

Elementary English Conversation Class

Literacy NJ, Mercer County Programs

Week 10 – Jobs

Objectives for Week 10 – Students will:

- learn the names of various jobs and professions
- talk and write about current jobs and past job experience
- discuss how to solve common problems at work
- use the past tense of regular verbs and of the irregular verbs *to be* and *to have*
- use additional contractions

Lesson 10.1 – Common Jobs and Professions

Recommended Materials for Lesson 10.1

- extra copies of the review sheet from Lesson 9.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the picture of jobs for Activity #2, two copies of each “Job Experiences” story for the pair work in Activity #4, and the Lesson 10.1 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and copies of handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 9.2. Ask students to read the sentences that they wrote for homework (sentences with vocabulary from the word box and sentences about health problems). If any students practiced setting up an appointment, ask them to talk about it.

3. Tell the students that there are different ways to answer the questions the ***What should you do?*** section of the review sheet.



The students work in pairs. Give each pair one or two problems from the list on the review sheet. Students should discuss the problem(s) and decide what they should do. When they have made their decisions, they report them to the whole class. (If a different pair has the same problem, see if the two pairs agree.) If possible, students should explain their reasons. In each case, ask if they talked about any other choices before deciding.

Activity #2 – Common jobs and professions

1. Say “**Today we will talk about jobs and places to work.**” You may already know which students are working and what their jobs are. Ask the students if they can tell you their jobs or jobs of others in their families. Start a list of jobs on the board.
2. Ask students to identify other jobs. If there is no response, point to yourself and prompt the word ***teacher***. Ask students about additional jobs from the lessons. You can use prompts such as “**who works in a supermarket?**” or “**who helps you if you’re sick?**” Add jobs to the list.
3. Using the picture of jobs, add other jobs to the list, such as ***policeman, baker, and dentist***. (You don’t have to use all the examples in the picture.) Some students might want ***homemaker*** or ***mother***. Although ***student*** is not a job, you can add it to the list as something that people do. The list should have about 10 jobs.
4. Write sentences to describe a few jobs, and then ask the students to identify each job. For example, you can write the descriptions below on the board. After you write each description, ask students to answer the question “Who Am I?” After they identify each job, write the answer:

Description

I help students learn new things.

I make food in a restaurant.

I can help you if you have a toothache.

Who Am I?

I am a teacher.

I am a cook.

I am a dentist.

Make sure that students understand some of the verbs that they can use to describe jobs, such as ***help, make, learn, work***, etc.



Students work in pairs or small groups. Make sure that they have paper and pens. Give each pair/group the name of a job from the list on the board (for example, mother, student, doctor, baker, pilot). Ask the pairs/groups to work together to write a description of the job. When the pairs/groups are ready, they read their descriptions to the whole class and ask “Who Am I?” The class tries to identify the job.



The material in Activities #3 and #4 is difficult for new language learners. Proceed slowly and build in repetition.

Activity #3 – Past tense of *to be*



Erase the board. Write:

***I was** **we were**
you were **you were**
he, she, it was **they were***

1. Explain the past tense of *to be*, using various examples with known vocabulary. For example, point to the relevant word on the board and say:

“I was at the supermarket yesterday.” “We were sick for three days.”
“You were hungry at 6:00.” “You were in the kitchen all morning.”
“It was raining on Monday.” “They were shopping for new shoes.”

2. Give examples of using the past tense of *to be* to explain jobs in their native countries. Try to use examples of jobs and countries of students in the class. For example, you can say **“I’m a salesperson now. In Mexico, I was a teacher,”** or **“I’m a dentist now. In Romania, I was a dentist too.”** Write a model sentence on the board:

“I’m a _____ now. In _____, I was a _____.”

If you think that some students would prefer a family member as an alternative, they can say, for example,

“My husband is a _____ now. In _____, he was a _____.”

Give students time to write sentences for themselves or a family member. When they’re ready, each student reads his/her sentences to the class.

3. Give examples of the negative. Explain that in conversation *was not* is more often *wasn't*, and *were not* is more often *weren't*. Say “I’m a salesperson now. In Mexico, I wasn't a salesperson. I was a teacher.” Write the model sentence on the board.

“I’m a _____ now. In _____, I wasn't a _____. I was a _____.”

As an example, ask a student to fill in the blanks in the sentence with his/her own job history. Then introduce the student and write:

“This is _____. He’s (or she’s) a _____ now. In _____, he (or she) wasn’t a _____. He (or she) was a _____.”



