

5

Careers



Words A Listen. Point. Say.



vet



teacher



baseball player



magician

34



Story C Listen.



pilot



doctor



police officer



firefighter

Dialogs D Listen. Point. Say.

35

Lesson 1

Student Book pp. 34–35



Talk about it! (Vocabulary)

Target

Ss can point to and name *vet, teacher, baseball player, magician, pilot, doctor, police officer* and *firefighter*.

Materials

Picture Cards 24–43, a picture of someone who has one of the careers of the target vocabulary (e.g. a picture cut out of a magazine), CD

1 Before the book

Warm-up / review

Play **How many can you name?** (Teacher's Guide p. 14) to review the vocabulary from the previous unit.

Play **Uh-huh. Yes** (Teacher's Guide p. 15) using Picture Cards 24–35 to review the vocabulary from the previous unit.

Introduce vocabulary

Take out a picture of someone who has one of the careers of the target vocabulary, e.g. a picture cut out of a

magazine. If you can't find a picture, draw one on the board. Point to yourself and say ***I'm a teacher.*** Show Ss a picture or a drawing on the board and say ***(He)'s a (doctor).*** ***Today we're going to talk about careers.*** Hold up Picture Cards 36–43 and say the words. Have Ss repeat.

2 Open the book

Have Ss turn to Student Book pp. 34–35 and look at the pictures at the bottom of the pages. Play CD track A67. Have Ss listen and point to the pictures.



A67

A. Listen, point and repeat.

vet	(pause)	pilot	(pause)
teacher	(pause)	doctor	(pause)
baseball player	(pause)	police officer	(pause)
magician	(pause)	firefighter	(pause)

Play the CD again. Have Ss listen and repeat.

Play CD track A68. Have Ss listen and number the pictures.



A68

B. Listen and number.

Number 1.	teacher	(2x)
Number 2.	doctor	(2x)
Number 3.	firefighter	(2x)
Number 4.	vet	(2x)

- Number 5. *police officer* (2x)
 Number 6. *magician* (2x)
 Number 7. *baseball player* (2x)
 Number 8. *pilot* (2x)

Check Ss' answers by saying the numbers and having Ss say the corresponding vocabulary words.

Have Ss point to and name pictures of vocabulary words they can see in the main scenes. (Answers: vet, teacher, baseball player, magician, pilot.)

Have Ss look for the hidden bird in the main scenes. (Answer: It's under the magician's cape in scene 2.)

3 After the book

Place Picture Cards 36–43 on the board (with the picture sides showing). Name one card at a time and have individual Ss go to the board, turn over the card and say the word.

Optional

- **Pass the card** (Teacher's Guide p. 14)
- **What's different?** (Teacher's Guide p. 16)

Activity Book p. 30 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 162.

Next lesson: Prepare a **Name tag** (TR 1: Teacher's Guide p. 29) for Ms. Long and Chip. Put a string around each name tag so it can be worn around the neck.

Lesson 2 Student Book pp. 34–35



Talk about it! (Dialogs)

Targets

- Ss can say *This is Ms. Long. She's a vet* and respond with *Good morning, everyone* and then *Good morning, Ms. Long*.
- Ss can ask and answer *I want to be a baseball player. How about you? I want to be a magician*.
- Ss can say *That's my father* and respond with *Oh, really!*
- Ss can ask and answer *Is he a police officer? No, he isn't. He's a pilot*.

Materials

Picture Cards 36–43, **Name tags** (TR 1: Teacher's Guide p. 29) for Ms. Long and Chip, CD, Reduced Picture Cards 36–43 (Teacher's Guide p. 180)

1 Before the book

Warm-up / review

Play **What's missing** (Teacher's Guide p. 14) using Picture Cards 36–43.

Play **My mistake** (Teacher's Guide p. 15) using Picture Cards 36–43.

