

# 4

## All about jobs

1  How many job words do you know?



What's wrong in the picture?  
How many landscape words can you find in the picture?  
Find three plates of sandwiches and two bowls of crisps.

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What's wrong in the picture? **The picture on Lois' board is upside down.**  
How many landscape words can you find in the picture? **lake, mountains, waterfall, river, hills**  
Find three plates of sandwiches and two bowls of crisps. **sandwiches: next to Lottie on the bed, on the floor near Lois, between the table and the bed; crisps: under Lottie's bed next to her feet and under Lois' bed**

## Unit objectives

Talk about jobs and rules

## Language

<b>Vocabulary</b>	<b>Jobs</b> actor/actress, bus driver, chef, farmer, firefighter, mechanic, musician, police officer, scientist, singer, vet, waiter/waitress <b>Rules</b> arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class
<b>Grammar</b>	Present continuous must/mustn't
<b>Functions</b>	Calling the emergency services <i>What service do you need? I need an ambulance/the police/the fire brigade, please. What's your address/phone number? My address is... My phone number is ... What's the emergency? He's got a broken leg.</i>
<b>Pronunciation</b>	/ŋ/

## Key competences

**Linguistic competence:** use language as an instrument for communication (Lessons 1–9)

**Mathematical, science and technological competences:** order sentences (L. 2); give prices (L. 6); understand numbers (L. 5 and 6)

**Digital competence:** use eText Basic (L. 1–9)

**Social and civic competences:** learn to be creative (L. 4 and 7); learn to communicate an emergency (L. 6)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 5)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–9); use previous knowledge (L. 1); follow instructions (L. 1–9); personalisation of language learnt (L. 3 and 5)

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

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

<b>Critical thinking</b>	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1–3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–9)
<b>Creativity</b>	Designing a 'day in the life of' job storyboard (L. 1); Designing a class job book (L. 5); Designing rules and signs (L. 4); Designing a video game character (L. 7)
<b>Communication</b>	Describing different jobs (L. 1); Describing a person, place or thing (L. 3); Talking about what you must/mustn't do (L. 4); Talking about unusual jobs (L. 5); Calling the emergency services (L. 6); Functional dialogue (L. 8); Challenge game (L. 9)
<b>Collaboration</b>	Project groupwork (L. 5); Acting out (L. 2)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 58; Activity Book p. 52
- Unit 4 Extra practice: Activity Book p. 53
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in Action, CLIL
- Unit 4 Test

## External exams

### Pupil's Book

A1 Movers Reading and Writing Part 1 and Listening Part 4

### Activity Book

A1 Movers Reading and Writing Part 3

## Objectives

- **Lesson aims:** to learn and use jobs vocabulary
- **Target language:** *scientist, farmer, firefighter, police officer, waiter/waitress, actor/actress, mechanic, musician, chef, vet, singer, bus driver*





## Materials

- sheets of A4 paper, enough for each pair of students
- stopwatch (real/on the Pearson English Portal)
- Resource 4A


## Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words and basic sentences if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can read aloud familiar single words (GSE 20). Can ask a range of questions in guessing games to find the answer (GSE 36).


## Assessment for Learning

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

## Starting the lesson

-  Write *Jobs* on the board. Ask *What jobs do you want to do?* Prompt ss with any language they need. Ss raise their hands to answer.




## Presentation

-  Explain that in this lesson ss will learn to talk about jobs.

## Practice


### Pupil's Book

#### 1 How many job words do you know?


-  Refer ss to page 48. Read the rubric and tell ss to look at the pictures and describe the game. Ss work in pairs and find the pictures of the jobs.
-  Using the Lollipop stick technique, ask ss to give answers.
-  Place ss in the same pairs. With the stopwatch, explain that they have one minute to answer the questions together.
- Check answers as a class by having ss raise their hands to give answers.

#### 2 4.1 Listen, point and repeat.


- Refer ss to page 49. Tell ss to count how many jobs they knew.
- Play the audio.

- Tell ss to look at the photos 1–12 and practise the new vocabulary. Ask these questions in any order and have ss call out the job *You cook (chef). You work with animals, vegetables or fruits (farmer). You make music (singer/musician). You rescue people in emergencies (firefighter). You help keep the streets safe (police officer). You work with sick animals (vet). You drive people to school or work (bus driver). You fix cars (mechanic). You bring food to people's tables in a restaurant (waiter). You work in a theatre, on a film set or for TV (actor/actress). You work in a science lab (scientist).*
-  Have ss say a word to their partner, who then points to the correct picture. Then they swap.

#### 3 Look for the words from Activity 2 in the picture on page 48. Write the missing word.

-  Give ss one minute to work in pairs to find the job words. Ask for feedback using the Lollipop stick technique.

#### 4 Read the questions and write the words. Then say.

-  Ss work in pairs and take turns to ask and answer the questions.
- Ask different pairs to give one answer.
- **Extension** Pairs repeat the activity for other jobs from the pictures in 2.

## Diversity


### Challenge

- For feedback, ask two ss on different sides of the classroom to stand up and demonstrate a question and answer.


### Support

- First, read to the class the questions and explain meanings if necessary. For the Extension, write ss' ideas for job definitions on the board first.


## Extra activity Collaborative work

-  Ss work in pairs. Give each pair a sheet of A4 paper. They choose one of the jobs and draw a typical day storyboard with tasks and events. They label each event or task and present their 'day in the life of ...' to the class, e.g. *This is our first animal of the day. It's a little bird. It's got some plastic rubbish around its body. We help it ...*

#### 5 Play a guessing game. Ask and answer to guess the job.

-  Place ss in small groups for this activity. Draw ss' attention to the example speech bubbles.
- Walk around the class monitoring pairs.

## Extra activity TPR

-  Play *Charades*. Point to a job picture for a student to mime, making sure the other ss can't see which picture. Ss guess which job it is from their actions. Have ss work in small groups. Ss take it in turns to mime the different jobs while the others guess. Ss might like to add different jobs, e.g. hair dresser/barber, dinner lady, head teacher, footballer, etc.

2 Listen, point and repeat.



scientist



farmer



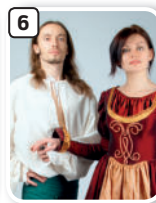
firefighter



police officer



waiter  
waitress



actor  
actress



mechanic



musician



chef



vet



singer



bus driver

3 Look for the words from Activity 2 in the picture on page 48. Write the missing word. mechanic

4 Read the questions and write the words. Then say.

- Who works with animals? vet
- Who works in the theatre, on TV or in films? actor/actress
- Who works in a restaurant? waiter/waitress/chef
- Who helps people? police officer/firefighter
- Who works mostly outside? farmer

Number 1. Vet.

5 Play a guessing game. Ask and answer to guess the job.



Does this person help animals? No.

Does this person work in a restaurant? Yes.

Is this person a chef? Yes.



forty-nine 49

Activity Book

1 Look at Pupil's Book page 48 and complete the sentences.

- Give ss one minute to complete the activity. Have ss check their answers with their partners.

**Answer key** 1 glasses/cups, 2 vets/natural science, 3 musician/singer

2 Look and write.

- Ss work individually. They then check in pairs.

**Answer key** 1 bus driver, 2 scientist, 3 singer, 4 farmer, 5 vet, 6 firefighter, 7 chef, 8 police officer, 9 musician, 10 waiter/waitress, 11 actor/actress, 12 mechanic

3 Look at Activity 2. What's the extra word?

- Ss work individually to complete the text.
- Ss work in groups and make job wheels for the *I'm learning* box in their Activity Books.