Ask each student to interview one other student to write sentences about the other student like the sentences on the board. When they are ready, each student introduces the other student to the class.

Activity #4 – Past tense of regular verbs



Erase the board.

1. Explain that you can sometimes make the past tense by adding *ed* to the end of the word. Say and write these examples:

“I’m a salesperson now. I work in a bookstore. In Mexico, I worked at a school. I was a teacher.”

“I’m a dentist now. When I lived in Romania, I was a dentist too.”

Tell the students that the *ed* ending is also the same for *you*, *he*, *she*, *it*, *we*, and *they*.

2. Ask the students to use the sentences about themselves to write new sentences with worked or lived. Give them time to make the changes, and then ask them to read their new sentences to the class.

3. Give examples of the negative, using the past tense of regular verbs. Explain that in English, we add two words – *did* and *not* – to make sentences negative. Say “I’m a salesperson now. I work in a bookstore. In Mexico, I did not work in a bookstore. I worked at a school. I was a teacher.” Revise the sentence on the

board to make it negative. Point out the **did not** makes the sentence negative, and we don't change **work** to **worked**.

4. Good news! Except for *to be*, we always make the negative this way. Write some examples on the board. (Note that these examples all use regular verbs. If you go back to positive sentences, they will all have *ed* endings.)

I **did not** work at that restaurant.

We **did not** live in New York.

You **did not** walk to school last week.

You **did not** ask a question.

She **did not** talk to the teacher.

They **did not** help the other students.

Ask students to construct **did not** sentences with any verb and read their sentences to the class. (As an alternative, you can have the students work in pairs to create these sentences.)

5. Tell the class that in speaking, we usually say **didn't** instead of **did not**. Then read the sentences on the board, changing **did not** to **didn't**.

Activity #5 – Talking about job experiences

1. Tell the students that jobs they have now and in the past are called their **job experience** or **work experience**. To get a new job, sometimes people go to an **interview**. (Write new words on the board.) At the interview, someone asks about work experience. They talk about their work, and say what they learned from past jobs or what they liked about them.
2. In preparation for the group activity, show the picture and read one of the “Job Experiences” stories. Point out the use of the past tense and explain any unknown words. Write these questions on the board and discuss the answers with the students: **“What job does the person in the story have now? What was he/she in the past? What does he/she say about the job experience?”**



Students work in pairs. Give each pair copies of one of the “Job Experiences” stories. They should read the story. (They may need to figure out or ask about some words.) Then they should use the information in the story to answer the questions on the board: What job does the person in the story have now? What was he/she in the past? What does he/she say about the job experience? Ask each pair to report their answers.

3. Explain that you and the students are going to role-play a job interview. Write on the board and say “**Please tell me about your job experience,**” and ask a few students to answer. Remind the class that they need to say what their jobs were and something else about their experience.



Activity #6 – Review, conclusion, and plans for the final class

1. Distribute and discuss the review handout for this lesson. Explain the homework assignment at the bottom of the page.
2. Review any other important words or expressions introduced in this lesson.
3. Since the next class meeting is the last lesson, take some time to discuss ways to celebrate. Students may have some special ideas from their home countries.
4. Say “**Goodbye**” and “**See you on [day of next class].**”



Week 10, Lesson 10.1

Review of Common Jobs and Professions

past tense of *to be*

<i>I was</i>	<i>I wasn't</i>	<i>we were</i>	<i>we weren't</i>
<i>you were</i>	<i>you weren't</i>	<i>you were</i>	<i>you weren't</i>
<i>he, she, it was</i>	<i>he, she, it wasn't</i>	<i>they were</i>	<i>they weren't</i>

I am a salesperson now.
In Korea, I **wasn't** a salesperson.
In Korea, I **was** a dentist.

You're a doctor now.
In Ecuador, you **were** a doctor too.

She is a mother now.
In Iran, she **wasn't** a mother.
In Iran, she **was** a librarian.

We're students now.
In Russia, we **weren't** students.
In Russia, we **were** pharmacists.

You are mechanics now.
In India, you **were** mechanics too.

They're cooks now.
In Nigeria, they **weren't** cooks.
In Nigeria, they **were** police officers.

past tense with *ed*

I **worked** in an office in 2010.
I **didn't work** in an office in 2010.

You **walked** around the corner.
You **didn't walk** around the corner.

He **lived** in Slovakia when he was a child.
He **didn't live** in Slovakia when he was a child.

ask – asked	explain – explained
count – counted	help – helped

We **cooked** dinner last night.
We **didn't cook** dinner last night.