Introduce dialogs

Dialog 1: Have five Ss (S1, S2, S3, S4 and S5) go to the front. Have S2 stand on one side, facing S3, S4 and S5 on the other side. Have S1 stand in the middle. Take out the **Name tag** (TR 1: Teacher's Guide p. 29) for Ms. Long and have S1 wear it. Stand next to S2, look at S3, S4 and S5. Use your hand to introduce S1 and say ***This is Ms. Long. She's a vet.*** Have S2 repeat. Stand next to S1, look at S3, S4 and S5 and say ***Good morning, everyone.*** Have S1 repeat. Stand near S3, S4 and S5, look at S1 and say ***Good morning, Ms. Long.*** Have S3, S4 and S5 repeat. Have the five Ss say the dialog again on their own. Help them by whispering their lines if necessary. Do it again and have the rest of the Ss repeat.

Dialog 2: Hold up Picture Card 38 and say ***I want to be a baseball player. How about you?*** Have Ss repeat. Hold up Picture Card 39 and say ***I want to be a magician.*** Have Ss repeat.

Dialog 3: Have S6 go to the front. Take out the **Name tag** (TR 1: Teacher's Guide p. 29) for Chip and have S6 wear it. Say ***Chip's father is a pilot.*** Put Picture Card 40 on the board (with the picture side showing). Point to the card and say ***That's my father.*** Have S6 repeat. Say ***Oh, really!*** Have Ss repeat. Do it again and have all Ss repeat.

Dialog 4: Point to Picture Card 40 and say ***Is he a police officer?*** Have Ss repeat. Shake your head and say ***No, he isn't. He's a pilot.*** Have Ss repeat.

2 Open the book

Have Ss turn to Student Book pp. 34–35. Introduce the main scenes by playing CD track A69. Have Ss listen and point to the people or objects as they are mentioned.



A69

C. Listen to the story.

Today is careers day at school. This is Ms. Long. She's a vet. She likes dogs, cats, hamsters and turtles. She likes rabbits, too! The SuperKids' mothers and fathers are at school, too. That's Sandy's mom. She's a magician. She can juggle, too. What's in her hat? It's a rabbit. That's magic! Can you see Mojo? He's on her head. That's Chip's father. He's a pilot. How about your father? Is he a doctor or a firefighter? How about your mother? Is she a police officer or a teacher?

Say ***Let's listen.*** Play CD tracks A70–A73. For each dialog, have Ss first listen and point to the characters speaking and then repeat the dialog.



A70

D. Dialog 1.

Listen and point.

Teacher: *This is Ms. Long. She's a vet.*
Ms. Long: *Good morning, everyone.*
Chip, Toni & Peter: *Good morning, Ms. Long.*

Now listen and repeat.

(Same as above, but each line is said once with a pause for Ss to repeat.)

A71

D. Dialog 2.**Listen and point.****Donny:** I want to be a baseball player. How about you?**Beth:** I want to be a magician.**Now listen and repeat.**

(Same as above, but each line is said once with a pause for Ss to repeat.)

A72

D. Dialog 3.**Listen and point.****Chip:** That's my father.**Sandy:** Oh, really!**Now listen and repeat.**

(Same as above, but each line is said once with a pause for Ss to repeat.)

A73

D. Dialog 4.**Listen and point.****Sandy:** Is he a police officer?**Chip:** No, he isn't. He's a pilot.**Now listen and repeat.**

(Same as above, but each line is said once with a pause for Ss to repeat.)

Put Ss into pairs and have them practice the dialogs. Have some pairs act out the dialogs in front of the class.

3 After the book

Put Ss into pairs. Prepare Reduced Picture Cards 36–43 (Teacher's Guide p. 180) for each pair. Have pairs take turns picking cards. Have them practice dialog 2 using the words on the cards.

Optional**Change partners** (Teacher's Guide p. 16)

Activity Book p. 31 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Next lesson: Bring the name tags for Chip and Sandy, and have Ss bring some family photos if you choose to do the optional activity **Family photos**.

Lesson**3**

Student Book p. 36

Say it!**Sing-a-gram****Target**

Ss can say dialog 3 using vocabulary words reviewed from Level 1, Unit 2.

