

7 At work

Unit objectives

By the end of this unit, students can:

- make a poster and talk about their dream job
- read and understand a story about dreaming big
- name and talk about people's jobs
- talk and write about their big dreams
- read and understand about how robots help people

Skills development

Listening: recognize and understand the names of jobs and what people do at work

Reading: read and understand a short, simple cartoon story and a factual text about robots

Speaking: ask and answer about jobs; say what people do at work; talk about a dream job

Writing: write simple sentences about jobs

Vocabulary

Lesson 1: baker, clerk, farmer, police officer

Lesson 2: architect, astronaut, athlete, bus driver, construction worker, doctor, firefighter, vet

Lesson 5: bake, build, design, drive, rescue, teach

Grammar

Lesson 3: What do you want to be? I want to be a baker. She wants to be a police officer. She doesn't want to be a farmer.

Lesson 6: What does she do? She's a farmer. She grows vegetables. She doesn't work at the police station.

Myself and others

Dreaming big In this unit, a Disney video and a story introduce the theme of dreaming big. Students will identify why some big dreams can be difficult, but they will recognize the importance of working hard to achieve their goal.

Language: dream big, work hard

Self-awareness

Story

The firefighter
dream big, work hard

Project

My dream job poster

Self-management: doing research for the project
find out about, talk to someone, use a computer

My world

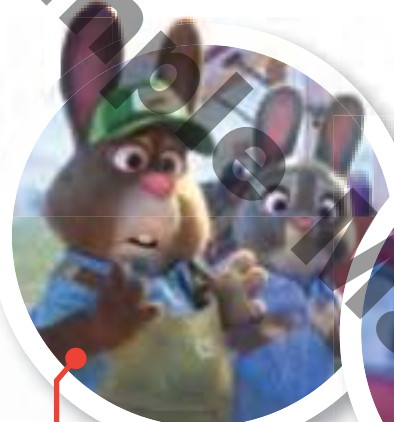
Technology: Robots at work
dangerous, heavy, lift, machines

Disney Zootopia



Judy Hopps

Thoughtful and optimistic, Judy believes anyone can become anything they want. She wants to make the world a better place.



Bonnie and Stu Hopps

Farmers from the Bunnyburrow and parents to Judy and her 275 siblings. They worry about Judy becoming a police officer in the big city.



Gideon Grey

When young, Gideon was a bit of a bully and made fun of Judy. However, he has dealt with his insecurities and is a successful baker now.

Young bunny, Judy, has a big dream. She is determined to become a police officer in Zootopia – a city where animals from all over the world live together. Judy works hard and makes her dream come true. However, this is just the beginning. Turns out, being the first rabbit in the police force full of big and tough animals isn't so easy!



Video 7A: Dream big, Judy!

Video 7B: What does Gideon do?

Did you know?

There are five main boroughs of Zootopia, broadly based on the biomes where mammals live. They are: Tundratown, Sahara Square, Rainforest District, Meadowlands, and Downtown Zootopia.

Online modules

Phonics

Words with ar, ir, or, and ur
car, sir, short, fur

Big Project

Have a class jobs fair

Extra reading >>>



Objectives

Lesson aim: name jobs

Target language: baker, clerk, farmer, police officer

Recycled language: animals; police, school, easy, big, strong, small, run, jump, fast, feel, happy, proud, parents; Don't give up. You can do it!

Receptive language: sloth, job, dream big, work hard,

Materials: Video 7A; Audio; Picture cards / Word cards (Jobs 1, Disney characters); Sticker (Judy); Mickey Mouse puppet; (optional) A3 sheets of paper

GSE Skills

Speaking: can say what someone's job is, using familiar common job names (29)

Listening: can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (25)

Reading: can recognize single, familiar everyday words if supported by pictures (21)

Writing (WB): can write some familiar words (20)

Teacher toolkit

Video summary – 7A

Dream big, Judy! Videoscript see p.247

Judy's dream is to be a police officer. This isn't easy for a small rabbit, but Judy doesn't give up. She works hard and achieves her goal. She feels very proud to be the first rabbit police officer!

Engage

Students search in magazines and online for pictures of people doing jobs they learn about in Lessons 1, 2 and 5. They work in groups to sort the pictures for each job. Give each group an A3 sheet of paper. They write the heading *JOBS* in the center. Then choose the best picture for each job and label it. Invite each group to present their poster.

Dreaming big

Use Judy's experience in Video 7A to introduce the theme of dreaming big and working hard to achieve our goals. Review the theme of persistence, eliciting that Judy keeps trying, even though it can be difficult. Ask students: *Do you keep trying? Can you dream big?*

Self-awareness

Warm-up

- Greet students with the Mickey Mouse puppet, and sing the *Let's have fun!* song (track 0.2).
- Introduce the unit title *At work*. Ask: *Who goes to work in the Incredibles 2 movie? (Mom) Who goes to work in your house?* Introduce the word *job* with examples. Say: *My job is a teacher*. Elicit any other jobs students know. Then tell students they are going to learn about a lot of jobs in this unit.

Presentation

Video story

- Students look at the Big Picture. Introduce the movie and the characters: *This is the movie Zootopia. This is Judy. What animal is she? (rabbit)*. Explain that everyone in the movie is an animal. Elicit or introduce the name of the animals in the three pictures at the bottom of the pages (*sloth, fox, rabbits*).
- Elicit any other vocabulary students may know. *What's this? (train)*.

1 7A Watch the video. Check (✓) the animals you see.

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time! Let's watch!*
- Ask the question, and read aloud the options with students. Invite students to mime each animal.
- Play Video 7A, then students check the correct words.

2 7A Watch again. Circle.

- Students look at the picture, then read aloud the sentence and options with students.
- Play the video again, pausing to ask: [0:22] *What does Judy want to be? (a police officer)*; [1:20] *Judy goes to police school. Is it easy? (no)*; *Is Judy big and strong? (no)*; *Is she small? (yes)*; [2:05] *Judy works hard. What can she do now? (run and jump)*; *Is she fast? (yes)*; [2:32] *Is Judy a police officer now? (yes)*; *How does she feel? (happy and proud)*.
- Discuss the idea of dreaming big. Judy wants to be a police officer, so she works hard and doesn't give up.
- Students read the sentence again and circle the correct option.

Picture cards / Word cards (optional) Show the picture cards one by one to introduce the new vocabulary. Repeat several times. Then show each word card, and students read and say the words.

Practice

3 7.1 Listen, find, and say. Then ask a friend.

- Students look at the Big Picture, and point and say the job words. Then they match the small pictures to the Big Picture and say the words.
- Play the audio, and students point to the jobs in the Big Picture. Play the audio again, pausing for students to point and say the words.
- Students work in pairs, taking turns to point to the pictures and ask *What job is it?* for their partner to say the name of the job.

7 At work

video story

police officer

clerk

baker

farmer

I can name jobs.

Collect your friend!

page 5

SUPPORT Write on the board *What job is it?*, as a prompt.

STRETCH Students follow up by writing sentences in their notebooks, e.g., *He's a farmer.*

Audioscript (track 7.1)

My mom goes to work in the city. // Is she a clerk? // Yes, she is.
Is your dad a clerk, too? // No, he isn't. He's a farmer.
Where does your mom work? // She works at the police station. //
Is she a police officer? // Yes, she is.
I want to be a baker and make bread and cakes. // Yum! I love cake!

4 7.2 Listen, chant, and act.

- Play the audio, and demonstrate the TPR actions. Then play the audio again and students join in.

