

# 4

# I want to be a cook!

1  How many jobs do you know?



What's Kaylee wearing?  
Who's painting?  
What food can you see?

44 forty-four



What's Kaylee wearing? **She's wearing a red baseball cap, a pink T-shirt and brown trousers.**  
Who's painting? **the artist**  
What food can you see? **tomatoes, carrots, meat, fish and beans**

## Unit objectives

to talk about jobs and transport

## Language

<b>Vocabulary</b>	<b>Jobs:</b> <i>teacher, doctor, nurse, pop star, astronaut, pilot, dancer, builder, cook, artist</i> <b>Transport:</b> <i>bus, underground, boat, car, train, motorbike</i>
<b>Grammar</b>	<i>I want to be a pop star.</i> <i>He/She goes to work by bus.</i>
<b>Functions</b>	<i>Four bus tickets, please.</i>
<b>Phonics</b>	<i>br, dr, tr</i>

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–7)

**Mathematical, scientific and technological competences:** understand the time in a story (L. 2); use numbering to complete an activity (L. 3)

**Digital competence:** use Pupil's Book eBook (L. 1–7)

**Social and civic competences:** raise awareness of cultural similarities and differences (L. 5); learn how to buy tickets (L. 6)

**Cultural awareness and expression:** learn to be creative (L. 2 and 5)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1–7); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)

**Initiative and entrepreneurship:** choose topic for the project (L. 5)

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7)
<b>Creativity</b>	Design your uniform (L. 2)
<b>Communication</b>	Talking about jobs and transport (L. 1, 3 and 4); Buying tickets (L. 6); Cut-outs game (L. 4); Functional dialogue (L. 6)
<b>Collaboration</b>	Project groupwork (L. 5); Acting out (L. 2 and 6)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book pp. 52 and 118; Activity Book p. 47
- Picture dictionary: Activity Book p. 114
- Unit 4 Extra practice: Activity Book p. 48
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Phonics, CLIL
- Unit 4 Test

## External exams

### Pupil's Book

Pre A1 Starters Reading and Writing Part 1  
Pre A1 Starters Speaking Part 4

### Activity Book

Pre A1 Starters Reading and Writing Part 5



### Objectives

- **Lesson aims:** to talk about jobs
- **Target language:** *teacher, doctor, nurse, pop star, astronaut, pilot, dancer, builder, cook, artist*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write some familiar words (GSE 20). Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30).

### Materials

- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each student
- 3 slips of paper per student
- Resources 7, 25 and 40

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

### Starting the lesson

- On the board, write *Find a friend who ... watches TV, listens to music, reads books, plays video games, plays tennis.*
- Give ss a sheet of A4 paper and have them copy the material on the board but in list form.
- Ss then go around the class, asking their classmates if they do these activities using *Do you ...?*
- Monitor and assist as necessary.

### Presentation

- Explain that in this lesson ss will learn about jobs.
- Ask ss what kinds of things they do every day.
- Then ask ss to say what jobs their family members do.

### Practice

#### Pupil's Book

#### 1 How many jobs do you know?

- Ask ss to say jobs they know and write them. Ask ss if the jobs they have mentioned are in the picture.
- Place ss in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.
- **Extension** Use the Lollipop stick technique for ss to tell you who and what they see in the picture.

#### Extra activity Critical thinking

- Ask ss to look at the picture and say one job they would like to do and one they wouldn't. Ss give reasons.
- Help with vocabulary if necessary.

#### 2 4.1 Listen and stick. Then listen and say.

- Place the flashcards on the board. Point to each picture and say the word. Ss repeat after you.
- Point to an item and use the Lollipop stick technique to have ss tell you what it is. Ss complete the activity.
- **Extension** Have ss place the words in alphabetical order.

**Girl:** This is a picture of our families.  
My dad's a teacher.  
**Boy:** My dad's a doctor.  
**Girl:** My mum's a nurse.  
**Boy:** My mum's a pop star.

**Girl:** My uncle's an astronaut.  
**Boy:** My uncle's a pilot.  
**Girl:** My aunt's a dancer.  
**Boy:** My aunt's a builder.  
**Girl:** My grandfather's a cook.  
**Boy:** My grandfather's an artist.  
**Girl & boy:** We love our families!

#### Now listen and say.

teacher, doctor, nurse, pop star, astronaut, pilot, dancer, builder, cook, artist

#### 3 Find the jobs in the picture on page 44.

- In pairs, ss do the activity in their notebooks.

#### 4 4.2 & 4.3 Listen and chant.

- On the board, write *I want to be a ...*. Explain to ss that we use this to tell people what job we want to do.
- Give ss three strips of paper and have them write a job on each one.
- Play the chant. As ss sing, have them pick up their strips of paper when they hear the job on them.
- A karaoke version of the chant is available (track 4.3).

#### Extra activity TPR

- Have ss form a circle. Explain that you will say a job and they have to mime but only if you say *Abacadabra*.
- Say *Abacadabra. I'm an artist*. Ss mime being an artist. If ss mime when *Abacadabra* isn't said, they sit down.

#### 4 Ask and answer.

- 4.4 Draw ss' attention to the grammar box and the recorded model.
- Have ss read the model dialogue. Then walk around the class, asking ss the first part of the activity.
- **Extension** Give ss a sheet of A4 paper and have them draw what they would like to be and write a sentence.