Materials

Name tags (TR 1: Teacher's Guide p. 29) for Chip and Sandy, CD, Picture Cards 36–43

**1 Before the book****Warm-up / review**

Draw a family tree on the board (make sure it includes all the family members Ss have learned, i.e. grandmother, grandfather, mother, father, little brother, big brother, little sister and big sister). Go over the family members. This may also be done using the SuperKids characters, i.e. Grandmother, Grandfather, Mother, Father, Joey, Peter, Lisa and Toni.

Culture note

A family tree is a drawing that includes the names of all the members of a family over a long period of time, and shows how they are related to each other. The eldest members of the family appear at the top and the youngest members are at the bottom. Lines are drawn to connect the family members, showing how they are related to each other. The drawing ends up looking like a tree with the different levels of ranking and the lines that look like branches.

2 Open the book**Say it!**

Have Ss turn to Student Book p. 36. Have two Ss (S1 and S2) go to the front. Take out the **Name tags** (TR 1: Teacher's Guide p. 29) for Chip and Sandy and have S1 and S2 wear them respectively. Say **(S1's name) is Chip. (S2's name) is**

Sandy: They're going to talk about Chip's father. Let's listen. Say **That's my father.** Have S1 repeat. Say **Oh, really!** Have S2 repeat. Do it again and have the rest of the Ss repeat. Play CD track A74. Have Ss listen and repeat the dialog.



Listen and repeat.

Chip: That's my father. (pause)

Sandy: Oh, really! (pause)

Have Ss look at the characters next to the dialog scene. Have two Ss (S3 and S4) try the first dialog. Have S3 say **That's my mother.** Have S4 say **Oh, really!** Put Ss into pairs and have them practice the dialog with the different characters. Have some pairs say their dialogs in front of the class.

Introduce the Sing-a-gram

Put Picture Cards 37, 38, 40 and 41 on the board (with the picture sides showing). Play CD track A75 and have Ss listen. (Note: The *Sing-a-gram* will be reviewed and taught in more detail in Lesson 4.)



Listen and sing.

All: Pilot, teacher, doctor.
Pilot, teacher, doctor.

Girl 1: Is she a pilot?

Boy: No, she isn't.

Girl 1: Is she a teacher?

Girl 2: No, she isn't.

Girl 1: Is she a doctor?

Boy: No, she isn't. She's a baseball player. Yeah!

Play the CD again. Have four Ss go to the front and stand next to a card on the board. Have these Ss write a check ("✓") or an "X" above the cards according to the lyrics.

3 After the book

Put Ss into pairs. Have Ss draw their family trees with pictures of faces. Have them explain their family trees by saying **That's my (mother).** Have the other student in the pair say **Oh, really!**

Optional

Family photos

Have Ss take out some photos of their family members. Put Ss into pairs and have them show each other the photos and talk about them, e.g. **That's my (father).** **Oh, really!**

Activity Book p. 32 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Build it!

Sing-a-gram

Targets

- Ss can make statements about careers using *He's / she's a* ____.
- Ss can ask and answer about careers using *Is he / she a* ____? Yes, he / she is. No, he / she isn't.
- Ss can sing the *Is she a pilot?* song.

Materials

Picture Cards 36–43, CD, Reduced Picture Cards 36–43 (Teacher's Guide p. 180)

1 Before the book

Warm-up / review

Play **Name it! Relay** (Teacher's Guide p. 15) using Picture Cards 36–43.

Play **Circle it! Relay** (Teacher's Guide p. 15) using Picture Cards 36–43.

Introduce grammar

Draw a boy's face on the board and label it with *he*. Draw a girl's face on the board and label it with *she*. Hold up Picture Card 36, point to the *she* face and say **She's a vet**. Have Ss repeat. Introduce the sentence with *he* in the same way. Draw a large question mark on the board. Hold up Picture

Card 36, point to the question mark and the *she* face, and say **Is she a vet?** Have Ss repeat. Keep holding Picture Card 36, nod and say **Yes, she is.** Have Ss repeat. Hold up Picture Card 36, point to the question mark and the *she* face, and say **Is she a vet?** Have Ss repeat. Keep holding Picture Card 36, shake your head and say **No, she isn't.** Have Ss repeat. Introduce the dialogs with *he* in the same way.