**Answer key** headteacher

Finishing the lesson

- Ss close their books and work in pairs. They write down the names of the jobs and one thing this person does.
- Ask *How many job words did you remember?*

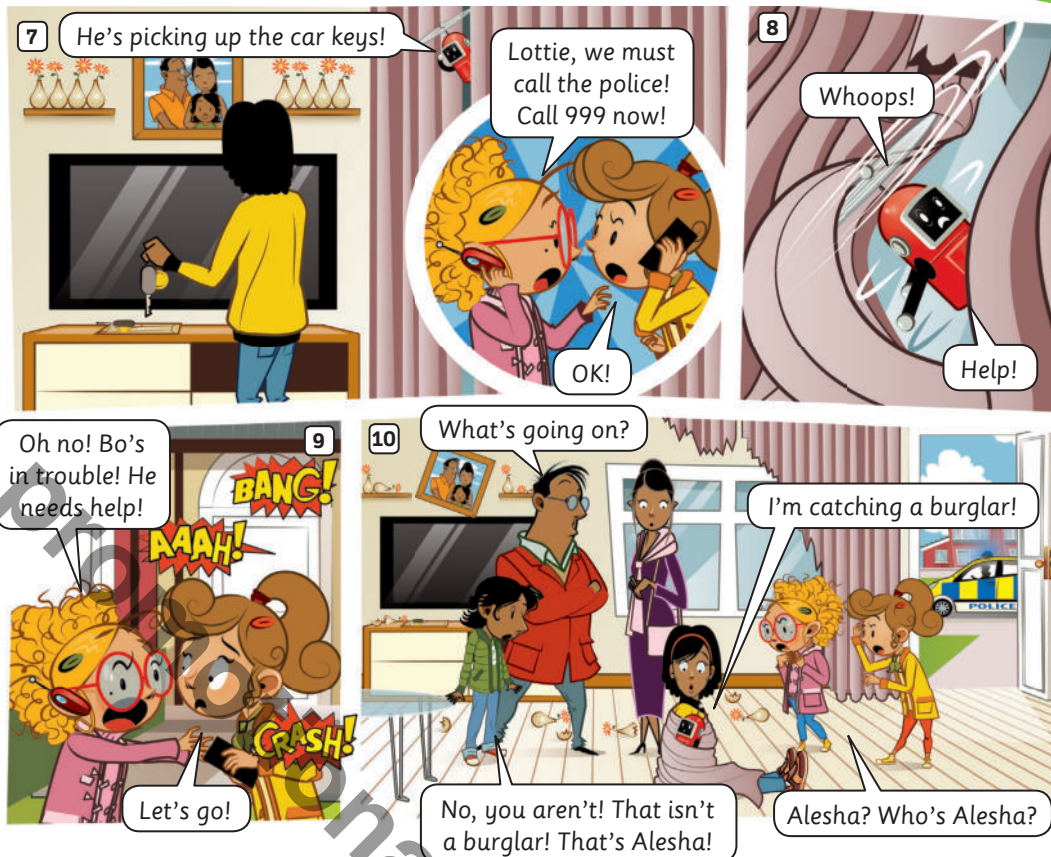
vet, mechanic, police officer, firefighter, bus driver, chef



- 1 Before you read Can you find any jobs in the story?
- 2 Watch or listen and read.

# The burglar





- 3 Who's Alesha? Go to page 131 to find out. Ash's cousin
- 4 **After you read** Choose and write the correct words to complete the summary.

girl parents cousin house police

Lois thinks there's a burglar in Ash's (1) house. Bo watches the burglar. The girls call the (2) police. The burglar sees Bo. Ash and his (3) parents come home. They find Bo, the burglar and Lottie and Lois in the house. The burglar isn't a boy, it's a (4) girl. She's Ash's (5) cousin.

- 5 Act out the story.

## Objectives

- **Lesson aims:** to listen to/watch a story
- **Target language:** revision of shops vocabulary; *burglar, downstairs, escalator, in trouble, phone case, upstairs, weird*

## Materials

- a ball
- sheets of A4 paper, enough for each student
- coloured pencils
- Resource 77

## Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Basketball technique; Thumbs up/down technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Using the Basketball technique, ask ss to say one job each from Lesson 1.

## Presentation

- Explain that in this lesson ss will listen to or watch a story.

## Practice

### Pupil's Book

#### 1 Before you read Can you find any jobs in the story?

- Refer ss to page 49.

#### 2 4.2 Watch or listen and read.

- Pre-teach *burglar, weird* and *in trouble*. Write the words on the board and tell ss they are in the story. To explain the meanings, point to the mask in the story and say *Burglars don't want people to see their face. They go into houses or shops and take things that are not theirs.* Explain that *weird* means very strange, or translate it. Explain that when you are *in trouble*, you need help, like Luke and Jake in the canoeing story.
- Play the audio or the animation.
- Check comprehension: *Is Ash at home? (No, he is out.), Why does Bo go into Ash's house? (Lois and Lottie think there's a burglar inside.), What happens to Bo and why is he in trouble? (He is stuck in the curtains with the burglar.), Is it a burglar? (no).*

## Diversity

### Challenge

- Before ss open their books, tell them the title of the story and where it takes place. Ss predict what might happen.

### Support

- Pre-teach other words that ss might have problems with.

#### 3 Who's Alesha? Go to page 131 to find out.

- Ss discuss in pairs.
- Elicit ss' ideas using the Thumbs up/down technique. Ask *Is it Ash's big sister? aunt? cousin? Why do you think that?* Don't confirm the answer until ss do the next activity.

#### 4 After you read Choose and write the correct words to complete the summary.

- Ss work individually to complete the activity. Ask for answers using the Basketball technique.

#### 5 Act out the story.

- Divide ss into groups of five. Allocate a role to each student (Lois, Lottie, Ash, Bo and the burglar/Alesha).
- Ss act out the story in groups.
- Ss can write their part of the dialogue in their notebooks first, as preparation.

## Extra activity TPR

- Ss listen to the story and mime their part, in the same roles. Ss work out the appropriate gestures and facial expressions.

## Extra activity Communication

- Ss work together to draw the next two story frames in pairs, with speech bubbles.

## Activity Book

#### 1 After you read Look, read and match. Then circle. Who says what?

- Refer ss to page 50 and 51 of the Pupil's Book.
- Give ss one minute to complete the activity individually. Have ss check and compare their answers with a partner.

**Answer key** 2 He's upstairs! (Lottie), 3 He's wearing jeans and a yellow jacket. (Bo), 4 That isn't a burglar. That's Alesha! (Ash)

#### 2 Tick the jobs you can see in Picture 1 of the story.

- Refer ss to page 50 of the Pupil's Book to look at Picture 1.
- Ss complete the activity individually. Ss compare ideas with a partner.
- Ask for answers using the Basketball technique.

**Answer key** mechanic, bus driver, firefighter

#### 3 Circle the correct word.

- Refer ss to page 50 and 51 of the Pupil's Book.
- Ss complete the activity individually.

**Answer key** 2 mechanic, 3 milk, 4 girl, 5 Alesha, 6 cousin

#### 4 Values What do you think? Read and circle.

- Ss write and then compare answers with a partner.

**Answer key** friends and neighbours


#### Extra activity Critical thinking

- Have a class discussion about neighbourhood watch organisations. Ask *Why did Lois and Lottie think that Alesha was a burglar? Is it good to check and look out for people we don't know in our neighbourhoods? Why/Why not?*

#### Extra activity Fast finishers

- Ss find shopping words in the story and write them in their notebooks.

