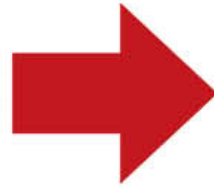


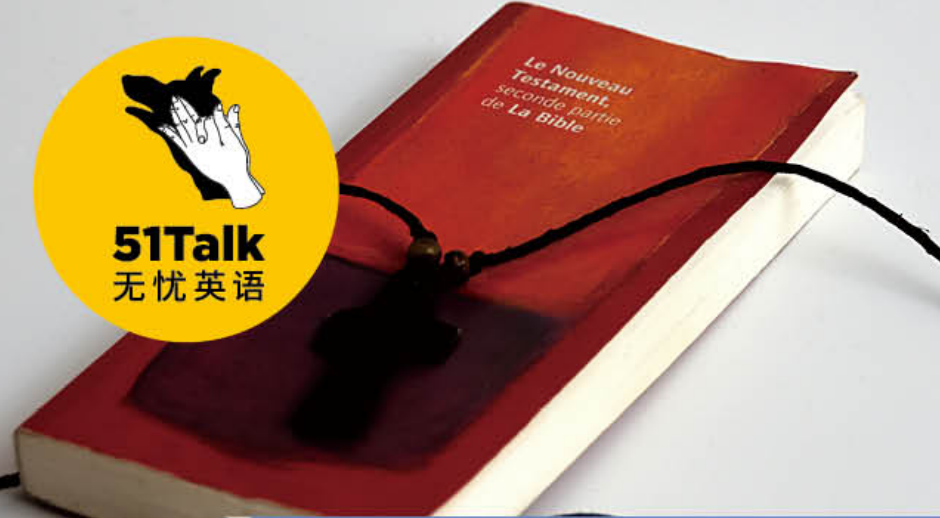


Are You Ready?

Listen to me.



Eyes on me.



INTENSIVE READING

Classic English Junior Level 5 - Unit 8 Work and Jobs

Lesson

3

Jobs That Have Disappeared



Lesson Structure

1	Learning Objective
2	Warm-up
3	Comprehension Skill
4	Intensive Reading
5	Writing Project
6	Wrap-up

You are going to:

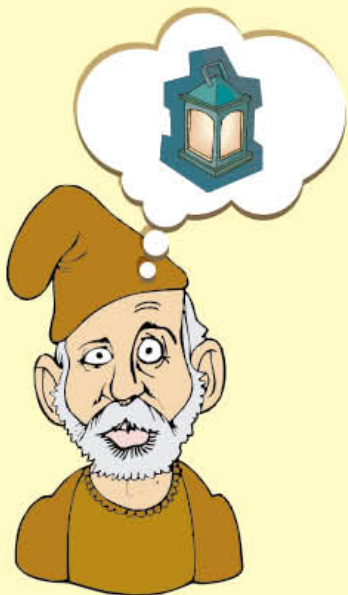
Review the article called

Jobs That Have Disappeared

Learn the comprehension skill

Main Idea

Tick the jobs that have disappeared.



lamplighter



scientist



telegraph
operator



chef





Let's

Go!



Comprehension Skill

03:00



Main Idea

Main idea is what the story or article is mainly about. It could be the “big idea” of a whole work or a single paragraph.

Mr. Henry is the most well-known French **chef**. He works in a Michelin starred restaurant. He can cook up good-looking and **delicious meals** without any recipes.



What is the main idea of this paragraph?

A: Mr. Henry can cook up good-looking food.

B: Mr. Henry is the most well-known chef in France.

Intensive Reading-Comprehension

03:00

Read the passage and answer the question.

Lamplighter, telegraph operator, ice cutter... Have you heard of these jobs before? Do you know how people that do these jobs make a living?

It is not at all surprising if you don't know anything about these jobs, for they are jobs that have disappeared.



Which job has disappeared?

**a**

lamplighter

**b**

baseball batter

Intensive Reading-Comprehension

03:00

Read the passage and answer the question.

John was a lamplighter. In his town, streets used to be lit by **gas** lamps, so someone was needed to **manually** light the lamps. Every evening, he took a long ladder to reach the lamps and lit them with **matches**. He was happy with his job because people really needed him.

Today we don't see anyone like John because gas-powered street lamps have long been replaced by electric ones.



What is the main idea of the first paragraph?

- 1** John didn't have electric lamps.
- 2** John was not tall enough to light the lamps.
- 3** John was a lamplighter, but today his job is no longer needed.

Intensive Reading-Comprehension

03:00

Read the passage and learn the grammar.



Betty was a telegraph **operator**.
Dealing with messages was her main work. She used Morse code to send messages. She also needed to interpret the messages she received.

Her work played a large **role** in information transfer, so she **had to** totally focus on her work.

The former “high-technology” profession no longer exists, because now we use more advanced technology to communicate like the Internet.

have to *modal v*

used to show that you must do sth

e.g.

He has to pass an examination before he can start work.

Make a sentence using “have to”.



Intensive Reading-Comprehension

03:00

Read the passage and answer the question.

Bob was an ice cutter. He was often seen in a thick cotton jacket and with a red hat. He cut the ice on **frozen** lakes and rivers every day, and sold it to the ice delivery man. Then the ice was **delivered** all around the country to meet the daily needs of consumers.



The invention of fridges brought us a completely new way of cooling, thus freeing Bob and many others from cutting ice in winter.



What is the main idea of these paragraphs?





Activity Time!

Practice



Writing Project - Preparation

03:00

Look at the pictures and talk to the teacher.



Do you remember
the name of this old
man? What did he
do?



His name is ...
He was a ...



Where did he
work?



He ...



What did he do
during work hours?



He ...

Writing Project

03:00

Write down the key words then write a passage on John's work in your own words after class.

1 The name of the job

A Lamplighter



John

2 The workplace

3 Work that he needed to do

4 John's feelings about this job

Intensive Reading

Jobs That Have
Disappeared

Comprehension Skill

Main Idea





Goodbye!

51TALK

