

7 At work

Unit objectives

By the end of this unit, pupils can:

- name jobs and what people do in their jobs
- ask and answer about jobs
- ask and answer about what people do in their jobs
- talk about their dreams and what they want to do
- read and understand about how machines help people

Skills development

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

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

Speaking: ask and answer about jobs; say what people do at work; talk about big dreams

Writing: write about jobs and what people do in their jobs, a big dream, and how a machine can help people

Lesson 1 Vocabulary

baker, farmer, office worker, police officer

Vocabulary chant: *What do you do?*

Lesson 2 Vocabulary

architect, astronaut, athlete, builder, bus driver, doctor, firefighter, vet

Lesson 3 Grammar

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.

Song: *What do you want to be?*

Lesson 4 Story

The firefighter

dream big, work hard

Lesson 5 Vocabulary and Grammar

bake, build, design, drive

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

Lesson 6 Myself and others

Self-awareness: *Dreaming big*

dream big, work hard

Lesson 7 **My world**

Technology: *Machines at work*

dangerous, heavy, lift, machines

Lesson 8 I can do it!



Cut-outs

What does he do?

Project

My dream job poster

Self-management skills: doing research for a project
find out more about

Disney Zootropolis



Bonnie and Stu Hopps

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



Gideon Grey

When Gideon was young, he was a bully and he made fun of Judy. But now he's a successful baker and he's much nicer.

Judy Hopps

Thoughtful and optimistic, Judy believes that everyone should dream big. She wants to make the world a better place.



Judy is a young rabbit with a big dream. Her dream is to be a police officer in Zootropolis – a city with animals from all over the world. Judy works very hard and she makes her dream come true – she's the first rabbit to work as a police officer! But the other police officers are very big and strong, and things aren't always easy!



- Video 7A:** Dream big, Judy!
- Video 7B:** What does Gideon do?
- Video 7C:** Machines at work

Did you know?

There are several main areas in the city of Zootropolis, and they are broadly based on where mammals live. They include: Tundratown, Sahara Square, Savanna Central, Rainforest District, Meadowlands and Little Rodentia.

Online module-Phonics

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

Extra Lesson

Extra reading >>>>



Objectives

Lesson aim: name jobs

Target language: baker, farmer, office worker, police officer

Recycled language: fox, lion, mouse, rabbit, sheep; Don't give up. You can do it! Well done!

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

Materials: Video 7A; Audio; Flashcards / Word cards (Jobs 1, Level characters); Sticker (Judy); Mickey Mouse puppet

CSE Skills

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

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

Speaking: can say what someone's job is, using familiar common job names (29); can recite a short, simple rhyme or chant (16)

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

Teacher toolkit

Video summary – 7A

Dream big, Judy! Videoscript see p.202

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. Judy feels very proud to be the first rabbit police officer!

Dreaming big

Use Judy's experience in Video 7A to introduce the theme of dreaming big and working hard to achieve our goals. Elicit or explain that Judy wants to be a police officer, so she works hard and doesn't give up. Review the theme of persistence, eliciting that Judy keeps trying, even though it can be difficult. Ask pupils: *Do you keep trying? Can you dream big?*

Self-awareness

Warm-up

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

Presentation

Video story

- Pupils look at the Big Picture. Introduce the film and the characters: *This is the film Zootropolis. This is Judy. What animal is she? (rabbit)*. Explain that all the characters in the film are animals. Elicit or introduce the names of the animals in the three pictures at the bottom of the pages (*sloth, fox, rabbits*).

1 7A Watch and (✓) 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 pupils. Invite pupils to mime each animal. Play Video 7A, then pupils tick the correct words.

2 7A Watch again and circle.

- Pupils look at the picture, then read aloud the sentence and options with pupils.
- Play the video again, pausing to ask: [0:22] *What does Judy want to be? (a police officer)*; [1:21] *Judy goes to police school. Is it easy? (no) Is Judy big and strong? (no) Is she small? (yes)*; [2:06] *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)*.
- Pupils work on their own to read the sentence and circle the correct option.

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. Then show each word card, say the words, and pupils repeat.

Practice

3 7.1 Listen and find. Then say and play.

- Pupils look at the Big Picture. They point and repeat the job words after you. Then they match the small pictures to the Big Picture and say the words.
- Play the audio. Pupils point to the jobs in the Big Picture. Play the audio again, pausing for pupils to point and say the words.
- Pupils 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.

SUPPORT Write on the board the question for the pair work activity: *What job is it?*

STRETCH Pupils consolidate the activity by writing simple sentences in their notebooks, e.g. *He's a baker*.

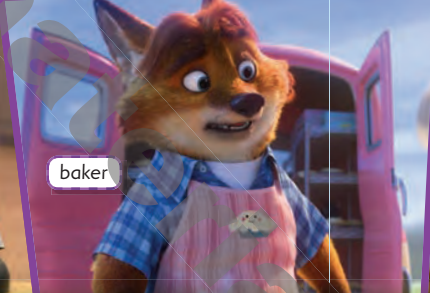
7 At work



police officer



office worker



baker



farmer

I can name jobs.

Collect your friend!



page 3

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Audioscript (track 7.1)

He's an office worker. ... They're farmers. ... She's a police officer. ...
He's a baker.

4 7.2 Listen, chant and act.

- Play the audio and demonstrate the TPR actions. Pupils watch and listen. Then play the audio again, and pupils 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

Audioscript (track 7.2) What do you do?

What do you do? I'm an office worker. Tap. [x3]. I'm an office worker.
What do you do? I'm a police officer. Neenaw. [x2]. I'm a police officer.
What do you do? I'm a farmer. Dig. [x3]. I'm a farmer.
What do you do? I'm a baker. Yum. [x3]. I'm a baker.