You **looked** in your closets.
You **didn't look** in your closets.

They **called** 911 yesterday.
They **didn't call** 911 yesterday.

like – liked	wash – washed
talk – talked	watch – watched

You are preparing for an interview. Write about your job experience. Fill in the words for your home country, your job now, and your job in the past. Then write a sentence or two about your experience.

I'm from _____, but I live in the United States now. I'm a _____.

In _____, I was a _____.

_____.

Lesson 10.2 – Solving problems at work

Recommended Materials for Lesson 10.2

- extra copies of the review sheet from Lesson 10.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the story in Activity #2 and the Lesson 10.2 review sheet
- items for a last-class celebration



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance. The table in Activity #2 and the sample questions in Activity #3 are examples.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that students have copies of the review sheet from Lesson 10.1. Ask students to read about their job experiences.
3. Write a series of fill-in-the-blank sentences in which the students must choose between *was* and *were*. Some of the sentences should be on the board, others can be done orally.
4. Using student sentences from their job experiences, write as many sentences on the board as you can, using the past tense of regular verbs. Change back and forth between “now” using simple present and “past” using past tense.

Activity #2 – Asking for time off from work

1. Explain that sometimes people need to ask for time off for an important reason. Ask the class why they might need to do this and discuss various reasons, such as needing to go to a doctor’s appointment or a special event.

2. Ask students to read “Juan Has a Problem.” Explain any new vocabulary, such as *graduation*.

Juan Has a Problem

Juan has a problem. When Juan lived in Guatemala, he was a teacher. Now he lives in New Jersey, and he is a cook in a restaurant. He works at the restaurant from 6:00 am to 2:00 pm. It is a good job, but he is worried. On June 12th, his daughter Gabriela has her graduation from middle school. Juan is very happy about Gabriela. But the graduation is at 10:00 am! How can Juan go to the graduation?

Juan decides to speak to his boss, Mr. Drake. Now he is thinking about what to say to Mr. Drake.



Students work in pairs or small groups to discuss what Juan should say to Mr. Drake. What information should he tell him? What will Mr. Drake say? After the pairs/groups report, work with the class to construct a dialog like the one below.

Dialog

Juan: Excuse me. I have a question.

Mr. Drake: Yes?

Juan: My daughter has her graduation from middle school on Wednesday morning, June 12th. It starts at 10:00 am. I would like to go. I can work from 6:00 am to 9:00 am. Is that ok with you?

Mr. Drake: Yes. But can you work until 3:00pm on Thursday, June 13th and Friday, June 14th?

Juan: Yes, I can work until 3:00pm on Thursday and Friday.

Mr. Drake: Good! Congratulations to your daughter and the family!

Juan: Thank you.

After you have written the dialog on the board, ask students take turns enacting both parts.

3. Ask the students for another reason that someone might ask for time off or that someone might want to talk to the boss about a problem at work. Work with the students to adjust the dialog for a new situation. As usual, ask the students to take turns enacting the revised dialog.

Activity #3 – Past tense of *to have*



Erase the board. Write:
I had ***we had***
you had ***you had***
he, she, it had ***they had***

1. Explain the past tense of *to have*. Use the past tense to write sentences such as:

I had a doctor’s appointment yesterday.

We had an appointment with the teacher last week.

In China, you had a job at a restaurant.

In Mexico, you had jobs in a school.

Juan had a problem.

They had graduation on June 12.

Ask students to form other sentences with the past tense of *to have* and write the sentences on the board.

2. Put the sentences in the negative: “***I didn’t have a doctor’s appointment yesterday,***” etc. (The construction *didn’t [verb]* was discussed in the previous lesson.) After you do a few examples, ask the students to convert the remaining examples to the negative.

Activity #4 – Past tense of irregular verbs (optional)



This activity is optional. Use your judgment about the amount of time available and the students’ readiness to learn a few more irregular verbs.

1. Explain that many English verbs use *ed* to make the past tense – for example, *worked* and *lived*. Tell the students that these are called ***regular verbs***.
2. Continue to explain that other verbs do not use *ed* in the past tense – for example, the past tense of *to be* (*was/were*) and the past tense of *to have* (*had*). Many other common verbs are ***irregular*** – they do not end in *ed*. Ask the class if they know any examples. You might suggest some examples in the present tense and see if any of the students know the past tense. For example, you can say and write “***Today I am eating lunch with my friends.***” Then ask “***Yesterday . . . ?***” If no one knows how to make the past tense, provide the answer. Pausing to see if any students know the answers, try a few other irregular verbs, such as:

“I am not going to the supermarket today. I went to the supermarket yesterday.”

