**Unit 18**

**Level:** Beginners  
**Age:** Adults  
**Time needed:** 90–120 minutes  
**Language objectives:** Active: teacher; student; librarian; waiter; shop assistant; dental assistant; bus/taxi driver; hospital; library; dental practice; café; school. Passive: was; correct  
**Materials:** Unit 18: one copy of the worksheet per student; one set of flashcards (TEACHER, STUDENT, LIBRARIAN, WAITER, SHOP ASSISTANT, DENTAL ASSISTANT, BUS DRIVER, TAXI DRIVER); one copy of the mingling table and one role card for each student; one set of stress pattern cards and job-related words for each group of three students. Materials from Unit 17: one copy of the DENTIST flashcard. Materials from Unit 16: one copy of the DOCTOR and RECEPTIONIST flashcards. Materials from Unit 9: one copy of the BUS and TAXI flashcards.

**Notes for an interpreter – Part 1**
- Ask if there were any misunderstandings from Unit 17.  
- Ask them to explain to the students that each lesson will now focus on an aspect of everyday life. This is to help prepare them for living in the UK.  
- Ask them to explain that the topic of The world of work is to be covered in Unit 18, as it will be easier for the students if they know what to expect.  
- Ask them if the student has a job now. If so, what is it? Ask what job the student had in their own country.  
- If they are not available at the end of the lesson, agree on the best means of communication with the teacher.

**Before the lesson**
- Print out the new flashcards of teacher, student, librarian, waiter, shop assistant, dental assistant, bus driver, taxi driver and copies of the worksheet.  
- Bring in the flashcards of dentist from Unit 17, doctor and receptionist from Unit 16 and bus and taxi from Unit 9.  
- Print out the mingling activity role cards and table. For each student, photocopy one table and prepare one role card.  
- Print out and cut up one set of stress pattern cards and one set of job-related words for each group of three students.  
- Bring in two objects that can act as pointers (you could use rulers, for example, or you could make the pointers out of rolled-up paper).

**Procedure**
1. When the students enter, smile and say Hello, how are you? and wait for an appropriate response. Ask the students What's the date today? and write it on the board. Ask What time is it? and write that on the board too.  
2. Write the title JOBS on the board and say Today we are going to learn about jobs. My job is a teacher. Hold up the flashcard of a teacher. Say Teacher – repeat, please – teacher. Then say And you are students. Hold up the flashcard of a student and say Student – repeat, please – student. Attach the flashcards to the board.  
3. Revise the jobs of doctor, receptionist and dentist by holding up the flashcards. Invite students in turn to say the word, take the corresponding flashcard and attach it to the board. Quickly revise all the vocabulary of jobs that are now displayed on the board.  
4. Hold up the flashcard of a bus and check that the students remember this word. Mime driving, hold up the flashcard of the bus driver and say Bus driver – repeat, please – bus driver. Repeat the process for taxi driver and attach the two new flashcards (bus driver and taxi driver) to the board.  
5. If you have found out the jobs (current or past) of any of the students, introduce them now and add them to the board. For example, you can say Jose is a kitchen porter and Wen was an engineer in China.

**Students’ jobs**
See the interpreter notes. If the jobs are ones which are on a flashcard, then use the flashcard. If not, either draw something to represent the job or simply write the word on the board.
Unit 18

6. Using the remaining flashcards, introduce the vocabulary of the other jobs and invite students to attach them to the board.

7. Now there are lots of jobs on the board. Divide the students into two teams and ask them to stand in two lines on either side of the board. Demonstrate saying the name of a job and pointing to the corresponding flashcard. Give a pointer to each student at the head of the line. Say the name of a job and wait for a student to point to the correct one. Award that team a point and ask the two students to give their pointers to the next person in the team. Continue in this way until all the words have been revised.

8. Invite a student to write the words under the flashcards of jobs they know how to spell. Complete this labelling of vocabulary yourself for the words students don’t know how to spell.

9. Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.

10. Refer to Exercise 2. Ask the students to complete the missing vowels and draw a line to the corresponding photo – as shown in the example.

Key: teacher, librarian, nurse, waiter, bus driver, shop assistant, dentist, receptionist, taxi driver, student, dental assistant

11. Refer to Exercise 3. Ask the students to identify each job and each place of work. You will have to introduce the words school, café, library, hospital and dental practice if they have not already come up in class. Ask the students to match the jobs with the places of work.

12. Play the first audio dialogue as an example and ask “What's her job?” and “where does she work?” Demonstrate putting the number 1 next to both the photo of the nurse and the photo of the hospital. Play the next dialogue and check that the students have understood what they have to do. Play the rest of the dialogues. Ask students to compare their answers in pairs before the group correction.
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Transcript – Track 1

1. A: What’s your job?
   B: I’m a nurse.
   A: Where do you work?
   B: I work in a hospital.

2. A: What’s your job?
   B: I’m a teacher.
   A: Where do you work?
   B: I work in a school.

3. A: What’s your job?
   B: I’m a librarian.
   A: Where do you work?
   B: I work in a library.

4. A: What’s your job?
   B: I’m a dental assistant.
   A: Where do you work?
   B: I work in a dental practice.

5. A: What’s your job?
   B: I’m a taxi driver.
   A: Where do you work?
   B: I work in a taxi!

6. A: What’s your job?
   B: I’m a shop assistant.
   A: Where do you work?
   B: I work in a shoe shop.

7. A: What’s your job?
   B: I’m a waiter.
   A: Where do you work?
   B: I work in a cafe.

8. A: What’s your job?
   B: I’m a receptionist.
   A: Where do you work?
   B: I work in a health centre.

13. Play the first audio dialogue again and ask What were the questions? Having elicited both questions, write them on the board. Take one of the role cards and hold it up. (You may need to read it out, if students aren’t sitting close enough.) Point to the questions on the board to prompt students to ask What’s your job and Where do you work? Now show the mingling activity table, write your name, job and place of work (according to the role card) in the space provided for person 1. Give each student a role card and table and ask them to mingle and complete the table.

