

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.

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- Using the remaining flashcards, introduce the vocabulary of the other jobs and invite students to attach them to the board.
 - 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.
 - 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.
 - Refer to Exercise 1 on the student worksheet. Ask the students to write their name and the date in the spaces provided.
 - 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*
- 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.
 - 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.

Key:

1. *nurse, hospital*



2. *teacher, school*



3. *librarian, library*



4. *dental assistant, dental practice*



5. *taxi driver, taxi*



6. *shop assistant, shoe shop*



7. *waiter, café*



8. *receptionist, health centre*



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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 / café / 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, café, 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

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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.

Absolute Beginners

by Frances Marnie

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1 Name: _____ Date: _____



teacher



l__br__r__n



n__rs__



w__t__r



b__s dr_v__r



sh__p __ss__st__nt



d__nt__st



r__c__pt__n__st



t__x__ dr_v__r



st__d__nt



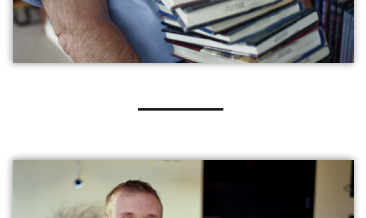
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3



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4

teacher / shop / dental / assistant / taxi / bus /
driver / librarian / waiter / nurse / dentist /
receptionist / student / shoe / café / health /
centre / school / hospital / library / practice











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5



He is teacher.



She work in a dental practice.



They is nurses.



We works in a hospital.



I am a library.



They is waiters and works in a café.



She is a bus assistant.



She is the receptinist in the health centre.

Goodbye.



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You are a taxi driver. You work in a taxi.

You are a bus driver. You work in a bus.

You are a nurse. You work in a health centre.

You are a nurse. You work in a hospital.

You are a librarian. You work in a school.

You are a librarian. You work in a library.

You are a receptionist. You work in a health centre.

You are a receptionist. You work in a dental practice.

You are a receptionist. You work in a school.

You are a doctor. You work in a health centre.

You are a doctor. You work in a hospital.

You are a dentist. You work in a dental practice.

You are a waiter. You work in a cafe.

You are a shop assistant. You work in a shop.

You are a dental assistant. You work in a dental practice.



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	Who?	Job?	Where?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



MINGLING ACTIVITY TABLE

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by Frances Marnie



teacher

shop

dental

assistant

taxi

bus

driver

librarian



waiter

nurse

dentist

receptionist

student

shoe

shop

café

health

centre

school

hospital

library

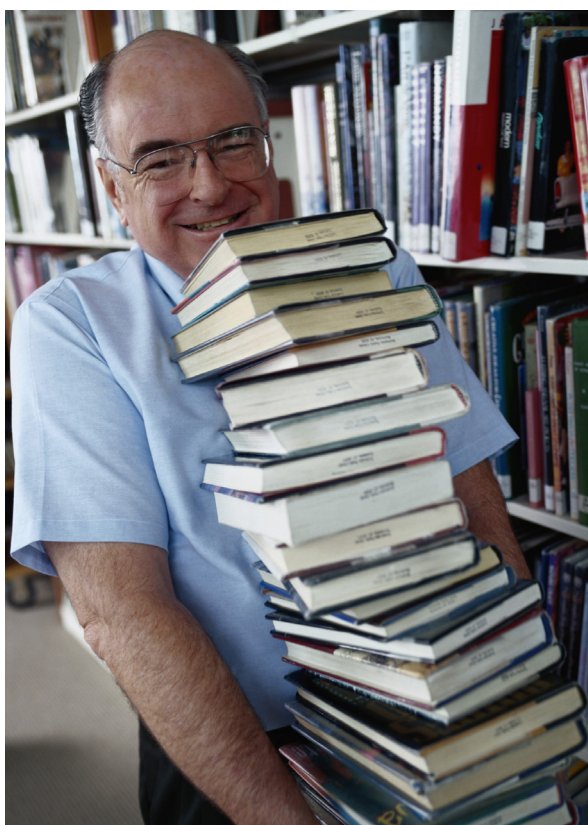
practice

STRESS PATTERNS

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STUDENT

LIBRARIAN

TEACHER

WAITER

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DENTAL
ASSISTANT

TAXI DRIVER

SHOP ASSISTANT

BUS DRIVER