### Finishing the lesson

-  Ask what they think happens next or why Alesha is home alone. Finally, ask ss to tell you what new words they have learned today.

## How to work with stories

### Stage 1 – Before listening to the story

First, talk to ss about the characters appearing in the story and about the places in which they appear. Ask ss what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise all ideas, but do not correct them and do not explain too much. (In a moment ss will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, ss will understand the story as a whole, then they will remember the vocabulary used in the story.

### Stage 2 – Listening to the story

At this stage remember to encourage ss to compare their previous ideas with what actually happened in the story. Play the recorded story and ask ss 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 ss a few questions about it to make sure that they understood what happened. When answering, ss additionally practise and consolidate the previously introduced language material.

### Stage 4 – Acting out

After having listened to the story a few times your ss should be ready to act it out. Ss 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 ss to repeat them each time.

Next, you may divide ss 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, ss quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

### Suggested exercises

- Ask ss to draw a scene from the story they have heard.
- Ask ss to invent another ending for the story they have heard.
- Ss draw their favourite character.
- Talk to ss about what the characters learnt.
- Ask ss about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Ss should provide the name of the character who says the lines.

### CLIL Link

In Unit 4, the story is based around the concept of families and their many different members from the Social Science curriculum.

Lottie and Lois see someone in Ash's house while he and his parents are away, and they think it could be a burglar. They send Bo to check who the person is, and when Bo says that the person is taking the car keys, they decide to call the police. Bo gets tangled in the curtains and makes a mess out of Ash's living room. He uses the curtains to trap the supposed burglar, but when Ash and his parents arrive they reveal that the 'intruder' is actually Alesha, Ash's cousin.

To explore the concept of families and their many different members further, you can use Resource 77.



## Objectives

- **Lesson aims:** to learn and use the Present continuous
- **Target language:** *I'm (watching Ash's house). They aren't (playing cards). Are you (wearing a green jacket)? Yes, I am. / No, I'm not.*

## Materials

- Resource 13A

## Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are (GSE 30).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures (GSE 30).

## Assessment for Learning

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

## Starting the lesson

- Ask ss what they remember from the story in Lesson 2. Prompt with questions: *Where were Ash and his parents? Why did Bo go into Ash's house? How did Bo get into trouble?*

## Presentation

- Explain that in this lesson ss will learn to use the Present continuous to talk about what is happening around them or in a picture.

## Practice

### Pupil's Book

- 1 **Look back!** Tick (✓) the sentence in this picture.
  - Refer ss to pages 50 and 51.
- 2 **4.3 Listen and repeat.**
  - Play the audio.
  - Focus on the pronunciation, with emphasis on the contractions and the rising intonation for the questions, and the falling intonation for the answers.
- 3 **4.4 Listen. Who is the presenter talking about? Say the numbers.**
  - Ss work in pairs to complete the activity.
  - Play the audio. Ss can point and say the numbers.

**Woman 1:** Hello and welcome to the Barhaven Job Fair! This is Radio Barhaven, and we are finding out all about these jobs!

**Woman 1:** Hello! What's your name?

**Man 1:** My name's Sam.

**Woman 1:** And what are you doing, Sam?

**Man 1:** I'm cooking.

**Woman 1:** Great! Thanks, Sam!

**Woman 1:** How about you? What are you doing?

**Woman 2:** Well, I'm looking after this dog. It's ill.

**Woman 1:** Oh dear! Get well soon, doggy!

**Woman 1:** How about you? I can hear what you're doing!

**Man 2:** Yes, we're playing the violin!

**Woman 1:** The music sounds fantastic.

**Woman 1:** And how about you? What are you doing? Are you singing?

**Man 3:** No, we aren't! We're acting! "To be or not to be!"

**Woman 1:** Great! Now, look at those people. What are they doing? They're wearing black and white ... they're standing by the tables ... they aren't eating ... ah, I see! They're serving drinks. Time for a coffee!

## 4 Play a True and False game.

- Draw ss' attention to the examples.

## Diversity

### Challenge

- Tell ss that they should say a question and a positive or negative sentence each, for the verbs in 4.

### Support

- Ss match the verbs in the box with the things in the pictures. Explain any that aren't clear.

## Extra activity TPR

- Ask ss to play *Charades* in small groups. In turns, they should mime the actions in the box in 4 for the others to guess.

## 5 Student A: Activity Book, page 124.

### Student B: Activity Book, page 129.

- Ask ss to turn to the correct page in the Activity Books. Ss can sit opposite each other or back to back.

## Activity Book

### 1 4.5 What are they doing on Activity Day? Listen and write a letter.

**Boy:** Hi, Tracy! What are you doing?

**Girl:** Hi, Paul! I'm looking at some photos.

**Boy:** Can you show me?

**Girl:** Yes, sure! Look ... This is 'Activity Day' at school. We're doing different things.

**Boy:** That sounds cool! Who's that boy in white?

**Girl:** He's Daniel. He's one of my best friends. He's making cupcakes. He's really good. He wants to be a chef.

**Boy:** It looks delicious!

**Girl:** Look at David and Emilia! They are in Year 4.

**Boy:** Aha ...

**Girl:** They love sports.

**Boy:** Are they playing football?

**Girl:** No, they aren't. They are playing tennis. They play three times a week at school.

**Boy:** What about this girl? What is she doing?

**Girl:** Well ... She's Chloe and she's having lunch in the canteen! Can't you see it? She's having a sandwich, an apple and a drink!

**Boy:** Oh, I see ...

And who's the girl flying that kite?

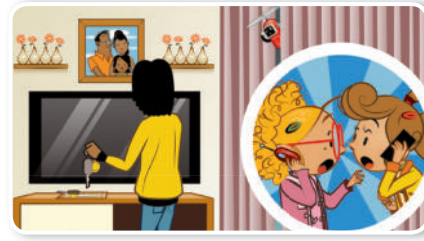
**Girl:** But Paul ... That girl is me! And I'm not flying a kite! I'm taking photos of those beautiful kites!

**Boy:** Oops ...

**Answer key** Tracy c, David and Emilia f, Chloe e

1 Look back! Tick (✓) the sentence in this picture.

- 1 What are you doing?
- 2 He's opening the door!
- 3 He's picking up the car keys!



2 Listen and repeat.

I'm **watching** Ash's house.  
 They **aren't playing** cards.  
 Are you **wearing** a green jacket?  
 Yes, I **am**. / No, I'm **not**.

3 Listen. Who is the presenter talking about? Say the numbers. 4, 2, 3, 5, 1



4 Play a True and False game.

cook sing play the violin look after a dog serve drinks  
 look after a person grow vegetables act study Science

What are the musicians doing?

They're serving drinks.

False! They are playing the violin.

5 Student A: Activity Book, page 124. Student B: Activity Book, page 129.

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2 Look at Activity 1 and complete the questions and answers.

- Ss complete the activity individually.
- Answer key** 2 Is, No, he isn't.; 3 Are, Yes, are.; 4 Is, No, isn't.; 5 Is, Yes, is.

3 Look at Activity 1 and 2 again. Then write.

**Answer key** 2 playing football, playing tennis; 3 playing tennis; 4 having cupcakes, having a sandwich, an apple and a drink; 5 is taking photos of kites

4 In pairs, mime an action and guess.

- Ask ss to perform for the class using the Lollipop stick technique.

### Finishing the lesson

- Ask Do you understand when we use the Present continuous?

