

INTRODUCTION	Vocabulary
STRUCTURES	<p>1. What do you do? What kind of job do you do? --- I am a doctor.</p> <p>2. What did you do? What kind of work did you do? --- I was a teacher.</p> <p>3. I was a secretary in Korea. Now I am a nurse.</p>
EXTENSIONS	<p>1. Describe a particular job 1) Place of work: I work in a restaurant. 2) Skills: I can cook.</p> <p>2. Linking word "but"</p>

Warm-Up: Vocabulary

Cut up job pictures (choose those you want to cover http://esl-images.com/vocabulary_topic_display.asp?images=Jobs%20and%20Occupations&topic=2) and prepare word cards for job titles.

1. Show the pictures in turn and ask the student what the person in the picture does. Introduce new words. Then ask your student to match word cards with the pictures.

- accountant
- cashier
- cook
- carpenter
- cleaner
- doctor
- factory worker
- farmer
- mechanic
- nurse
- plumber
- painter
- secretary
- teacher
- truck/bus driver
- waiter/waitress

2. Exercises

- 1) Pronunciation: group the words and work on pronunciation.
- acc**o**untant
 - ca**sh**ier fa**ct**ory me**ch**anic
 - ca**r**penter fa**r**mer
 - clea**n**er tea**ch**er
 - plu**m**ber tru**ck** bu**s**
 - pa**i**nter wa**i**ter wa**i**tress
 - n**u**rse

To expand your student's vocabulary, you can prepare more words that contain the same letter(s) giving the same sound or ask your student to think of any other words they know.

- 2) Ask questions using the following structure. It's also an opportunity to review "yes/no" answers.

Are you	a ...?
Is she/he	
--- Yes, I am. / No, I am not. Yes, she/he is. /No, she/he isn't.	

Structures

1. To talk about a current job

What	do you/they	do?
What kind of work	does she/he	
---I am a ... They are ... She/He is a...		

Examples: What do you do?
---I am a cleaner.

2. To talk about past work experience

What	did you/she/he/they	do?
What kind of work		
---I/She/He was a ... They were ...		

Example: What did you do in China?
---I was a mechanic.

Exercises

1. Read the following sentences aloud and ask your student to match the names with their job and country.
- 1) Susan was a teacher in Korea.
 - 2) Bob was a carpenter in Chile.
 - 3) Anita and her husband were farmers in Indonesia.
 - 4) Ibrahim was a truck driver in Lebanon.

Name	Job	Country
Susan	farmer	Chile
Bob	truck driver	Indonesia
Anita and her husband	carpenter	Lebanon
Ibrahim	teacher	Korea

2. Complete the following sentences with *am*, *is*, *are*, *was*, *were*.

- 1) I _____ a secretary in 2000. Now I _____ a child care teacher.
- 2) Helen _____ a child care teacher now. She _____ a university teacher before.
- 3) Josh, Peter and I _____ students at AMES now. Josh and Peter _____ plumbers in China. I _____ a carpenter in Indonesia.

3. Ask your student to talk about his/her friend's jobs in their home countries and their current jobs.

Name	Job	
	Before	Now

Extension 1: Describe a particular job

1. Places of work: factory, restaurant, child care centre, government office, supermarket, hospital, farm, garage, etc.

I work in a ...

Example: I am a cashier. I work in a supermarket.

2. Skills: I/she/he/they **can** ...

can to say that someone knows how to do something.

Examples: He is a mechanic. He can fix cars.

I can play the piano. My brother can play the piano too.

Can you speak French?

I/we/you/they/she/he	can cannot (can't)	drive.
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Can	you/they/she/he	drive?
--- Yes, I/we/they/she/he can.		
No, I/we/they/she/he can't.		

Exercises

1. Use the job pictures to ask your student if she/he can do these things. Write down the sentences on cards for introducing linking word "but" in the next section. You can also put this as a writing exercise for your student.

2. Use the following as a guide for your student to talk about her/himself.

My name is _____. I am from _____. I was a _____ in _____ . I worked in a _____. Now I am a _____. I work in a _____. I can _____. I can _____.

Extension 2: Linking word "but"

Linking words provide a text with cohesion and illustrate how the parts of the text relate to each other. Linking word "but" is used for contrasting ideas.

1. Use the cards with *can* and *can't* sentences from Extension exercise 1 to introduce the idea.

Example: I can cook, *but* I cannot paint.

2. When she/he has talked about her/his *cans* and *can'ts* using linking word "but", involve your student in some writing practice. It will further strengthen your student's job vocabulary. Very importantly, you introduce punctuation, ie you put a comma between the two sentences (clauses).

3. Practice with weather vocabulary. You may have covered "weather" in your previous lessons, so you can use the weather word cards for this exercise.

Example: It is sunny today, *but* it will rain tomorrow.