

## Occupations What Do You Do?

### Step by Step Instructions

**CASAS Competencies:**

- 0.1.2 Identify or use appropriate language for information purposes
- 0.2.1 Respond appropriately to common personal information questions
- 4.1.8 Identify common occupations
- 4.8.1 Demonstrate ability to work cooperatively

**Outcomes:**

- Identify job titles and occupations

**Teacher prep and materials:**

- Prepare a handout with a list of all learner’s names for Group Practice (optional)
- Write names of all learners present on the board
- Several sets of Flashcards A-G; flashcards show professions to be discussed\*
- Class copies of Handouts 1a and 1b, with same pictures and written job tiles
- Overhead Slides of Transparencies 1a, 1b and 1c, with illustrations of professions to be discussed\*
- Class copies of Homework A, for follow-up
- Overhead projector
- Write on board, overhead slide, or bring large cards with written phrases:

I am	I'm
You are	You're
He is	He's
She is	She's
They are	They're
We are	We're

What does he do?	What is his job?
What does she do?	What is her job?
What do you do?	What is your job?

*\*Note: If a class consists of a prevalent language group, teacher may be able to anticipate a specific pronunciation problem, and prepare to address it at this point.*

**Why?**

**Warm-up:**

Review the list of names of each learner. Ask learners: What do I do? Hope someone says 'teacher'. Model I am a teacher/I'm a teacher, then ask a few learners, alternately, "What do you do?" and "What is your job?" Explain that sometimes when people ask that question they are asking about your occupation (job). If learners fail to use correct structure, point to it on the board. Ask a few others in order to gauge knowledge of the basic structure and how students use it. Then point to previously asked students and ask "What is his/ her job?" or "What does he or she do?"

**Step by Step**

Do: Point to list of learner names on the board and survey who is present. Put check mark next to names of learners who are present.

**Say: Let's see who is here today. Is \_\_\_\_\_ here?**

**Today we're going to talk about occupations. Do you know what I mean by occupations?**

Allow learners to provide the answer, if possible.

**That's right. It's another word for jobs. What do I do?**

Allow learners to provide the answer.

**That's right, I'm a teacher.**

Ask learners about their jobs.

**What do you do?**

Learners will likely say "student".

**Sometimes when people ask "What do you do?" they really want to know what your job or occupation is, so you can say "I am a . . ." or "I'm a . . ."**

Point to grammatical structures on the board.

**Do you have a job?**

Look for learner who can articulate a job title, if possible.

**What does (learner name) do?**

**She/he's a . . .**

Ask as many learners as seem willing to supply that information.

**It's easy to answer that question if you know your job title, or the name of your job.**

Write 'job title' on the board.

**What's my job title? What do I do?**

Point to 'You are'. . .

Point to learners who said what their job is.

**What does he do? What is his job? What does she do? What is her job?**

Point to correct, complete grammar structure on the board as learners reply.

***What?***

Show students professions overhead – Transparencies 1a, 1b, and 1c. Point to each picture, and say “He’s a . . .” “She’s a . . .” and ask students to repeat.

### **Step By Step**

**Today we're going to talk about the occupations or jobs of some of the people you know and see regularly.**

Turn on overhead slide and point to each picture.

**Please repeat after me. What does he do? What does she do?  
What is his job? What is her job? He's a . . . She's a . . .**

Listen for pronunciation difficulties. Sound out words which seem to be giving problems. Write tough words on board.

**He's a phar ma cist. Can you say it? Sometimes it's easier to say long words if you break them into syllables. Do you know what a syllable is? How many syllables does (learner name) have?**

Write learner name on board. Tap on desk to emphasize syllable parts, then work on difficult job titles in the same way.

***Do!***

**Controlled Practice:** Then go through professions again, in order, but ask learners the question, “What does he/she do?” or “What is his/her job?” Have them answer together. Once it seems everyone can say the job title, call on learners separately and arbitrarily point to pictures and listen to how they respond, thus garnering how much they’ve retained and assessing any particular pronunciation problems.

*\*Note: If a class consists of a prevalent language group, teacher may be able to anticipate a specific pronunciation problem, and prepare to address it at this point.*

### **Step by Step**

Call on individual learners arbitrarily, point to pictures to assess how much they've retained.