### Diversity

#### Support

- On the board, write *I want to be a ... . What about you?* Use the lesson flashcards, say *I want to be a ...* and elicit each job. Then ss repeat the whole sentence.

#### Challenge

- Place the lesson flashcards in a pile. In pairs, ss take one and practise the conversation in front of the class.

2  Listen and stick. Then listen and say.




3  Find the jobs in the picture on page 44.

4   Listen and chant.


I want to be a pilot,  
a doctor and a builder.  
I want to be a cook  
and a dancer, too.  
Tell me, please.  
What about you?

I want to be an artist,  
a pop star and a teacher.  
I want to be a nurse  
and an astronaut, too.  
Tell me, please.  
What about you?


5  Ask and answer.




I want to be an astronaut.  
What about you?




I want to be a dancer.

 I want to be a pop star.

Activity Book

1  Look at Pupil's Book page 44. Read and write.

**Answer key** 1 A cap, T-shirt and jeans.; 2 It's ten o'clock.; 3 Fourteen

2  Listen and number. Then match.

**Answer key** 2 cook, 3 dancer, 4 nurse, 5 teacher, 6 artist, 7 pop star, 8 doctor, 9 astronaut, 10 pilot

1 builder, 2 cook, 3 dancer, 4 nurse, 5 teacher, 6 artist, 7 pop star, 8 doctor, 9 astronaut, 10 pilot


3 Look and circle.

**Answer key** 2 builder, 3 cook, 4 teacher

4 Look and write.

**Answer key** 2 doctor.; 3 I want to be an astronaut.; 4 I want to be a pilot.; 5 I want to be an artist.; 6 I want to be a nurse.

Finishing the lesson

-  Use the Summative questions technique to ask ss what they have learnt today.



1 **Before you read** Who's wearing a purple and yellow hat? **Kaylee and Nick**

2 4.6 Watch or listen and read.

**The pop concert**

1 **WELCOME KAYLEE**

Aunt Kaylee, these are my friends.

Hello!

Nice to meet you.

Thanks, everyone. It looks fantastic!

2 My friend Ann is a cook. Yum! This is delicious. I want to be a cook!

3 This is Nick. He's a dancer. I want to be a dancer. Let's dance! Clap your hands for Lucy and her friends!

4 Dancing is fun! You're a good teacher, Nick! I want to be a teacher. It's time for the concert!

5 This is great! Wow! I can't believe it!

Where do they go?





Where do they go?  
**On the stage, to sing with Kaylee.**






**3** After you read Look at the story. Read and write Yes or No.



- 1  I want to be a dancer. No
- 2  I want to be a pop star. No
- 3  I want to be a cook. Yes
- 4  I want to be a teacher. Yes

**4**  Act out the story.

**5**  Who do you want to be? Design your uniform.

**Values**  
Follow your dreams

## Objectives

- **Lesson aims:** to understand simple cartoon stories
- **Target language:** jobs; *I want to be a dancer. I want to be a cook.*

## Global Scale of English (GSE)

- **Reading:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes (GSE 30). Can understand basic information about people's likes and dislikes, if supported by pictures (GSE 27). Can understand the order in which events happen (GSE 41).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

## Materials

- Lesson 1 flashcards
- Unit 4 story cards
- sheets of A4 paper, enough for all ss
- strips of paper
- Resource 58

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: True/False cards technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: Summative questions technique

## Starting the lesson

- On the board, draw a pizza cut into six pieces.
- Bring ss to the front of the class and have them form a line.
- Tell ss you are going to say a word and they have to spell it. If they make a mistake you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece.

## Presentation

- Using the Key question technique, ask ss why reading stories is a good activity. Ask ss what type of stories they like and how often they read them.
- Tell ss that today's story is about a pop concert. Ask ss if they like watching pop concerts and if they have ever been to one.
- On the board, write *The pop concert*. Ask ss what they think will happen in the story.

## Practice

### Pupil's Book

- 1 **Before you read** Who's wearing a purple and yellow hat?
  - Ask ss to look at the picture and say as many clothes as they can remember. Write them on the board.
  - Have ss look at all the pictures of the story and find the hat.
  - **Extension** Ask ss to think about what kind of things they can do, play and wear at a pop concert.
- 2 **4.6 Watch or listen and read.**
  - Have ss read or listen to the story. Ask them what happens in it.
  - Play the video or audio again and pause at frame 5. In pairs, ss discuss the question in the box.
  - Using the True/False cards technique, say different statements about the story, e.g. *Einstein and Atomic are on the stage (True)*. *Ben wants to be a cook (False)*. You can also use the story cards to ask about the story.
  - **Extension** Ss write their own statements to elicit true or false answers from their partners.
  - Refer ss to the question box again. Ask if their guesses were correct.

- 3 **After you read** Look at the story. Read and write **Yes or No**.

- Ask ss what jobs are mentioned in the story.
- Ss do the activity individually and check in pairs.

## Diversity

### Support

- Place ss in pairs. Give ss three strips each. Have ss write a sentence from the story on each but to make sure it isn't the same as their partner's. Then ss swap strips, read the sentences to their partners and find them in the story.

### Challenge

- Give ss five strips each to write five sentences from the story.
- In pairs, swap the strips, read the sentences and guess who say them.

## Extra activity TPR

- Read the story but mix up the sentence order in each frame.
- When ss hear the wrong sentence order, they have to clap their hands and say **STOP!** A volunteer corrects you.