Collect your friend! Show the flashcard of Judy to help pupils identify the correct sticker. Pupils stick the sticker on p.3 in the Pupil's Book. Ask: *Who's this? (Judy) What's her job? (She's a police officer.)*

1 Watch and tick (✓) the animals you see.

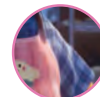
rabbit ✓ sheep ✓ mouse ○ lion ✓

2 Watch again and circle.



Judy's dream is
small **big**

3 Listen and find. Then say and play.



4 Listen, chant and act.

Wrap-up

- Make the Mickey Mouse puppet lead the chant again, stopping before each job (I'm a/an...) for pupils to chant the jobs.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

pages 66–67

1 7A Watch again. Read and circle. 1 farmers, 2 school, 3 can, 4 fast and smart

- Pupils watch the video again. They look at the pictures and circle the correct option to complete each sentence.

2 Tick (✓). What's Judy's dream job? 2 ✓

- Pupils tick the correct picture to answer the question.

3 Choose and write. 1 police officer, 2 baker, 3 farmer, 4 office worker

- Pupils label the pictures, using the names of jobs in the box.

Challenge! Follow and write. What animal is Judy? rabbit

- Pupils write the letters in the correct order to complete the sentence.

Extra time? What other jobs do you know? Say or write.

- Pupils write or say other names of jobs they know, e.g. teacher.

Objectives

Lesson aim: name jobs

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

Recycled language: *hospital, animal, cat, dog, help, people, run, fast*

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

Skills

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

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

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

Writing: can write some familiar words (20)

Teacher toolkit

Teaching vocabulary

Introduce a TPR action for each job: *doctor* – examine with stethoscope, *bus driver* – turn a big steering wheel, *architect* – draw plans on paper, *astronaut* – float around slowly as in space, *athlete* – run fast, *vet* – examine and stroke a small animal, *builder* – lay bricks, *firefighter* – hold a hose. Performing an action along with a word will help pupils remember it. You can use these TPR actions with the song in Lesson 3, too.

Home-school link

Pupils ask adult family members about their jobs. They find out the name of the job in English and tell the class in the next lesson.

Warm-up

🐭 Greet pupils with the Mickey Mouse puppet.

- Review the Lesson 1 vocabulary using the flashcards and word cards.
- Say: *Listen and chant!* Play the chant (track 7.2), and pupils join in with the chant and do the actions.

Presentation

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. Then show each word card, say the words, and pupils repeat.

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

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

Teaching star

Linguistic competence When presenting and practising the job names, highlight the correct word stress. All the words stress the first syllable. The shorter words have got only this one stress: *'architect*, *'astronaut*, *'athlete*, *'builder*, *'doctor*, *'vet*. However, the two longer words have got two stresses, but the main stress is still on the first syllable, *'bus ,driver* and *'fire ,fighter*.

Practice

2 🎧 7.4 Look and write. Then listen and number.

- Focus on each picture and elicit the name of the job. Then pupils work on their own to write the names of the jobs, referring to activity 1 for the correct spelling.
- Play each section of the audio. Pupils listen and point to the correct picture.
- Play the audio again, pausing after each section for pupils to number the pictures in order.

Audioscript (track 7.4)

- 1 I work in a hospital. I'm a doctor.
- 2 I like animals. I help cats and dogs. I'm a vet.
- 3 I help people. I'm a firefighter.
- 4 I can run very fast. I'm an athlete.

LESSON 2 Vocabulary

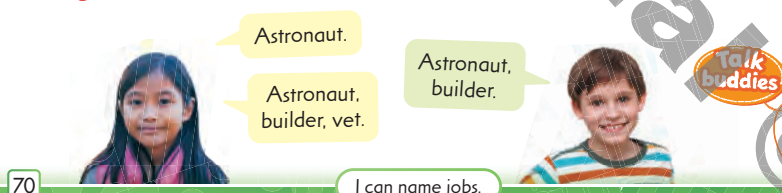
1 Listen, point and say. Then play.



2 Look and write. Then listen and number.



3 Play the game.



3 Play the game.

- Read aloud the speech bubble examples with pupils and explain that they are going to play a chain game. Pupils stand in a circle. The first pupil names a job, e.g. *vet*. The second pupil repeats the job and adds another one, e.g. *vet, firefighter*. The third pupil repeats the two jobs and adds another one, e.g. *vet, firefighter, baker*.
- Continue in this way around the circle. If any pupil 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.

SUPPORT Display or show flashcards as prompts to support pupils as they play the game.

STRETCH Pupils play the game in groups so that they have more turns.

Extra activity (class game) Play *Flashcard mime* (see Games Bank p.205) using the job flashcards. Invite a pupil to the front. Show him/her a flashcard without showing the rest of the class. The pupil mimes doing the job for the class to guess. Any pupil who correctly guesses the name of the job then has a turn to mime the next job.

Wrap-up

- Play *Match it!* (see Games Bank p.205) with the job flashcards and word cards. Hand out flashcards and word cards. Say names of a job, and the pupils with the matching flashcards and word cards hold them up and repeat the word.
- Pupils say goodbye to the Mickey Mouse puppet as they leave class.

Activity Book

page 68

Audioscript see p.204

1 7.1 Listen and match. 1 b, 2 d, 3 f, 4 a, 5 c, 6 g, 7 e, 8 h

- Pupils look at each picture and identify the job.
- Then they listen and draw lines to match the names to the pictures.

2 Look at 1. Choose and write. 1 architect, 2 firefighter, 3 astronaut, 4 athlete, 5 doctor, 6 vet, 7 bus driver, 8 builder

- Pupils complete the gapped sentences, using the words in the box and their answers from activity 1.