**(Learner name) What is his job? That's right (even if it's just close to being right). He's a . . . Everyone, "What does he do?"**

Learners repeat in unison.

**Pair Practice:** Use Flashcards A-G to practice asking and answering questions about occupations. Teacher demonstrates dialogue with a volunteer, then asks for two student volunteers to demonstrate, correcting any errors in production.

Learners pair up, and teacher gives each pair a set of cards depicting various jobs. First learner must ask: “What is his/her job?” Second learner must reply, “She is / he is a/an . . .”. Once first "questioner" has gone through the pile of cards, learners exchange cards and second learner asks the question. Once learners have gone through cards, teacher collects sets of cards from each pair. (Then, for Group Practice, teacher gives each learner one new card, asking them not to show it to anyone.)

### **Step by Step**

**Who would like to help me? Please come here and be my partner.**

Give volunteer an occupation card. Show him/her another one.

**What does he do? Yes, he's a \_\_\_\_\_. Show me your card. Ask me the question. "He's a \_\_\_\_\_. This is what I would like you to do with a partner. Here are some cards for you and your partner.**

Organize learners into pairs, preferably not speakers of the same native language. Give pack of cards to one learner in each pair.

**Please don't start yet.**

Approach one pair or learners.

To partner with the cards: **Show your partner the first card. Say "What does she/he do?"**

To partner with no cards: **And what will you say? That's right, "He's a . . ."**  
**"She's a . . ."**

Practice with a couple more cards.

**When you finish with your pile** (pick up the pile of cards), **give them to your partner and let your partner ask the question.**

Circulate to be sure everyone is on task and to assist with pronunciation difficulties.

Collect cards.

**Group Practice: Circle Pair Work Activity**

Hand out a new card to each learner. If teacher plans to have learners record the occupations of all classmates, then pass that out as well – handout not included. This handout is also used for the **optional extension** at the close of the group exercise.

Ask for a volunteer to ask teacher, "What is **your** job?" Teacher shows class a card, and based on the picture responds, "I'm a \_\_\_\_."

Learners get into two circles, one inside the other with both circles facing each other, to practice talking about jobs. Every 20 seconds or so, call "switch" or "move" and have circles rotate in opposite directions so each learner is facing a new partner. Learners ask each other "What is your job?" and must answer, based on their picture "I'm a . . . Instruct them that if they don't know the name of the student they are speaking to, they should also ask, "What is your name?"

**Step by Step**

**I'm going to give you a card, but don't show it to anyone. It's a secret! Shh! Now look at your card. Imagine that that is your job.**

**(Learner), "What do you do?" Look at your card and say "I'm a \_\_\_\_\_."**

Ask each learner the question and be sure they know to use the card you have given them for their response.

Collect the cards and give each learner a new card.

Give learners a list of their classmates' names. Organize them into a circle configuration, one circle inside of another, with both circles facing each other for rotating pair work.

**Don't show anyone your card. You will ask everyone in the circle, "What do you do?" Write the answer next to each person's name. Do you know your new partner's name? If you don't, ask, "What's your name?" Ask your partner "What do you do?", and partner, you answer with the job on your secret card. Remember, don't show anyone your card! Be sure you know everyone's name.**

Go into the circle with a list of names and demonstrate how to ask, and how to write the names.

Watch for inner circle to finish asking the question.

**Now outer circle, you ask the question.**

Watch for outer circle to finish asking the question.

**Optional Extension:**

If teacher has given learners a handout to record the occupations of all classmates', then learners break their circles and mingle until they've spoken to everyone on their list.

**Step by Step**

**Did you ask everyone? No? Well now find the people you didn't ask and ask them the question. Be sure to write an occupation next to every name.** Show them my incomplete list and run over to a learner whose name I missed.

**Oops, I didn't ask (learner.) "Learner, what do you do?"**

Allow learners to mill about freely for a few more minutes.

**Individual Practice:** Call on individual learners, pointing to the names on the board asking "What is \_\_\_\_\_'s job?" Student who has the other student's name must answer, "He/She's a \_\_\_\_\_."

***So What?***

**Assessment:** Ask learners if they have lately seen or know any of the people we've been talking about. Show them how easy it is by asking them to think about the job titles of people in their family, at the grocery store, on the bus, etc.

**Follow up / Homework:** Ask learners to observe people working in various places they go to. Ask them to come to school with a list of those they may have encountered within their day in a variety of places.

