

## MODULE 1: ENGLISH FOR SPECIFIC PURPOSES (SPECIAL NEEDS AND DISABILITY)

### LESSON 2

#### Career

Words and Phrases	Pictures	Transcripti on	Definition	Translate into your own language
teacher		[ti:.tʃər]	someone whose job is to teach	
fireman		[faɪə.mən]	a male firefighter	
soldier		[səʊl.dʒə]	someone who is a member of an army	
doctor		[dɒk.tə]	Someone whose job is to treat people who are ill or injured.	
truck driver		[trʌk 'draɪ.və]	Who drives truck	
scientist		[saɪə.n.tɪst]	Someone who is trained in science, especially someone whose job is to do scientific research	
reporter		[rɪ'pɔ:.tə]	someone whose job is to write articles or make broadcasts about events in the news	

<b>farmer</b>		[fɑ:.mə]	someone who <u>owns</u> a <u>farm</u> or <u>manages</u> it as their <u>job</u>	
<b>translator</b>		[trænz'leɪ.tə]	someone who <u>changes spoken</u> or <u>written words</u> into another <u>language</u> , <u>especially</u> as their <u>job</u>	

## ESL Lesson Plan on Jobs and Occupations



Learning vocabulary and expressions about jobs and occupations is essential for ESL students, both young and old. Learning this topic will enable children to talk about what jobs their family members do.

They can also talk about their interests and what they want to be when they grow up. Older learners also need to learn this topic to talk about their place of work, or to prepare for job interviews.

Whichever kind of students you are teaching, Jobs and Occupations is an essential topic for ESL learners. The following ESL lesson plan on jobs and occupations includes games and activities to help you teach this topic in a fun and interesting way.

The games and activities in this lesson plan are mainly aimed at kids / beginner learners of English. All the PDF materials for this lesson can be downloaded below.

In addition, at the bottom of this page you can find activity videos, PowerPoint Games, and other printable lesson materials to teach jobs and occupations to ESL learners.

## Materials for this lesson:

- [Flashcards – Jobs](#)
- [Student Cards – Jobs](#)
- [Board Game – Jobs](#)

# Beginner ESL Lesson Plan on Jobs and Occupations

## Step 1: Introduce the Topic and Keywords



Most ESL students, even young kids, have some concept of jobs because their parents, teachers, and other family members around them have occupations.

Even so, it is important to put the lesson in context and introduce the concept of jobs to your students. One easy and effective way to do this is by listening to a jobs song and asking students to guess what they are going to study.

[The People Song](#) on YouTube is great for this as it features many different occupations. But, you can use any job song you like.

Ask students to listen to the song and guess what topic they are going to study. Then ask students what jobs they already know. This will activate their existing knowledge and will help them to understand what the lesson will be about.

Next, practice the names of occupations using these [8 jobs flashcards](#) (or prepare your own).

Show students the flashcards one by one and ask them to repeat after you. Then, show them the flashcards again and ask students to say the words on their own.

After practicing a few times, practice more with a fun flashcard game.

Mix up the flashcards and choose one but don't show the students. Ask the students to raise their hands and guess what job flashcard you are holding.

This activity forces students to recall the keywords they just practiced. Next, allow the student who guessed correctly to come to the front and choose another flashcard.

That student then holds the card without showing the other students and asks them to guess what it is.

Elementary aged ESL students love this flashcard game as they get to come to the front and act like the teacher when they guess correctly.

## **Step 2: Teach The Key Expressions**

Once students have practiced the keywords, it's time to practice some key sentences.

Before drilling the key expressions it is important to put the sentences in context so students can more easily understand the meaning of the sentences.

For example, when teaching 'What do you do? – I am a (doctor).', you can begin by asking students 'What is my job?'. Surely, they will know that you are a teacher.

Then you can ask students 'Are YOU a teacher?' to which they will reply 'No'. Then you can ask them 'What do you do?' and try to elicit from them 'I am a student'.

Next, ask students to ask you 'What do you do?' to which you can answer 'I am a teacher.'