Divide Ss into group A and group B and have them line up face to face. Hold up Picture Cards 36–43 one at a time and point to either the *he* face or the *she* face. Have group A ask **Is (he) a (vet)?** based on the card and the face you point to. Have group B answer **Yes, he is.** Have groups change roles with each new card.

2 Open the book

A

Have Ss turn to Student Book p. 37 and look at part A. Play CD track A76. Have Ss listen and repeat.

A76

A. Listen and repeat.

Donny: She's a vet. (pause)

Say the number of each picture in part A. Have Ss say the sentences. Say the numbers 1–4 in random order. Have individual Ss say the sentences.

B

Have Ss look at part B. Play CD track A77. Have Ss listen and repeat.

A77

B. Listen and repeat.

Lisa: Is she a vet? (pause)

Donny: Yes, she is. (pause)

Have Ss practice the dialog in pairs for each picture in part B.

C

Have Ss look at part C. Play CD track A78. Have Ss listen and circle the correct words.

A78

C. Listen and circle.

1. She's a pilot. (2x)
2. He's a baseball player. (2x)
3. Is she a teacher? No, she isn't. She's a magician. (2x)
4. Is he a firefighter? Yes, he is. (2x)

Check Ss' answers by having individual Ss raise their hands and say the statements or dialogs.

Sing-a-gram

Have Ss look at the *Is she a pilot?* song at the bottom of p. 36 of the Student Book. Play CD track A75 and have Ss listen.

A75

Listen and sing.

All: Pilot, teacher, doctor.
Pilot, teacher, doctor.

Girl 1: Is she a pilot?

Boy: No, she isn't.

Girl 1: Is she a teacher?

Girl 2: No, she isn't.

Girl 1: Is she a doctor?

Boy: No, she isn't. She's a baseball player. Yeah!

Divide Ss into group A and group B. Have group A sing the questions and group B sing the answers. Have groups change roles and sing the song again.

3 After the book

Put Ss into pairs. Play **Tic-tac-toe** (Teacher's Guide p. 19) using sets of Reduced Picture Cards 36–43 (Teacher's Guide p. 180). Have pairs double up one of the cards to form 3 x 3 grids. Have Ss say **(She)'s a (vet)** for each card they choose, rather than just naming it.

Optional

- **Never mind** (Teacher's Guide p. 17)
- **Change** (Teacher's Guide p. 17)

Activity Book p. 33 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 163.

Lesson 5

Student Book p. 38

Read in

A Listen, Point, Say.

th	th	s
fishy	his	sick
three	that	salad
teeth	mother	seven

B Read. Draw a line.

① This is my mother.	•
② He has three teeth.	•
③ That cat is sick.	•

C Listen to the review words. Write.

① <u> </u> <u> </u>	② <u> </u> <u> </u>	③ <u> </u> <u> </u> <u> </u> <u> </u>
④ <u> </u> <u> </u> <u> </u> <u> </u>	⑤ <u> </u> <u> </u> <u> </u> <u> </u>	⑥ <u> </u> <u> </u> <u> </u> <u> </u>



Read it!

Target

Ss can read and recognize the letters and sounds of *th* (voiceless), *th* (voiced) and *s*.

Materials

Phonics Cards Unit 5 (TR 17: Teacher's Guide p. 79), CD

1 Before the book

Warm-up / review

Write one of the spellings of the sound from the *Read it!* section in Unit 4 on the board, e.g. *ay*. Have Ss go to the board, write words with those letters and that sound and say the words. Have the rest of the Ss repeat. Continue with the remaining spellings of the sound in Unit 4.

Introduce the letters and sounds of *th* (voiceless), *th* (voiced) and *s*

Demonstrate the tongue position for the *th* sound by sticking out your tongue and resting it between your teeth. Have Ss do the same. Say both the voiceless and voiced *th* sounds. Have Ss repeat, touching their throats to feel the difference between the voiceless *th* sound and the voiced *th* sound. Write *th* on the board and say the voiceless *th*. Use enlarged **Phonics Cards Unit 5** (TR 17: Teacher's Guide p. 79) and show Ss the voiceless *th* words. Point to and read the words, emphasizing the *th* sound. Have Ss listen. Say **thirsty, three, teeth. Which sound is the same?** Have Ss say **th**. Do the same for the voiced *th* and *s* words. Place all the cards on the board. Read the words on the cards, emphasizing the voiceless *th*, voiced *th* and *s* sounds, and point to the words as you read them. Have Ss repeat. Explain the meaning of any words Ss do not understand. Point to the cards in random order and have individual Ss name them.

