

**Theme: Jobs People Do**
**Focus: Specific Word Groups – Occupations and Workplace**
**Lesson Objectives**

Students are able to

1. identify different occupations,
2. complete sentences using the correct occupations.

**Resources**

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 1
2. Picture cards of people in different occupations
3. Items that people in different occupations use
4. Cards with the name of an occupation on them (Have enough for each pair in the class. The names of the workplace could also be used.)
5. A set of coloured pencils

**Introduction / Warm-up Activity (5 min)**

1. Show the students the picture cards of various occupations. Ask them to name the occupations. You may also want to elicit from them more about the occupations such as what the people do, the things they use to do their work etc.
2. Repeat this activity as many times as possible.
3. Ask the students to form sentences using the words.
4. Write the sentences on the board and underline the occupations.

**Lesson (15 min)**
**Specific Word Groups – Occupations and Workplace**

1. Show the students items used by people in different occupations. Get them to guess what the occupation is. For example, show a stethoscope, a syringe and a doctor's coat and ask them what these items are. Then let them guess who uses these things. Encourage them to spell the words if they can.
2. Repeat this activity as many times as possible.
3. Ask the students what their parents work as and where their parents work. Highlight that the place where a person works at is called the 'workplace'.

4. You may want to include other occupations like cleaners and road sweepers. Instil in the students the importance of all occupations.
5. You may want to go through occupations and workplace that the students might not be so familiar with (eg a judge in a court) by showing them pictures or video clips of those people at work.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 31 of Learning Vocabulary Workbook 1, pages 67 – 68** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (10 min)**

1. Divide the students into pairs. Give each pair a card with the name of an occupation. On the board, draw a table with male and female names in each square. Tell the students that you are going to tell them more about the jobs that these people do.

**Example:**

- We feel safe when Tom is around. He helps to keep law and order. He patrols my neighbourhood every day. What is Tom?

The pair that has the word 'policeman' must go up to the board to stick the card on the square with Tom's name. To make the game more challenging, you could use 'police officer' or 'policewoman' as well. There could also be more than one pair with the card 'policeman'.

2. You may want to include not just occupations but the names of the workplace on the cards.
3. Review the occupations and names of the workplace after the activity.

### **Optional Activities**

1. Ask the students to complete **Exercise 32, pages 69 – 71** as homework.
2. Ask them to learn the words in the Spelling List for a quick quiz in the next lesson. Use the following spelling list: **page 71**.
3. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
4. Get the students to draw a picture of what they want to be and write a few sentences about the occupation such as what a person in that occupation does, where the person