

## **Lesson Plan #7 Teacher Notes: Jobs**

### **1. Warm-up: Vertical Column**

- a. Write a medium-to-large keyword on the board, such as career or occupation, and then give them a category, like jobs.
- b. Students need to think of as many words in the appropriate category and then write them into your keyword.
- c. They will get 1 point for each letter they have.
- d. So...in the example below I have 4 words, for a total of 23 points.

O  
doCtor  
C  
nUrse  
P  
A  
Teacher  
I  
actOr  
N

- e. 3 words is a good number to do at the start of class.

### **2. Powerpoints**

- a. After the warm-up activity I would get into the powerpoints. First show Jobs 2.ppt, as it has very easy picture vocabulary that will allow students to talk about many different jobs.
- b. Later in the lesson, or in a different class, Jobs.ppt should be shown, which has more student-teacher interaction, as well as the introduction to the grammar used, comparative adjectives.

### **3. Big Word Game**

- a. Students are put into two teams. One team goes at a time.
- b. One student takes a piece of paper and reads the four clues in order from top-to-bottom.

- c. They CANNOT read the large, underlined big word at the top of the paper, that is the word they want their team to guess.
- d. Students can only say the clues, no other words or gestures.
- e. Teams will get 4 points if they guess the word on the first clue; 3 points on the second clue; 2 points on the third clue; and 1 point on the fourth clue.
- f. The other team can be allowed a chance to guess if the original team could not guess correctly.
- g. A stopwatch can be introduced, usually with one minute, if teams are delaying reading the clues in a speedy manner.
- h. The teacher is encouraged to do a paper from time-to-time which both teams can guess at.

#### **4. Dialogue – Future Jobs**

- a. In this dialogue, students are given the chance to talk about the jobs they have learned, use comparative adjectives to describe the jobs they like and don't like, and allowed to work with a partner or in a small group.
- b. It should be explained that students will be given ten minutes to come up with a dialogue.
- c. The dialogue should be in a back-and-forth format:
  - i. Tom:
  - ii. Jane:
  - iii. Tom:
  - iv. Jane:
- d. Students will need to use Job Vocabulary and Grammar.
- e. Read the model dialogue to students, enclosed in the lesson plan package.
- f. Let the students work, slowly walking about to monitor for spelling or grammar errors as well as answer questions.