

## People work

### Topic

Jobs

### Aims

To develop and practise:

- vocabulary: jobs (and job descriptions)
- structure: present simple 3<sup>rd</sup> person
- integrated skills: listening, speaking, reading, writing

### Age

Primary (7–11 years)

### Time

90 minutes approximately

### Materials

1. Song, activity sheet, answers, lyrics and flashcards: 'People work'  
<https://learnenglishkids.britishcouncil.org/en/songs/people-work>
2. Flashcards  
<https://learnenglishkids.britishcouncil.org/en/flashcards/jobs-flashcards>
3. Word games: 'Jobs 1' and 'Jobs 2'  
<https://learnenglishkids.britishcouncil.org/en/word-games/jobs-1>  
<https://learnenglishkids.britishcouncil.org/en/word-games/jobs-2>
4. Story, activity sheet, answers and transcript: 'What will I be when I grow up?'  
<https://learnenglishkids.britishcouncil.org/en/short-stories/what-will-i-be-when-i-grow-up>
5. Game: 'Job mixer'  
<https://learnenglishkids.britishcouncil.org/en/games/job-mixer>
6. Worksheet: 'Work'  
<https://learnenglishkids.britishcouncil.org/en/worksheets/work>
7. Your turn: 'Jobs'  
<https://learnenglishkids.britishcouncil.org/en/your-turn/jobs>
8. Pelmanism cards: per pair, prepare eight mini cards of the jobs mentioned in the song (i.e. tailor, doctor, farmer, babysitter, teacher, plumber, dentist and fireman) and eight mini cards with the sentences from part 3 of the activity sheet, but without the job word, i.e. 'A ... makes and fixes clothes.' etc (stage 5)

For a complete list of all 'Jobs' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/jobs>

## Introduction

In this lesson, learners will be introduced to the popular song 'People work'. They will listen to the song, complete comprehension activities, practise the jobs and job descriptions in the song, and sing the song. Finally learners can do some extension work based on the song, talking and writing about the job they would like to do when they grow up.

## Procedure

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>• Introduce the topic of jobs. Ask learners if you are a student, then elicit what you really are (a teacher). Ask learners if everybody is a teacher, or if their parents are teachers, and see what jobs they can come up with.</li> </ul>
<b>2. First listening of the song and introduction of vocabulary (10 mins)</b>	<ul style="list-style-type: none"> <li>• Tell learners they are going to watch and listen to a song about lots of different jobs.</li> <li>• Play the song. Learners complete part 1 of the activity sheet: number the pictures of the jobs in order.</li> <li>• Play the song again and check answers. Pause the song after each verse (i.e. after two jobs) and show learners the flashcards for those jobs. Elicit or say the jobs, learners repeat.</li> </ul>
<b>3. Focus on vocabulary (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• Go through the flashcards and get learners to tell you the jobs.</li> <li>• Play a flashcard game: hide a flashcard behind a blank card. Move the flashcard up slowly, revealing the picture bit by bit. Learners put their hands up and guess the job.</li> <li>• Alternatively, you could mime actions representing each job (e.g. teacher writing on blackboard, tailor sewing, etc) and they guess. They could also play in small groups.</li> </ul>
<b>4. Focus on job descriptions and structure (10 mins)</b>	<ul style="list-style-type: none"> <li>• Go through the flashcards again. See if learners can tell you about the job and elicit basic sentences, with part 3 of the activity sheet in mind.</li> <li>• Learners complete part 3 of the activity sheet. Check answers with the completed sentences written on the board (prepared in advance if possible). As you check each answer, drill the sentence, making sure they notice and produce the 3<sup>rd</sup> person 's'.</li> <li>• Leave the sentences displayed on the board.</li> </ul>
<b>5. Oral practice of vocabulary, job descriptions and structure (10 mins)</b>	<ul style="list-style-type: none"> <li>• Play a game of pelmanism. Learners work in pairs or threes. They must take turns to find the matching cards of the jobs and what they do. The cards go face down on the table, the jobs cards in one grid and the 'what they do' cards in another. Learners must make a sentence based on the cards they turn over, and then say yes or no. For example, if they turn over the card with the 'doctor' picture, and the card with the sentence '...teaches children in a school' then they say 'A doctor teaches children in a school. No!' Alternatively, they could say 'No, a doctor doesn't teach children in a school.' to practise the negative form. The learner then returns the cards to the same place on the table and the next learner plays. When learners find the correct pair of cards, they keep them. The winner is the learner with the most pairs.</li> <li>• If you have played pelmanism games with your learners before, a demonstration should suffice. If this is the first time, play a whole round as a class before putting them into pairs or threes.</li> <li>• Learners can refer to the sentences displayed on the board during the game. Monitor to praise good sentences and help with pronunciation.</li> </ul>

<b>6. Further oral practice of vocabulary, job descriptions and structure (10 mins)</b>	<ul style="list-style-type: none"> <li>• Remove the sentences displayed on the board then review them with the flashcards.</li> <li>• Now play a game of backs to the board. Divide the class into two teams. One learner from each team comes to the front and sits in a chair with their backs to the board (so they can't see what you write on the board). Write a job on the board, and the rest of the learners in each team must mime to their teammate until one of the two learners says the correct sentence.</li> <li>• Play again, with new learners in the chairs.</li> </ul>
<b>7. Listening to the song for detail (5 mins)</b>	<ul style="list-style-type: none"> <li>• Play the song again, pausing after the first verse. Demonstrate completing part 2 of the activity sheet – i.e. the example with tailor (already completed) and doctor.</li> <li>• Tell learners the jobs (the left hand column) are in order, and that you are going to pause after every two jobs so they have time to match.</li> <li>• Play the rest of the song, pausing appropriately, and learners complete. Check answers as you go along.</li> </ul>
<b>8. Singing the song (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• Now learners can sing the song. First display the lyrics to the song on the board and practise/drill as you feel the learners need. Then play and sing!</li> <li>• You might like to have learners alternate, e.g. girls sing the first two lines and boys the second two lines in each verse, or assign each of the jobs to a pair of learners to sing, and have the class stand/sit in the order of the song.</li> </ul>
<b>9. Oral and written personalised production of the language (15 mins)</b>	<ul style="list-style-type: none"> <li>• Finally, ask learners what they want to be when they grow up. Encourage them to say what they really want to be (not just choose from the jobs from the song) and brainstorm on the board. You could also use the 'Jobs' flashcards, or play the 'Jobs 1' and/or 'Jobs 2' word games, for more ideas.</li> <li>• Learners complete part 4 of the activity sheet. Help with language where necessary. Depending on ability, you might like to give them some structure on the board, e.g. 'I would like to be a <u>teacher</u>. A <u>teacher teaches children in school</u>. I want to be a <u>teacher</u> because ...'.</li> <li>• These can be displayed around the room. Allow time for them to look at other learners' work.</li> <li>• If you have time, you might like to play a final game. Learners mingle, asking each other 'What do you want to be (when you grow up)? Why?' After 5 minutes, put learners in small groups, they must try to remember and write down who wanted to be what, with a bonus point if they can remember why!</li> </ul>
<b>10. Setting homework (5 mins)</b>	<ul style="list-style-type: none"> <li>• Learners can sing the song again, watch the 'What will I be when I grow up?' story, play the 'Jobs mixer' game, or complete the 'Work' worksheet. If they are members of LearnEnglish Kids, they can also read the comments on the 'Jobs' Your turn and then leave their own.</li> <li>• Learners could also make a poster about their family. They should draw adult members of their family and write who it is, what job they have, and what they do. These can then be displayed in the classroom.</li> </ul>

**Contributed by**

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