### Objectives

- **Lesson aims:** to learn and use vocabulary connected to school rules; to learn and use *must/mustn't*; to learn and sing a song
- **Target language:** *put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*

### Materials

- a ball
- eight cards with phrases written on each one: *put litter in the bin, drop litter, follow the rules, break the rules, shout in class, be quiet in class, arrive on time, be late*
- Resources 4B, 13B, 22 and 31

### Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can sing a basic song from memory (GSE 22).

### Assessment for Learning

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

### Starting the lesson

- Ask *Where do people have to follow the rules?* and elicit answers. Accept all reasonable suggestions.

### Presentation

- Explain that in this lesson ss will learn and use vocabulary connected to school rules and they will learn to talk about what they must and mustn't do. They will also sing a song.

### Practice

#### Pupil's Book

- 1 **4.6 Listen, point and repeat.**
  - Play the audio. Ss work individually.
  - Consolidate the meanings of the vocabulary with these definitions. Ss call out the phrase.  
*This is when you do what a teacher says. (follow the rules)*  
*This is when you DON'T do what a teacher says. (break the rules)*  
*This is the opposite of drop rubbish on the floor. (put litter in the bin)*  
*This is another way of saying you come to school before school starts. (arrive on time)*  
*This is the opposite of put litter in the bin. (drop litter)*

*This is when you do this in class (shout this option). (shout in class)*

*This is when you come to school after (say a time after the school day starts). (be late)*

*This is when you are like this in class (mime saying nothing). (be quiet in class)*

- Ss practise pronunciation of the phrases with a partner. They say these in random order and their partner gives the correct number.
- **Extension** Play *Board race* with the new words.

### Extra activity Critical thinking

- Ss work in pairs and write a sentence for each new vocabulary item. They swap sentences with other pairs.

### 2 4.7 & 4.8 Listen and sing.

- Ss look at the pictures and say what they can see (*a bus, a bus driver, a pupil*).
- Play the song and have ss listen only this time.
- Read out the song one line at a time and have ss repeat.
- Play the song again and encourage ss to join in.
- **4.8** Play the karaoke version of the song again and encourage ss to sing.

### 3 Look at the song again. Where are they? How do you know?

- Elicit answers using the Lollipop stick technique.

### 4 4.9 Listen and repeat.

- Play the audio.
- Tell ss *must* means you need to do something such as a rule. Have ss find *must* and *mustn't* in the song.
- Ask *What mustn't you do at school?*

### 5 Write the correct word.

- Ss work and check their answers in pairs.

### 6 Write two crazy rules and two real rules for your school. Swap with your partner. Can you find the real rules?

- Place ss in pairs. Point out any posters with school rules.
- Ask ss for answers with reasons why/why not. Use the Basketball technique.

### Diversity

#### Challenge

- Ss complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion *What must/mustn't you do at school? Why/Why not?*

#### Support

- Ss brainstorm ideas as a class. Write ss' ideas on the board before they complete the activity.

### Extra activity TPR

- Place the word cards around the room. Read out the definitions from the teacher's notes for 1 again. Ask different ss to find the correct cards.

1 4.6 Listen, point and repeat.



put litter in the bin



drop litter



follow the rules



break the rules



shout in class



be quiet in class



arrive on time



be late

2 4.7 4.8 Listen and sing.

What's the bus driver saying to you?

'You must buy your ticket  
And you mustn't drop any litter!  
Where are you? Where are you?'

What's the police officer saying to you?

'You must put your litter in the bin  
And follow the rules when  
you're playing here!  
Where are you? Where are you?'



What's the dinner lady saying to you?

'You mustn't shout, you mustn't be late  
When you come to eat every day!  
Where are you? Where are you?'

What's the teacher saying to you?

'Quiet, please! You must be quiet  
When you're learning Science!  
Where are you? Where are you?'



3 Look at the song again. Where are they? How do you know?

4 4.9 Listen and repeat.

You **must** be quiet in class.

You **mustn't** break the rules  
at school.

5 Write the correct word.

- You mustn't drop litter in the playground.
- You must arrive on time to take the bus to school.
- You mustn't play with fire.
- You must be quiet in the cinema.

6 Write two crazy rules and two real rules for your school. Swap with your partner. Can you find the real rules?

*You must wear a pink hat. You mustn't shout in class.*

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### Activity Book

1 Look and complete.

- Ss work individually, then check answers in pairs.

**Answer key** 2 shout, 3 follow, 4 be, 5 put, 6 be quiet, 7 drop, 8 break

2 Read the song again and choose.

- Ss complete the activity individually.
- Check feedback using the Lollipop stick technique.

**Answer key** 2 mustn't, 3 put, 4 follow, 5 mustn't shout, 6 must

3 Write one rule with *must* and one with *mustn't*. Draw the signs. In pairs, compare and say all the rules.

- Ss complete the activity in pairs.
- Ss work with a different pair. They take it in turns to show their signs and say what the rule is.

### Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*

## Objectives

- **Lesson aims:** to learn about unusual jobs in the UK
- **Target language:** revision of vocabulary and grammar

## Materials

- a ball
- sheets of A3 paper, enough for each group
- coloured pencils
- Resource 58

## 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 talk about common jobs using simple language (GSE 34).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Basketball technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique; Three facts and a fib technique.
- Independent learning: Summative questions technique

## Starting the lesson

- Write *Unusual jobs* on the board. Ask *What unusual jobs can you think of?* Have ss work in pairs and elicit answers.

## Presentation

- Explain that in this lesson ss will talk about unusual jobs in different countries.

## Culture notes

- The Tower of London was founded in 1066, but the name comes from the White Tower, built in 1078. It is a historic castle but has been used for many things: a prison, an armoury, the royal mint (manufacturing money), a place to execute people, somewhere to keep exotic animals and birds, etc. Today it is a tourist attraction.
- The Queen has many residences, but she doesn't own all of them. Buckingham Palace has 775 rooms. There are 52 royal and guest bedrooms! It is 108 metres wide, 120 metres from front to back, and 24 metres high.
- 84% of British people drink tea or herbal tea every day (around 165 million cups of a day or 60.2 billion a year).

## Practice

### Pupil's Book

#### 1 Before you read Can you think of any unusual jobs in your country?

- Refer ss to page 54 and read the question. Ss discuss in pairs for one minute. Then ask for class feedback. Ss raise their hands to offer ideas.
- Have ss look at the pictures. Ask *What can you see?* and elicit answers.

#### 2 4.10 Listen and read.

- Play the audio all the way through.
- Check comprehension with questions *What happens if the ravens leave the Tower of London? (The tower isn't safe.), Is this true? (We don't know – it's a story.), What do ravens eat? (meat, fruit, cheese), Does the Queen's Piper play at the weekends? (no), Does he wear trousers? (no, a special Scottish skirt that men wear for special events like weddings, called a kilt), Why does a tea taster travel so much? (to drink and try different teas).*

#### 3 After you read Activity Book, page 48.

- Ss turn to page 48 in their Activity Books.

### Extra activity Creativity

- Ss work in pairs and use the Three facts and fib technique to test another pair's knowledge of the texts.

#### 4 Think of some unusual jobs in your country. Compare with your partner.

- Place ss in pairs for this activity.

### Diversity

#### Challenge

- Using the Basketball technique, ask ss to say a key word from the text that is connected to the theme of unusual jobs. Ss write the words in their lists.

#### Support

- Write key words from the text on the board. Have ss copy the words into their vocabulary lists. Explain meanings if necessary.

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

- Tell ss they are going to watch a video and to watch carefully.