- 4 **Act out the story.**

- Divide ss into small groups. Tell them to choose their roles and practise them.
- **Extension** Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. food, musical instruments and jobs mentioned.
- Have the groups perform in front of the class.

- 5 **Who do you want to be? Design your uniform.**

- Ask ss which jobs need a uniform.
- Have ss complete the activity on a sheet of A4 paper and present their work to the class. Make a classroom display.

## Extra activity Creativity

- Place ss in small groups and have them think of a song from the course they would perform at a pop concert or an English pop song they know. Tell ss they can write their own song if they like.
- Ss practice the song and perform it to the class.

## Values

- Ask ss what dreams they have for the future and why it is important to follow them. Ask them if any of their dreams have already come true.

## Activity Book

### 1 After you read Remember the story. Read and circle.

- With books closed, ask ss to tell you about the story.

**Answer key** 2 b, 3 a, 4 b, 5 a


### 2 Values 4.7 Listen and number.

- Ss say what job each picture shows.

**Answer key** 2 b, 3 d, 4 a

- 1 I want to be a builder.
- 2 I want to be an astronaut.
- 3 I want to be a pilot.
- 4 I want to be an artist.


### 3 Look and colour.

-  Use the Think-pair-share technique to discuss if ss liked the story.

## Extra activity Fast finishers

- Have ss write sentences about the story to read to the class.

## Finishing the lesson

-  Use the Summative questions technique to have ss discuss what they think about today's lesson, what they've managed to learn and where they have difficulties.

## How to work with stories

### Stage 1 - Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

### Stage 2 - Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

### Stage 3 - After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions. When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

### Stage 4 - Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

**For more ideas, see page 17.**

## CLIL Link

In Unit 4, the story is based around the concept of work and occupational tools from the Social Science curriculum.

Lucy's aunt, Kaylee, is giving a concert and the children get the opportunity to go backstage. They meet people who work for Kaylee.

To explore this concept further, you can use Resource 95.



### Objectives

- **Lesson aims:** to learn types of transport
- **Target language:** *bus, boat, underground, car, train, motorbike*

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe their daily routines in a simple way (GSE 30).

### Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- Resources 8, 26 and 49

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolios

### Starting the lesson

- On the board, write *teacher*. Ask ss to say as many words as they can that are associated with the job, e.g. *school, books, board, students*.
- Tell ss you are going to say a few words that describe a job and they have to say the job. Say *hospital, white uniforms, nurses help me*. Elicit *doctor*.
- Play for a few rounds and then have ss continue in pairs.

### Presentation

- Explain that in this lesson ss will learn different types of transport words.
- Place the lesson flashcards on the board. Go through each word and have ss repeat after you.
- Ask ss to tell you how they come to school, go to the centre, visit family, go on holiday.

### Practice

#### Pupil's Book

- 1 **4.8 Listen and say. Then listen and number.**
  - Say a type of transport for ss to point to in their Pupil's Books. Spell the word and have ss repeat after you.
  - Play the first part of the audio. Ss repeat the items as they hear them.
  - The second time they number the transport items they hear.
  - **Extension** In pairs, ss talk about the transport items they see e.g. *It's a car. It's yellow. It's small.*

bus, boat, underground, motorbike, car, train

#### Now listen and number.

- 1 I'm going to the underground.
- 2 I go to work by bus.
- 3 I'm on the train.
- 4 I'm on the boat.
- 5 I'm on the motorbike.
- 6 I'm in the car.

### Diversity

#### Support

- Place ss in pairs. Give each pair a sheet of A4 paper for them to cut it into four pieces. They draw four transport items, and write the four words.
- Ss mix them up and place them face down to play a memory game.

#### Challenge

- Ss write the new words in their notebooks and then check against their Pupil's Books. Then they draw a picture and write the translation.

#### 2 **4.9 & 4.10 Listen and sing.**

- Ask ss what forms of transport they can see in the song.
- Play the song for ss to sing. Explain that when they hear a form of transport, they clap their hands.
- A karaoke version of the song is available (track 4.10).

#### Extra activity TPR

- Place the lesson flashcards around the classroom and bring ss to the middle of the classroom. Play the song and when ss hear a form of transport, they run to that flashcard.

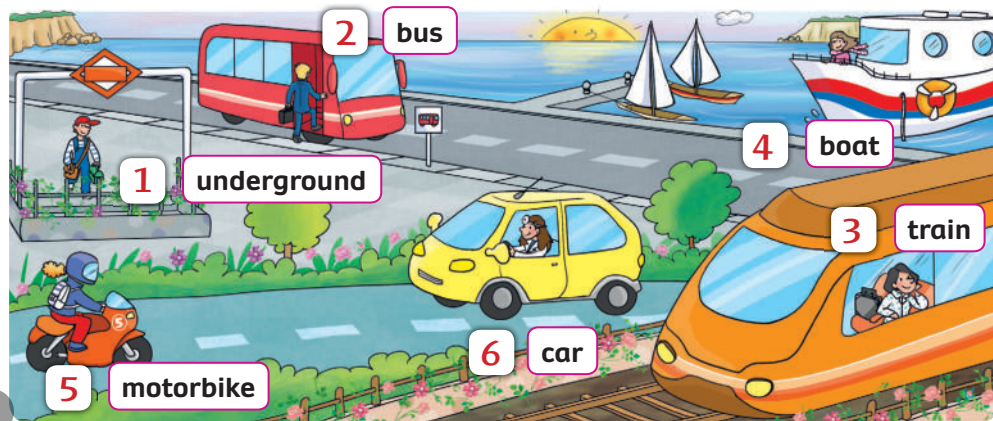
#### 3 **Talk about your family.**

- **4.11** Draw ss' attention to the grammar box and the recorded model.
- On the board, write *He goes to work by car*. Explain to ss that we use *by* with the form of transport when we talk about using it.
- Use the Traffic lights cards technique to check understanding.
- **Extension** Give ss a sheet of A4 paper and ask them to make a poster showing the different types of transport they and their family use and to write sentences.
- Ss present their work to the class and place in their portfolios.