TPR chant

tap, tap, tap – type on a keyboard
neenaw, neenaw – turn the steering wheel of a police car
dig, dig, dig – dig with a spade
yum, yum, yum – rub your stomach

1 Watch the video. Check (✓) the animals you see.

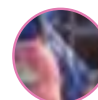
rabbit ☒ fox ☐ mouse ☐ lion ☒

2 Watch again. Circle.



Judy's dream is
small ☐ big ☒

3 Listen, find, and say. Then ask a friend.



4 Listen, chant, and act.

Audioscript (track 7.2)

What do you do? // I'm a clerk. // Tap, tap, tap. I'm a clerk.
What do you do? // I'm a police officer. // Neenaw, neenaw. I'm a police officer.
What do you do? // I'm a farmer. // Dig, dig, dig. I'm a farmer.
What do you do? // I'm a baker. // Yum, yum, yum. I'm a baker!

Collect your friend Show the picture card of Judy to help students identify the correct sticker. Students stick the sticker on p.5 in the Student's Book. Ask: *Who's this? What's her job?*

Wrap-up

- Use the Mickey Mouse puppet to lead the chant again, stopping before each job: *I'm a ...* Students chant the jobs.
- Students say goodbye to Mickey as they leave class.

Workbook

pages 76–77

Learning Heroes

1 Watch again and do the quiz.

- Read and circle. a farmers, b police, c can
- Check (✓). What's Judy's dream job? b ✓
- Choose and write. 1 police officer, 2 baker, 3 farmer, 4 clerk
- Challenge! Follow and write? What's the lion's job? mayor

Objectives

Lesson aim: name jobs

Target language: *architect, astronaut, athlete, bus driver, construction worker, doctor, firefighter, vet*

Recycled language: *hospital, animal, cat, dog, draw, house, fly, moon, work, fire station, truck, school, bus*

Materials: Audio; Picture cards / Word cards (Jobs 2); Mickey Mouse puppet; (optional) modeling clay

GSE Skills

Speaking: can say what someone's job is, using familiar common job names (29)

Listening: can understand simple sentences on familiar topics, if spoken slowly and clearly and with pauses (28)

Reading: can recognize single, familiar everyday words if supported by pictures (21); can understand a simple text if supported by pictures (25)

Writing: can write some familiar words (20)

Teacher toolkit

Teaching vocabulary

Invite students to organize the words in alphabetical order. Point out that three of the words begin with *a-*. Explain that for these three words, students have to look at the second letter to determine the correct alphabetical order of these three words: *architect*, *astronaut*, *athlete*. Students write the words in alphabetical order in their notebooks, checking that they spell each word correctly.

Engage

Give each student some modeling clay. They choose one of the jobs and make a model to represent something relating to the job, e.g., *architect* – a model of a building, *firefighter* – a model of a fire engine. Encourage them to use their imaginations as they create their model. In groups, students take turns to show their model for the others to guess the name of the job.

Home-school link

Students find out the jobs of adults in their family. They find out the name of the job in English and tell the class at the next lesson.

Warm-up

🐭 Greet students with the Mickey Mouse puppet.

- Review the Lesson 1 vocabulary, using the picture cards and word cards.
- Say: Listen and chant!, and play the chant from Lesson 1 (track 7.2). Students join in with the chant and do the actions.

Presentation

Picture cards / Word cards (optional) Show the picture cards one by one to introduce the new vocabulary. Repeat several times, encouraging students to remember the words. Then show each word card, and students read and say the words.

1 🎧 7.3 Listen, point, and say. Then play.

- Students look at the photos and say any words they know.
- Say: *Listen and point*. Play the audio, and students point to the photos. Play the audio again, pausing after each item. Students repeat each word or phrase.
- Say a number, e.g., *five*, and students say the corresponding word (*athlete*). Do the same with other numbers and words.
- Students play the game in pairs. They take turns to say a number from one to eight for their partner to say the corresponding word.

Practice

2 🎧 7.4 Listen and say. Then number.

- Students look at the photos in activity 1. Say: *Listen. What's the job?*
- Play each section of the audio, pausing after *I'm a/an ...*. Elicit the name of the job. Then students repeat the sentence, e.g., *I'm a doctor*.
- Invite individual students to read aloud the names of the jobs. Then play the audio again, pausing after each section for students to number the words.
- Students compare their answers in pairs, then check all together as a class.

Audioscript (track 7.4)

- 1 I work in a hospital. I'm a ... doctor.
- 2 I like animals. I help cats, dogs, and other pets. I'm a ... vet.
- 3 I can draw. I draw houses. I'm an ... architect.
- 4 I fly to the moon and the stars. I'm an ... astronaut.
- 5 I work at the fire station. I have a red truck. I'm a ... firefighter.
- 6 I take children to school in my bus. I'm a ... bus driver.

3 Look, read, and write.

- Students look at the pictures. Then read aloud each gapped sentence, and elicit the name of the job.
- Students write the names of the jobs to complete the sentences.

SUPPORT Display the corresponding word cards as prompts, for students to check their spelling.

STRETCH Students choose another job from activity 1. They draw a picture and write, e.g., *I drive a bus. I'm a bus driver*.

LESSON 2 Vocabulary

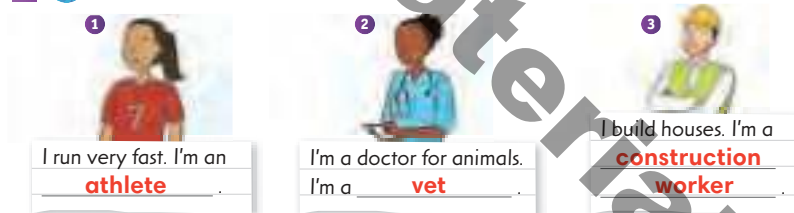
1 Listen, point, and say. Then play.



2 Listen and say. Then number.



3 Look, read, and write.



4 Play the game.

Astronaut.
Astronaut, construction worker, vet.

Talk buddies!

84 I can name jobs.

4 Play the game.

- Read aloud the speech bubble example with students, and explain that they are going to play a chain game.
- Students stand in a circle. The first student names a job, e.g., *vet*. The second student repeats the job and adds another one, e.g., *vet, firefighter*. The third student repeats the two jobs and adds another one, e.g., *vet, firefighter, baker*. Continue in this way around the circle. If any student forgets a word or makes a mistake, they are "out" of the game and have to sit down. When everyone is out, the chain starts again.
- Students play the game in groups so that they have more turns.

Teaching star

Linguistic competence When presenting and practicing the job names, point out the correct word stress. The one-word job names all have word stress on the first syllable: *architect*, *astronaut*, *athlete*, *doctor*, *vet*. The two-word job names all have two stresses, with a stress on each word (with the second word stressed in the same way as the one-word job names): *bus driver*, *fire fighter*. There is one exception: *construction worker*.

Extra activity (fast finishers) Students write more descriptions of jobs, following the examples in activity 3.

Wrap-up

- Play Match it! (see Games Bank p.252).
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

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Audioscript see p.250

- 7.1 Listen and match. 1 b, 2 d, 3 f, 4 a, 5 c, 6 g, 7 e, 8 h
- Look at 1. Choose and write. 1 architect, 2 firefighter, 3 astronaut, 4 athlete, 5 doctor, 6 vet, 7 bus driver, 8 construction worker

Objectives

Lesson aim: ask and answer about jobs

Target language: *What do you want to be? I want to be a baker. She wants to be a police officer. She doesn't want to be a farmer.*

Recycled language: jobs; cookies, bread, sheep

Materials: Audio; Picture cards / Word cards (Jobs 1, 2); Stickers; Mickey Mouse puppet

GSE Skills

Speaking: can ask simple questions about other people, e.g., their name, age, where they live, things they have (27)

Listening: can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (27)

Reading: can understand simple sentences, given prompts (24)

Writing (WB): can write basic, single-clause sentences, given a model (29)

Teacher toolkit

Teaching grammar

Many students will acquire correct grammar through practice and use, but some students benefit from seeing the correct grammar shown in a substitution table. Write on the board a substitution table to show the sentences students make in this lesson, e.g., *He/She | wants/doesn't want | to be a(n) | doctor.* Review that in 3rd person positive sentences we use -s after the verb, but in 3rd person negative sentences we use *doesn't* + verb with no -s.