### **Step by Step**

**Please return to your seat. Did you talk to all of your classmates? Do you know what everyone does?**

Call on individual learners, pointing to the names on the board.

**Learner, what does (other learner) do?**

If a learner can't answer, move on to one or two other names. If still no reply, ask other students to help.

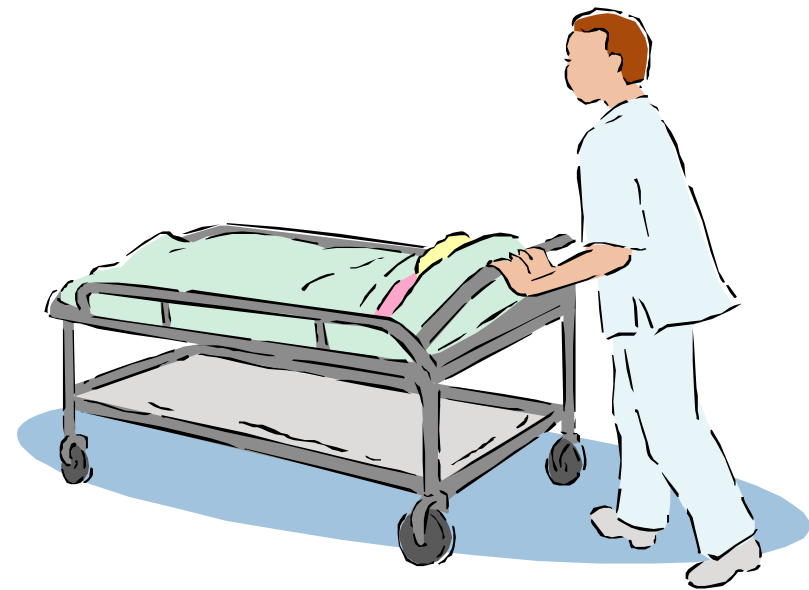
**Good job everyone!**

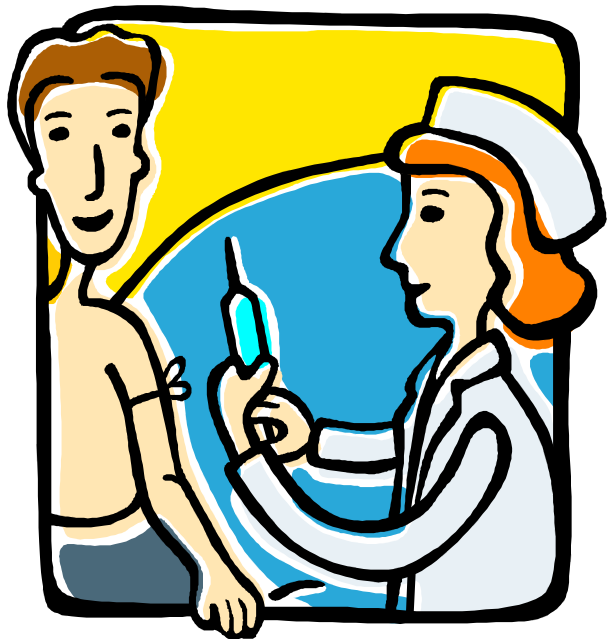
**Do you know any of the people we've been talking about? Yesterday I saw my dentist. Who have you seen? Who has been to the grocery store? Who did you see there . . .?**

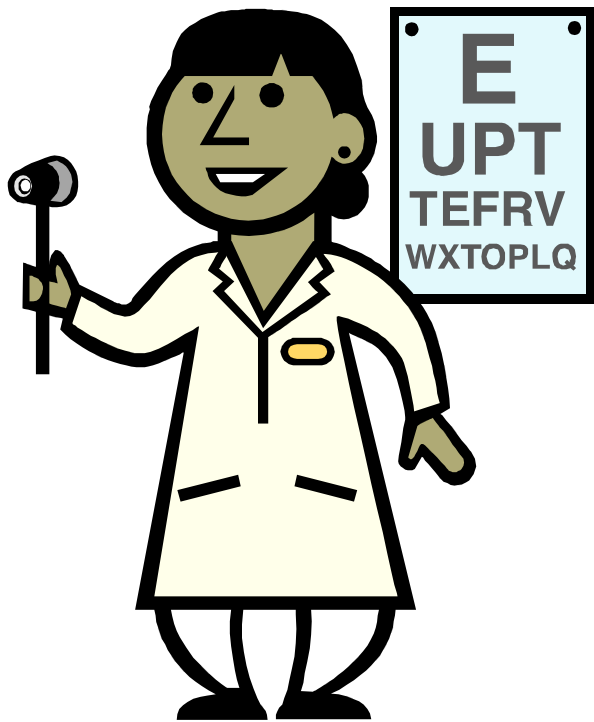
Pass out Homework A, with columns for documenting who they see in their daily lives.