#### Extra activity Collaborative work

- Place ss in groups and give them a sheet of A4 paper. Tell them to draw an ideal city showing different types of transport it has. Ss present their work to the class.

**1** <sup>4.8</sup> Listen and say. Then listen and number.



**2** <sup>4.9</sup> <sup>4.10</sup> Listen and sing.

 <p>Off to work they go. Some go fast. Some go slow. Off to work they go. He goes to work by boat. He goes to work by boat. Bus and underground, car and boat. He goes to work by boat.</p>	 <p>Off to work they go. Some go fast. Some go slow. Off to work they go. She goes to work by train. She goes to work by train. Motorbike and car, bus and train. She goes to work by train.</p>
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**3** Talk about your family.



My dad goes to work by train.

My aunt goes to work by car.



<sup>4.11</sup> He/She goes to work by bus.

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### Activity Book

**1** Look and write.

Answer key 2 underground, 3 car, 4 train

**2** Write.

Answer key boat

#### Extra activity Fast finishers

- Ss make their own word puzzle like the one in Activity 1 for other fast finishers in future lessons to do. They can use jobs, food, clothes, etc.

**3** Follow, circle and write.

- Tell ss to go to the Extra practice on page 48 and do the activity. See notes in Lesson 7.

Answer key 2 He, car; 3 She, bus; 4 He, boat

### Finishing the lesson

- Show ss a flashcard from the lesson and tell them to write the word in their notebooks. Put each flashcard on the board.
- Check answers by having ss come to the board and write the words.
- Use the Summative questions technique to ask ss how this lesson has helped ss improve their English. Ask ss what they would like to learn next.

## Objectives

- **Lesson aims:** to play a game about jobs and transport
- **Target language:** revision of all taught words and grammar

## Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing (GSE 30).
- **Speaking:** Can say what someone's job is, using familiar common job names (GSE 20).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30).

## Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- song from Lesson 1
- scissors
- a bag or a box
- a ball

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique; Lollipop stick technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Summative questions technique

## Starting the lesson

- Put the unit flashcards in a bag or a box and place ss in a circle. Play the song from Lesson 1 for ss to pass the bag or the box to the next student. When the music stops, the student holding the box has to take a flashcard out of it, say what it is and make a sentence with the word.

## Presentation

- Explain that in this lesson ss will do an activity to help them with the Starter Exam and then play a game with their cut-out cards.

## Practice

### Pupil's Book

### Diversity

#### Support

- Before ss start the activity, have ss look at the picture and say what transport and jobs they see. Tell ss you are going to say a few sentences and with their fingers they have to match the names with the pictures.
- Say *My name's Ben. Look at me. I'm playing with a plane. I want to be a pilot.* Ss draw a line from Ben to the boy with the plane.
- Continue using different types of sentences. Tell ss that the names and actions you mentioned are not the same as on the audio.

#### Challenge

- Ss write sentences about the picture using the names at the top of it and unit vocabulary and grammar.

### 1 4.12 Listen and draw lines.

- This task is based on **Pre A1 Starters Listening Part 1**.
- Explain the activity. Use the Traffic lights cards technique to check ss understand it.
- Ask ss what they think the answers will be.
- Play the audio twice, pausing for ss to draw the lines.
- **Extension** Ask ss to make sentences about the picture.

- 1 Woman:** Good morning.  
**Boy 1:** Good morning.  
**Woman:** Who's this boy? He's painting.  
**Boy 1:** Oh, that's Nick. He's my cousin.  
**Boy 2:** Hi. I'm Nick. Can you see me in the picture?

- Woman:** Yes, I can!  
**Boy 2:** I love painting. I want to be an artist.  
**2 Woman:** And who's this? The man on the motorbike?  
**Boy 1:** Oh, that's Pat. Pat goes to work by motorbike.  
**Woman:** By motorbike?  
**Boy 1:** Yes. He likes motorbikes.  
**Woman:** Me, too.  
**3 Woman:** That's a great plane. Who is this boy with the plane?  
**Boy 1:** That's my friend, Dan.  
**Boy 3:** Hi, I'm Dan.  
**Woman:** Hello, Dan.  
**Boy 3:** I like planes. I want to be a pilot.  
**Woman:** Great!  
**4 Woman:** There's a woman here. She's in a car.  
**Boy 1:** Yes. She's my mum! Her name's Jill. She's a cook.  
**Woman:** A cook?  
**Boy 1:** Yes. And she goes to work by car.  
**Woman:** Cool!  
**5 Woman:** A girl is singing. What's her name?  
**Boy 1:** Ann. She's in my class at school.  
**Girl:** Hello. I'm Ann. I want to be a pop star.  
**Woman:** A pop star!  
**Girl:** Yes. Singing is my favourite hobby.  
**6 Woman:** And who's this? She's wearing a brown jacket.  
**Boy 1:** A brown jacket. Hmm ... Oh, that's Sue. She's a teacher.  
**Woman:** Cool!  
**Boy 1:** And she goes to work by underground.  
**Woman:** By underground?  
**Boy 1:** Yes.