Extend

Invite students to ask *What do you want to be?* to their brother, sister, or any other child in their family. They draw a picture of this person, write the name of the job, and give them the picture as a present, to motivate them to "dream big"!

Home-school link

Ask students to look at the Lesson 4 story and underline all the names of jobs they can find. At the beginning of Lesson 4, elicit the answers (*athlete, doctor, teacher, astronaut, firefighter*), and praise students for doing their homework.

Warm-up

- Greet students with the Mickey Mouse puppet.
- Use the picture cards and then the word cards to review the names of jobs from Lessons 1 and 2. Then display the picture cards on the board, and write numbers 1–12 below them. Make Mickey show each word card one by one, and say: *What's this? (doctor) What number is it? (seven).* Place the word card with the corresponding picture card.

Presentation

1 7.5 Listen and circle.

- Remind students of Video 7A. They say what they can remember about the story and the characters. Students look at the picture, then ask: *Who are they? (Judy and her mom and dad).*
- Play the audio, and ask: *What does Judy want to be? (a police officer) What are her parents? (farmers).*
- Read aloud the sentence and the options, and students circle the correct option. Play the audio again for students to check their answers.

Audioscript (track 7.5)

A: Look! Judy's with her parents. Her mom and dad are farmers.

B: Does Judy want to be a farmer, too?

A: No, she doesn't. She doesn't want to be a farmer. She wants to be a police officer.

B: Oh, that's cool!

A: What about you? What do you want to be?

B: I want to be a baker. I like cookies and bread!

7.6 Grammar Heroes

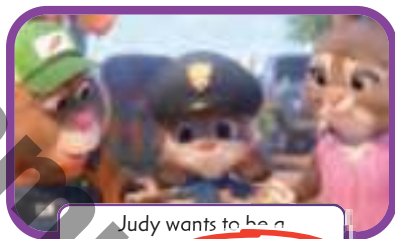
- Students look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after each question and answer for students to repeat.
- Students work in pairs to read aloud the grammar box.

Practice

2 7.7 Listen and stick. Then circle.

- Students look at the stickers and the pictures, and they name the jobs they can see. Then they look carefully at the stickers and place them in the correct positions in the pictures.
- Play the audio, and students stick each sticker in place. Check the name of the job shown in each completed picture, e.g., *Number (one). She/He's a (construction worker).* Read aloud the sentences and the options with the students. Then play the audio again, pausing after each exchange for students to circle the correct option.
- Students compare their answers in pairs, then check all together as a class.

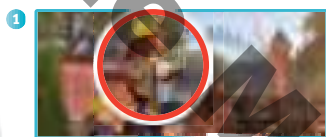
1 Listen and circle.



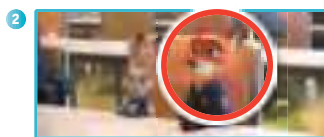
Judy wants to be a
firefighter **police officer**

What do you want to be?
I want to be a baker.
She wants to be a police officer.
She doesn't want to be a farmer.

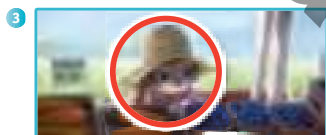
2 Listen and stick. Then circle.



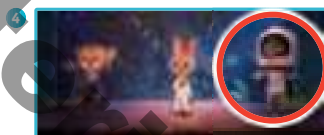
Nick **wants** **doesn't want**
to be a construction worker.



Nick **wants** **doesn't want**
to be a police officer.



Judy **wants** **doesn't want**
to be a farmer.



Sh. **wants** **doesn't want**
to be an astronaut.

3 Play the game. What do you want to be?

Amy wants to be a firefighter.

I want to be
a firefighter.

I can ask and answer about jobs.

Talk buddies

85

Audioscript (track 7.7)

- 1 A: Look, it's Nick. Does he want to be a construction worker?
B: No, he doesn't.
- 2 A: Does he want to be a police officer?
B: Yes, he does. He wants to be a police officer like Judy.
- 3 A: Here's Judy. She's on a farm. Does she want to be a farmer?
B: No, she doesn't.
- 4 A: Look at the little sheep. Does she want to be an astronaut?
B: Yes, she does.

3 Play the game.

- Demonstrate the game with the Mickey Mouse puppet. Make Mickey ask *What do you want to be?* and you answer: *I want to be an astronaut.* Make Mickey say (Teacher) *wants to be an astronaut.*
- Invite two students to read aloud the speech bubble example. Then students play the game in pairs.
- Students ask and answer, then report back, e.g., (Dev) *wants to be a (vet).*

SUPPORT Do plenty of whole class practice before students play in pairs. Write scaffolding on the board: *What do you want to be? I want to be a ... , ... wants to be a ...*

STRETCH Encourage students to talk about as many different jobs as possible.

Teaching star

Support understanding Remind students that when we use *I* or *you* with a verb, e.g., *want*, we don't add an *-s* to the end of the verb, but when we use *she* or *he* with a verb, we add an *-s* to the end of the verb when it's a positive sentence.

Extra activity (fast finishers) Students write one or two of the dialogs they developed with their partner in activity 3, following the speech bubble example as a model.

Wrap-up

- Play *Question chain* (see Games Bank p.252) with the picture cards and word cards, asking *What do you want to be?*
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 79

- 1 Read and match. 1 c, 2 b, 3 a
- 2 Number and write. What do you want to be?
- 3 Look and write. 1 wants to be, 2 doesn't want to be, 3 He doesn't want to be, 4 She wants to be

Objectives

Lesson aim: read and understand a story about dreaming big

Story language: *dream big, work hard*

Recycled language: jobs; *What do you want to be?; girl*

Materials: Audio; Story cards (Units 6, 7); Mickey Mouse puppet

GSE Skills

Reading: can recognize key words and basic phrases in short, simple cartoon stories (24)

Listening: can get the gist of a short, simple story, if told slowly and clearly and supported by pictures or gestures (25)

Speaking: can act out parts of a picture story, using simple actions and words (31)

Teacher toolkit

Story summary

After school, the children talk about the jobs they want to do when they grow up. Laura wants to be a firefighter. They look for a picture of a female firefighter, but they can't find one in her book. Then Niko takes them to meet Aunt Rose, who is a female firefighter. Laura takes a photo of Aunt Rose and puts it in her book.

Dreaming big

The story illustrates the theme of dreaming big and working hard to achieve your goals. Elicit the jobs each of the children want to do. Ask: *Does Aunt Rose help Laura dream big? What does Aunt Rose say? Using L1 as necessary, ask students if it helps when they meet an adult doing the job they want to do. Encourage them to give reasons why.*

Self-awareness

Extend

Students draw a picture of themselves doing the job they want to do when they grow up. In Lesson 7, ask them to show and talk about their pictures.

Warm-up

- Greet students with the Mickey Mouse puppet.
- Remind students of the Unit 6 story. They say what they remember about the story and characters. Use the Story cards for Unit 6 to prompt as necessary.

Presentation

1 7.8 Listen and read. What does Pedro want to be?

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's story time!*
- Show the story cards one by one, asking questions to elicit words students know: *Where are they? (in the park) Where are they now? (at the fire station).*
- Ask: *What does Pedro want to be?* Play the audio. Students listen to the story and follow in their books. Elicit the answer to the question (*a teacher*).
- Play the audio again, pausing after each story frame to ask a comprehension question from the back of the story card.

Spot! Read aloud the question with the class. Students find and point to the person. (**Answer:** *The baker in frame 2.*)

Practice

2 Read and match.

- Introduce the activity by reading aloud with students each of the sentence starters and the jobs.
- Students look back at the story and match each character with the job they want to do. They work in pairs to check their answers, then check all together as a class.