Pronunciation note

th (voiceless) /θ/, *th* (voiced) /ð/, *s* /s/ (See pronunciation table on Teacher's Guide p. 5.)

2 Open the book

A

Have Ss turn to Student Book p. 38 and look at part A. Play CD track A79. Have Ss listen and point to each picture.



A79

A. Listen, point and repeat.

<i>th, th</i>	(pause)	<i>s, s</i>	(pause)
<i>th, th, thirsty</i>	(pause)	<i>s, s, sick</i>	(pause)
<i>th, th, three</i>	(pause)	<i>s, s, salad</i>	(pause)
<i>th, th, teeth</i>	(pause)	<i>s, s, seven</i>	(pause)
<i>th, th</i>	(pause)		
<i>th, th, this</i>	(pause)		
<i>th, th, that</i>	(pause)		
<i>th, th, mother</i>	(pause)		

Play the CD again. Have Ss listen and repeat.

Play the CD a third time. Have individual Ss repeat the items. Point to the pictures in random order and have individual Ss name them.

Have Ss turn to Student Book pp. 34–35. Have them find and name pictures of words that contain the phonics sounds they have just learned. (Answers: three (three children in scene 1), teeth, this, that, mother (magician is Sandy's mother).)

B

Have Ss turn to Student Book p. 38 and look at part B. Say **Read the sentence and draw a line to the correct picture.** In pairs or individually, have Ss read and match the sentences to the pictures. Check Ss' answers by writing the three sentences on the board and drawing three empty boxes (representing the pictures in part B) or the actual pictures on the right. Have a student read one of the sentences, go to the board and draw a line from the sentence to the box / picture he / she matched. Have Ss who think the answer is correct raise their hands. If the answer is incorrect, have another student try. Point to the sentences in random order. Have Ss read them. Have individual Ss point to and read the sentences.

C

Have Ss look at part C. Say the *th* (voiceless), *th* (voiced) and *s* sounds and have individual Ss write the letters on the board. Play CD track A80. Have Ss listen and write *th* or *s* in the blanks.



A80

C. Listen to the review words and write.

- | | | | |
|--------------------|------|--------------------|------|
| 1. <i>these</i> | (2x) | 4. <i>thirteen</i> | (2x) |
| 2. <i>sister</i> | (2x) | 5. <i>Beth</i> | (2x) |
| 3. <i>sit down</i> | (2x) | 6. <i>brother</i> | (2x) |

Check Ss' answers by having individual Ss go to the board and write the words.

3 After the book

Put Ss into pairs and have them brainstorm words with the *th* (voiceless), *th* (voiced) and *s* sounds. Draw three columns on the board and label them with *th* (voiceless), *th* (voiced) and *s*. Have individual Ss go to the board and write words they have brainstormed in the correct column. Suggest words to Ss (e.g. father, bath, swim) if they cannot think of words.

Play **Write it! Relay** (Teacher's Guide p. 18).

Optional

- **Mini-book Unit 5** (TR 18: Teacher's Guide p. 80)
- **Touch your throat!**

Read the voiceless *th* and voiced *th* words in random order. Have Ss touch their throats if they think the *th* is voiced, and put their finger to their lips if they think the *th* is voiceless. Give the correct answer each time. Reverse the activity by touching your throat or putting your finger to your lips and having individual Ss say voiceless *th* or voiced *th* words accordingly.

• Tongue twisters

Have Ss repeat the following tongue twisters:

The three brothers are thirsty.

This is Beth's mother.