Extra time? Do you know people with these jobs? Write or tell a friend.

- Pupils write sentences about people they know who do the jobs in activity 2, following the example.
- Then they work in pairs, taking turns to tell a partner.

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 vocabulary; *sheep*

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

CS Skills

Listening: can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (27); can recognise familiar words and phrases in short, simple songs or chants (18)

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

Speaking: can ask simple questions about other people, e.g. their name, age, where they live, things they have (27); can sing a basic song from memory (22)

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

Teacher toolkit

Teaching grammar

Many pupils will acquire correct grammar through practice and use, but some pupils benefit from seeing the correct grammar shown in a substitution table. Write on the board a substitution table to show the sentences pupils make in this lesson:

He	wants		a doctor.
She	doesn't want	to be	a builder. an athlete.

Home-school link

Ask pupils 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, astronaut, firefighter*) and praise pupils for doing their homework.

Warm-up

- 🐭 Greet pupils with the Mickey Mouse puppet.
- 🐭 Use the flashcards and then the word cards to review the names of jobs from Lessons 1 and 2. Then display the flashcards 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 alongside the corresponding flashcard.

Presentation

1 🎧 7.5 Listen and circle.

- Remind pupils of Video 7A. They say what they can remember about the story and the characters. Pupils look at the picture, then ask: *Who are they? (Judy, her mum and her 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 pupils circle the correct option. Play the audio again for pupils to check their answers.

Audioscript (track 7.5)

A: Look, Judy's with her parents. Her mum 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 cupcakes!

🎧 7.6

- Pupils look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after the question and each sentence for pupils to repeat.
- Pupils work in pairs to read aloud the grammar box, taking turns to read the question and sentences.

Teaching star

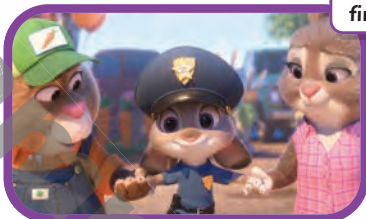
Support understanding Remind pupils that when we use *I* or *you* with a verb, e.g. *want*, we don't add an *-s* to the end of the verb. Highlight that when we use *she* or *he* with a verb, we do add an *-s* to the end of the verb (when it's a positive sentence), e.g. *He wants to be a firefighter*.

Practice

2 📌 🎧 7.7 Listen, stick and circle. Then say in pairs.

- Pupils look at the stickers and the pictures and they name the jobs they can see. Then they look carefully at the stickers and point to the correct positions in the pictures.

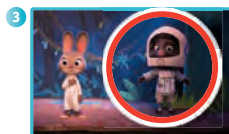
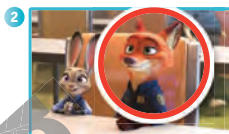
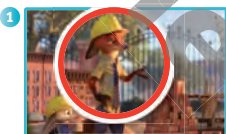
1 Listen and circle.



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, stick and circle. Then say in pairs.



- 1 Nick **wants** **doesn't want** to be a builder.
2 He **wants** **doesn't want** to be a police officer.
3 The sheep **wants** **doesn't want** to be an astronaut.

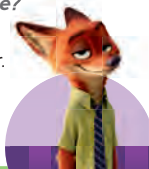
Sticker time

Sing-along

3 Listen, sing and act.

What do you want to be?
What do you want to be?
What do you want to be?

I want to be a doctor.
I want to be a bus driver.
I want to be a vet.



I can ask and answer about jobs.

Chorus
Vet, doctor, bus driver?
What do you want to be?

He wants to be a firefighter.
She wants to be an athlete.
He wants to be an astronaut.

Chorus
Athlete, astronaut, firefighter?
What do you want to be?

3 7.8 Listen, sing and act.

- Tell pupils they are going to listen to a song about the jobs people do.
- Ask: *What jobs do you hear?* Play the song, and pupils underline the jobs (*doctor, bus driver, vet, firefighter, athlete, astronaut*).
- Play the audio again and demonstrate actions (see Lesson 2 Teacher toolkit). Pupils listen and join in. When they are confident with the words, play the karaoke version (track 7.8_karaoke), and they sing along.

Extra activity (whole class) Distribute one flashcard or word card to each pupil and tell them to stand in a circle. Ask the first pupil: *What do you want to be?* They look at their card and say, e.g. *I want to be a (baker)*. The second pupil then says: *(Adel) wants to be a (baker)*. The third pupil then asks the question (*What do you want to be?*) to the fourth pupil, and so on around the circle.

Wrap-up

- Ask individual pupils: *What do you want to be?* Elicit the name of a job and repeat it back as a full sentence, e.g. *(Paula) wants to be a doctor*. You could also invite some confident pupils to ask the question to other pupils.
- Pupils say goodbye to the Mickey Mouse puppet as they leave class.

Activity Book

page 69

1 Read and number. a 3, b 2, c 1

- Pupils look at the picture and read the sentences. They write numbers to match the sentences to the characters.

2 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

- Pupils look at the pictures and complete the gapped sentences.

Extra time? Ask a friend.

- Pupils work in pairs, taking turns to ask and answer the question: *What do you want to be?*

- Play the audio. Pupils stick each sticker in place. Check the name of the job shown in each completed picture. Say: *Number (one)*. Elicit e.g. *He's a builder*. Read aloud the sentences and the options with the pupils. Then play the audio again, pausing after each exchange for pupils to circle the correct option.
- Elicit the correct sentences to check. Pupils then work in pairs, taking turns to say their completed sentences.

SUPPORT Drill the sentences before pupils say them in pairs.

