

Job roles and responsibilities - lesson plan

Job roles and responsibilities

Topic: Employability

Level: E2 / Access 3 / A2

Time: 90 minutes

Aims

- To develop learners' ability to speak in full sentences to describe a job
- To give practice of using the verbs: deal with, work in, look after, helps (to + do), when describing the duties of a job
- To develop learners' vocabulary of job roles and duties.

Introduction

This lesson is about identifying different job titles and their associated duties. It provides learners with practice at using full sentences to talk about a job.

Tip: Before the lesson, print:

one A4 copy of each image from Resource A and stick around the classroom
one copy per learner of Resource B (job titles - description sentence matching)
one copy per three learners of Resource C (definition matching) and cut along the lines
and cut up sorting cards Resource D for optional discussion activity

Procedure**Warmer (5 mins)**

- As learners come in, encourage them to walk around and look at the images (Resource A) and think what jobs they represent.

Task 1 – Job titles - vocabulary (10 mins)

- Collect in the flashcards and use to elicit the job titles.
- Elicit written form and list on the whiteboard.
- Ask learners to read aloud and check pronunciation. Highlight the '-er/-or' word endings as examples of the schwa sound. (7 examples).

Differentiation

- Nominate specific learners to give feedback, based on individual needs.

Task 2 – focus on meaning (10-15 mins)

- Mime the actions of someone doing one of the jobs. Try to describe in words as well as actions what you are doing and introduce some of the phrases which will be used during the next task: *to deal with*, *to help (to + do something)*, *to look after*, *to work in*. Use the context of the job role to help explain the meaning of these verbs.
- Encourage learners to guess what you are doing, prompting them to use any relevant verbs or vocabulary they know.
- More confident learners may then have a turn at performing.

Differentiation

- Encourage stronger learners to contribute vocabulary.

Task 3 – Job roles (15-20 mins)

- Write an example sentence from **Resource B** on the whiteboard, describing a job, and elicit the job title (check comprehension).
- Give out a copy of **Resource B** per learner and tell learners to match the sentences to the jobs.
- Monitor and encourage peer correction.
- Conduct content-based feedback. Nominate quieter or learners with weaker speaking skills to give feedback and encourage them to read the whole sentence clearly.

Task 4 – focus on language - useful verbs (20 mins)

- Draw learners' attention to the verbs used - deals with, looks after, helps (to + do), works (in) (from task 3).
- Ask learners to underline (or highlight) examples of these verbs in the sentences on **Resource B**.
- Write the name of a different job on the whiteboard and elicit suggestions to collaboratively create a sentence to describe the job. Encourage peer correction.
- Give each learner a definition matching worksheet (**Resource C**) and tell them to match the word and meaning. Conduct brief content-based feedback. Make sure that all learners have (or can see) a corrected copy of these definitions.
- Write three more job titles on the whiteboard. Ask learners to work in pairs to write sentences to describe these three jobs. Monitor and give content-based feedback.

Differentiation

- Learners with weaker literacy skills can work in a small group with more support from the tutor.

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- Faster finishers can choose their own job to write a sentence about, or pairs can read their sentences aloud and their partner must guess which job is being described.

Task 5 – discussion - which job do you like / not like? (10-15 mins)

- Set up a brief pair discussion activity, asking learners to talk about the jobs from the lesson and which ones they like or don't like. Give each pair a set of sorting cards (**Resource D**) to help them focus on the task. See below for an extension task.
- Conduct feedback and encourage learners to give a reason for their choice.

Cooler - quiz - guess the job (10-15 mins)

- Play 'Back to the board'. A learner sits at the front of the classroom facing the rest of the class, with their back to the whiteboard. The tutor then writes a job title (from the lesson) on the whiteboard and the rest of the class must call out clues to help the learner at the front guess what is written on the board. Encourage the class to practise the vocabulary and sentences from the lesson when giving clues.

Extension activities / Homework

The task 5 discussion could be extended by asking learners to rank jobs, eg easiest/most difficult, best/worst paid, most/least important.

Answer key

Resource B - Job and describing sentence.

a hairdresser	works in a salon and cuts people's hair
a teacher	works in a school and teaches students
a doctor	works in a surgery and finds out why a person is sick
a nurse	works in a hospital and looks after sick people
a police officer	deals with emergencies and helps to stop crime
a receptionist	helps people when they come into a building
a shop assistant	deals with customers in a shop
a lawyer	helps people with legal problems
an engineer	works in an office and helps to design and build roads and bridges
a cleaner	works in a building and keeps it clean and tidy
an office worker	works in the office of a company or business