SUPPORT Before students do the matching activity, do an additional oral stage to guide them to find the information they need in the text. Ask: *What does (Niko) want to be? (an athlete).*

STRETCH Students write the completed sentences in their notebooks, e.g., *(Niko) wants to be an (athlete).*

3 Circle. What do they say?

- Students look at the small pictures and find them in the story frames. Then read the speech bubbles and elicit the correct words to complete the expressions correctly. Students circle the correct options.
- Say: *Martina says, Dream big. Who does she say it to? (Oscar) What is Oscar's big dream? (He wants to be an astronaut.) Aunt Rosa says, Work hard. Who does she say it to? (Laura) What is Laura's big dream? (She wants to be a firefighter.)*



The firefighter

1 Listen and read. What does Pedro want to be? a teacher

1 What do you want to be, Niko?
I want to be an athlete. What about you, Amelia?
I want to be a doctor.

2 Pedro wants to be a teacher and I want to be an astronaut.
That's great, Oscar. Dream big!

3 What does Laura want to be?
She wants to be a firefighter.

4 Can a girl be a firefighter, Laura?
Of course! I can show you a picture.

5 Oh, no! I can't find a picture of a firefighter, Niko.
Hmm ... Come with me!

6 Look! There's a fire truck!
Ha ha! Yes. That's Aunt Rose.

Spot!
Find a job beginning with the letter "b."

7 I want to be a firefighter, too.
Great! I can add this to my book.

8 Fantastic! Dream big and work hard!
Can I take a picture with you? Yes, of course you can.

The end

2 Read and match.

- | | |
|----------------------|------------------|
| 1 Niko wants to be | a a teacher. |
| 2 Amelia wants to be | b a firefighter. |
| 3 Oscar wants to be | c an astronaut. |
| 4 Pedro wants to be | d an athlete. |
| 5 Laura wants to be | e a doctor. |

3 Circle. What do they say?

1 Dream **big** small
Work Play hard!

2

4 Act out the story.

Look! There's a fire truck!
Ha ha! Yes.

Talk buddies

I can read and understand a story.

- Review the "dream big" theme by asking: *Who dreams big in Zootopia? (Judy) What is her dream (to be a police officer).* Then discuss with the students (using L1 if necessary) how the children in the story are "dreaming big". Oscar wants to be an astronaut, which isn't easy. And Laura wants to be a firefighter, but there aren't many female firefighters. However, Aunt Rose is a firefighter, so it is possible.
- Ask: *What's your big dream?*, and elicit some ideas from students about the jobs they would like to do. (You will return to this in more detail in Lesson 7.)

4 Act out the story.

- Read aloud the speech bubble example, and students find these sentences in the story (frame 6).
- Divide the class into groups of seven students. Each student role-plays one of the story characters.
- Play the audio again (track 7.8), and each student reads aloud their character's lines or mimes what their character is doing. Give the groups time to practice acting out the story.
- Invite more confident groups to come to the front of the class and act out the story. Use the story cards to prompt, as necessary.

Teaching star

Classroom management Combine roles if it isn't possible for all groups to have seven students, e.g., one student can role-play both Amelia and Pedro.

Extra activity (story extension) Students work in their groups to re-imagine and act out the story, with all of the characters choosing different jobs.

Wrap-up

- Play *Who says it?* (see Games Bank p.253).
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 80

- Look and number in order. a 2, b 4, c 1, d 3
- Read and circle. 1 firefighter, 2 works, 3 big
- Who's your favorite character? Check (✓).

Objectives

Lesson aim: say what people do at work

Target language: *bake, build, design, drive, rescue, teach*

Recycled language: *jobs, house, dress, animal, pie, bread, train, vegetables, school, town, cookies, truck*

Materials: Audio; Picture cards / Word cards (Jobs 1, 2; Work activities); Story cards (Unit 7); Mickey Mouse puppet

GSE Skills

Speaking: can sing a basic song from memory (22)

Listening: can recognize familiar words and phrases in short, simple songs or chants (18)

Reading: can recognize single, familiar everyday words, if supported by pictures (21)

Writing (WB): can write basic, single-clause sentences, given a model (29)

Teacher toolkit

Teaching vocabulary

After introducing the new verbs, invite students to think about words each verb can be used with. Write *drive* in the center of the board, then say: *I can drive a car*. Create a web diagram, with *drive* in the center of the web, and *car* linked to it. Elicit and add more words to add to the web diagram, e.g., *truck, bus, train*. Do the same for the other verbs students learn in this lesson, reviewing already known vocabulary.

Engage

Students choose a job from Lessons 1 and 2, and they draw a picture showing one of the verbs from this lesson. Then they write sentences, e.g., *I'm an architect. I design houses*. In groups, they take turns to show and talk about their pictures.

Home-school link

Students teach the song and the actions to their families at home.

Warm-up

🐭 Greet students with the Mickey Mouse puppet.

- Guide students to retell the story from Lesson 4. Show the story cards, and ask questions about each picture: e.g., *Who is this? What does she/he want to be?*

Presentation

Picture cards / Word cards (optional) Show the picture cards one by one to introduce the new vocabulary. Repeat several times, encouraging students to remember the words. Then show each word card, and students read and say the words.

1 🎧 7.9 Listen, point, and say. Then play.

- Point to the photos. Students say any words they already know.
- Say: *Listen and point*. Play the audio, and students point to the correct photos. Play the audio again, pausing after each word for students to read and say the word.
- Say words at random, and students point to the correct photo.
- Say a number, e.g., *four*, and students say the corresponding word (*build*). Do the same with other numbers and words.
- Students play the game in pairs. They take turns to say a number from one to six for their partner to say the corresponding word.

📖 Ways to learn

- Students categorize the new verbs according to whether they relate to people/animals, or they relate to things. Ask: *Can you (drive) a (doctor/cat/car)?* Elicit what makes sense, e.g., *drive* is to be categorized as *Things*. Elicit the answers (*People or animals – rescue, teach; Things – drive, bake, design, build*).
- Students look at the Picture Dictionary on Student's Book p.125 and decide in which jobs from Lessons 1 and 2 people help or rescue others and in which people design or make things. (**Possible answers:** *help/rescue: doctor, vet, firefighter; design/make: baker, architect, construction worker*)

Practice

2 🎧 7.10 Listen and say Yes or No. Then play in pairs.

- Read aloud the speech bubbles with the class. Make a few other similar sentences, using the names of jobs and the new verbs from this lesson, and students say *yes* or *no*, e.g., *Bus drivers drive buses. (yes) Astronauts teach children. (no)*.
- Play the audio, pausing after each sentence for students to think and say *yes* or *no*.
- Students play the game in pairs, taking turns to make sentences using the names of jobs and the new verbs, for their partner to say *yes* or *no*.

LESSON 5 Vocabulary

1 Listen, point, and say. Then play.



Think and group.

People or
animals
rescue

Things
build

Picture Dictionary
page 125

2 Listen and say Yes or No. Then play in pairs.

Firefighters rescue vegetables.

No!

Sing-along

3 Listen, sing, and act.

What do you do? What do you do?
What do you do all day?

I teach children at school.
I design houses in the town.
I bake cookies and bread.

What do you do? What do you do?
What do you do all day?
Teach, design, bake bread?
What do you do all day?

I build apartment buildings in town.
I rescue people in my truck.
I drive a police car around.

What do you do? What do you do?
What do you do all day?
Build, drive, rescue people?
What do you do all day?

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I can say what people do at work.

Extra
Lesson

Go online
Phonics

SUPPORT Provide students with prompts to use as they make sentences. Use the word cards from this unit, and elicit and write on the board nouns students know.

STRETCH Students work in pairs to correct the false sentences (2, 3, 5, 6), then they write the correct sentences.

Audioscript (track 7.10)

- Construction workers build houses. // Yes!
- Architects design dresses. // No!
- Teachers teach animals. // No!
- Bakers bake pies and bread. // Yes!
- Bus drivers drive trains. // No!
- Firefighters rescue vegetables. // No!

Teaching star

Creativity Encourage students to use their imagination as they devise false sentences during the pairwork speaking in activity 2. Have a class competition to see who can devise the funniest sentence!