Pass out Handouts 1a and 1b, pictures with written job titles, and read through them quickly with learners. Tell students they can study the new vocabulary at home by reading and memorizing Handout 1a. They can also quiz themselves by filling in the occupations under the pictures on Handout 1b.



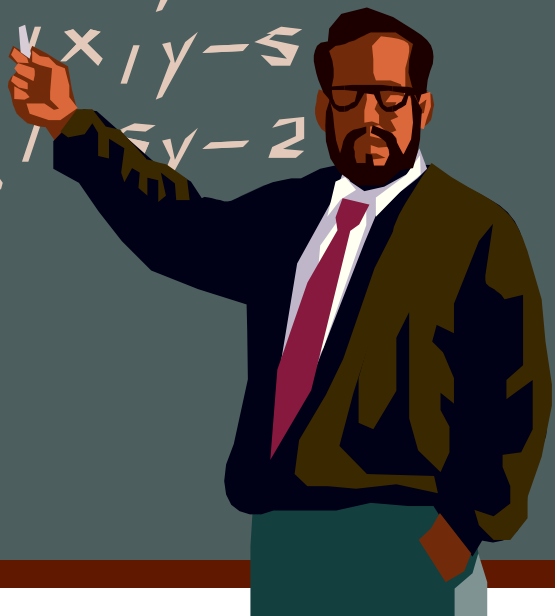








$$\begin{cases} 1x + 5y - 2 = 2 \\ 4x + 1y - 5 \\ 1x + 5y - 2 \end{cases}$$







# Transparency 1a



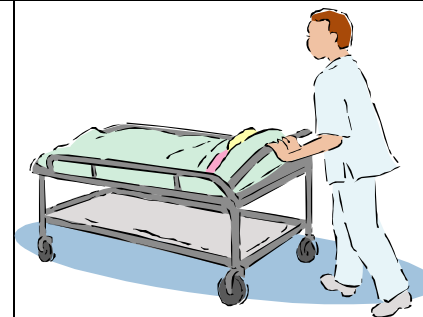
mail carrier



dentist



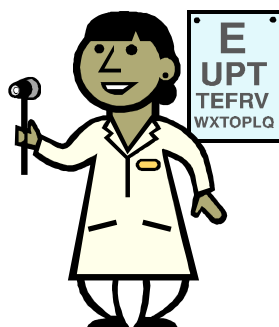
firefighter



orderly



x-ray technician



eye doctor



doctor



bank teller



nurse



surgeon



gas station attendant



janitor

Transparency 1b



doula



bus driver



fast-food worker



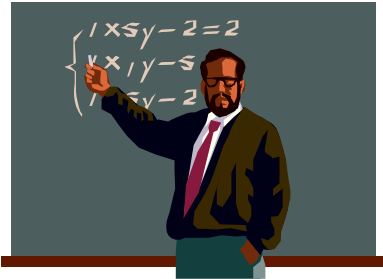
warehouse worker



delivery person



server



teacher



seamstress/tailor

Transparency 1c



pharmacist



garbage collector



thief



mechanic



housekeeper



taxi driver



















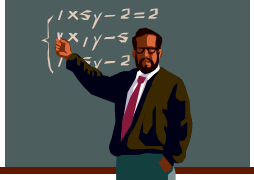











mechanic



police officer

Handout 1a

			
mail carrier	dentist	firefighter	orderly
			
x-ray technician	eye doctor	doctor	bank teller
			
nurse	surgeon	gas station attendant	janitor
			
doula	bus driver	fast-food worker	warehouse worker
			
delivery person	server	teacher	seamstress/tailor
			
pharmacist	garbage collector	thief	mechanic
			
housekeeper	taxi driver	mechanic	police officer

Handout 1b

