



Lesson Plan For Unit 6 (Part 1)

 45 min

Theme: Occupations

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Personal pronouns and verb 'to be'	Occupations	Answering questions based on a passage	Completing a short passage

Lesson Objectives

Students are able to

1. identify and name the various occupations,
2. list out some of the things that are associated with an occupation.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. Things associated with a doctor—stethoscope, blood pressure monitor, thermometer, torchlight, etc.
3. Picture cards showing different occupations (refer to pages 32 – 33)
4. Word cards with the names of different occupations (refer to pages 32 – 33)

Introduction / Warm-up Activity (10 min)

1. Come to class wearing a white long coat with a stethoscope around your neck. On your table, lay the blood pressure monitor, thermometer and torchlight. Call on a student and get him to sit at the table. Pretend that you are doing a body check up on him. After that, elicit from the students what they think you are pretending to be.
2. Elicit from the students how they concluded that you are a doctor. They should be able to tell you that the things you use during the check up as well as how you are dressed or what you say to the patient during the consultation.
3. Stick the picture card showing the occupation of a doctor. Stick the word card 'doctor' below the picture card. You may want to write down the tools used by the doctor on the whiteboard as well.

Lesson (20 min)

1. Show the remaining picture cards, one by one, to the class. Elicit from the students what the occupations are. After identifying each picture card, stick the correct word card that corresponds with the picture card.
2. Discuss with the students the things that are associated with a particular occupation and write them on the whiteboard.

Example:

- policeman → gun, baton, handcuffs

Additional Activities / Closure (15 min)

1. Get the students to work in pairs. Tell the students in each pair to label themselves either Student A or Student B. Each student has to think of an occupation. Student A will start first. He will have to take on the role of that occupation and mime out the actions that are commonly associated with it. Remind Student A that he cannot reveal what occupation he is trying to act out. His partner, Student B, has to guess it. Once Student B has guessed it, it is now Student A's turn to guess what Student B is going to act out for his occupation. The first pair to guess correctly what each other's occupation is must raise their hands. Once every pair has completed their job, get a few pairs of students to discuss with the rest of the class what they did.
2. Tell the students to turn to **pages 32 – 33 of Learning English Workbook 1**. Read the instructions and the words given in the box with the class. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check

Homework

1. Ask the students to complete **page 35** as homework. Read the instructions with the students. Go through the passage with the students. You may wish to ask the students for ideas to complete the story.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get the students to write 5 sentences about what they want to be when they grow up. Encourage them to think of the reason why they want to be a policeman, nurse, lawyer, etc. and explain it in their 5th sentence.