3 Sing-along 7.11 Listen, sing, and act.

- Tell students they are going to listen to a song about the jobs people do.
- Ask: *What work activities do you hear?* Play the song, and students underline the work verbs (not the jobs). Elicit the verbs: *teach, design, bake, build, rescue, drive.*
- Demonstrate the TPR actions, and students mime each work verb. Play the audio again, and students join in. When students are confident with the words, play the karaoke version (track 7.11_karaoke), and they sing along.

TPR song

teach children – talk and gesture to the class
design houses – draw carefully
bake cookies – stir in a bowl
build houses – put bricks on top of one another
rescue people – climb a ladder
drive a police car – turn a steering wheel

Extra activity (fast finishers) Write on the board the question from the song: *What do you do all day?* Students write three answers from the song, e.g., *I bake cookies and bread.*

Wrap-up

- Play *Quick! Quick!* (see Games Bank p.252), using the lesson picture cards and word cards.
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 81

- Look, read, and match.** 1 c, 2 f, 3 a, 4 e, 5 d, 6 b
- Look at 1. Choose and write.** 1 Construction workers build, 2 Bakers bake, 3 Firefighters rescue, 4 Teachers teach, 5 Bus drivers drive, 6 Architects design
- Circle the odd one out.** 1 tram (it isn't a verb), 2 rescue (it isn't a job), 3 baker (it isn't a verb), 4 bus driver (it isn't a verb)

Objectives

Lesson aims: ask and answer about people's jobs

Target language: *What does she do? She's a farmer. She grows vegetables. She doesn't work at the police station.*

Recycled language: jobs, work activities; *want to*; grow, fruit, vegetables, happy, police station, help, bread, pie, animal, tree, school, help, hospital

Materials: Video 7B; Audio; Cut-outs (Unit 7); Mickey Mouse puppet; scissors

GSE Skills

Speaking: can say what someone's job is, using familiar common job names (29)

Listening: can recognize words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (25)

Writing (WB): can write some familiar words (20)

Teacher toolkit

Video summary – 7B

What does Gideon do? Videoscript see p.247

After some problems in the city, Judy quits her job as a police officer. Now she works at a farm and grows and sells vegetables with her parents. Then Gideon Grey, who used to make fun of Judy as a child, stops by at the farm. Gideon is now a very successful baker and he works with Judy's parents.

Teaching grammar

Distinguish between the verbs in the target question in Lesson 3 (*What do you want to be?*) and the target question in this lesson (*What does she do?*). Point out the words *be* and *do*. Elicit that *be* refers to the name of the job, e.g., *firefighter*, and *do* refers to the work action, e.g., *rescue people*.

Engage

If you have produced the wall display of jobs (see Lesson 1 Engage), use it to talk about jobs. The Mickey Mouse puppet points to pictures of jobs. Ask: *What does she/he do?* for students to answer. Then invite individual students to take turns to ask and answer.

Warm-up

• Greet students with the Mickey Mouse puppet.

- Play the song (track 7.11), and students sing the song and do the actions. If students are confident with the words, play the karaoke version (track 7.11_karaoke).

Presentation

1 7B Watch the video. Circle. What does Gideon do?

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time!*
- Students look at the small pictures. Ask: *What is it? (a pie) What are they? (carrots). Who makes pies? (a baker) Who grows carrots? (a farmer).*
- Students look at the main picture, then say: *This is Gideon. Watch! What does Gideon do?* Play Video 7B, and students circle the correct small picture.
- Play the video again, pausing at various points to ask: [0:52] *What does Judy do now? (She grows fruit and vegetables.); Is she happy? (no); [1:20] What does Gideon bake? (bread and pies); [1:35] Does Gideon like his job? (yes).*

7.12 Grammar Heroes

- Students look at the grammar box. Play the audio, and students listen and read. Play the audio again, pausing after each question and sentence for students to read and repeat.
- Elicit the positive and negative verb forms for the 3rd person (as focused on in Lesson 3). Drill the example sentences, and make sure students use the *-s* correctly.
- Students work in pairs, taking turns to read aloud the question and answer.

Practice

2 7.13 Listen and say. Then match.

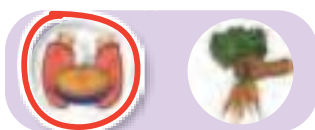
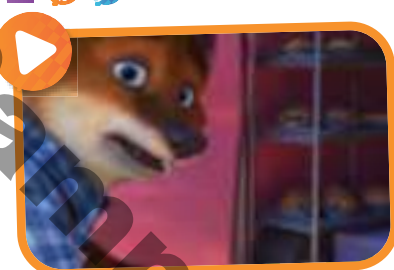
- Students look at the four pictures. Ask: *What does she/he do? (She's/He's a bus driver/firefighter/teacher/doctor.)* Read aloud the four names with the class.
- Play the audio, pausing after each job description for students to guess the job. Then play the last line to check and confirm.
- Students draw lines to match the names and the pictures. Then play the audio again for students to check their answers. Elicit the answers by asking: *What does (Emma) do? (She's a [firefighter]).*
- Students work in pairs, taking turns to ask and answer in the same way about each of the four people.

SUPPORT Write scaffolding on the board: *What does ... do? She's/He's a ...*

STRETCH Students write the questions and the answers in their notebooks.

LESSON 6 Grammar and Speaking

1 Watch the video. Circle. What does Gideon do?



What does she do?
She's a farmer. She grows vegetables.
She doesn't work at the police station.

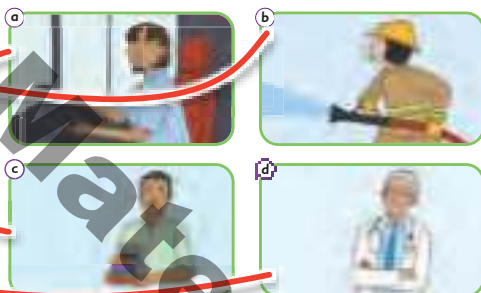
2 Listen and say. Then match.

1 Emma

2 Malik

3 Belle

4 Stef



Let's communicate!

3 Use the cut outs. Play the game.



What does he do?

He helps animals.
He's a vet.

I can ask and answer about people's jobs.

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3 Use the cut outs. Play the game.

- Students use scissors to cut carefully around the dotted lines of the cut-outs.
- Read aloud the speech bubbles with the class. Demonstrate the game with a confident student. Choose one of the characters (the man or the woman). Have the student ask *What does he/she do?* Fold one of the flaps over the person to reveal a picture clue, and give an answer: *She grows vegetables. / She's a farmer.*
- Invite two students to play the game as further demonstration, to make sure everyone understands.
- Students play the game in pairs, taking turns to ask what the man/woman do, and folding the flaps to answer.

Extra activity (video extension) Play Video 7B again, this time without sound. Pause from time to time and ask: *What does Judy/Gideon do?* (*She's a farmer. He's a baker.*)

Wrap-up

Make the Mickey Mouse puppet show two picture cards at a time, one work action picture card, e.g., *rescue*, and one job picture card, e.g., *firefighter*. Ask the class: *What does Mickey do?* Elicit the answer (*He rescues people. He's a firefighter*). Do the same with other pairs of picture cards or word cards.

Students say goodbye to Mickey as they leave the class.

Workbook

page 82

Audioscript see p.250

1 7.2 Listen and number. a 2, b 3, c 1

* Number and write. What does he do?

2 Read, choose, and write. Then ask and answer.
1 teaches, 2 bakes, 3 builds, 4 drives

Audioscript (track 7.13)

- What does Emma do? // She rescues people, and animals, too. She rescues them from houses or trees. ... She's a firefighter.
- What does Malik do? // He teaches in a school. ... He's a teacher.
- What does Belle do? // She drives us to school in the school bus. ... She's a bus driver.
- What does Stef do? // He works in a hospital. He helps people. ... He's a doctor.