### 2 4.13 Cut out. Then listen and play.

- Place ss in pairs and play the audio.
- Ask ss to look at their cards and using the Lollipop stick technique, have random ss describe a picture.

### Extra activity Critical thinking

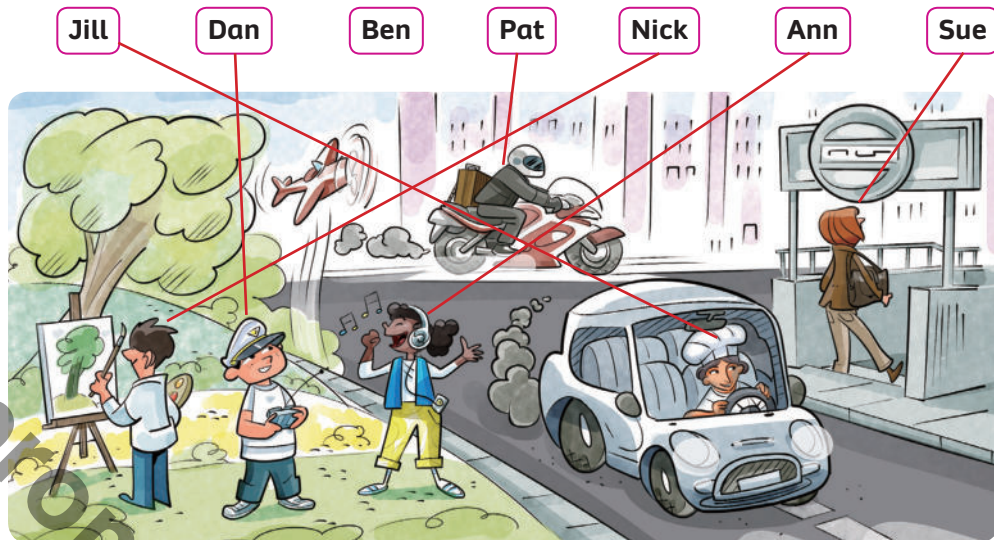
- Ask ss if we should use cars or public transport and how public transport helps the environment.

### Extra activity TPR

- Have the class form a circle. Explain that you will throw the ball to a student who has to say a job. The student has to throw the ball to another one who in turn has to say a different job. If a student cannot say a job or if they say the same job as the last person, they sit down.
- Continue the game with transport vocabulary.



1 4.12 Listen and draw lines.



2 4.13 Cut out. Then listen and play.



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### Activity Book

1 Read and circle.

**Answer key** 2 dancer, car; 3 artist, bus; 4 pop star, motorbike

2 Write, circle and draw.

- Ask ss to say as many new words from the unit as they can. Write them on the board. With the unit flashcards check if all unit words are on the board.
- Explain that ss have to write about how their family member gets to work and what job they do. They can use their imagination.

- Ss show their work to their partners and use the Two stars and a wish technique to comment on each other's work.

### Finishing the lesson

- Have ss play a game of their choice.
- Use the Summative questions technique to ask ss what they think of their learning and what they expect to learn.

## Objectives

- **Lesson aims:** to read a simple text about the yellow school bus; to do a class survey and a graph
- **Target language:** *students, school bus, bus driver, stop*





## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can describe their daily routines in a simple way (GSE 30).

## Materials

- sheets of A4 paper, enough for each student
- Resource 67


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Three facts and a fib technique; Thought-provoking questions technique

## Starting the lesson

- Make a list of vocabulary covered in Units 2 and 4. Have ss stand in a circle. Explain that you will say a word for them to spell. The first student on your left begins by saying the first letter, the second student the second letter of the word and so on until the word is correctly spelt.
- If a student makes a mistake, they sit down and the game starts from the beginning of the line again until the word is spelt correctly. The last three ss standing, win the game.

## Presentation

-  Explain that in this lesson ss will learn about the yellow school bus ss in the USA use to go to school.

### Culture notes


- The first school buses in the USA were horse-drawn carriages known as *school hacks* or *kid hacks*. In 1939, the school buses in the USA were painted yellow because bright colours are easy to see and so there shouldn't be any accidents. All children who do not live near their school are entitled to a free bus ride to school and back home.

### Key words search

yellow school bus USA, USA school buses, school bus

## Practice

### Pupil's Book


- 1 **Before you read** Can you see school buses where you live? What colour are they?
  - Ask ss if they come to school by bus and if so, if it's a school bus and what colour it is.
  - **Extension** Ask ss why taking a school bus is a good idea.
- 2  **4.14 Listen and read.**
  - Ask ss to describe the pictures in the text.
  - After listening to the text, ask ss what they found interesting about it. Ask them if they think it is a good idea to use the same colour for school buses and why.
  - Play the audio again, pausing between sentences or mid-way through them, for ss to complete the sentences in unison.
  - **Extension** Ask ss different questions about the text for them to answer.

## Diversity


### Support

- On the board, write incomplete sentences from the text. Tell ss to choose three and to complete them in their notebooks looking at their Pupil's Books as they work.
- Ss then read the sentences aloud.
- Ss can also show you the sentence. You read it for them to repeat.

