

**Theme: It's Time for Work**
**Focus: Specific Word Groups – Occupations**
**Lesson Objectives**

Students are able to

1. identify different types of occupations,
2. complete sentences using names of occupations.

**Resources**

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 6
2. Common sentences that people in certain occupations will say
3. List of occupations including those not covered in **Exercise 11 and 12**
4. List of places of work (for Optional Activity)
5. Sample of a poster by an employment agency (for Optional Activity)

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

1. Take on the role of a person who is working on his job. Say one or two sentences that the person who is on his job would say because of their occupations.

**Example:**

- “Oh, I have to finish writing this article by the end of the day or it will not be printed in tomorrow’s newspapers.”

The students have to guess that you are pretending to be a journalist.

2. You may want to write the names of the occupations you have acted out on the board.
3. Repeat this activity as many times as possible.

**Lesson (10 min)**
**Specific Word Groups – Occupations**

1. Go through the names of occupations in **Exercise 11 and 12** with the students. Explain any words that they may not understand.
2. You may want the students to write the names and the definitions in a vocabulary book.

3. Depending on the ability level of the students, you may want to explain words that sound the same such as ‘invigilator’ and ‘investigator’.
4. You may want to ask the students if they know of people who do a certain task(s) but unsure what the occupation is called. Get them to describe the occupation to the class and encourage the class to think of what the occupation is called.

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

1. Let the students complete **Exercise 11 and 12 of Learning Vocabulary Workbook 6, pages 11 – 12** on their own.
2. Facilitate the students’ learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the class into pairs. Give each pair a list of occupations including other common occupations that are not found in **Exercise 11 and 12**.
2. Get each pair to select several occupations and write a conversation among the characters belonging to those occupations. The conversation must have the people talking about the positive and negative aspects of their occupations.
3. You may want to collect their work for checking. Pin their work on the ‘Writer’s Wall’ after the necessary changes have been made.
4. Use the students’ work to carry out speech and drama activities in the class.

### **Optional Activities**

1. You may want to give the students a list of workplaces and get them to write down the different occupations found at these places.

#### *Examples:*

- hospital, school, restaurant
2. Get them to find out what the occupations at these places are and what tasks/responsibilities are required of each occupation.
  3. Let them share their work with the class.
  4. Alternatively, you may want them to set up a make-believe employment agency. Get them to make posters advertising for people to fill certain positions. Encourage them to think about the requirements one needs to have to be in a certain occupation.
  5. Provide the students with a sample poster as an example.
  6. Let them share their work with the class.
  7. You may want to pin their work on the ‘Writer’s Wall’.