STRETCH Pupils can also say sentences about Judy, e.g. *Judy wants to be a police officer. She doesn't want to be a farmer / builder / bus driver.*

Audioscript (track 7.7)

- Look, it's Nick. Does he want to be a builder? // No, he doesn't.
- Does he want to be a police officer? // Yes, he does. He wants to be a police officer like Judy.
- Look at the little sheep. Does she want to be an astronaut? // Yes, she does.

Objectives

Lesson aim: read and understand a story about dreaming big

Story language: *dream big, work hard*

Recycled language: jobs vocabulary; *What do you want to be? I want to be... (Laura) wants to be...*

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

CSE Skills

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

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

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

Teacher toolkit

Story summary

The firefighter

The children talk about what they want to be when they grow up. Laura wants to be a firefighter. They look in Laura's book for a picture of a female firefighter but they can't find one. Then Niko takes the children to meet Aunt Rose, who is a female firefighter!

Dreaming big

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

Self-awareness

Warm-up

👉 Greet pupils with the Mickey Mouse puppet.

- Remind pupils of the Unit 6 story. Elicit what they remember about the story and the characters. Use the story cards from Unit 6 to prompt as necessary.

Presentation

1 🎧 7.9 Listen and read. Who's a firefighter?

👉 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 pupils know: *Where are they? (in the park) Where are they now? (at the fire station).*
- Ask the pre-listening question and then play the audio. Pupils listen to the story and follow in their Pupil's Books. Elicit the answer to the question.
- Play the audio again. Pause after each story frame to ask comprehension questions from the back of the story cards.

Think! Read aloud the instruction with the class. Pupils identify the job.

(**Answer:** *the baker in a van on the other side of the fence in story frame 2*)

Practice

2 Read and match.

- Read aloud each of the sentence starters and the jobs.
- Pupils look back at the story and draw lines to match each character with the job they want to do. They work in pairs to check their answers, then check answers as a class.

SUPPORT Before pupils 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 Pupils write the completed sentences in their notebooks, e.g. *(Niko) wants to be an (athlete).*

3 Read and circle. What do they say?

- Pupils look at the small pictures and find them in the story frames. Then read the speech bubbles and elicit the correct expressions. Pupils 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.).*
- Review the 'dream big' theme by asking: *Who dreams big in Zootropolis? (Judy) What is her dream? (to be a police officer).* Then discuss with the pupils (using L1 if necessary) how the children in the story are 'dreaming big': Oscar wants to be an astronaut, and this isn't easy; Laura wants to be a firefighter, but there aren't many female firefighters, but Aunt Rose is a firefighter, so it is possible.
- Ask: *What's your big dream?* Elicit ideas from pupils about the jobs they would like to do.



The firefighter

1 Listen and read. Who's a firefighter?

Aunt Rose

1 What do you want to be?
I want to be an athlete.

Oscar: What do you want to be?
Niko: I want to be an athlete.
Amelia: I want to be a doctor.

2 I want to be an astronaut.

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

3 Martina: What does Laura want to be?
Pedro: Laura wants to be a firefighter.

4 Can a girl be a firefighter?
Oscar: Can a girl be a firefighter?
Laura: Of course!

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

6 Niko: That's Aunt Rose.
Laura: Wow!

Find a job beginning with the letter 'b'.

7 I want to be a firefighter, too.
Laura: I want to be a firefighter, too.
Aunt Rose: That's great! Work hard!
Laura: Can I take a photo?
Aunt Rose: Of course!

The end

2 Read and match.

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

3 Read and circle. What do they say?



Dream **big** small

Work Play hard!



4 Act out the story.

Storytellers

What do you want to be?

I want to be an athlete.

I can read and understand a story.

4 Act out the story.

Storytellers

- Read aloud the speech bubble example, and pupils find these sentences in the story (frame 1).
- Divide pupils into groups of seven. Each pupil role-plays one of the story characters.
- Play the audio again (track 7.9), and each pupil reads aloud their character's lines or mimes what their character is doing. Give the groups time to practise 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 contain seven pupils, e.g. one pupil can role-play both Amelia and Pedro.

Extra activity (story extension) Pupils work in their groups to re-imagine the story with each of the characters choosing different jobs. They act out their new story.

Wrap-up

- Play *Who says it?* (see Games Bank p.206), using key sentences from this story.
- Pupils say goodbye to the Mickey Mouse puppet as they leave class.

Activity Book

page 70

1 Look and number in order. a 2, b 4, c 1, d 3

- Pupils look at the story frames and read the speech bubbles. They number the frames in the order of the story.

2 Read and circle. 1 firefighter, 2 works, 3 big

- Pupils read the sentences and circle the correct options.

3 Who's your favourite character? Tick (✓).

- Pupils tick the character they like the most from the story.

Extra time? Draw your favourite character doing their dream job.

- Pupils draw a picture of the character they chose in activity 3 doing their dream job.

Objectives

Lesson aim: ask and answer about people's jobs

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

Recycled language: *bus, car, lorry, train*

Receptive language: *pie*

Materials: Video 7B; Audio; Flashcards / Word cards (Jobs 1, Jobs 2, Work activities); Mickey Mouse puppet

CSE Skills

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

Reading: can recognise single, familiar everyday words, if supported by pictures (21); can recognise some frequent everyday words (21)

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

Writing: can write some familiar words (20)

Teacher toolkit

Video summary – 7B

What does Gideon do? Videoscript see p.202

Judy gives up her job as a police officer. Now she's on the farm, growing vegetables with her parents. Judy isn't happy. Gideon Gray comes to the farm to visit Judy. Gideon is a baker and he loves his job! The video presents examples of the target grammar in context, e.g. *He bakes bread and pies.*

Teaching vocabulary

After introducing the new verbs, invite pupils to think about words each verb can be used with. Write *drive* in the centre of the board and say: *I can drive a car.* Create a web diagram, with *drive* in the centre of the web and *car* linked to it. Elicit and add more words to the web diagram, e.g. *lorry, bus, train.* Do the same for *bake, design* and *build*, reviewing already known vocabulary.