Once you have put the key expressions in context and learners have grasped the basic meaning of the sentences, you can drill the target language using the flashcards.

The exact key expressions you teach will depend on the age and level of your students, and on your own curriculum goals.

Here are some example sentences you can teach while teaching the topic of jobs and occupations:

- What do you do? – I am a (teacher).
- What does he/she do? – He/She is a (doctor).
- What does your father/mother do? – He/She is a (pilot).
- What do you want to be? – I want to be a (police officer).
- What is your dream job? – I've always wanted to be a fire fighter.

### Step 3: Listening Activity – Line Bingo



This fun classroom game requires students to have their own set of mini flashcards. Print and cut these [jobs student cards](#) and give one set to each student or pair of students.

Next, ask them to put their cards in a horizontal line in any order they want. Once students have placed their cards in a line, the line bingo game can begin.

The aim of the game is for students to turn over all their cards.

Using the key expressions, the teacher should say the job names one by one.

For example, all the students would shout out 'What do you do?' and the teacher would answer, 'I am a (doctor).

The students then look at their line of cards, and if that job card is on the left or right end of the line, then they can turn that card over.

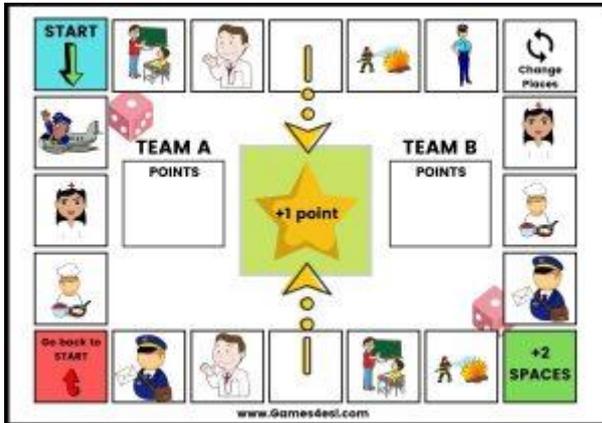
If the job that the teacher called out is in the middle of the line of cards, then students can not turn their card over.

Next, the students would ask again 'What do you do?' and the teacher would answer. The first student to turn over all their cards has bingo, and they are the winner.

After playing one time, you can play again. To make it more fun, allow the students to take turns coming to the front to choose the next card.

The other students would ask 'What do you do?' and the student at the front would answer ' I am a (police officer).

## Step 4: Speaking Activity 1 – Board Game



This board game is a great way to get students speaking using the target language that you taught in step 1, 2, and 3.

For this activity, print out this [jobs board game](#) and give one to each pair of students. Provide each pair one dice, too.

Students also need one eraser each (or anything small to act as their game piece).

Students will take turns rolling the dice and moving their game piece. After moving their game piece, students should make a dialogue with their partner based on the occupation depicted in the square.

For example, if a student lands on the square with the 'pilot', their partner should ask 'What do you do?', and the student should answer 'I am a pilot.'

After making a dialogue, it's the other student's turn.

The aim of the game is to get to the 'center star' to get a point. The only way to get to the center star is to land on the middle squares where the arrows are.

If a student makes it to the center star, then they get one point, and then move back to the start.

The teacher can decide how long to play the game for. For example, for 5 minutes / first to 5 points, etc.

As with any activity, make sure you explain and model how to play before beginning this game.

## **Step 5: Speaking Activity 2 – Find Your Partner**

This ESL speaking activity gets students up out of their seats and interacting with their class mates. For this game, you can re-use the [student cards](#) that were used in the line bingo game above.

In this game, students must walk around and talk with their friends to find someone with the same card as them.

To play this game, give each student a job card. Instruct students that they are not allowed to show the card to anybody. To find their partner, students must walk around and speak with their classmates using the target language.

For example, if you are teaching the question 'What do you do?' to talk about jobs, your students would walk around and ask each other 'What do you do?'

