

## Lesson Plan: Jobs and occupations

<b>Level</b>	Beginner (A1–A2)
<b>Time</b>	45–60 minutes
<b>Skills</b>	Vocabulary, speaking, grammar
<b>Focus</b>	Naming jobs; 'What do you do?'; a/an with job titles; work as / work for

### OBJECTIVES

By the end of the lesson, students will be able to:

- Name at least 20 common jobs and occupations in English
- Ask and answer 'What do you do (for a living)?' correctly
- Use a/an correctly before job titles — never omit the article
- Use work as, work for, and be a to describe jobs

### TARGET LANGUAGE & EXAMPLES

#### *Jobs by sector*

- Healthcare: doctor, nurse, dentist, pharmacist, surgeon
- Education: teacher, professor, lecturer, tutor
- Technology: engineer, programmer, developer, designer
- Services: chef, waiter, driver, cleaner, hairdresser
- Business: manager, accountant, lawyer, salesperson
- Creative: artist, photographer, journalist, architect

#### *Useful phrases*

- What do you do (for a living)?
- I'm a teacher. / I work as a nurse. / I work for Google.
- I work at a hospital. / I'm self-employed. / I'm a freelancer.
- I'm between jobs. / I'm a student. / I'm retired.

#### *Grammar: articles with jobs*

- ALWAYS use a/an before a job title: I'm a doctor. She's an architect.
- NEVER say: I am doctor. (missing article — extremely common error)
- Use 'an' before vowel sounds: an engineer, an artist, an accountant

#### *Meaning & Nuance*

Job	What they do	Article
surgeon	performs medical operations	a surgeon
accountant	manages financial records	an accountant
architect	designs buildings	an architect
journalist	researches and writes news	a journalist

engineer	designs/builds technical systems	an engineer
pharmacist	prepares and dispenses medicine	a pharmacist

## LESSON PROCEDURE

### 1. Warm-up: Guess the job (5–10 min)

**Task:** Teacher gives 3 clues about a job. Students guess.

- 'I wear a white coat. I work in a hospital. I help sick people.' → doctor
- Students take turns giving clues for a job they choose.

→ *Pre-teaches vocabulary through context before formal instruction.*

### 2. Vocabulary presentation (10 min)

**Task:** Introduce jobs by sector using flashcards or images.

- Pronunciation drills: engineer, architect, accountant, photographer.
- Grammar focus: a/an + job title — show examples, drill, then elicit corrections.

### 3. Networking roleplay (15 min)

**Task:** Students mingle as if at a networking event. Each has a job card.

- 'What do you do?' — 'I'm a software developer. I work for a tech startup. What about you?'
- 'Oh, interesting! What does that involve?'

→ *Students speak to at least 4 different people.*

### 4. Reading: Job advertisements (10 min)

**Task:** Short classified ads for 5 jobs. Students identify the job and 3 requirements.

- Job ads give authentic vocabulary: 'Must have experience in...' / 'Responsibilities include...'
- Students guess the job from the description before reading the job title.

### 5. Writing task (5–10 min)

**Task:** Write a short job description for your dream job or current job.

- Include: job title, main responsibilities, workplace, skills needed.

## TEACHER NOTES

- The missing article before job titles (I am doctor) is the most frequent beginner error across all language backgrounds.
- Self-employed / freelancer are useful contemporary terms — very relevant to adult learners.
- The article rule: a/an before job titles, even in longer descriptions: 'She is a very experienced surgeon.'

## EXTENSION / HOMEWORK

Choose one or more:

1. Write a paragraph about what your parent(s) or a family member does for a living.
2. Find 5 English job advertisements and identify the job title and 3 requirements for each.
3. Write 8 sentences about imaginary people using different jobs and the correct article.