Teaching star

Learning to learn Develop students' listening skills by focusing them on listening for key words. In activity 2, these are the words that identify the jobs – the verbs and some nouns. Play the questions and the jobs descriptions (but not the final sentences with the names of the jobs), and ask: *What words do you hear?* Elicit and write the key words on the board (1 *rescue people, animals*; 2 *teaches, school*; 3 *drives, bus*; 4 *help, hospital*).



Objectives

Lesson aim: dream big

Target language: *dream big, work hard*

Recycled language: jobs, work activities; *dream, draw, paint, swim, sharks, bus, house, clothes, play, soccer, be, small*

Receptive language: *why, because*

Materials: Audio; (optional) Video 7A; *Myself and others* poster; Mickey Mouse puppet; (optional) large sheet of paper

GSE Skills

Speaking: can respond to simple statements or questions related to immediate personal needs (28)

Listening: can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (27)

Reading: can understand a few simple phrases related to familiar, everyday activities (25)

Writing: can write simple facts about themselves, e.g., name, age, given prompts or a model (22)

Teacher toolkit ✨

Dreaming big

In this lesson, students build upon the work done in Lessons 1 and 4 about dreaming big. They think about the job they want to do, and why it might be difficult to achieve their dream, but they are encouraged that with hard work and determination they can do it. At this age, students are learning that their emotions are temporary and can change, and what might feel difficult at first, can feel easier if they work hard.

Self-awareness

Engage

Create a wall display of students' dreams. On a large sheet of paper, draw the outline of a big cloud. Students write their dreams on strips of paper, then attach them inside the cloud.

Home-school link

Students share their dreams with their families. They could use the "My dream" text they write in activity 3, or they could show a picture to introduce their dream.

Warm-up

🐭 Greet students with the Mickey Mouse puppet.

- Use the *Myself and others* poster to review the work done in previous units. Students identify what is shown in some of the pictures, then elicit language from previous units, e.g., *I'm good at it. Let's clean up!*

1.13 Listen and sing.

- Play the song, and students join in with the words and the actions.
- Ask students how they are feeling today. Review the emotion words they already know, e.g., *happy, sad, angry, excited, good, bad*. Students mime the emotions as they say *I'm (happy)*.

Presentation

1 Look and say. What are their dreams?

- Students look at the pictures one by one, and review what happened in the video in Lesson 1 and the story in Lesson 4. If necessary, play Video 7A again to remind students of the characters and the situations. Ask: *Who's this? (Judy) What's her dream? (to be a police officer).* (Answers: *Judy's dream is to be a police officer; Laura's dream is to be a firefighter; Oscar's dream is to be an astronaut.*)
- Discuss (using L1 as necessary) why it's good to dream big and why a dream can sometimes be difficult to achieve. For example, sometimes people will say a girl or boy can't do a certain job, e.g., female firefighters, but with hard work and determination it is possible.

Practice

2 7.14 Listen and circle. What's Cam's dream? Why is it hard?

- Tell students they are going to listen to a boy talking about his dream. They look at the photo of the boy, then ask: *Is he happy?*
- Ask students the first pre-listening question: *What's Cam's dream?* Play the audio, and elicit the answer.
- Ask: *Why is the dream hard for Cam?*, and elicit the answer. You could take this opportunity to introduce *Why* for asking about something, and *because* for giving reasons. Give more examples: *Why is Laura unhappy in the story? (Because she can't find a picture of a firefighter.)*
- Read aloud the thought bubble with the options. Play the audio again, pausing after the answer to each item, for students to circle the correct option.

SUPPORT Play the audio again, pausing after each line for students to repeat. Divide students into two groups, one group to play Anna and the other group to play Cam, and together they role-play the dialog.

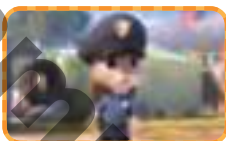
STRETCH Students work in pairs to reimagine and practice a dialog with a different boy or girl and a different job. Invite some pairs to perform their dialog for the class.

LESSON 7
Myself and others

Dreaming big



1 Look and say. What are their dreams?



2 Listen and circle. What's Cam's dream? Why is it hard?



I want to be a teacher an architect.
It's hard because I can't draw / paint.

3 Choose and circle or think of your own ideas. Then write for you.

My Dream

My name is _____.

My big dream is to _____.

I can **work hard / dream big / do it!**

- swim with sharks
- drive a bus
- build a house
- design clothes
- play soccer
- be an astronaut
- be a firefighter

Be a hero!

It's OK to have small dreams, too. Make a list of your small dreams.



3 Choose and circle or think of your own ideas. Then write for you.

- Say: Let's look at some big dreams! Read aloud each of the phrases, and say: Hands up. Who wants to (swim with sharks)?
- Say: Now it's your turn to dream big! What are your dreams? Elicit other ideas from students, and write them on the board. Students circle one of the ideas in their books or choose one of the ideas written on the board.
- Read aloud the "My dream" gapped text. Students complete the text so that it is true for themselves.

Be a hero! Using L1 as necessary, discuss the meaning of "small dreams". Explain that these are less ambitious and shorter-term goals students would like to achieve, e.g., to get an A on a math test, their hopes for themselves, e.g., to see their grandparents more often, or things they would like to possess, e.g., a new bike. Elicit some ideas from students and then ask them to think of more ideas over the next few days and make a list.

Extra activity (extension) Students draw a picture of themselves doing the dream they chose in activity 3. Ask them to write one or two phrases to motivate themselves, e.g., *Work hard! I can do it!*

Wrap-up

- Draw students' attention once more to the *Myself and others* poster, and ask them to identify the picture that reflects the lesson aim (*dream big*).
- Invite individual students to mime their big dreams for the rest of the class to guess. Give encouragement for the dreams: *Great, Marco! You want to be doctor. Work hard and you can be a doctor!*
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Audioscript (track 7.14)

Anna: What do you want to be, Cam?

Cam: Well, I want to be an architect.

Anna: Oh, that's great!

Cam: But I can't draw.

Anna: That's OK. You can work hard and learn. Dream big!

Cam: You're right. I can work hard and be an architect. Thank you!

Teaching star

Social-emotional learning Ask: Does Anna help Cam? (yes) What does she say? (work hard, learn, dream big) Can Cam be an architect? (yes). Using L1 as necessary, discuss how we can encourage and support one another. Elicit phrases we can use: *You can do it! Don't give up! Work hard, dream big!*

Workbook

page 89

- Look, read, and match. What are their dreams? 1 c, 2 b, 3 a, 4 d
- Write and draw. How can you make your dream come true?

Objectives

Lesson aims: read and understand about how robots help people

Target language: *dangerous, heavy, lift, machines*

Recycled language: *robot, help, people, job, feel tired, bored, sleep, clean, cook, make, car*

Materials: Audio; Mickey Mouse puppet; photos/pictures of robots; (optional) craft materials

GSE Skills

Listening: can recognize words and simple phrases relating to familiar topics, if spoken clearly and supported by pictures (25)

Reading: can understand a simple text, if supported by pictures (25)

Writing: can write some familiar words (20)

Teacher toolkit

Cross-curricular

In this lesson, students learn about some of the jobs robots can do and the dangerous places in which robots can work. They compare what robots can do and people can do, and they consider how specific robots can help people.

Extend

Students further develop the new robot they designed in this lesson. Encourage them to use their imaginations as they think about what their robot looks like and what it can do. Students can make a model of their robot, using craft materials. Invite individual students to present their robot to the class, explaining how this robot can help people. Have a class vote for the robot that students think will help people the most.

Home-school link

If students have any robot toys at home, ask them to bring them into class, to show and talk about them.

Warm-up

🐭 Greet students with the Mickey Mouse puppet.

- To introduce the topic, discuss with students what they remember about Baymax from *Big Hero 6* in Unit 3. Talk about what Baymax can do. Then talk about what other jobs robots can do. Explain that a robot can do a job on its own.