## Project

### Make a job book.

- Divide ss into groups of four. Tell them they can think about anyone they know: a friend, neighbour, family member or famous person.
- Ss should draw pictures and answer the questions for their jobs, and each group should have different ones.
- Each group helps to make a class job book.
- **Extension** Ss talk about these jobs. Audio record their audio book on a smartphone. Ss listen.

### Extra activity TPR

- Call out different unusual jobs from the lesson. Ss mime these, e.g. *a tea taster, the Raven Master, the Queen's Piper*, etc.

### Activity Book

#### 1 Match the jobs with the pictures.

- Ss work individually, then check in pairs.

**Answer key** 1 f, 2 b d, 3 a c

# The most unusual jobs in Britain!

Let's find out about some really amazing and unusual jobs in Britain!

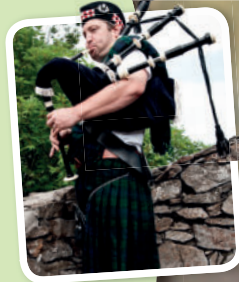
## The Raven Master

The Tower of London has six ravens. There's a story that the Tower of London is safe only if the ravens are there. So, the Raven Master looks after the ravens. He always wears a black and red uniform and a hat. In this photo, he is feeding a raven. Ravens eat meat, fruit and they love cheese!



## The Queen's Piper

The Queen's Piper must play from Monday to Friday at 9 am for about 15 minutes under Her Majesty's window when she is at Buckingham Palace, Windsor Castle or Balmoral Castle. In this picture, he is wearing a kilt.



## A professional tea tester

You must train for five years to be a professional tea tester. Then you can travel the world trying different types of teas. In the picture the tea tester is using a long spoon to try one of the 300 cups of tea she has every day!



### Fun fact

Do you know ravens are very clever? They can sometimes learn to say words!

- Before you read** Can you think of any unusual jobs in your country?
- 4.10** Listen and read.
- After you read**  
▶ Activity Book, page 48.
- Think of some unusual jobs in your country. Compare with your partner.

I'm thinking of ... He/She ...

▶ Find out more! Watch the video.

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## Project

Make a job book.

- In groups, talk about the jobs of your family. Then choose two jobs.
- Find or draw pictures of these jobs.
- Write about the jobs. Answer these questions:
  - What's the job?
  - What does the person do?
  - Where does the person work?
- Put all the jobs together to make a class job book.
- Together, choose your favourite job.

▶ Job: doctor  
A doctor must help people.  
A doctor works in a hospital.



### 2 After you read Complete the sentences.

- Ss complete the activity individually. Check answers using the Basketball technique.

Answer key 2 6, 3 15, 4 300, 5 9

### 3 Imagine you do one of the jobs in Activity 1. Write about your job. Then tell your class.

- Place ss in groups of three.
- Hand A3 paper to each group. Each student draws and writes about one of the jobs.
- Ss can present one group at a time to the whole class.

- Ask ss to give feedback to each other after completing the activity. Use the Two stars and a wish technique.

## Finishing the lesson

- Ask *What did you learn today?* and have ss raise their hands to offer answers.

## Objectives

- **Lesson aims:** to learn to call the emergency services; to practise the sound /ŋ/
- **Target language:** *What service do you need? I need an ambulance / the police / the fire brigade, please. What's your address/phone number? My address is ... My phone number is ... What's the emergency? He's got a broken leg.*

## Materials

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

## Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify a caller's name and phone number from a short, simple telephone conversation (GSE 26).
- **Speaking:** Can talk about common jobs using simple language (GSE 34). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

## Assessment for Learning

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

## Starting the lesson

- Ask which emergency services ss know and write these on the board. Ask ss what emergencies you must call these services for. Ask ss if they know the numbers to call.

## Presentation

- Explain that in this lesson ss will learn to call the emergency services in English, improve their listening skills and practise the sound /ŋ/.

## Practice

### Pupil's Book

- 1 **Who works in these places? Write the words.**
  - Refer ss to page 55. Ss discuss in pairs and then raise their hands to offer answers.
- 2 **4.11 Listen and write. What's the emergency phone number?**
  - Play the audio. Ss write the answer they believe is correct. Do not confirm answers yet.
- 3 **4.12 Listen, read and check.**
  - Play the audio.
  - Ask a volunteer to dictate the answer for you to write it on the board. Focus on the falling intonation to signal that the number has finished.

- Draw ss' attention to the *Say it!* box. Read out the sentences and have ss repeat as a class. Explain meanings if necessary.

## Extra activity Collaborative work

- Divide the class into two groups. One group is Katie; the other is the emergency call handler. Play the audio and pause after each sentence. Ss from each group repeat what they hear in unison.

## 4 In pairs, act out a call to the emergency services.

- Place ss in pairs and assign Student A and Student B. Student A is the person calling the emergency services and Student B is the emergency call handler. Then ss swap roles. Tell ss to use the dialogue in Activity 3 as a model.
- **Extension** Internet search words: *children save lives, emergency call*

## Diversity

### Challenge

- Have ss perform their dialogues to the class.

### Support

- Give ss one minute to prepare their ideas before talking in pairs.

## Pronunciation

### 5 4.13 Listen and say the tongue twister.

- Write /ŋ/ on the board. Say the sound and have ss repeat. Then say *it's raining, it's getting late, he's coming* and have ss repeat.
- Play the audio. Play it again, pausing after each line, and have ss repeat. Play it a third time and have ss say the tongue twister with the audio.
- In pairs, ss say the tongue twister as fast as they can to their partner.
- **Extension** Place ss in groups of four. Ask them to find words they know that have the sound '-ing', from this lesson or anywhere, e.g. *robbing, coming, going*. Ss write a tongue twister using words with these sounds.

## Activity Book

### 1 When must you make an emergency call? Read and tick.

- Ss work individually, then check answers in pairs.
- Check answers using the Lollipop stick technique.

**Answer key** my sister can't move; my granny's leg is hurt; there's a burglar in my neighbour's house

### 2 4.14 Listen and complete for Tom.

- Ss work individually.

**Woman:** Hello, 999 emergency services. What service do you need?

**Boy:** I need an ambulance, please.

**Woman:** OK, what's your name?

**Boy:** Tom Blade.

**Woman:** Could you spell it, please?

**Boy:** Yes ... Tom, T-O-M, Blade, B-L-A-D-E.

**Woman:** What's your address?

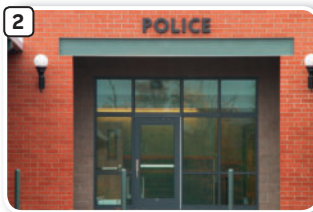
**Boy:** 16 Park Road.

**Woman:** And your phone number?

1 Who works in these places? Write the words.



ambulance driver



police officer



firefighter

2 Listen and write. What's the emergency phone number? 999

3 Listen, read and check.

Hello, 999 emergency services. What service do you need?

OK, what's your name?

What's your address?

And your phone number?

Thanks. What's the emergency?

The ambulance is on its way to you.

I need an ambulance, please.

Katie Prince.

4 Orchard Road.

My phone number is 7933 473823.

It's my little brother. He's got a broken leg. He's crying.

Thank you!

**Say it!**

I need an ambulance, please.  
My address is ...  
My phone number is ...  
He's got a broken leg.

4 In pairs, act out a call to the emergency services.

My sister's got a broken arm!  
My house is on fire!  
Someone's robbing the bank!