### Challenge

-  In pairs, ss change the text into the interrogative form, sentence by sentence, and answer them using short answers.

### 3 Find out more! Watch the video.

- Ask ss what they expect the video will be about.
-  After watching the video, use the Three facts and a fib technique to ask ss about it. Play the video as you go along to reinforce the correct answers.

### Extra activity Creativity


- Have ss imagine they take a school bus. Have them draw it and describe its colour, size and anything else they think is interesting. Make a classroom display.

### Activity Book

#### 1 Order and write.

**Answer key** 2 students, 3 school bus, 4 stop

#### 2 After you read Read and tick (✓).

-  Use the Traffic lights cards technique to make sure ss have understood the activity.

**Answer key** 2 ✗, 3 ✗, 4 ✓, 5 ✗

### Extra activity Fast finishers

- Ss write as many words as possible using the sentence *A yellow school bus.*

# The yellow school bus

school bus

Some students walk to school in America. Some students go by car, underground or train. But many students go to school by school bus.



students



Some school buses are long. Some school buses are short. But all American school buses are yellow.



bus driver

Bus drivers take the students to school in the morning. Then they take the students home in the afternoon.



stop

Cars and trucks stop for school buses in America.

Going to school by bus is fun. Do you go to school by bus?



1 **Before you read** Can you see school buses where you live? What colour are they?

2 Listen and read.

3 Find out more! Watch the video.

4 **After you read** Activity Book, page 45.

I'm Isa. I go to school by car. In our group, three students go to school by car.

## Project

Make a graph about how you go to school.

- 1 Together, ask and answer about how you go to school.
- 2 Count the number of students for each transport.
- 3 Draw a graph.
- 4 Write. *I'm ... I go to school by ... In our group, ...*
- 5 Tell the class.



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## Project

Make a graph about how you go to school.

- Explain to ss that they are going to make a graph of how they and their classmates go to school.
- Ask ss to say words they think they will use for the project on the board. On the board, copy the graph presented in the activity. Explain to ss that we write the numbers vertically, and they can go up by twos or fives, depending on how big the class is. On the horizontal lines we place the types of transport.
- Place ss in small groups.
- Give each group a sheet of A4 paper and using the Lollipop stick technique, ask a student to read through the instructions.

- Remind ss to write sentences.
- Ss present their work to the class.
- Make a classroom display.

## Finishing the lesson

- Play a game of charades for ss to guess the job.
- Use the Thought-provoking questions technique to ask ss what they think about the Culture lesson and what kind of things they have learnt so far. Ask ss what else they would like to learn in future Culture lessons.



### Objectives

- **Lesson aims:** to learn how to buy tickets; to learn phonics
- **Target language:** *Hello. Four bus tickets, please.*

### Global Scale of English (GSE)

- **Reading:** Can identify individual sounds within simple words (GSE 26).
- **Listening:** Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly (GSE 29). Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can answer simple questions about times and events (e.g. in a schedule, timetable or calendar) (GSE 31). Can say simple tongue twisters and other types of playful language (GSE 27).

### Materials

- two strips of paper for each student
- straw puppets
- a die for each pair
- phonics notebooks for each student
- Resources 76 and 85

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Stop/Go technique; Lollipop stick technique
- Peer learning: pairwork; groupwork

### Starting the lesson

- Place ss in pairs and give each pair a die. Explain that each pupil throws the die and has to write as many sentences as the number on the die shows, using the vocabulary or the grammar they have learnt in this unit.
- They throw the die three times and read the sentences.

### Presentation

- Explain that in this lesson ss will learn how to buy tickets.
- Ask ss where they buy travel tickets from and for what forms of transport.
- On the board, write *Four bus tickets, please.*

#### Extra activity Communication

- Place ss in groups. Ask ss to say if public transport should be expensive. Have ss think of different types of transport and say how much money a ticket should cost and who should travel free.

### Practice

#### Pupil's Book

#### 1 4.15 Listen and read.

- Ask ss to look at the picture and tell you what they see. Ask if they can buy tickets on a bus in their city.
- Play the audio once for ss to read and listen to.
- Play the audio again for ss to repeat chorally.
- **Extension** Ask ss what their favourite form of transport is and how often they use it.

#### 2 Act out the dialogue. Use different **transport** and **times**.

- Using the Stop/Go technique, have ss tell you if they are ready to proceed with the activity.
- Explain that ss can use straw puppets if they like.
- Using the Lollipop stick technique, invite ss to come to the front of the class and act out the dialogue.

#### Diversity

##### Support

- Write the dialogue on the board but not in the correct order. Read each sentence for ss to repeat after you. Then, in their notebooks, ss number each sentence to place the dialogue in the correct order.

#### Challenge

- Ss add one more question and answer to the dialogue. They read their full dialogue to the class.

### Phonics

#### 3 4.16 Listen and say.

- On the board, write *br*, *dr* and *tr*. Say the words with these phonics and have ss repeat after you.
- Play the audio for ss to listen and say.
- Have ss say the phonic sounds and words in pairs.
- **Extension** Ask ss to look through the units they have done so far and find words with these phonics.