Presentation

1 🎧 7.15 Let's explore! Listen and read. Where can robots work?

- Students look at the photos on the page, then show them photos of other types of robots. Check students' understanding of *robot*: it is something that people design and build to do work.
- Play the audio, pausing after each section. Students point to the correct photo. Ask: *Where can robots work?* Play the audio again and students follow in their books. Elicit the answer to the question. (**Answer:** *They can work where people can't work: in the ocean, on the moon; and in factories*)
- Read aloud the sentences with the class, focusing on the words in bold. Use the pictures to help convey the meaning of the new words.

SUPPORT Play the audio again, pausing after each sentence or phrase for students to repeat.

STRETCH Students work in pairs to practice reading aloud the text.

Practice

2 💡 Think Read and put a ✓ or ✗.

- Read aloud the four sentences. Check that students understand the meaning of each sentence by asking them to mime as they repeat each one.
- Students look again at the text and complete the table by putting a check or a cross. They compare their answers in pairs, then check all together as a class. Ask: *Can people/robots (lift heavy things)? (yes).*

3 Do Write. How do these robots help people?

- Read aloud the verbs in the box, then students look at each photo. Using L1 as necessary, discuss what the robot is, what it is doing, etc. (*The drone-type robot in picture one lifts boxes to deliver them to homes. The machine in picture two cleans the floors in a store. The robots in picture three make cars in a factory. The robot in picture four works in a kitchen. It helps to cook.*)
- Students write the correct verbs to label the pictures.
- As an extension, students can work in pairs, taking turns to tell each other how each robot helps people, e.g., *Robot three makes cars.*

Robots at work



LESSON 8
My world

1 Let's explore! Listen and read. Where can robots work?

Robots are **machines**. They help people do their jobs. Some robots are big and strong. They can **lift heavy** things and build houses.

They can do **dangerous** jobs. They can work where people can't work: in the ocean or on the Moon.

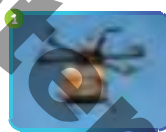
Robots can work in factories, too. They can work during the day and at night. They don't feel tired or bored, and they can do the same job many times.

2 Think Read and put a ✓ or X.

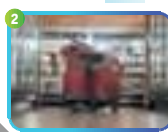
Same or different?	Person	Robot
They can lift heavy things.	✓	✓
They feel tired.	✓	X
They go to sleep at night.	✓	X
They can do dangerous jobs.	✓	✓

3 Do Write. How do these robots help people?

clean cook lift make cars



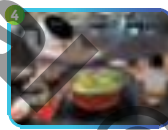
lift



clean



make cars



cook

I can read and understand about how robots help people.

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Teaching star

Linguistic competence To avoid a common error, before students do the pairwork speaking in activity 3, remind them that they will need to add -s to the verb, e.g., *make – makes*. Then elicit and drill the four sentences, e.g., *Robot four makes cars*.

Extra activity (extension) Discuss with students (using L1 if necessary) which jobs they think might be dangerous. Ask students if they would like to do these jobs. Students work in pairs to discuss, giving reasons for their answers. Invite individual students to share their ideas with the class.

Wrap-up

- Elicit a list of robots that students know from movies and TV shows. Ask: *What can (Baymax) do? What does (WALL-E) do? Is (Emperor Zurg) good or bad?*
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 84

- Circle the robots. Who do they help? Match. Photos 1, 2 and 4 show robots. 1 b, 2 a, 4 c
- Look. Then combine the sentences with **or**.
1 Robots can't make friends or play soccer.
2 I don't like fall or winter.
- Design a robot. Draw and write.

Thinking skills

Apply/Analyze In activity 2, students complete a table by applying what they already know about people, and applying what they have learned from the text. Then they compare people and robots according to the criteria in the table.

Apply In activity 3, students look at photos of robots and apply what they have learned about robots to match captions to the photos.

Create You can extend HOTS by discussing with students what robots can do and what they would like a robot to do for them, e.g., *drive them to school, brush their teeth, play tennis with them*. Ask them to design and draw their own robot. They name their robot and write a sentence to say what it does, e.g., *Robby the robot cleans my room*.

Objectives

Lesson aim: make a poster about my dream job

Target language: *find out more, talk to someone, use a computer*

Recycled language: *jobs; work activities; poster, help, animal, work, hospital, read, book, talk*

Receptive language: *inside, outside*

Materials: Audio; Mickey Mouse puppet; pencils, crayons, large sheets of paper/card; (optional) dress-up clothes and props

GSE Skills

Writing: can write basic, single-clause sentences, given a model (29)

Reading: can understand a few simple phrases related to familiar, everyday activities (25)

Listening: can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (27)

Teacher toolkit

Project skills: Self-management

In this lesson, students develop their research skills as they consider how to gather the information they need for their projects. They think about whether to use a book or a computer to gather information, or to ask someone some questions to find out more about something.

Engage

Students dress up to show their dream job. They wear clothes or use props, e.g., a firefighter's helmet, a doctor's stethoscope. Use whatever resources are available, and ask students to bring costumes from home if they have them. Students imagine they want to do the job they are dressed up as. They work in pairs, taking turns to talk about their job, e.g., *I want to be a doctor. I want to work in a hospital.* Invite individual students to tell the class.

Digitizing projects

If possible, allow students to search online to find out information about their dream job. Monitor and assist students as necessary. Check websites to make sure they are suitable.

Warm-up

🐭 Greet students with the Mickey Mouse puppet.

- Play the chant audio (track 7.2), and students join in with the words and actions.

Let's review!

1 Look and write.

- Students look at the pictures. Ask: *What's the job?* (vet/doctor).
- Read aloud the gapped sentences, and elicit the missing words. Students write to complete the sentences.

Get ready!

2 7.16 Listen and circle.

- Explain to students that they are going to make a poster about their dream job. They will also learn how to find out information about their dream job.
- Read aloud the sentences and the options. Then ask: *What's Ollie's dream job?*
- Play the audio, and students listen. Elicit the answer to the question. Play the audio again, pausing for students to circle the correct options.
- To check answers, read aloud the completed sentences with the class.

Audioscript (track 7.16)

I want to work with animals. I want to be a farmer, but when does a farmer go to work? Hmm ... I don't have any books about farmers. I know! I can use a computer to find out more.

Create!

3 Now make your poster. Write.

- Direct students to go to p.85 in their Workbooks and do the scaffolded activities to create their project.

Workbook

page 85

1 Choose and write. Then check (✓) how you can find out about your dream job.

Students look at the photos and read aloud the captions. Say: Ollie uses a computer to find out about farmers. Which picture shows a computer? (1). Elicit what the other two photos show. Students write the captions in the correct place. They think about their dream job and the best way to find out more about it, then check one of the pictures. (Answers: 1 use a computer, 2 talk to someone, 3 read a book)

2 Think and complete. Then write and draw.

Read aloud the text in the form, and make sure students know what to do. Introduce *inside* and *outside* by talking about things inside and outside of the classroom. Elicit the names of different jobs which are done inside, e.g., *clerk*, and outside, e.g., *athlete*. Use the pictures to review the times of day. Students work on their own to draw and complete the form.

My dream job poster



Let's review

1 Look and write.

- 1 A **vet**
helps animals.
- 2 A **doctor**
works in a hospital.



Get ready

2 Listen and circle.

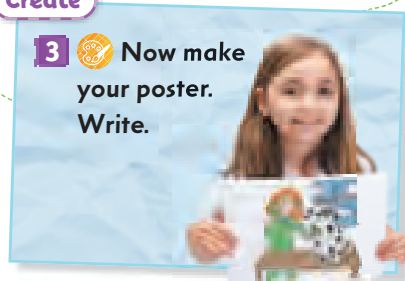
Ollie wants to be **farmer** / clerk / vet.
He can read a book **use a computer**.
talk to someone to find out about his dream job.