**Pronunciation**

5 Listen and say the tongue twister.

It's snowing! Three little dogs are walking in a field.  
They're looking for their house and it's getting very late.  
But they mustn't worry, no, they mustn't worry ...  
Because their daddy is coming! He's waiting at the gate!



fifty-five 55

**Boy:** My phone number is 77 32877706.  
**Woman:** Thanks. What's the emergency?  
**Boy:** It's my little sister. She's got a broken arm. She's crying.  
**Woman:** The ambulance is on its way to you.  
**Boy:** Thank you!

**Answer key** 2 Blade, 3 16, Road, 4 32877706, 5 broken arm

3 Think about an emergency and complete the **You** column in Activity 2. In pairs, practise the emergency call.

• Ss work individually and check in pairs.

4 4.15 Colour the words with the /ŋ/ sound at the end. Then listen and check.

• Ss work individually and check in pairs.  
**Answer key** dancing, skipping, feeding, calling

**Finishing the lesson**

• Ask Do you think you can call an emergency service in English now? How? What can you remember?



## Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

## Materials

- sheets of A4 paper, enough for each student
- sheets of A3 paper, enough for each group
- Resource 40

## Global Scale of English (GSE)

- **Reading:** Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts (GSE 39). Can understand basic phrases in short, simple texts (GSE 24). Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures (GSE 31).
- **Speaking:** Can talk about common jobs using simple language (GSE 34).

## Assessment for Learning

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

## Starting the lesson

- Ask ss to find four jobs hidden in the wordsnake you write on the board *videogameanimatorforleyartistrocketengineerzoo vet.* (video game animator, foley artist, rocket engineer, zoo vet). Say *We're doing a reading lesson today.*

## Presentation

- Explain that in this lesson ss will read short texts about amazing jobs. Ask ss to predict what they think these jobs involve, using the words on the board.

## Practice

### Pupil's Book

### Reading

- 1 **Before you read** Look at the photos. What do you think these people do?
  - Refer ss to page 56. Ss discuss in pairs first. Using the Lollipop stick technique, ask ss for ideas. Accept all reasonable suggestions.

- 2 **4.16 Listen and read. Were you right?**

- Ask ss to find out if their prediction was correct. Play the audio.
- Check comprehension with questions *What must the video game animator draw first? (the people) What does a foley artist do? (make the sounds for TV and films) How is a zoo vet different from a regular vet? (She/He looks after more unusual animals.) Where do the engineers' rockets go? Why? (to the international space station, to take people there).*

### Diversity

#### Challenge

- Ask ss to write about the texts using the Three facts and a fib technique.

#### Support

- Read the texts with the whole class, or play the audio again as ss track the words. Explain meanings in L1 if necessary.

- 3 **After you read** What do you think of these jobs?

- Ss work in pairs and takes turns to give their opinions.
- Ask for feedback using the Lollipop stick technique.

- 4 **Read the sentences and circle True or False.**

- Ss complete the activity individually.
- Ask ss to check their answers in pairs.
- Read the sentences to ss.
- Have ss stand if the answer is True, and stay seated in their chairs if it is False.

### Activity Book

- 1 **After you read** What's their job? Follow the lines and write.

- Give ss one minute to complete the activity. They compare answers in pairs.

**Answer key** 2 video game animator, 3 rocket engineer, 4 zoo vet

- 2 **Answer the questions.**


- Ss complete the activity individually.

**Answer key** 2 He/She must draw the person.; 3 He/She takes care of birds, snakes, turtles, giraffes and elephants.; 4 You move a pair of gloves.; 5 He/She looks at the design.

- 3 **Imagine you're a video game animator. Draw a new game character. Then show it to the class.**

- Ss can choose to work together or individually. Say *What's the character's name? Does it have superpowers? Give it a name.*
- Walk around the class monitoring pairs/individuals.
- Ss take part in a gallery walk. Display ss work or have pairs/individuals hold their drawings up. Divide the class in two halves: artists and visitors. Visitors walk around and ask questions, and artists talk about their work. Ss change roles.

Reading

- 1 **Before you read** Look at the photos. What do you think these people do?
- 2  Listen and read. Were you right?

**I love my job!**

What do you want to do when you're older?  
Let's find out about some really amazing jobs!



**Warren** Video game animator

I'm a video game animator. I draw the people in video games. First, I draw the person. Then, I make the person move. An animator must work very slowly and carefully!

**Martina** Zoo vet

I take care of animals at the zoo. Most vets work with dogs and cats, but I see birds, snakes, turtles, giraffes and elephants! In this picture, I'm taking care of a parrot!



**Mike** Foley artist

I make sounds for TV programmes and films! When you're watching a bird on TV, you hear the bird's wings. I make those sounds in a studio! To make the sound of a bird's wings, you must move a pair of gloves. Listen! You try it!



**Alison** Rocket engineer

I build rockets. I look at a design and I put the parts of the rocket together. Our rockets take people to the International Space Station! Isn't that exciting? I love my job!



- 3 **After you read** What do you think of these jobs?

interesting boring dangerous exciting

I think the foley artist's job is very ...

- 4 **Read the sentences and circle True or False.**

- 1 Drawing people in video games is very quick. True / **False**
- 2 Martina only sees dogs and cats in her job. True / **False**
- 3 A foley artist makes music for TV programmes and films. **True** / False
- 4 Moving a pair of gloves makes a sound like a tiger. True / **False**
- 5 Alison's rockets take people into space. **True** / False


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- Elicit and put some useful language on the board, e.g. *What's your character's name? He/She/It's called ... What can it do? Tell me about the video game he/she/it is from ...*


**Extra activity Fast finishers**

- Ss help create the gallery display for the game characters. They prepare questions for each other's characters.

**Extra activity Collaborative work**

-  Ask ss to work in small groups, and give each a sheet of poster paper. Ask ss to design a story for an original video game using all their characters. They can make a storyboard or comic. Ss should present their ideas to other groups or the whole class, and ask for feedback using the Two stars and a wish technique.

**Finishing the lesson**

-  Ask *Would you like to do one of these amazing jobs? Which one? Why/Why not?* Finally, encourage ss to discuss anything they may have found difficult in the lesson. Ask *What was difficult? What did you learn?*

## Objectives

- **Lesson aims:** to understand a listening task; to talk about what job you want to do when you grow up; to write a report of a class survey
- **Target language:** revision of vocabulary and grammar

## Materials

- a ball
- sheets of A4 paper, enough for each group
- coloured pencils
- Resource 49

## Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about plans for the near future in a simple way (GSE 38).
- **Writing:** Can write a short jobs survey given prompts (GSE 40).

## Assessment for Learning

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

## Starting the lesson

- Ask ss to take it in turns to mime all the jobs they can remember from the unit so far. Write their ideas on the board.

## Presentation

- Explain that in this lesson ss will listen to people talk about their jobs and then write a report.

## Practice

### Pupil's Book

### Listening

#### 5 4.17 Listen and write.

- Ask ss to read the information before they listen so they know what to listen for.
- Play the audio.

1  
**Man:** Hi, Tessa!  
**Girl:** Hi!  
**Man:** Tell me about your job.  
**Girl:** Well, I'm an actress.  
**Man:** Really? Wow! Do you like acting?  
**Girl:** Yes, I do! I love it!

2

**Man:** And how old are you, Tessa?  
**Girl:** I'm sixteen.  
**Man:** Are you still studying at school?  
**Girl:** Yes, I am. I'm studying and working at the same time.

3

**Man:** Where are you working right now?  
**Girl:** I'm working in a theatre. I'm acting in a play.  
**Man:** What's the play?  
**Girl:** Romeo and Juliet.