Then, they would answer using the job on the card (e.g. I am a doctor.). Once students find their partner, they take the card to the teacher and then sit down.

## **Step 6: Review**

At the end of the lesson, review the key words and expressions from the lesson. A great way to do this is to have students line up at the door, and ask them a question one by one before they leave.

For example, you can show them one of the flashcards and ask students 'What do you do?' / 'What does he do?', etc. This is a useful way to review with each student and check how much they learned from the lesson.

[All Lesson Plans](#)

## **More Activities And Games to Teach Jobs and Occupations**

- [Jobs Board Games and Flashcards](#)
- [Jobs and Occupations Quiz](#)
- [Jobs Worksheets](#)
- [Jobs PowerPoint Lesson](#)
- [Jobs Hidden Picture PPT Game](#)

- [Jobs Memory Game PPT](#)
- [Jobs Race Game PPT](#)

**Job roles and responsibilities****Topic:** Employability**Level:** E2 / Access 3 / A2**Time:** 90 minutes**Aims**

- To develop learners' ability to speak in full sentences to describe a job
- To give practice of using the verbs: deal with, work in, look after, helps (to + do), when describing the duties of a job
- To develop learners' vocabulary of job roles and duties.

**Introduction**

This lesson is about identifying different job titles and their associated duties. It provides learners with practice at using full sentences to talk about a job.

Tip: Before the lesson, print:

one A4 copy of each image from Resource A and stick around the classroom  
one copy per learner of Resource B (job titles - description sentence matching)  
one copy per three learners of Resource C (definition matching) and cut along the lines  
and cut up sorting cards Resource D for optional discussion activity

**Procedure****Warmer (5 mins)**

- As learners come in, encourage them to walk around and look at the images (Resource A) and think what jobs they represent.

**Task 1 – Job titles - vocabulary (10 mins)**

- Collect in the flashcards and use to elicit the job titles.
- Elicit written form and list on the whiteboard.
- Ask learners to read aloud and check pronunciation. Highlight the '-er/-or' word endings as examples of the schwa sound. (7 examples).

**Differentiation**

- Nominate specific learners to give feedback, based on individual needs.



**Task 2 – focus on meaning (10-15 mins)**

- Mime the actions of someone doing one of the jobs. Try to describe in words as well as actions what you are doing and introduce some of the phrases which will be used during the next task: *to deal with*, *to help (to + do something)*, *to look after*, *to work in*. Use the context of the job role to help explain the meaning of these verbs.
- Encourage learners to guess what you are doing, prompting them to use any relevant verbs or vocabulary they know.
- More confident learners may then have a turn at performing.

**Differentiation**

- Encourage stronger learners to contribute vocabulary.

**Task 3 – Job roles (15-20 mins)**

- Write an example sentence from **Resource B** on the whiteboard, describing a job, and elicit the job title (check comprehension).
- Give out a copy of **Resource B** per learner and tell learners to match the sentences to the jobs.
- Monitor and encourage peer correction.
- Conduct content-based feedback. Nominate quieter or learners with weaker speaking skills to give feedback and encourage them to read the whole sentence clearly.

**Task 4 – focus on language - useful verbs (20 mins)**

- Draw learners' attention to the verbs used - deals with, looks after, helps (to + do), works (in) (from task 3).
- Ask learners to underline (or highlight) examples of these verbs in the sentences on **Resource B**.
- Write the name of a different job on the whiteboard and elicit suggestions to collaboratively create a sentence to describe the job. Encourage peer correction.
- Give each learner a definition matching worksheet (**Resource C**) and tell them to match the word and meaning. Conduct brief content-based feedback. Make sure that all learners have (or can see) a corrected copy of these definitions.
- Write three more job titles on the whiteboard. Ask learners to work in pairs to write sentences to describe these three jobs. Monitor and give content-based feedback.

**Differentiation**

- Learners with weaker literacy skills can work in a small group with more support from the tutor.



## Job roles and responsibilities - lesson plan

- Faster finishers can choose their own job to write a sentence about, or pairs can read their sentences aloud and their partner must guess which job is being described.