#### 4 4.17 Listen and write *br*, *dr* or *tr*.

- Have ss look at the words and guess what they might be.
- Play the audio and then ss check answers in pairs.
- Have ss take out their phonics notebooks and write the phonics they have learnt today in them.
- Walk around the class quizzing ss on the phonic sounds, e.g. *Is this br?*

- |                |                |                  |
|----------------|----------------|------------------|
| 1 brown, brown | 2 truck, truck | 3 drum, drum     |
| 4 draw, draw   | 5 tree, tree   | 6 bridge, bridge |

#### 5 4.18 Listen and say the tongue twister.

- Ask ss to read the tongue twister and find and say words with the phonics in today's lesson.
- **Extension** Explain to ss that tongue twister can also be nonsense sentences. Write the tongue twister on the board but place two words with the same sound where the phonic is.
- Ss practise the tongue twister and say it to the class.

#### Activity Book

#### 1 4.19 Listen and circle.

**Answer key** 1 a, 2 b, 3 a

- 1 Good morning.  
Hello. Two train tickets, please.  
Here you are.  
What time is the next train?  
At 12:00.  
Thank you.

1 4.15 Listen and read.



- Good morning.
- Hello. Four bus tickets, please.
- Here you are.
- What time is the next bus?
- At eight o'clock.
- Thank you.

2 Act out the dialogue. Use different transports and times.

boat

train

underground

twelve

one

ten

Phonics

3 4.16 Listen and say.



bread



dress



train

4 4.17 Listen and write br, dr or tr.

- 1 br own    3 dr um    5 tr ee  
2 tr uck    4 dr aw    6 br idge

5 4.18 Listen and say the tongue twister.

The girl on the train is wearing a dress and eating bread.



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- 2 Good morning.  
Hello. Two boat tickets, please.  
Here you are.  
What time is the next boat?  
At 2:00.  
Thank you.
- 3 Good morning.  
Hello. Two bus tickets, please.  
Here you are.  
What time is the next bus?  
At 5:00.  
Thank you.

2 4.20 Listen and match.

Answer key 2 dr, 3 dr, 4 br, 5 tr, 6 dr, 7 br, 8 tr

- 1 brown, brown    2 drink, drink    3 draw, draw  
4 bridge, bridge    5 truck, truck    6 drum, drum  
7 breakfast, breakfast    8 tree, tree

Finishing the lesson

- Have ss form two lines. Tell ss you will show them an index card with a phonic and they have to say a word with that phonic to get a point for their team.

## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar





## Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Writing:** Can write a single basic sentence about daily routines and activities (GSE 28).


## Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- strips of paper
- straw puppets
- your own stickers, gold stars or stamps
- pictures from the internet of people travelling on different forms of transport


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Thumbs up/down technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Two stars and a wish technique; Summative questions technique

## Starting the lesson

- Give ss six strips each to write a job on three and type of transport on the other three.
- On the board write: *What do you want to be? I want to be a ... . How do you go to work? I go to work by ... ?*
-  Use the Lollipop stick technique to bring a student to the front with their strips and straw puppet. Explain that they have to answer using their strips. First go through the jobs and then the transport. Ensure ss swap roles in pairs.
- Walk around the class with a straw puppet asking ss different questions.

## Presentation

-  Explain that in this lesson ss will review the grammar and vocabulary they have learnt in the unit.
- Have a volunteer come to the board and write the two grammar points they learnt in this unit (*I want to be ... / He goes to work by ...*).

## Diversity

### Support

- Before ss start the review, ask them to say the different jobs and transports they have learnt in the unit and as they say a word, place the flashcards on the board. Then go through all the words. Ask and answer using grammar from the unit.



### Challenge

- Ss make sentences and illustrate them with all the vocabulary items from the unit.

## Practice


### Pupil's Book

#### 1 4.21 Listen and number.

-  Use the Lollipop stick technique to ask ss what the pictures are.
-  Place ss in pairs and have them ask and answer about each item asking *What do you want to be?*

- |                            |                          |
|----------------------------|--------------------------|
| 1 I want to be a pop star. | 2 I want to be a cook.   |
| 3 I want to be a doctor.   | 4 I want to be a dancer. |

#### 2 Look, circle and write.

-  Use the Lollipop stick technique to have a student read the words in the box.
- **Extension** Show pictures of people travelling from the internet and have ss make sentences about them.

#### 3 Go to page 118. *Teacher's Book page 254*




- Refer ss to page 118 and have them answer the question.
- Check the answer (*underground*). Ss can now stick their star sticker.

## Activity Book


#### 1 Read and circle.

**Answer key** nurse, at the weekend, seven, in the morning, train, her

#### 2 Write, circle and draw.

- Explain to ss that they have to complete the paragraph about one of their parents, a family member or a friend and then draw a picture.
- Ask ss to say what words they can use in the activity. Write them on the board.
-  Ss use the Thumbs up/down technique to express how they feel about the activity.
- Tell ss that they can refer to Activity 1 for help.
-   Ss show their work to their partners, and using the Two stars and a wish technique, assess each other's work.
- Now tell ss to complete the Picture dictionary on page 114.

#### Extra activity Critical thinking

-  Use the Summative questions technique to ask ss how many gold stars/stickers/stamps they would give them on a scale of 1 to 3, 3 being the best. Give ss the amount of stickers/stamps/stars they ask for to place on page 47 in their Activity Books.



1 4.21 Listen and number.