4

**Man:** Do you always work in the theatre?  
**Girl:** No, sometimes I work in films and TV. I do a lot of TV work.

5

**Man:** What do you like about TV work?  
**Girl:** Well, I like TV work because it's exciting and fun.  
**Man:** Thanks very much, Tessa! Good luck with your play!  
**Girl:** Thank you!

## Diversity

### Challenge

- Ask more comprehension questions *Does Tessa like acting? (Yes, she loves it.) Is she a pupil at school? (Yes, she is.) Does she have a job? (Yes, she does.)*

### Support

- Write the questions above on the board for ss to answer.

## Speaking

### 6 Ask and answer with six partners. Complete a table.

- Check ss understand the task. Draw ss' attention to the speech bubbles and model the pronunciation.
- Refer ss to page 51 of the Activity Book for the table they write in.
- Demonstrate the activity with a small group of ss.
- Ask ss to stand up and ask and answer in pairs.
- Ss move on to ask and answer with a different partner when you give a signal.
- Ask ss to talk about their survey. Ask *Do you want to do the same jobs?* Prompt with questions, using the Basketball technique, e.g. *Who wants to work with people/animals/science/cars/ the emergency services? Why?*

## Writing

### 7 Read the report.

- Give ss a minute to read the text and find the answers.
- Check comprehension: *Why do Paula, Clara and Hugo want to be doctors? (to help people) What does a mechanic work with? (cars) What does Omer want to be? (a vet).*

## Extra activity TPR

- Using the Thumbs up/down technique, ss respond to your questions *Do you know how to write about a survey? Are you going to read the plan? Are you going to read the Writing tip?*

### 8 Write about your survey and what you want to be when you grow up.

- Read the Writing tip to ss.
- Read the plan to ss. Ss turn to their Activity Books.

## Listening

5   Listen and write.

- 1 Tessa is an actress .
- 2 She's sixteen years old.
- 3 Now working in a theatre .
- 4 Also works in films and TV .
- 5 Likes TV work because it's exciting and fun.



## Speaking

## 6 Ask and answer with six partners. Complete a table.

What do you want to be when you grow up? Why?

When I grow up, I want to be a mechanic because I like cars.

Name	Job	Why?
Andrea	mechanic	likes cars

## Writing

## 7 Read the report.

- 1 How many children want to be chefs? **two**
- 2 What does Pablo want to be? **a video game animator**

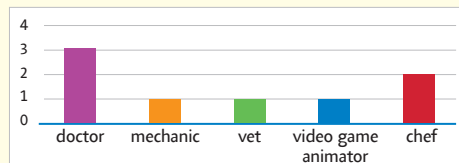
## Jobs report

By Pablo

Here are my results: Paula, Clara and Hugo want to be doctors because they want to help people. Andrea wants to be a mechanic because she likes cars.

Omer wants to be a vet because he likes animals. Jian and Sara want to be chefs because they love cooking.

When I grow up, I want to be a video game animator because I love video games.



## tip Writing

We use a new paragraph to show a new idea. How many paragraphs can you find in Pablo's report?

## 8 Write about your survey and what you want to be when you grow up.

1 Plan 

- What do your classmates want to be? Why?
- When you grow up, what do you want to be? Why?

2 Write 

Here are my results:  
 He wants to be a ...  
 because ...  
 They want to be ...  
 because ...  
 When I grow up, I want  
 to be a ... because ...

3 Check your work 


- A paragraph for each new idea?

Activity Book, page 51


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## Activity Book


## 1 Write about your survey and what you want to be when you grow up.

- Ss complete the activity individually.
- Plan: Assign five or six ss to each group. Monitor and help with ideas.
- Write: Ss work individually to complete the report. Ss draw the graph using the one in the Pupil's Book as a model.
- Check your work: Ss evaluate their own work.
-  Using the Two stars and a wish technique, ss read and check each other's work.
- Have a class vote for the best graphs.

## Extra activity Communication

-  Ss make a whole class graph on the board. Have each group assign a spokesperson to present their results. Then they work with the spokespersons from the other groups to make the class graph.

## Finishing the lesson

-  Ss write down what they achieved in their Learning diary *Today I listened to ... I made and took part in a survey about ... and I wrote a report about ...*

# Review

## Objectives

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





## Materials

- a ball
- eight word cards from Lesson 4
- sheets of A4 paper, enough for each pair of students


## Global Scale of English (GSE)

- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).


## Assessment for Learning

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


## Starting the lesson

-  Ask ss a key question about using the Present continuous *When will you need to use 'is/are doing' in English?* Accept all reasonable answers.

## Presentation






-  Explain that in this lesson ss will do revision of the unit vocabulary and then play a game.

## Extra activity TPR

-  Divide the class into two teams. Hide the word cards around the room. Call out a word/phrase and have two ss (one from each team) search for the word. The student who finds the word card thinks of a sentence with the word to win his/her team a point.

## Practice

### Pupil's Book


- 1  **In pairs, ask and answer.**
  - Refer ss to page 58. Draw ss' attention to the examples in the speech bubbles.
  -  Ss work in pairs to talk about what the job holders are doing at work.
  - Walk around the room monitoring pairs.
  -  Call out a number from 2-8 at random and using the Lollipop stick technique ask different pairs to ask and answer.
- 2  **Tell your partner what you must and mustn't do in the park.**
  -  Assign different pairs from those in 1.
  - Ss work together to complete the activity.
  - Walk around the room monitoring pairs.

## Diversity

### Challenge

- Promote class discussion about what you must/mustn't do in parks. Ask *Why must you put litter in the bin? Why mustn't you ...?* Ask ss to suggest more rules.

### Support


-  Ss can write some ideas down in notes before talking in pairs in 2. This can be a class brainstorm or pairwork.

## Extra activity Collaborative work

- Play a memory game. A student says *I must put my rubbish in the bin*. The next student adds something *I must put my rubbish in the bin and I mustn't use my phone in class ...*, and so on.


## Challenge

### Challenge your classmates and play the game!

-  Divide the class into two teams. Monitor the game.
- Give ss two minutes to think of three extra questions.

## Activity Book



### 1 Read and circle the jobs. Then underline the rules.

- Ss work individually and check in pairs.
-  Ask different ss to read out their answers to each other in groups. Ss compare.
- Ask a student to write the answers on the board as you confirm them.

### Answer key

jobs: vets, chefs, waiters, waitresses, firefighters, police officers  
 rules: You must wear a job uniform.; You mustn't be late.; They must wash them (the teddy bears) but they mustn't feed them.; They must buy food and drinks.; They must clean the tables and put any litter in the bin.; They must wear their uniforms.; Everybody must follow their rules.

### 2 Imagine it's Jobs Day at your school. Write.

-  Ss complete the activity individually. They read each other's suggestions and check spellings with a partner.
-  Ask ss to read out a sentence from their work using the Basketball technique.

## Self-evaluation

- Ss do the activity individually.

## Extra practice

### 1 Read the riddles and write the jobs. There are four extra words.

- Ss complete the activity individually.
- Answer key** 2 actress, 3 chef, 4 bus driver

### 2 Write a riddle for one of the extra words in Activity 1.

### 3 Order the words to make sentences.

- Ss complete the activity individually.
- Answer key** 2 What are the children doing in the river?; 3 My friends aren't having lunch in the canteen.; 4 Mum is taking the car to the mechanic.; 5 Is the musician playing the piano in the theatre?

