

Jobs

by Lindsay Clandfield

Level: Elementary**Vocabulary:** *I'm a... ; I work for / in / at / with...***Time needed:** 1 hour

Warm-up

Write the word *JOBS* on the board and elicit any job words the students may already know. Once they have suggested a couple and may be running out of ideas, mime some of the jobs in exercise 1 (e.g. point to yourself for *teacher*, mime using a stethoscope for *doctor*, serving drinks for *waiter*, etc). Write each job word on the board and drill it for pronunciation.

Stage one

Distribute the worksheet and ask students to use dictionaries, if they have them, to write the translation of the job words. Instruct the students to complete the last gap with their own job, if it isn't already on the list. If you speak the students' L1 then check the answers with them afterwards.

Tell students to study their lists for a minute, then to test each other on the words (or test themselves, if they come from different language backgrounds).

Stage two

Direct students to the second exercise (Talking about work) and tell them to make five or six sentences orally with a partner. Then tell them to complete the chart with the words at the top of the page.

*Answers:**work for the FBI; work in a shop; work with children*

Go over the whole chart, clarifying especially the difference between *for*, *with* and *in* (often *for* and *in* can be used interchangeably – but if you *work for a school* it means the school employs you, while if you *work in a school* you could be employed by someone else, but working in a school).

Now ask students to suggest other possibilities to make sentences with the chart. Tell them to also make a sentence that describes their work.

Stage three

Tell students to read the language note. Explain that you would like them to talk to at least three other people in the class about their work. Do an example with a stronger student first. Allow the students to get up and mingle for this activity.

Stage four

Ask students to sit down again in pairs. Tell them to test each other again using the words and translations from exercise 1. Can they remember all the words?

Stage five

Read, or ask the students to read, the culture note. Tell them to discuss the questions in small groups, or you could use this as an opportunity to discuss some issues relating to jobs as a whole class.

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1. Job words

Translate the job words into your language.

- a doctor _____
- a teacher _____
- a shop assistant _____
- a mechanic _____
- a farmer _____
- a waiter _____
- a receptionist _____
- a musician _____
- a student _____
- unemployed _____
- _____



2. Complete the last line with another job and write the translation.

3. Cover the English words. Test yourself.

4. Complete the table below with these words:

	<i>a shop</i>	<i>the FBI</i>	<i>children</i>
I work	for	a company. IBM	_____
	in	a school. a factory.	_____
	at	a hospital. an office.	_____
	with	home. computers.	_____
			the public.

Can you think of other words for each section?

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5. Read the language note. Then talk to other people in the class about their jobs.

Language note

To ask about someone's job, you can say

What do you do? or What's your job?

To answer, use **to be + a/an + job**

I'm a teacher.

You can also use the phrases in exercise 4 to talk about work.

6. Read the culture note, then discuss the questions.

Culture note*Legal & illegal workers in America*

The USA is a very popular place for people from other countries to go and work. Immigrants from outside the USA need a resident permit to work and live there. This permit is called a green card. However, more than eight million people live and work in the United States without a green card. These people are sometimes called illegal workers. Many are from Latin American countries south of the US border.

- Do you know anybody who works in the USA? What does he/she do?
- Are there many workers from other countries in your country? What do they do?
- What are the most popular jobs in your country?