2



3



4



1

2 Look, circle and write.

car motorbike underground boat



1 He She goes to work by underground.



2 He She goes to work by boat.



3 He She goes to work by motorbike.



4 He She goes to work by car.

3 Go to page 118.

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Extra practice

1 Find, circle and write.

Answer key 2 pilot, 3 builder, 4 dancer, 5 teacher, 6 cook, 7 astronaut, 8 artist, 9 nurse, 10 pop star

2 Read and draw.

- Ask ss to read the sentences quietly.

Extra activity Fast finishers

- Give ss a sheet of A4 paper and ask them to make a word puzzle for the class. Photocopy the puzzle and give it to ss as homework. Fast finishers check answers in the next lesson.

Finishing the lesson

- Place ss in small groups and have them make a collage with the pictures of the words they have learnt so far. Ss also label their pictures. Make a classroom display.
- Using the Summative questions technique ask ss if they are happy with their progress and ask if this unit has helped them learn how to express themselves better in English.

Next lesson Unit 4 Test

# Get ready for...

## Objectives

- **Lesson aims:** to practise for the Pre A1 Starters Reading and Writing Parts 1 and 5, and Speaking Part 4
- **Target language:** unit vocabulary





## Global Scale of English (GSE)

- **Speaking:** Can ask about the identity of an object using a basic phrase (e.g. *What is it?*) (GSE 24).


## Materials

- unit flashcards
- sheets of A4 paper, enough for each student
- strips of paper, twelve for each pair
- straw puppets


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Traffic lights cards technique
-  Peer learning: pairwork: groupwork
-  Independent learning: Thought-provoking questions technique; portfolios

## Starting the lesson





-  Place ss in pairs. Ask ss to write eight words from Lesson 1 and all the new words from Lesson 3 one on each strip.
- Ss mix up the strips and place them face down in two stacks of six in front of them.
- They each pick up a stack. They put a strip down and if they are from the same vocabulary group, they have to race to say *snap*, and snap it with their hands.

## Presentation

-  Explain that in this lesson ss will practise for the Starters Reading and Writing Exam in both the Pupil's Book and Activity Book. They will also practise for the Starters Speaking Exam.
- On the board, place all the flashcards from this unit. Quickly revise them.
- Then have ss close their eyes and remove two cards. Have two ss tell you which words are missing.
- Replace the cards and continue for a few more rounds.

## Practice

### Pupil's Book


- 1  **Look and read. Put a tick (✓) or a cross (X) in the box.**
  -  Place ss in pairs and have them describe each picture, mentioning forms of transport and jobs.
  -  Use the Lollipop stick technique to have ss describe a picture of their choice aloud.
  -  Ss complete the activity individually and use the Traffic lights cards technique to express how they feel about the activity.
  - Monitor ss as they work and gently correct where necessary.
  - **Extension** Have ss correct the wrong sentences.

## Diversity


### Support

- Point to each picture, elicit the job or the transport and read the sentence slowly for ss to trace the words. Then ask *Tick or cross?* Continue with the activity.

### Challenge



-  Ss write new similar sentences for each picture. In pairs, ss swap them and tick or cross.

## 2 Say about you.

-  Use the Lollipop stick technique to ask two ss read the sample dialogue.
- Bring ss to the front of the class. They move around and do the activity with different partners.



## Activity Book

### 1 Look at the pictures and complete the sentences. Write the answers.


- Ask ss to look closely at the picture and tell you what jobs and forms of transport they see.
-  Explain the activity and ask ss to use the Traffic lights cards technique to express how they feel about the activity.
- Check answers as a class.
-  Use the Lollipop stick technique to have ss read the sentences.
- **Extension** Say incorrect sentences about each item for ss to correct you.

**Answer key** 2 motorbike, 3 artist, 4 underground, 5 astronaut.

## Extra activity Collaborative work

-  Place ss in pairs and give them two sheets of A4 paper. Tell ss they have to make a test for other groups with two different activities that focus on what they've learnt in this unit. Ss make one activity per page.
- Remind ss to make an answer key in their notebooks.
-  Ss swap tests with other pairs who have to complete the test and return it to the original pair to be marked.

## Extra activity Fast finishers

-  Have ss make a list of their favourite sentences from the unit and illustrate them. Place work in their portfolios.

# Get ready for...

## Pre A1 Starters Reading and Writing Part 1

1  Look and read. Put a tick (✓) or a cross (✗) in the box.



I want to be a dancer. ✗



He goes to work by train. ✓



She goes to work by car. ✗



I want to be a pilot. ✓



I want to be a teacher. ✓



She goes to work by underground. ✓

## Pre A1 Starters Speaking Part 4

2  Say about you.



I want to be a doctor.






And I want to be a pilot.

### Extra activity TPR

- Have ss stand in the middle of the class. Tell ss that they are photographers who constantly take photos. Explain that you will say different words from this unit as they photograph different things in the classroom. If however, they hear a word from another unit, they have to stop taking photographs. If they don't, they have to hop on the spot four times.
- Start by saying words slowly and then build up speed to make the game much more fun.

### Finishing the lesson

-  Have ss look through each lesson and read a sentence from it to their partner.
-  Ask ss to work in pairs. Give each one a sheet of A4 paper and have ss take out their markers. Explain that they have to make a word cloud with words and grammar they learnt in this unit. Tell ss to make it as colourful as possible and to illustrate it if they like. Make a classroom display.
-  Use the Thought-provoking questions technique to ask how successful their learning is and, on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate ss on completing the unit. Ask ss which activity they liked best from the unit and do it in class.