**Task 5 – discussion - which job do you like / not like? (10-15 mins)**

- Set up a brief pair discussion activity, asking learners to talk about the jobs from the lesson and which ones they like or don't like. Give each pair a set of sorting cards (**Resource D**) to help them focus on the task. See below for an extension task.
- Conduct feedback and encourage learners to give a reason for their choice.

**Cooler - quiz - guess the job (10-15 mins)**

- Play 'Back to the board'. A learner sits at the front of the classroom facing the rest of the class, with their back to the whiteboard. The tutor then writes a job title (from the lesson) on the whiteboard and the rest of the class must call out clues to help the learner at the front guess what is written on the board. Encourage the class to practise the vocabulary and sentences from the lesson when giving clues.

**Extension activities / Homework**

The task 5 discussion could be extended by asking learners to rank jobs, eg easiest/most difficult, best/worst paid, most/least important.



**Answer key**

Resource B - Job and describing sentence.

a hairdresser	works in a salon and cuts people's hair
a teacher	works in a school and teaches students
a doctor	works in a surgery and finds out why a person is sick
a nurse	works in a hospital and looks after sick people
a police officer	deals with emergencies and helps to stop crime
a receptionist	helps people when they come into a building
a shop assistant	deals with customers in a shop
a lawyer	helps people with legal problems
an engineer	works in an office and helps to design and build roads and bridges
a cleaner	works in a building and keeps it clean and tidy
an office worker	works in the office of a company or business



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## QUESTIONS ABOUT YOU **JOBS and WORK**

for students without a job



- *Write short answers to the questions below.  
(Use the back of this paper if you need more space.)*

1. What kind of job do you want to have?

\_\_\_\_\_

2. Why do you want this kind of job?

\_\_\_\_\_

3. How much salary can you get from this job?

\_\_\_\_\_

4. Do you think this kind of job is easy to do? Why? / Why not?

\_\_\_\_\_

5. Do you know anyone with this kind of job? If 'yes', who?

\_\_\_\_\_

6. Is this kind of job dangerous? Why? / Why not?

\_\_\_\_\_

7. What do you need to study to get this job?

\_\_\_\_\_

8. Will it be easy to find this kind of job? Why? / Why not?

\_\_\_\_\_

9. Do any of your classmates also want this kind of job? If 'yes', who?

\_\_\_\_\_

10. If you can't get this job, what other job are you interested in?

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## VOCABULARY MEMORY GAME

### JOBS

- Complete the words below with vowels (a / e / i / o / u).
- Then memorize the words in all the boxes!



1  r_p_rt_r	2  t__ch_r	3  f_r_m_n	4  s_ld__r
5  d_ct_r	6  truck dr_v_r	7  sc__nt_st	8  f_rm_r
9  ch_f	10  p_l_t	11  c_sh__r	12  __rt_st
13  __thl_t__	14  p_l_c__ officer	15  b_s driver	16  m_sici_n



## VOCABULARY MEMORY GAME

## Jobs

**Aim** Vocabulary Practice

**Level** Beginner to Elementary

*The idea for this worksheet activity comes from a popular ESL game in which a number of objects are placed on a desk; students stand up, gather around the desk and memorize the objects within a set Time limit. Then, the objects are covered or put away, while the students return to their desks and write the names of the objects they can remember.*

*The advantage of using pictures and words (as in this paper version) is that it targets specific topic-related vocabulary (in this case, jobs).*

### ACTIVITY NOTES

Distribute the vowel gap-fill exercise to your students and have them work in pairs to complete the words. After you check their answers, tell them they have just one minute (okay, maybe two) to memorize as many words on the handout as they can.

Then, ask them to turn their papers over (or put them away) – on the new handout\* (with blank squares) they can write down the words they can remember. You can have your learners work individually, in pairs, or in groups or teams (with answers written in a grid on the board).