“I speak English in America. When I lived in Mexico, I spoke Spanish.”

3. Tell the class that they will study more about the tenses in future English classes.



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. If you included the previous section on *irregular verbs*, explain that they should listen for more examples of them as they hear people speak English.
2. Review any other important words or expressions introduced in this lesson.



Activity #6 – But wait! This time, there's more!

Graduation time! Use the rest of the time for a celebration. Acknowledge and celebrate students' achievements with a special game, a party, food, etc., as planned at the previous lesson. You might award certificates or prizes to students with the best attendance or some other criteria – or give prizes to everyone!



Week 10, Lesson 10.2 Review of Solving Problems at Work

Juan Has a Problem

Juan has a problem. When Juan lived in Guatemala, he was a teacher. Now he lives in New Jersey, and he is a cook in a restaurant. He works at the restaurant from 6:00 am to 2:00 pm. It is a good job, but he is worried. On June 12th, his daughter Gabriela has her graduation from middle school. Juan is very happy about Gabriela. But the graduation is at 10:00 am! How can Juan go to the graduation?

Juan decides to speak to his boss, Mr. Drake. Now he is thinking about what to say to Mr. Drake.

past tense of *to have*

<i>I had</i>	<i>we had</i>
<i>you had</i>	<i>you had</i>
<i>he, she, it had</i>	<i>they had</i>

I **had** a doctor's appointment yesterday.
I **didn't have** a doctor's appointment yesterday.

We **had** an appointment with the teacher last week.
We **didn't have** an appointment with the teacher last week.

In China, you **had** a job at a restaurant
In China, you **didn't have** a job at a restaurant.

In Mexico, you **had** jobs in a school.
In Mexico, you **didn't have** jobs in a school.

Juan **had** a problem.
Juan **didn't have** a problem.

They **had** graduation on June 12.
They **didn't have** graduation on June 12.

Sample Pictures and Stories for Week 10

 **JOBS** Name: _____
Class: _____
Date: _____

 pilot	 policeman	 doctor
 vet	 artist	 baker
 butcher	 dentist	 painter
 cook	 teacher	 musician

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Job Experiences

cut the pages into individual stories

My Job Experience

My name is Roberto. I'm from Mexico. Now I live in the United States. I'm a mechanic. I am happy when I fix cars and trucks. When I lived in Mexico, I was a mechanic too.



My Job Experience

My name is Elisabeth. I'm from Poland, but I live in the United States now. I work in a doctor's office. I make appointments for people to see the doctor. When I lived in Poland, I didn't work in a doctor's office. I was a student.



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My Job Experience

My name is Blanca. I'm from Guatemala. Now I live in the United States. I have a job at a pre-school. I love the kids! When I was in Guatemala, I didn't work at a school. I was a nurse. I loved that job too.



My Job Experience

My name is Leila. I'm from Jordan. I live in the United States now. I'm a student, and I work part-time in a drugstore. I was a student in Jordan too, but I didn't work in a drugstore. I want to be a pharmacist.



My Job Experience

My name is Isabella. I live in the United States, and I work in a restaurant. Sometimes I'm a server, and sometimes I'm the cashier. I like to be a server because I get tips! When I lived in Italy, I didn't work in a restaurant. I worked in a bank.



My Job Experience

People call me Frank, but in Haiti my name was François. I live in the United States now, and I work in a hair salon. I was a hairdresser in Haiti too, but I didn't work in a salon. I worked at home.



My Job Experience

I'm Abdu from Kenya. I live in the United States now. I work at a fitness center. In Kenya, I didn't work at a fitness center. I worked at a hospital. It was a good job too. I like to help people.



My Job Experience

My name is Lisa. I lived in China, but now I live in the United States. My job is mother! Tina is my daughter. When I lived in China, I didn't have a child. I was a cook. I love my new job.



Juan Has a Problem

Juan has a problem. When Juan lived in Guatemala, he was a teacher. Now he lives in New Jersey, and he is a cook in a restaurant. He works at the restaurant from 6:00 am to 2:00 pm. It is a good job, but he is worried. On June 12th, his daughter Gabriela has her graduation from middle school. Juan is very happy about Gabriela. But the graduation is at 10:00 am! How can Juan go to the graduation?

Juan decides to speak to his boss, Mr. Drake. Now he is thinking about what to say to Mr. Drake.

