

# Book 5: Jobs

## Answers

### Pages 2 & 3

1 chef, 2 mechanic, 3 dentist, 4 journalist, 5 fire fighter, 6 teacher, 7 policeman, 8 bus driver

### Pages 4 & 5

Saucepan – chef, gun – soldier, tractor – farmer, spanner – mechanic, camera – photographer, thermometer – nurse, computer – journalist, pair of scissors – hairdresser, ladder – fire fighter, book – teacher

### Pages 6 & 7

Indoor jobs: doctor, lawyer, teacher, chef, computer programmer

Outdoor jobs: policeman, postman, soldier, farmer, footballer, fire fighter, builder

### Pages 8 & 9

1. doctor: physics, maths, biology, chemistry
2. architect: maths, art, design and technology, computer studies
3. bank manager: maths, English, computer studies
4. chef: cookery
5. photographer: art, design and technology, computer studies
6. journalist: English, history, geography, computer studies

### Pages 10 & 11

Sinita is a **m**echanic

Nelly is a **ph o**tographer

Jack is a **d**entist

Elena is a **ch e f**

Ethan is a **p l**umber

Brad is a **model**.

### Pages 12 & 13

1 brave, 2 practical, 3 sporty, 4 intelligent, 5 artistic, 6 money, 7 languages, 8 people, 9 animals, 10 children

## Exploitation ideas

### ● What am I?

Using the same principle as the **Who am I?** game in the House minibook, assign 13 of the 14 jobs mentioned on pages 2 & 3 of the **Jobs** minibook to the 13 students in the class and assign one job to yourself. They have to guess each others' jobs just by asking:

*"----, are you a fire fighter?"* etc.

They are only allowed one question and if they are correct, the person they have asked drops out of the game (ie. if he/she is a fire fighter). They are not allowed to ask you any questions. If they are wrong, the person they have asked now gets to ask someone else a question. As with the other game, the skill is in remembering all the names of the jobs. The game finishes when everyone has been identified, even you. This is good practice in pronunciation of all the job names.

- **Tools for the job**

After your students have completed pages 4 and 5 of the minibook, see if they can remember the objects and the jobs but doing these mini interviews around the class.

Begin by saying to Student A: *"Does a dentist use a spanner?"*

Student A either answers *"Yes he does"* and the class decides if she is right or wrong, or: *"No, a mechanic uses a spanner."*

She then turns to the next student and asks another question, eg *"Does a fire fighter use a tractor?"*

- **Indoors or outdoors**

See if your students (in their own language) can think up some more jobs which are done indoors or outdoors. Take a vote to find out how many people would like to work outdoors and how many would like to work indoors.

- **From school to work**

Write a few more jobs on the blackboard and ask the students which subjects they think they would need to study if they wanted to follow that career path.

- **Card game**

If you have an old pack of cards which you are happy to lose, you can create a game of 'Happy Families'. Split the pack into groups of four. Each group represents a family where one member (either the husband or wife) has one of the jobs mentioned in the minibook. You will also have to create family names for each of the jobs, eg Mr Field, the farmer, Mrs Gun, the soldier, etc. Stick the family names over the real markings on the groups of cards, eg *Mr Field, the farmer, Mrs Field the farmer's wife, Master Field, the farmer's son, Miss Field, the farmer's daughter.*

Shuffle the pack and let four of the students play. (If you are happy to make several of these packs then more students can play.).

Students are dealt eight cards each and the aim is to make two complete families.

Student A asks the student on his/her left:

*"Have you got Miss Gun, the soldier's daughter?"* if he/she has decided to collect the Gun family. If that student has that card, they must hand it to Student A. Student A discards a card from his/her hand onto a central pile if they manage to acquire Miss Gun. The game finishes when the first student with two complete families puts them down on the table.

- **What are you afraid of?**

Write these words on the board, demonstrate how to say them and get your class to repeat the words after you. See if your students know any of these fears and phobias in their mother tongue:

*blood, flying, dogs, guns, heights, bees, being alone, feathers, cats, crowds, darkness, dentists, dirt, dogs, fire, ghosts, horses, injections, insects, mice, monsters, number 13, open spaces, snakes, spiders, strangers, trees, thunderstorms, water (the sea)*

There are people all over the world who experience these fears. Does anyone in the class share any of these fears or know anyone who does? How would they help someone and what advice would they give to a person who admitted to one of these fears?

● **Careers advice/pair work**

This next exercise requires confidence in English as well as confidence in talking about oneself. Some students might be too shy to reveal too much of themselves or may simply have no idea about what they want to do when they are older. If this is the case, omit this exercise as it will be embarrassing for some of them and you don't want them to feel uncomfortable in the English class.

Ask your students to work in pairs. Once your students have completed pages 14 – 16 which are their own personal profiles, they can read out the profile based on their answers to their partner, eg

*I'm practical and brave. I want to work outdoors. At school my best subjects are science, geography and sport. I'm afraid of nothing and I'm good with my hands. When I'm older I want to be a farmer. For this I need to go to agricultural college.*

The partner can then offer some extra advice based on the sentence structures already provided in these pages, eg, *You need to.... You must be good at/good with... You need to be ..... You need to learn .... etc.*