Warm-up

☺ Greet pupils with the Mickey Mouse puppet.

- Play *Touch it!* (see Games Bank p.205), using the words from Lessons 1 and 2.

Presentation

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. Then show each word card, say the words, and pupils repeat.

1 7.10 Listen, point and say. Then play.

- Point to the photos and elicit any words pupils already know.
- Say: *Listen and point.* Play the audio. Pupils point to the correct photos. Play the audio again, pausing after each word for pupils to read and say the word.
- Pupils play the game in pairs. They take turns to say a number from one to four for their partner to say the corresponding word.

2 7B Watch and circle. What does Gideon do?



☺ Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time!*

- Pupils look at the small pictures. Introduce the word *pie* and revise *carrots*. Ask: *Who makes pies? (a baker) Who grows carrots? (a farmer).*
- Pupils look at the main picture, then say: *This is Gideon. Watch! What does Gideon do?* Play Video 7B. Pupils circle the correct small picture.
- Play the video again, pausing at various points to ask: [0:40] *What does Judy do now? (She grows fruit and vegetables.) Is she happy? (no); [1:21] What does Gideon bake? (bread and pies); [1:35] Does Gideon like his job? (yes).*

7.11

- Pupils look at the grammar box. Play the audio, and they listen and read. Play the audio again, pausing after the question and each answer for pupils to read and repeat.
- Pupils work in pairs, taking turns to read aloud the question and answers.

Practice

3 7.12 Listen, say and number. Then write.

- Pupils look at the four pictures for a moment. Play the audio, pausing after each job description for pupils to say the name of the job.
- Play the audio again for pupils to number the pictures in the order they hear them. Pupils then complete the sentences with the correct verbs.
- Elicit the completed sentences to check. Make sure that pupils have added the final -s to the end of the verbs, e.g. *builds*.

SUPPORT To help prepare pupils for listening, ask questions about the pictures and elicit answers, e.g. *What does she/he do? (She's/He's a bus driver.).*

1 Listen, point and say. Then play.



1 drive



2 bake



3 design



4 build

2 Watch and circle. What does Gideon do?



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

3 Listen, say and number. Then write.



3

Bella drives
the school bus.



1

Jake builds
houses.



2

Harry bakes
bread.



4

Alice designs
houses.

STRETCH Pupils work in pairs, taking turns to point to one of the pictures and ask *What does (Harry) do?* for their partner to answer with a full sentence, e.g. *Harry bakes bread.*

Audioscript (track 7.12)

- 1 What does Jake do? // He builds houses. He's a ... builder.
- 2 What does Harry do? // He bakes bread. He's a ... baker.
- 3 What does Bella do? // She drives us to school in the school bus. She's a ... bus driver.
- 4 What does Alice do? // She designs houses. She's an ... architect.

Teaching star

Learning to learn Develop pupils' listening skills by focusing them on listening for key words. In activity 3, the key words are the ones that identify the job – the verbs and some nouns. Play each question and first sentence (the jobs description). Pause before the sentence with the name of the job and ask: *What words do you hear?* Elicit and write the key words on the board: 1 *builds, houses*; 2 *bakes, bread*; 3 *drives, bus*; 4 *designs, houses*.

Extra activity (video extension) Show 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

- Use the Mickey Mouse puppet to show a pair of flashcards: one work activity flashcard, e.g. *design* and one job flashcard, e.g. *architect*. Ask: *What does Mickey do?* Elicit, e.g. *He designs houses. He's an architect.* Do the same with other pairs of flashcards or word cards.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 71

Audioscript see p.204

1 7.2 Choose and write. Then listen and number. a *bakes, 1*; b *design, builds, 3*; c *drives, 2*

- Pupils look at the pictures and complete the sentences with verbs from the box.
- Play the audio. Pupils number the pictures in the order they hear the corresponding dialogues.

2 Read and match. Then circle. 1 b, *designs*; 2 d, *builds*; 3 a, *drives*; 4 c, *bakes*

- Pupils read the speech bubbles and draw lines to match the pictures of characters to the pictures of them doing their job.
- Then they complete the sentences by circling the correct option.

Extra time? Write or tell a friend about people in your family.

- Pupils write sentences about what their family do.
- Then they work in pairs, taking turns to tell their partner.

Online module Phonics

Extra
Lesson

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



Objectives

Lesson aim: dream big

Target language: *dream big, work hard*

Recycled language: jobs and work activities vocabulary; *angry, excited, happy, sad; draw, paint, swim, sharks, bus, house, clothes, small*

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

CSE Skills

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)

Speaking: can answer short, simple questions related to basic personal information, using a single word or phrase (19)

Writing: can write some familiar words (20)

Teacher toolkit

Dreaming big

In this lesson, pupils build upon the work done in Lessons 1 and 4 about dreaming big. Encourage them to think about what they want to do, and how they are going to work hard to achieve their goals. At this age, pupils are learning that their emotions are temporary and can change, and that something that might at first feel difficult, can feel easier if they work hard.

Self-awareness

Home-school link

Pupils share their dreams with their families. They could use the *My dream* text they write in activity 3, or they could show a picture and talk about their dream.

Warm-up

👋 Greet pupils with the Mickey Mouse puppet.

- Use the *Myself and others* poster to review what pupils can remember from previous *Myself and others* lessons. Pupils identify what is shown in some of the pictures, and elicit accompanying language, e.g. *Are you OK? Let's tidy up!*

1.12 Listen and sing.

- Play the song audio. Pupils join in with the words and actions.
- Ask pupils how they feel today. Review: *happy, sad, angry, excited*, and pupils do the corresponding actions.