14. At the end of the activity, ask all the students who, according to their role card, work in a health centre to step forward (gesture with your hands). Repeat this for all the job roles and locations (jobs: nurse / receptionist / taxi driver / bus driver / librarian / doctor / dentist / waiter / dental assistant; locations: hospital / dental practice / school / bus / taxi / health centre / library / cafe / shop).

15. Put the students into groups of three. Give each group a set of both the stress pattern cards and the cut up words. Students should place each word under the appropriate stress pattern. Allow a few minutes for the students to work out what to do, before going round to check they have understood correctly. When the first group is finished, check their work and then invite the members of that group to go and help other groups. If you have concerns about how well the students have understood, you could do a final check of all groups or write the correct answers on the board.

Key:

O – shop, bus, nurse, shoe, health, school
Oo – teacher, dental, taxi, driver, waiter, dentist, student, cafe, centre, practice
Ooo – hospital, library
oOo – assistant
oOoo – librarian, receptionist

16. Refer to Exercise 4. Ask the students to complete the exercise (i.e. they write up the answers from the previous groupwork activity).

17. Write I am teacher on the board and ask Is this correct? Shake your head and frown. Hopefully, one of the students will spot the error and correct the sentence, but, if not, point to the space between am and teacher and say – in a questioning tone, and marking time between the two words – I am … teacher. If students have still not spotted the error, say I am A teacher and write the word a in the correct space in the sentence on the board.

18. Refer to Exercise 5. Read the first sentence aloud and say Is this correct? Hopefully, the students will all correct the sentence immediately. Prepare the correction of the second sentence as a group to check
that students have completely understood the exercise. Allow the students time to correct the remaining sentences, and to compare their answers in pairs, before checking as a group.

Key: He is a teacher; They are nurses; We work in a hospital; I am a librarian; They are waiters and work in a café; She is a bus driver; She is the receptionist in the health centre.

19. Say Goodbye and wait for the students to say goodbye to you.

Notes for an interpreter – Part 2

• Is there anything needing clarification?
• The students should continue adding new words to their vocabulary notebook.
• The students should practise all the language covered as much as possible before the next lesson.
Unit 18

WORKSHEET

1. Name: ___________________________ Date: ____________

2. t_e_a_c_h_e_r

l__br__r__n

n__rs__

w__t__r

b__s__ d_r_v__r

sh__p__ss__st__nt

d__nt__st

r__c__pt__n__st

t__x__ d_r_v__r

st__d__nt

d__nt__l__ss__st__nt
<table>
<thead>
<tr>
<th>Teacher / Shop / Dental / Assistant / Taxi / Bus / Driver / Librarian / Waiter / Nurse / Dentist / Receptionist / Student / Shoe / Café / Health / Centre / School / Hospital / Library / Practice</th>
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**Worksheet**
He is teacher.

She works in a dental practice.

They are nurses.

We work in a hospital.

I am a library.

They are waiters and work in a café.

She is a bus assistant.

She is the receptionist in the health centre.

Goodbye.
<table>
<thead>
<tr>
<th>MINGLING ACTIVITY TABLE</th>
</tr>
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<tbody>
<tr>
<td>You are a taxi driver. You work in a taxi.</td>
</tr>
<tr>
<td>You are a bus driver. You work in a bus.</td>
</tr>
<tr>
<td>You are a nurse. You work in a health centre.</td>
</tr>
<tr>
<td>You are a nurse. You work in a hospital.</td>
</tr>
<tr>
<td>You are a librarian. You work in a school.</td>
</tr>
<tr>
<td>You are a librarian. You work in a library.</td>
</tr>
<tr>
<td>You are a receptionist. You work in a health centre.</td>
</tr>
<tr>
<td>You are a receptionist. You work in a dental practice.</td>
</tr>
<tr>
<td>You are a receptionist. You work in a school.</td>
</tr>
<tr>
<td>You are a doctor. You work in a health centre.</td>
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<tr>
<td>You are a doctor. You work in a hospital.</td>
</tr>
<tr>
<td>You are a dentist. You work in a dental practice.</td>
</tr>
<tr>
<td>You are a waiter. You work in a cafe.</td>
</tr>
<tr>
<td>You are a shop assistant. You work in a shop.</td>
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<tr>
<td>You are a dental assistant. You work in a dental practice.</td>
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<tr>
<td>Who?</td>
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<td>10.</td>
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### Stress Patterns

<table>
<thead>
<tr>
<th>teacher</th>
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<th>assistant</th>
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<tbody>
<tr>
<td>taxi</td>
<td>bus</td>
<td>driver</td>
<td>librarian</td>
</tr>
<tr>
<td>waiter</td>
<td>nurse</td>
<td>dentist</td>
<td>receptionist</td>
</tr>
<tr>
<td>student</td>
<td>shoe</td>
<td>shop</td>
<td>café</td>
</tr>
<tr>
<td>health</td>
<td>centre</td>
<td>school</td>
<td>hospital</td>
</tr>
<tr>
<td>library</td>
<td>practice</td>
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</tbody>
</table>
SHOP ASSISTANT

DENTAL ASSISTANT

BUS DRIVER

TAXI DRIVER