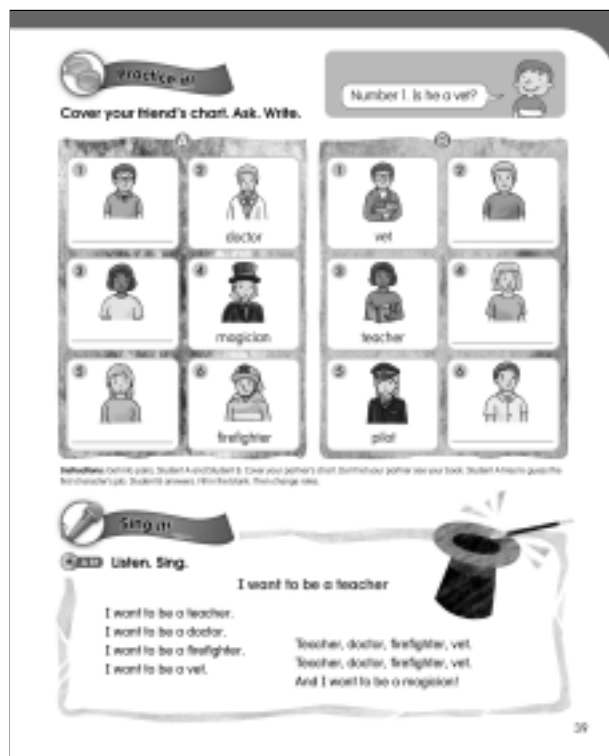
The seven sisters sit down to eat salad.

Start slowly and gradually increase the pace.

Activity Book p. 34 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 164.

Lesson 6

Student Book p. 39



Practice it!



Sing it!

Targets

- Ss can understand and produce this unit's target language.
- Ss can sing the *I want to be a teacher* song.

Materials

Picture Cards 36–43, CD

1 Before the book

Warm-up / review

Sing the *Sing-a-gram* together. Hold up Picture Cards 36–43 one at a time and say **Is (she) a (vet)?** Have Ss

answer **Yes, she is / no, she isn't**. When Ss are familiar with the activity, have individual Ss take on the teacher's role.

2 Open the book

Practice it!

Put Ss into pairs. Have pairs look at Student Book p. 39. Have Ss look at the question at the top of the page. Say **Number 1. Is he a vet?** Have Ss repeat. Have S1s look at A only and cover B. Have S2s look at B only and cover A. Have S1s start to guess the occupation of the people with casual clothes and ask questions, e.g. **Number 1. Is he a (magician)?** Have S2s answer **Yes, he is / no, he isn't** based on their pictures. If yes, have S1s write **magician** in the blank. Have Ss take turns asking their partners and writing the answers in the blanks. Walk around the classroom and check Ss' progress.

Sing it!

Play CD track A81 and have Ss listen.



Listen and sing

Boy: I want to be a teacher.

Girl 1: I want to be a doctor.

Girl 2: I want to be a fire fighter.

Girl 3: I want to be a vet.

All: Teacher, doctor, fire fighter, vet.

Teacher, doctor, fire fighter, vet.

Girl 1: And I want to be a magician!

Play the CD again. Have Ss sing along.

Put Ss into groups of four and have them sing one part each. Have all four Ss sing the last part.

3 After the book

Put Picture Cards 36–43 on the board and use some paper to cover parts of the pictures so that only parts of each picture on the cards are showing. Point to one of the cards and say **Guess (her) career**. Have Ss guess using **She's a (vet)**. Reveal the pictures gradually until someone says the correct answer.

Optional

- **She's a vet** (TR 19: Teacher's Guide p. 81)

- **Concentration** (Teacher's Guide p. 19)

Have Ss play in pairs using Reduced Picture Cards 36–43 (Teacher's Guide p. 180). Have Ss say **(He)'s a (firefighter)** each time they turn over a card.

- **My song** (Teacher's Guide p. 21)

Encourage Ss to make new lyrics with the occupations they want to be. Have them ask you **How do you say ____ in English?** if they don't know a word.

Activity Book p. 35 can now be assigned for homework or used in class. See answer key, Teacher's Guide p. 164. Now that Ss have completed Unit 5, they can go to the *Reward!* page, Activity Book p. 70 and color number 5 orange.