

LESSON TITLE: Introducing Job Titles and Commands

ESTIMATED TIME: 2.5 hrs

LESSON OBJECTIVES:

- Students will be able to recite job titles and respond appropriately to single-word commands.
- Students will be able to match and copy job titles and simple commands.
- Students will be able to begin to use verbs and to use subject-verb agreement in simple present.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none">• teacher• chef• receptionist• daycare worker• doctor• construction worker• computer technician• Uber driver	<ul style="list-style-type: none">• Job Titles Pronunciation (enough copies for class)• Presentation Job Titles and Commands (one copy for a document reader)• Guided Practice Job Titles Worksheet (enough copies for class)• Communicative Practice Alphabet Letters (one copy for up to 52 students)• Application Writing Worksheet (enough copies for class)



WARM UP (15 minutes):

Welcome students to class. As a Warm-Up Activity, you will share images (PowerPoint Presentation Job Titles and Images) that are related to eight different job titles. First, write the eight job titles on the board. Number the titles so students can use them as they answer. (e.g., Number one, teacher). Before playing the PowerPoint slides, read each number and its job title out loud and ask students to repeat after you. Remember to read each one slowly.

1. teacher
2. chef
3. receptionist
4. daycare worker
5. doctor
6. construction worker
7. computer technician
8. Uber driver

Project the PowerPoint Presentation Job Titles on the board. Ask students to say a job title for the image on each slide. Make sure to give enough time for students to guess the correct job title. If students have a hard time guessing, provide an answer and point to the job title on the board after a couple of tries.



INTRODUCTION (15 minutes):

In the Introduction, you will give a pronunciation lesson of the eight job titles. Use the Job Titles Pronunciation worksheet. Print and make enough copies of the worksheet before class and use a document reader to project it on the board.



INTRODUCTION (15 minutes):

Hand out the worksheet. Starting with number one, read each word slowly and ask students to repeat after you.

Point out to the shape of the mouth and the position of the tongue for different vowel and consonant sounds. Additionally, when sounding out multi-syllable words, divide the word into syllables so it is easier for students to sound them out. Tell students that another way to practice pronunciation is to pay attention to word stress. As you read, demonstrate which syllable to stress.

Read the example words to practice the sounds. After pronouncing all eight job titles, tell students to practice them on their own for about five minutes. Walk around and answer any question students may have. Before moving onto the Presentation, read the job titles one more time with the whole class.



PRESENTATION (25 minutes):

In the Presentation, you will present job related single-word commands.

Tell students that there are simple commands to perform job-related duties.

1. teacher- Open/Close: Open your book. Close your book.
2. chef- Cook: Cook food.
3. receptionist- Answer: Answer the phone.
4. daycare worker- Read: Read books to children.
5. doctor- Work: Work in the hospital.
6. construction worker- Wear: Wear a hard hat.
7. computer technician- Turn on/off: Turn on a computer. Turn off a computer.
8. Uber driver- Drive: Drive to the airport.

Project the Presentation Job Titles Worksheet on the board. For each job, read each command slowly and act it out, to aid student learning visually.

One way to engage students is to ask for help on how to demonstrate the command. This is a great way for students to associate the commands with actions, thus helping students to remember and retain the information longer.



GUIDED PRACTICE (25 minutes):

After the Presentation, students will match and copy the job titles and commands through a matching and tracing activity. Hand out Guided Practice Job Titles Worksheet to students. Activity 1 lets students practice matching job titles and commands and Activity 2 helps students to practice writing using capital letters and a period by tracing and copying.

First, read the directions for Activity 1 slowly. The first job title, chef, has its command for students to see. Ask students to match the rest of the commands with the correct job titles. Give about five minutes for students to match job titles and commands. After students finish matching, go over the answers with class together.

Next, read the directions for Activity 2 slowly. Explain to students that tracing means copying the lines of the letters when writing. For the first job title, chef, demonstrate how to sound out each letter as you trace on



GUIDED PRACTICE (25 minutes):

the board, C-H-E-F, chef. Ask students to trace and the rest of the job titles and copy the correct commands in the chart. Additionally, point out to the use of a capital letter in the beginning of a sentence and the use of a period (.) at the end of each sentence.

(Mini-Lesson on Capital letters)

If your class hasn't covered the use of capital (uppercase) letters, give a mini-lesson on using a capital letter in the beginning of a sentence and also when writing name, street, city, state, country, and so on.



COMMUNICATIVE PRACTICE (25 minutes):

Students will play a game to demonstrate understanding of familiar vocabulary through physical response. Write the eight job titles on the board (teacher, chef, receptionist, daycare worker, doctor, construction worker, computer technician, Uber driver). Tell students they will play a guessing game. To demonstrate, you will act out a job, using the simple command from the Presentation, and students will need to guess the job title.