Presentation

1 Look and say. What are their dreams?

- Pupils look at the pictures one by one. Review what happened in the video in Lesson 1 and in the story in Lesson 4. If necessary, play Video 7A again to remind pupils of the characters and the situations. Ask: *Who's this? What's her/his dream?* (**Answers:** 1 *Judy's dream is to be a police officer.* 2 *Laura's dream is to be a firefighter.* 3 *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 in the story in Lesson 4, but hard work and determination can make this possible.

Practice

2 7.13 Listen and circle. What's Cam's dream? What can't he do?

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

SUPPORT Play the audio again, pausing after each line for pupils to repeat. Divide pupils into two groups: one group can role-play Anna, and the other group can role-play Cam. Invite pupils to role-play the dialogue as you play the audio once more.

STRETCH Pupils work in pairs to reimagine and practise a similar dialogue with a different boy or girl and a different job. Invite some pairs to perform their dialogue for the class.



Dreaming big

LESSON 6

Myself and others

1  **Look and say. What are their dreams?**





Listen and sing.

2  **Listen and circle. What's Cam's dream? What can't he do?**



I want to be a teacher an architect
but I can't draw paint.

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

My dream

My name's _____

My big dream is to _____

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

swim with sharks

build a house

drive a bus

design clothes

be an astronaut

Be a hero!

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



Self-awareness I can dream big.

- Say: Now it's your turn to dream big! What are your dreams? Elicit other ideas from pupils and write these on the board. Pupils circle one of the ideas in their Pupil's Books or choose one of the ideas written on the board.
 - Read aloud the *My dream* gapped text. Pupils 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 pupils would like to achieve (e.g. to get an A on a Maths 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 from pupils some ideas for 'small dreams' and then ask them to think of more ideas over the next few days and make a list.

Extra activity (fast finishers) Pupils write about a small dream, following the model text in activity 3.

Wrap-up

- Draw pupils' attention once more to the *Myself and others* poster and ask them to find the picture that shows the lesson aim (*dream big*).
- Invite individual pupils 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!*
- Pupils say goodbye to the Mickey Mouse puppet as they leave class.

Audioscript (track 7.13)

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!*

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)?*

Activity Book

page 72

1 Look, read and match. What are their dreams? 1 c, 2 b, 3 a, 4 d

- Pupils look carefully at the picture and read the four 'dreams'. They match the characters to their dreams, based on what the character is doing or holding.

2 Think about your big dream. Write and draw.

- Pupils write about their dream and what they can do, e.g. *work hard*.
- They draw a picture to show their dream.

Objectives

Lesson aim: read and understand about how machines help people

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

Recycled language: jobs vocabulary; *car, bus, computer, help, tired, bored, robot, ocean, Moon, work, day, night*

Materials: Video 7C; Audio; Mickey Mouse puppet; (optional) photos of various types of machines

CSE Skills

Listening: can recognise 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 (AB): can write some familiar words (20)

Teacher toolkit

Video summary – 7C

Machines at work Videoscript see p.202

There are lots of different machines in the big city. The machines help people do their jobs. Judy uses some of these machines, and they help her do her job, too!

Cross-curricular

In this lesson, pupils learn about some different kinds of work that machines can do, as well as dangerous places in which they can work. They compare what machines can do and what people can do, and they consider how specific machines can help people.

Home-school link

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

Warm-up

👋 Greet pupils with the Mickey Mouse puppet.

- To introduce the topic, discuss with pupils what they can remember about Baymax from *Big Hero 6* in Unit 3. Talk about what Baymax can do. Then talk about other jobs robots and machines can do. Using L1 if necessary, explain that a machine can do a job on its own.

Presentation

Video story

1 🎬 7C Watch and answer.

- Pupils look at the picture. Ask: *Where are they? (in an office)*. Tell pupils they are going to watch a video about machines and robots.
- Ask: *Who do machines help?* Watch and find the answer. Play the video and elicit the answer. (**Answer:** *Judy, the animals, the giraffes, the builders, Flash*)

2 🎧 7.14 Explore Read, listen and number.

- Pupils look at the photos alongside the texts. Then show them photos you have brought to class of other types of machines. Check pupils' understanding of the word *machine*. Using L1 if necessary, explain that it is something with moving parts that people design and build to do a particular type of work.
- Read aloud the text with the class, focusing on the words in bold.
- Play the audio, pausing after each section. Pupils point to the correct photo.
- Play the audio again, pausing so that pupils can number the texts in the order they hear them.

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

STRETCH Pupils work in pairs to practise reading aloud the text.

Teaching star

Learning to learn Pupils work on their own to read the text again, underlining any words they don't understand. Then they work in pairs, exchanging Pupil's Books and checking the words their partner has underlined to see if they can help explain the meaning of these underlined words. If necessary, pupils can look in a dictionary to find out the meaning of a word or they can ask you.

Practice

3 💡 Think Read and tick (✓) or cross (X).

- Read aloud the four sentences. Check pupils' understanding by inviting them to mime as they repeat each sentence.
- Pupils look again at the text and complete the table. They put a tick or a cross against each sentence, for people and for machines.
- Pupils compare their answers in pairs, then check answers as a class. Ask: *Can people/machines (lift heavy things)?*

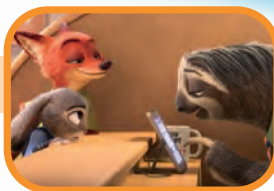
Try it! Read the question aloud to the class and elicit some ideas. Pupils circle the machines that help them every day. Then they work in pairs, taking turns to talk about the machines they use every day, following the model sentence.