- **Easier:** your students can write the words in any order.
- **Even Easier:** allow misspelled words as long as the words can be recognized.
- **More difficult:** your students should write the correctly spelled words in the correct order in the boxes.
- **For added fun:** have your learners draw a quick sketch of each animal in addition to writing the words. Fun, yes, plus it will help them to remember the vocabulary!

\*To save paper, you might have your students draw a 16-square grid in their notebooks for the second part of this activity.

### ANSWER KEY

- |                 |                    |
|-----------------|--------------------|
| 1. reporter     | 9. chef            |
| 2. teacher      | 10. pilot          |
| 3. fireman      | 11. cashier        |
| 4. soldier      | 12. artist         |
| 5. doctor       | 13. athlete        |
| 6. truck driver | 14. police officer |
| 7. scientist    | 15. bus driver     |
| 8. farmer       | 16. musician       |



## 16 CLUES

## Jobs

**Aim** Vocabulary and Spelling Practice

**Level** Elementary to Intermediate

### Answer Key

1. astronaut
2. doctor
3. farmer
4. teacher
5. chef
6. librarian
7. pilot
8. florist
9. clown
10. musician
11. cashier
12. artist
13. plumber
14. soldier
15. taxi driver
16. dentist

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**JOBS**

**10**  
Questions  
Guaranteed  
to Tickle Your  
Curious Brain!

Work with a classmate and  
try to answer these trivia  
questions about jobs.

Then watch the video to  
check your answers!

1. What is the most common job in the United States?
  - a) cashier
  - b) salesperson
  - c) fast food worker
2. According to one survey, how many people in the world like their job?
  - a) 15%
  - b) 25%
  - c) 65%
3. Legally, at least how old do you need to be for most jobs in the USA?
  - a) 12 years old
  - b) 14 years old
  - c) 16 years old
4. About what percentage of Canadian workers have jobs in other countries?
  - a) 1.4%
  - b) 6.9%
  - c) 18.1%
5. How old was Dr. Leila Denmark (born in Georgia, USA) when she retired in 2001?
  - a) 96
  - b) 103
  - c) 117
6. What was the average annual salary in the United States in 1970?
  - a) \$6,186
  - b) \$12,057
  - c) \$18,200
7. According to one survey, what do most kids want to be when they grow up?
  - a) astronaut
  - b) teacher
  - c) doctor
8. On average, how often do workers in the UK change their job?
  - a) every 5 years
  - b) every 6 years
  - c) every 7 years
9. How much was the minimum wage in Germany in 2019 (in US dollars)?
  - a) \$10.86
  - b) \$17.85
  - c) \$26.78
10. How many times did Clay Anderson apply to become a NASA astronaut?
  - a) 6
  - b) 9
  - c) 15

9 – 10 = Boss!    7 – 8 = Employee    6 or Less = Job Applicant

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Watch the video again and try to answer these questions!**

1. About how many salespersons are there in the United States?

\_\_\_\_\_ **million**

2. About how many workers in the United States like their job?

\_\_\_\_\_ **%**

3. When can kids under 12 work on farms in the US?

\_\_\_\_\_

4. In which country do 30,000 to 40,000 Canadians work?

\_\_\_\_\_

5. For how many years was Leila Denmark a doctor?

\_\_\_\_\_ **years**

6. What was the average annual salary in the US in 1960?

\_\_\_\_\_ **dollars**

7. How many girls said they wanted to become doctors?

\_\_\_\_\_ **%**

8. On average, how often do people change their jobs in the US?

\_\_\_\_\_ **years**

9. What is the minimum salary in Nepal?

\_\_\_\_\_ **dollars per month**

10. How long did Clay Anderson stay on the International Space Station?

\_\_\_\_\_ **days**

## TRIVIA QUIZ

## ALL Things Topics

**Teaching Focus** 'Jobs' Topic Introduction    **Time** Approx 30 mins  
**Level** Intermediate to Advanced

### ACTIVITY NOTES

<https://www.youtube.com/watch?v=fiDVolaUy40>



#### Page 1

- Use this multiple-choice quiz (5:17) to introduce the topic of **Jobs**.
- Distribute one copy of the first page to your learners seated in pairs. Give them a set time limit (depending on their level) to read, discuss and answer the questions in pairs.
- You may want to ask your learners to compare a few of their answers with their other classmates.
- Play the video all the way through without stopping. As they watch, your learners can confirm their answers and correct any mistakes.