Workbook page 85

Create

3 Now make your poster. Write.



Reflect

4 How did I do?

- I choose a job. ☐
- I find out about the job. ☐
- I make my poster. ☐

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I can make a poster about my dream job.

- If suitable, give each student a piece of paper and ask them to make their poster following the Workbook model they have completed. Give them time to write, draw, and color their poster. Encourage them to write a few sentences about their dream job.
- Students work in pairs, taking turns to show and talk about their posters.
- Invite more confident students to show and present their posters to the class.

Teaching star

Diversity and inclusion Some students may find writing and spelling challenging, so you could allow them to spend more time on preparing and practicing an oral presentation rather than writing sentences, and then give them the opportunity to show their posters orally.

ACHIEVE

Students choose an appropriate method to conduct research for their project. They produce a poster clearly showing their dream job and write a sentence about the job. Some students will write one or two additional sentences about the job. Allow for errors of grammar and spelling.

SUPPORT

Elicit and write more example sentences on the board for students to follow as a model, e.g., *A (bus driver) works (in the (morning)) / at night / on the weekend). A farmer works (outside).* As students work on their posters, talk to them about their dream jobs, and provide guidance as they write.

STRETCH

Students show and talk about their poster to the class. Write on the board a simple structure for students to follow in their presentations: *1 What job? 2 Where ... work? 3 When ... work?*

Extra activity (fast finishers) Students find out three new facts about their dream job, either by using a computer, by reading a book, or by asking someone. They can add these new facts to their poster.

Reflect!

4 How did I do?

- Read aloud the sentences with the class. Students draw emojis to assess their own performance in this lesson.

Wrap-up

- Display the posters in the classroom. Students walk around and look at one another's work. Ask the class who they think has chosen the best dream job.
- Students say goodbye to the Mickey Mouse puppet as they leave class.

Workbook

page 85

- 3 **Think and color.** Students color the stars to show how well they did on their project.

Objectives

Lesson aim: review target language from Unit 7

Target language: jobs, work activities

Recycled language: people, school, bus, house

Materials: Audio; (optional) Video 7A, Video 7B; Picture cards / Word cards (Jobs 1, 2; Work activities); Stickers; Mickey Mouse puppet; My progress poster

GSE Skills

Listening: can understand simple sentences on familiar topics, if spoken slowly and clearly and with pauses (28)

Reading: can identify familiar words in short, simple texts (23)

Writing (WB): can write a single basic sentence about daily routines and activities (28)

Teacher toolkit

Video review

You can return to Video 7A and Video 7B at the end of the unit for a "second play". Use this to review already known language. When students watch Video 7A again, you could ask them to note the words they hear which tell us about Judy (*she is small, fast, smart, happy, proud, she isn't scared, she can run and jump, she works hard*).

Remediation

Students may be confused as to when to add -s to the end of a present simple verb, e.g., *want* – *wants*. For additional practice, sing the unit song again (track 7.11). Then introduce a version of the song using the third person form: *What does he do? He teaches children at school.* etc. For the second verse use: *What does she do? She builds apartment blocks in town.*

Home-school link

Students show and talk about their My dream job poster with their families.

Warm-up

Greet students with the Mickey Mouse puppet.

- Play the song audio (track 7.11), and students join in with the words and the actions. If students are confident with the words, play the karaoke version (track 7.11_karaoke).

1 7.17 Listen and number.

- Students look at the pictures. Elicit the names of each of the jobs.
- Play the audio, and students listen and point to the corresponding pictures. Play the audio again, pausing after each section for students to number the pictures.

SUPPORT Play the audio again, pausing after each question or sentence for students to repeat. Write the questions on the board: *What do you want to be?* and *What does your mom/dad do?* Students work in pairs to practice the dialogs they heard.

STRETCH Students work in pairs to produce similar dialogs about different jobs. Invite one or two pairs to perform their dialogs for the whole class.

Audioscript (track 7.17)

- A: *What do you want to be?*
B: *I don't know ... Er ... I like food.*
A: *Maybe you can be a baker!*
- A: *What do you want to be?*
B: *I want to be an astronaut. I want to work on the Moon!*
- A: *What does your mom do?*
B: *My mom? She's a clerk.*
- A: *What does your dad do?*
B: *He's a construction worker. He builds houses.*

2 Read and write.

- Students look at the photos, then elicit the names of the jobs. Ask: *What does she/he want to be?*
- Students read aloud the verbs in the box. Then read aloud the gapped captions, and elicit the correct verbs, making sure students pronounce clearly the final /s/ sound, e.g., *rescue* – *rescues*.
- Students write the correct form of the verbs to complete the sentences. Check answers by inviting individual students to write their completed sentences on the board. Focus the class on the correct spelling of the verbs.

SUPPORT Write the verbs from the box on the board. Elicit that when we talk about *he*, *she*, and *it*, we add an -s to the end of the verb. Add the -s or -es to each of the verbs on the board before students write.

STRETCH Display picture cards for some of the other jobs, and students write similar sentences about these jobs, e.g., *A construction worker builds houses.*

3 Think and check (✓). Then stick!

- Read aloud the *I can ...* statements with the class. Students check what they feel they can do after completing Unit 7.
- Invite individual students to read aloud the sentences they checked. Students demonstrate what they can do.
- Students stick the sticker to show they have completed Unit 7.

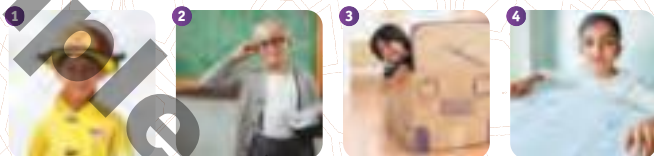
I can do it!

1 Listen and number.



2 Read and write.

design drive rescue teach



A firefighter
rescues
people.

A teacher
teaches
at a school.

A bus driver
drives
a bus.

An architect
designs
houses.

3 Think and check (✓). Then stick!

I can ...

- name jobs and say what people do ☐
- read a story ☐
- sing a song ☐
- work hard and dream big ☐



I completed Unit 7!

Go online
Big Project

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Teaching star

Growth mindset Ask students to reflect on what they have learned at the end of the unit. Use the *I can ...* feature in the Student's Book and *My progress journal* in the Workbook as examples of what they have learned. If you have played the videos again, encourage students to notice how much more they understand on this viewing. Count the picture cards or word cards, and tell them they have learned (at least) 18 new words in this unit.

My Star and Hero! Students look at the sticker of Judy on p.5 of the Student's Book. They work in pairs to ask and answer questions, e.g., *Who's this? (It's Judy.) What does she do? (She's a police officer.) What do her parents do? (They're farmers.)*

Extra activity (whole class) 🧸 Play *Mistakes* (see Games Bank p.254), using the unit picture cards.

Wrap-up

- Draw students' attention to the *My progress* poster, and ask them to identify the picture that reflects this unit. Read aloud with students the *I can ...* statements (*I can name and ask about jobs, I can dream big and work hard*).
- Students reflect on which lesson they most enjoyed in Unit 7. Have a class vote, and choose one activity to do again as a class, e.g., watch a video, sing the song or chant, listen to the story.
- Students say goodbye to the Mickey Mouse puppet and tell him their favorite word from Unit 7.

Workbook

pages 86-87

My progress journal

- Look, read, and circle.** 1 *doesn't want*, 2 *wants*, 3 *wants*, 4 *doesn't want*, 5 *doesn't want*
- Draw someone you know doing their job. Then write and circle.**
- Think and draw** 😊, 😐, or 😞. Students draw the emoji which represents how well they did in each lesson.

Unit 7 Exam practice

Audioscript see p.250

Listening

- 7.3 Listen and match.** Sue: police officer, Grace: teacher, Steve: bus driver, Matt: construction worker, Anna: firefighter

Reading

- Read and write.** 1 teacher, 2 clerk, 3 truck, 4 vet, 5 baker

Speaking

- Answer the questions for you.**
Choose your favorite activity in the unit and stick.