Machines at work

1 Watch and answer.

Who do machines help?



2 Explore Read, listen and number.

a Some machines help builders. They can **lift heavy** things and help build houses. They can work in the day and at night. They don't sleep and they don't feel tired or bored.



b Cars, buses and computers are **machines**. Police officers, bus drivers and office workers use them. Machines help people with their work.

c Robots are machines, too. They can do **dangerous** jobs. They can work in the ocean or on the Moon.



3 Think Read and tick (✓) or cross (X).

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

Try it!

Which machines help you every day? Tell a friend.

computer bus
bike camera

Computers help me every day.

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I can read and understand about how machines help people.

Thinking skills Create

After activity 3, you can discuss with pupils what they would like a robot to do for them, e.g. *drive them to school, brush their teeth, play tennis with them*. Pupils can design and draw their own robot. They give their robot a name and they write a sentence to say what their robot does, e.g. *Robby the robot cleans my room*.

Extra activity (extension) Discuss with pupils (using L1 if necessary) which jobs they think might be dangerous. Ask pupils if they would like to do these jobs. Encourage them to give reasons for their answers.

Wrap-up

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

Activity Book

page 73

1 Look and match. Who do they help? 1 b, 2 a, 3 d, 4 c

- Pupils read the sentences and match them to the pictures of machines.

2 Look and write. How do the machines help? 1 lifts, 2 cleans, 3 makes cars, 4 cooks

- Pupils look at the photos and identify what each machine is doing. They complete the labels using the verbs in the box.

3 Design a machine. Draw and write.

- Pupils design a machine that helps people. They draw a picture of their machine and complete the sentences to describe it.

Extra time? What other jobs use machines?

- Pupils think of and list different jobs that use machines.

Objectives

Lesson aim: review target language from Unit 7

Target language: jobs and work activities vocabulary; *What do you want to be? What does he/she do? He (helps animals). He's a (vet).*

Materials: Audio; (optional) Video 7A, Video 7B, Video 7C; Flashcards / Word cards (Jobs 1, Jobs 2, Work activities); Cut-outs (Unit 7), with a cut-out model prepared; Stickers; Mickey Mouse puppet; *My progress* poster; scissors

CSE Skills

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

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

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

Writing: can write some familiar words (20)

Teacher toolkit

Video review

You can return to Video 7A, Video 7B and Video 7C at the end of the unit for a 'second play'. When pupils watch Video 7A again, you could ask them to note the words they hear which tell us about Judy (*She's small, fast, smart, happy. She isn't scared. She can run and jump. She works hard.*). Pupils can watch Video 7C again, then work in pairs to talk about the machines Judy sees in the city.

Home-school link

Pupils take home the drawing they do in Activity Book activity 4 to show and talk about with their family members.

Warm-up

Greet pupils with the Mickey Mouse puppet.

- Play the song audio (track 7.8), and pupils join in with the words and actions. If pupils are confident with the words, play the karaoke version (track 7.8_karaoke).

I can do it!

1 7.15 Look and write. Then listen and number.

- Pupils look at the pictures. Elicit the name of each job. Pupils label the pictures with the names of the jobs in the box.
- Play the audio. Pupils listen and point to the corresponding pictures.
- Play the audio again, pausing after each dialogue for pupils to number the pictures.

SUPPORT Play the audio again, pausing after each question or answer for pupils to repeat. Write the questions on the board: *What do you want to be?* and *What does she/he want to be?* Pupils work in pairs to practise the dialogues they heard.

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

Audioscript (track 7.15)

- 1 What do you want to be? I like cupcakes and bread. I want to be a baker!
- 2 What does she want to be? She wants to be an astronaut.
- 3 What do you want to do? I want to be an office worker.
- 4 What does he want to be? He wants to be a builder.

2 Use the cut-outs. Play the game.

- Pupils 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 pupil. Choose one of the characters (the man or the woman). The pupil asks: *What does he/she do?* Fold over one of the flaps to reveal a picture clue and answer, saying what they do and the name of their job: *She grows vegetables. She's a farmer.*
- Pupils play the game in pairs, taking turns to ask *What does he/she do?* and folding the flaps to answer.

SUPPORT Before starting the pair work activity, invite different pairs of pupils to practise in front of the class, prompting and supporting as necessary. During the game, pupils can say the job only, e.g. *He's an astronaut.*

STRETCH Pupils follow up the pair work activity by writing sentences about the characters.

3 Draw in your notebook. Then say in pairs.

- Pupils look at the picture. Ask questions to help focus them on the details, e.g. *What's he doing? (He's driving a bus.) What does he do? (He's a bus driver.)*
- Pupils work on their own to draw and colour their own picture of someone they know doing their job.
- Then they work in pairs, taking turns to show and talk about their picture, following the speech bubble model.
- Pupils stick the sticker to show they have completed Unit 7.

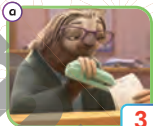
Let's talk!

I can do it!

LESSON 8 Review

1 Look and write. Then listen and number.

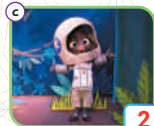
astronaut baker builder office worker



office worker



builder



astronaut



baker

Let's talk!

2 Use the cut-outs. Play the game.

What does he do?

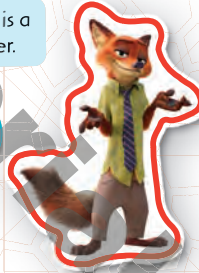
He helps animals. He's a vet.

3 Draw in your notebook. Then say in pairs.



My uncle is a bus driver.

Sticker time



I can...