After playing and modeling a couple job titles, pair students. Pair students by handing out upper and lowercase letters (Communicative Practice Alphabet Letters: copy and precut before class), and tell students that each pair needs to be the same letter, with one uppercase and one lowercase of the alphabet. This is a great way to help students get familiarized with uppercase and lowercase letters. Once students are paired, ask each pair to read the letter out loud.

Give students ten minutes to play the guessing game. One student gets to act out a job and say its command, and the other student needs to guess the correct job title. They can take turns playing the game.



APPLICATION (35 minutes):

In the Application, students will write simple present sentences using the Application Writing Worksheet. Make enough copies for class. You will explain subject-verb agreement before the writing activity.

Tell students they will write sentences, using the simple present tense and following subject-verb agreement.

Explain to students when writing about routines, they need to use the simple present tense. Furthermore, depending on the subject, the verb form needs to change, which is called subject-verb agreement. When a subject is **I, you, we, and they**, the base verb is used. However, when a subject is third person singular like **he, she, and it**, the verb + s/es is used.

Write the following on the board and tell the students to write them down.

Subject: ----- Verb:

I, You, We, They-----→ **Base Verb**: read, wear, drive

He, She, It (third person singular)---→ **Verb+S**: reads, wears, drives

For Example:

I drive to the airport every Monday.

He drives to the airport every Monday.



APPLICATION (35 minutes):

Now, tell students that they are going to write sentences in the Application Writing Worksheet. Hand out the worksheet. Go over the directions with the class and give students twenty minutes to complete the sentences. Walk around and offer help as needed. Remind students to use a capital letter in the beginning of a sentence and to use a period (.) at the end of each sentence. After students complete the writing Activity 1, tell the students to circle base verbs in red and to underline the third-person singular verbs (verb+s) in blue for Activity 2.



EVALUATION (10 minutes):

In order to evaluate students, there are a couple different ways to assess students and their understanding.

The first way is to play the PowerPoint presentation, Job Titles and Images, used in the Warm Up Activity. Ask questions like “Who works here?” (Slides 2 & 5) or “Who wears this?” (Slide 7) to try to elicit job titles.

Another way to evaluate students is to write a verb (drive) on the board and ask students to compose a simple tense sentence with it. They can say, “I drive to the airport every day.” Or “He drives to the airport every day.” Or they may even say, “A Uber driver drives to the airport every day.” Try using different verbs to evaluate the understanding of subject-verb agreement.



EXTENSION:

- Option 1: A great way to get students familiarized with employment is to introduce work-related places. If accessible, use picture dictionaries to introduce work-related sites. If picture dictionaries aren’t available at your site, print some pictures to share with class.
- Option 2: If time allows, introduce other job titles and work-related verbs, such as go, meet, sell, clean, and so on.
- Option 3: Play Charades with job titles. First, have a stack of flashcards with different job titles. Have one student come up to the front and act out the job. He/she can only act but can’t say any word. The rest of the class need to guess the job title. Whoever guesses it correctly gets to act out the next job title.
- Option 4: Play games.
 - Unscramble Words. Scramble letters of a job title (DOCTOR: R T D O O C) and write them on the board. Ask students to unscramble.
 - Guess the job title with emoji. (online resources available: job related emoji)

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Demonstrate understanding of familiar vocabulary through physical response.

COLLEGE/WORKFORCE PREP:

- Copy a list of words previously produced orally.

DIGITAL PREP:

- Recognize visual cues such as icons or emojis.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership

CORE LESSON COMPONENTS:

- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Work related emoji:
<https://www.bing.com/images/search?q=work+related+emoji&qpvt=work+related+emoji&form=IGRE&first=1&cw=1519&ch=759>
- Job titles icons
<https://www.bing.com/images/search?q=Job+Title+Icon&FORM=RESTAB>

ADAPTATIONS:

Multi-level:

- In order to get advanced students motivated and challenged, offer new job titles and verbs for them to use for the Application Activity. It is designed for literacy students to repeat and practice, and may not be challenging enough for advanced students.

High Tech:

- Share the Work Related emoji and Job Titles Icons websites with students and ask them to visit them using their personal electronic devices or school computers. Students will have a lot more opportunities to see various jobs and job titles.

Low Tech:

- With no or a limited computer access, make sure to print the handouts and copy enough copies for your class. Whenever possible, use a document reader to project the handout. If a document reader isn't available, handouts will do.

TEACHER TIPS:

- **Teacher Tip 1:**
Due to the limited verbal and written communication skills, literacy students may not be able to understand all the directions. Be patient as you move from one activity to another, and make sure to demonstrate by writing examples on the board or by physically acting out the process.
- **Teacher Tip 2:**
Extension- At the literacy level, it is challenging to get students familiarized with job titles and job related duties. Try to use online resources (job related emojis and job titles icons) to engage students visually.
- **Teacher Tip 3:**
Extension- Games are great ways to motivate students to learn English. Job related duties and topics may not be fun for your students, but it depends on how you present it to your students and how to engage them through different activities.