B) Frayer Model template



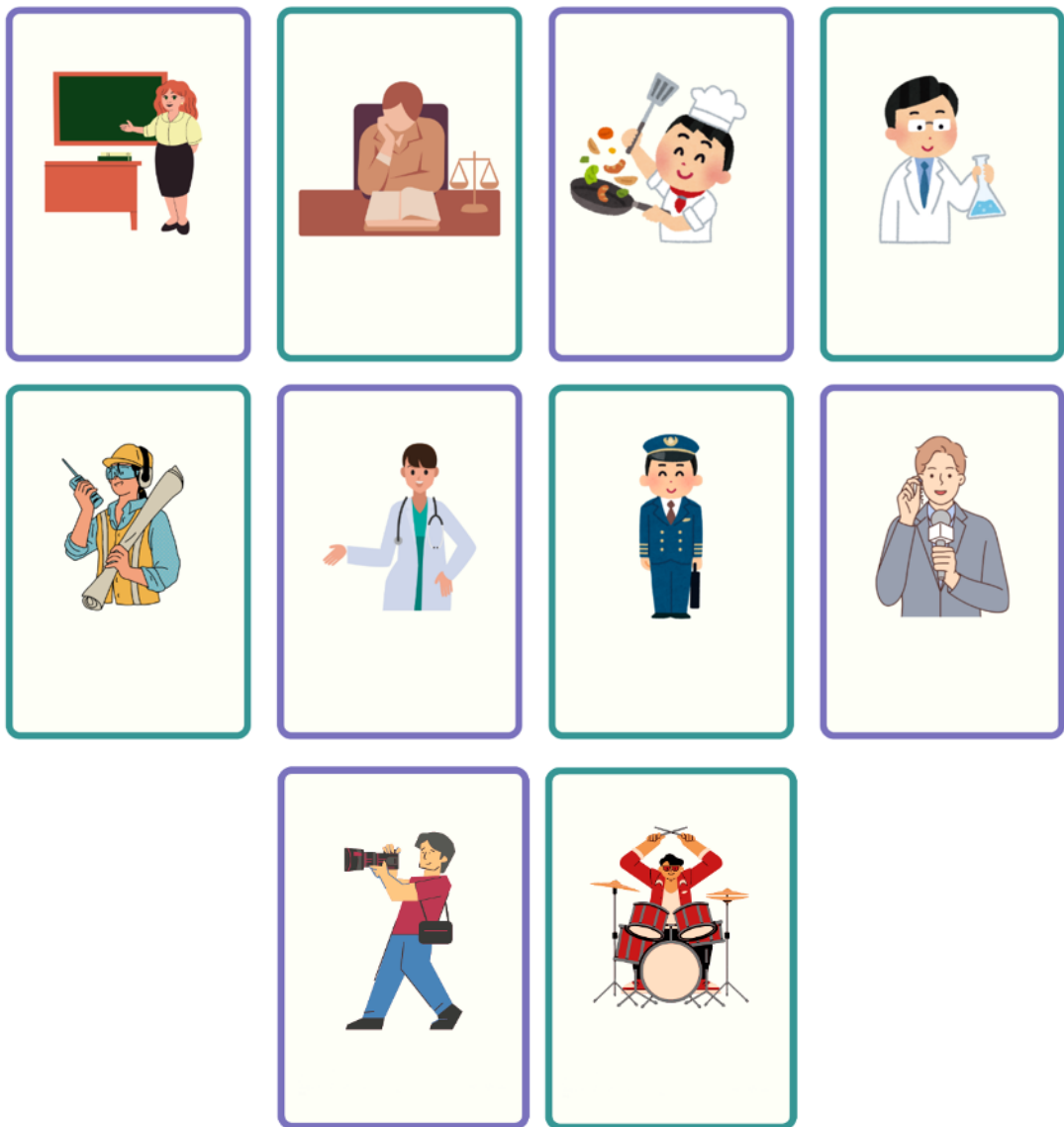
01 | C) Two sets of flashcards

a)



01 | C) Two sets of flashcards

b)





Notes

[illegible]