- ☐ name jobs and say what people do
- ☐ say what I want to do
- ☐ work hard and dream big
- ☐ read about machines

I completed Unit 7!

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Wrap-up

- Draw pupils' attention to the *My progress* poster and ask them to identify the picture and *I can...* statements that reflect this unit. Read aloud with pupils the *I can...* statements in their books. Pupils tick what they feel they can do after completing Unit 7.
- Pupils reflect on which lesson they most enjoyed in Unit 7. Have a class vote to choose one activity to do again as a class, e.g. watch a video.
- Pupils say goodbye to the Mickey Mouse puppet as they leave class.

Activity Book

pages 74–75

My progress journal

1 Find, stick and write.

- Pupils look at the pictures at the top of the page and identify the correct stickers to compete them. They stick the stickers on the circles to complete the pictures.
- Then they look at the pictures and the word boxes. They write the correct words to complete the Picture Dictionary for Unit 7.

2 Write and answer. What do you want to be? What does he do?; He's an office worker.

- Pupils put the words in the correct order to write the questions. They can work in pairs, taking turns to ask and answer these questions.

3 Look, read and circle. Then play. 1 doesn't want, 2 wants, 3 wants, 4 doesn't want, 5 doesn't want

- Pupils look at the characters in the picture and read the sentences. They look at what the characters are wearing and they circle the correct option to complete each sentence.
- Pupils play the guessing game in pairs, following the speech bubble model.

4 Draw someone you know doing their job. Then circle and write.

- Pupils draw a picture of someone doing a job.
- Then they circle and write to complete the sentences about the picture they have drawn.

Star learner

- Pupils reflect on how much they enjoyed the unit and they colour in the number of stars to show what they think.
- They choose and write a favourite word from the unit and one skill they have learnt. Elicit and discuss some of the words and skills.

Teaching star

Growth mindset Ask pupils to reflect on what they have learnt at the end of the unit. Use the *I can...* feature in the Pupil's Book and *My progress journal* in the Activity Book as examples of what they have learnt. If you have played the videos again, encourage pupils to notice how much more they understand during this second viewing. Count the flashcards or word cards and tell them they have learnt (at least) 16 new words in this unit.

My Star and Hero! Pupils look at the sticker of Judy on p.3 of the Pupil'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 (class game) Play *Mistakes* (see Games Bank p.207), using the unit flashcards.

Objectives

Lesson aim: make a poster about my dream job

Target language: *find out more about*

Recycled language: jobs vocabulary; *restaurant, farm, police station, fire station, hospital; read a book, use a computer, talk to someone; poster, help, animal, work*

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

CSE Skills

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)

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

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

Teacher toolkit

Project skills: Self-management

In this project, pupils 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 questions to find out more information.

Extend

Pupils do a dressing-up activity to show their dream job. They wear clothes or use props, e.g. a firefighter's helmet, a doctor's stethoscope. Share whatever resources are available and encourage pupils to bring costumes from home if they have them. Pupils 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 pupils to talk about their job to the class.

Warm-up

👋 Greet pupils with the Mickey Mouse puppet.

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

Review

1 Look and write.

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

Get ready

2 🎧 9.8 Listen and circle.

- Explain to pupils 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 to the pupils. Elicit the answer to the question. Play the audio again, pausing for pupils to circle the correct options.
- To check answers, read aloud the completed sentences with the class.

Audioscript (track 9.8)

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 Make your poster. Then write.

- Pupils now go to their Activity Books and create their project.

Tips

Self-management

Read aloud the tip as a class. Remind pupils to follow this tip as they work on their poster.

Activity Book

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1 Look and write. Then tick (✓) for your dream job. 1 use a computer, 2 talk to someone, 3 read a book

- Pupils look at the photos and read aloud the phrases in the box. Say: *Ollie uses a computer to find out about farmers. Which photo shows a computer? (one).* Elicit what the other two photos show. Pupils label the photos with the phrases in the box.
- They think about their dream job and choose and tick the photo that shows how they are going to find out more information about it.

My dream job poster



1 Review Look and write.

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



2 Get ready Listen and circle.



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

3 Create Make your poster. Then write.

Activity Book page 92



I can make a poster about my dream job.

Tips Self-management

- ☐ Find out more about your dream job.

ACHIEVE

Pupils choose a suitable method to conduct research for their project and they use this method to find out relevant information. They produce a poster that clearly shows their dream job, including at least two sentences about the job. Allow for errors of grammar and spelling.

SUPPORT

Support pupils to find out more information for their dream job. Elicit and write more example sentences on the board for pupils to follow as a model when they write, e.g. *A bus driver drives a bus. A vet works in an animal hospital. As pupils work on their posters, talk to them about their dream job and provide guidance as they write.*

STRETCH

Pupils work independently, using more than one method to find out information about their dream job. They write three or more sentences about their job. They can present their dream job to the class. Write on the board three questions for pupils to answer in their presentations: 1 *What is my dream job?* 2 *Where do I work?* 3 *What do I do?*

Wrap-up

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

2 Think and complete. Then write and draw.

- Read aloud the text and make sure pupils know how to complete it. Pupils work on their own to complete the text. They write the name of the job, tick where they want to work, draw a picture to show them doing their dream job and write sentences, following the model sentences.

3 Think and colour.

- Pupils colour the stars to show how well they did in their project.

- At this stage, depending on the time you have available, pupils can either use their completed planning in the Activity Book as their final work or they can use their planning as a draft and create their posters on paper.
- Circulate around the class, helping as necessary. Encourage pupils to put up their hands and ask for help if needed. Encourage them to write a few sentences about their dream job, saying what work they do in the job and where they work.
- Pupils work in pairs, taking turns to show and talk about their dream job poster.
- Invite more confident pupils to show and present their poster to the class.