#### Page 2 (optional extension activity)

- Distribute a copy of the second page to the same learners seated in pairs.
- Ask your learners to answer any questions they can remember.
- Have your learners watch the video a second time and answer the questions.
- Elicit the answers from your students after the video has ended.

#### Follow up Discussion (optional)

- Have learners follow up with these (or similar) questions related to the video:

*Do you know anyone who works as a salesperson? If yes, who?*

*What are some reasons people DISLIKE their job?*

*Did you ever have a job when you were a kid? If yes, what?*

*Would you like to work in another country? Why? / Why not?*

*Would you like to work as a doctor? Why? / Why not?*

*Etc.*

### ANSWER KEY

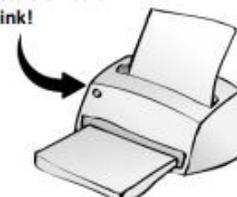
#### Page 1

1. b (salesperson)
2. a (15%)
3. b (14 years old)
4. c (18.1%)
5. b (103)
6. a (\$6,186)
7. c (doctor)
8. a (every 5 years)
9. a (\$10.86)
10. c (45%)

#### Page 2

1. 4.5 million
2. 30%
3. during summer holidays
4. America
5. 73 years
6. 4,000 dollars
7. 9%
8. every 4 years
9. 115 dollars per month
10. 152 days

Remember to choose "black-and-white" or "grayscale" in your printer settings to save on color ink!



## 16 Question Strips

# **JOBS and WORK**



- What do you do? (Do you like your job? Why? / Why not?)
- What job would you like to have? Why?
- What job would you hate to have? Why?
- Is it easy or difficult to find a job? Why?
- What are three jobs with high salaries?
- What are three jobs with low salaries?
- What are three dangerous jobs?
- Is it better to work inside or outside? Why?
- Should children go to work? Why? / Why not?
- Is money the only reason that people have jobs?
- Is it more fun to be a student than to have a job?
- You have a high salary, but hate your job: what should you do?
- Which is better: working or doing nothing? Why?
- Do Superman and Batman have good jobs? Why? / Why not?
- At what age should people retire from work? Why?
- Can you think of five different jobs for dogs?

## 16 QUESTION STRIPS

## Jobs and Work

**Aim** Speaking Practice

**Level** Intermediate to Advanced

- **As a Seated Activity**

Have your students seated in pairs or in groups of three.

Lay the sixteen cut-up questions – face-down – between the students.

Students take turns randomly selecting questions to ask their partner(s). Encourage follow-up questions.

Be sure to set a time frame for your students (try starting with 10 – 15 minutes for 16 questions; you may want to adjust this in later classes). Monitor and assist.

- **As a Standing Activity 1**

Have all your students stand up.

Give one question strip to each student.

Students find a partner and ask their question. Encourage follow-up questions.

After the students have asked each other their questions, have them exchange question strips and find new partners and continue.

Set a time frame as above. Monitor and assist.

- **As a Standing Activity 2**

This activity runs exactly the same as in 'Standing Activity 1' except that students first have about a minute to memorize their question (before placing it in their pocket – it can be used as a prompt if needed).

After each short conversation, students 'mentally exchange' their questions – they must help each other memorize their new questions before setting off to find a new partner.

This activity version is a little challenging, but also lots of fun – and it's great to see all the learning that takes place!

Set a time frame as above. Monitor and assist.

## Resources:

1. <https://games4esl.com/lesson-plans/jobs-and-occupations/>
2. <https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Job%20roles%20and%20responsibilities%20lesson%20plan.pdf>
3. <https://www.allthingstoppers.com/jobs-and-work.html>