### 4 Read and write *True* or *False* for you. Then write two or more rules.

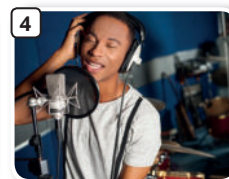
- Ss complete the activity individually.

1 In pairs, ask and answer.

cook sing drive a bus play the violin  
look after a cat act serve food grow fruit

What is the bus driver doing?

She's driving a bus.



2 Tell your partner what you must and mustn't do in the park.

### Green Park

- ✓ walk on the path
- ✓ ride bikes
- ✓ put litter in the bin
- ✗ swim in the river
- ✗ drop litter
- ✗ feed the birds

You mustn't swim in the river!

### Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

- 1 Find a plate of sandwiches. (1 point) **p. 48**
- 2 How many ravens are there the Tower of London? (1 point) **six**
- 3 What do foley artists do? (1 point) **They make sounds for TV programmes and films.**

Now think of three more questions to ask the other team.

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#### Vocabulary and Grammar reference

1 Translate the words into your language. Add more words to the list.

- Ss can work in pairs to complete the activity. Ask for feedback and write ss ideas on the board.

2 Read and complete.

- Ss work individually and check in pairs.

**Answer key** 2 isn't, 3 flying, 4 're, 5 playing, 6 am, 7 Is

#### Extra activity Fast finishers

- Ss think of more questions for the Challenge game.

#### Finishing the lesson

- Write on the board *In Unit 4 I can ... I am good at ... I am not very good at ...* . Ss copy the sentences into their notebooks and complete them with their own evaluations. Ask different ss *What will you do to practise more?*

**Next lesson** Unit 4 Test

# Get ready for...

## Objectives

- **Lesson aims:** to practise for the A1 Movers Reading and Writing Parts 1 and 3, and Listening Part 4
- **Target language:** unit vocabulary and grammar

## Materials

- sheets of A4 paper, enough for each student
- slips of paper, five for each group
- a small box or bag

## Global Scale of English (GSE)

- **Reading:** Can understand basic factual statements relating to pictures or simple texts (GSE 30).
- **Listening:** Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly (GSE 35).

## Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique
- 👥 Peer learning: pairwork; Expert envoy technique
- 📖 Independent learning: Thought-provoking questions technique

## Starting the lesson

- 👥 Ss work in groups and write jobs from the unit on slips of paper. Collect the slips and put them in a bag or box.
- Divide the class into two teams. The teams take it in turns to take a slip of paper and mime the job for their team to guess. Their team members have to guess correctly at the first try to win a point. The winning team is the one with the most points after all the slips have been used.

## Presentation

- 🎯 Explain that in this lesson ss will practise for the Movers Reading and Writing Exam in both the Pupil's Book and the Activity Book, and the Movers Listening Exam in the Pupil's Book.

## Practice

### Pupil's Book

#### A1 Movers Reading and Writing Part 1

- 1 🎯 **Look and read. Write the correct words.**
  - Tell ss that they will practise the A1 Movers Reading and Writing Part 1 exam.
  - Read out the Exam tip. Check ss understand. Ask *Why must you read carefully?*
  - Tell ss that this is a practice test and they shouldn't be nervous about completing it.
  - Ss complete the activity individually. Check answers as a class. Have ss read out the sentences and give their answers. Explain any mistakes ss have made.
  - 🗨️ Ask for feedback using the Lollipop stick technique.
  - 📖 Ask ss if they found the activity difficult and if so, why.

## Diversity

### Support

- Give ss two minutes to read the sentences silently. Tell ss to focus on the last word of each sentence. In pairs, they discuss which pictures are related to the words. For example, *hospital – an ambulance, school – teacher or dinner lady*, and so on. They can make notes in their notebooks.

### Challenge

- Give ss one minute to read the sentences silently. They underline or focus on the key words in the sentences and think about the answers.

#### A1 Movers Listening Part 4

### 2 🎧 4.18 Listen and tick (✓) the box.

- Tell ss that this is practice for the A1 Movers Listening Part 4 exam.
- Ss look at the pictures. Say the jobs and have ss point to the job. Say, e.g. *I can see a firefighter. I can see a musician. I can see a waiter.*
- Play the audio. Ss listen and tick the correct picture. Play the audio again. Ss listen and check their answers.
- 👥 Ss write definitions for the jobs in the pictures. Then put ss in pairs. They say their definitions and their partner guesses what job it is.
- **Extension** Ask ss further questions about jobs. Ask, e.g. *What do you want to be when you grow up? Why? What's the most exciting job? What's the most boring job?*

### 1

**Girl 1:** What do you want to be when you grow up, Jack?

**Boy 1:** Well, I want to help people.

**Girl 1:** So, do you want to be a doctor? Or a firefighter?

**Boy 1:** No, I want to be a police officer.

### 2

**Boy 2:** What's the most exciting job in the world?

**Girl 2:** I think being a musician is a great job.

**Boy 2:** But is it the most exciting job?

**Girl 2:** No, it isn't. I love films, so I think the most exciting job is being an actress.

## Extra activity Collaborative work

- 👥 Divide the class into groups to discuss what they liked about the unit. Write a list of things on the board to help them: opening picture, vocabulary activities, story, listening activities, culture page, English in action, review page. Ss write down what they liked best on a piece of paper and, using the Expert envoy technique, the envoy reports back to the class.

## Activity Book

#### A1 Movers Reading and Writing Part 3

### 1 **Think!** Read and complete the sentences.

- Refer ss to page 55. Tell ss that this is the A1 Movers Reading and Writing Part 3 exam.
- Ss complete the activity individually first.
- Monitor ss and help where needed.
- 🗨️ Ask for feedback using the Lollipop stick technique. Have ss read out the sentences and then give their answers.

**Answer key** 2 drinking, 3 difficult, 4 school, 5 exciting

# Get ready for...

## A1 Movers Reading and Writing Part 1

- 1 Look and read. Write the correct words.



a mechanic



an ambulance



a teacher



a dinner lady



a farmer



a firefighter

- This car is taking a person to the hospital. An ambulance
- This person is serving food in a school. a dinner lady
- This person is working in a field. a farmer
- This person is repairing a car. a mechanic
- This person is working for the fire brigade. a firefighter

### tip Exam

Before you start writing, make sure you read all the sentences carefully. Sometimes the sentences are very similar!

## A1 Movers Listening Part 4

- 2 <sup>4.18</sup> Listen and tick (✓) the box.

- 1 What does Jack want to be?

A



B



C



- 2 What's the most exciting job?

A



B



C



### tip Exam

Listen carefully to the whole dialogue. Then choose an answer.

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- 2 **Do!** **Read. Choose a word from the box. Write the correct word next to the numbers 1-6.**

- Refer ss to page 55. Tell ss that this is the A1 Movers Reading and Writing Part 3 exam.
- Ss complete the activity individually first.
- Monitor ss and help where needed.

**Answer key** 2 chef, 3 cooking, 4 dangerous, 5 listening, 6 cows

### Extra activity Fast finishers

- Ss work in pairs. One student says words related to a job and the other guesses what it is. They swap and repeat, e.g. *uniform, restaurant, café, food, drink ... (waiter)*.

## Finishing the lesson

- Ask *How did you get on in Unit 4? What did you like best? Which words were the most difficult to remember? Do you understand the grammar? What would you like to learn more about?*
- Use the Thought-provoking questions technique to ask how successful ss' learning is so far and, on a scale of 1-5, have them rate how much they enjoyed this unit.
- Congratulate ss on completing the unit.
- Ask them which song or chant they liked. Have a class vote and ss sing the winning song or chant.