



The children will:

- use critical thinking skills to identify professions.
- ask and answer questions about what people do and where they work.
- read, understand, and act out a story.
- talk about what people do at work.
- find out about people who help others.
- make a mask.

Key Vocabulary

Professions: cleaner, chef, doctor, firefighter, office worker, police officer, teacher, vet

Verbs that describe professions: catch, clean, cook, put out, take care, teach, travel

Key Grammar

- What does she do?
- She's a (doctor).
- Where does she work?
- She works in (a hospital).
- He doesn't (cook).
- Does he go (to school)?
- Yes, he does. / No, he doesn't.

Reading Skills

Story: *The Secret Life of Shelly the Chef*

Genre: superhero story

Literacy Development

- predict story content from title and pictures
- focus on the visual clues in the story
- personalize the main character's actions

Functional Language

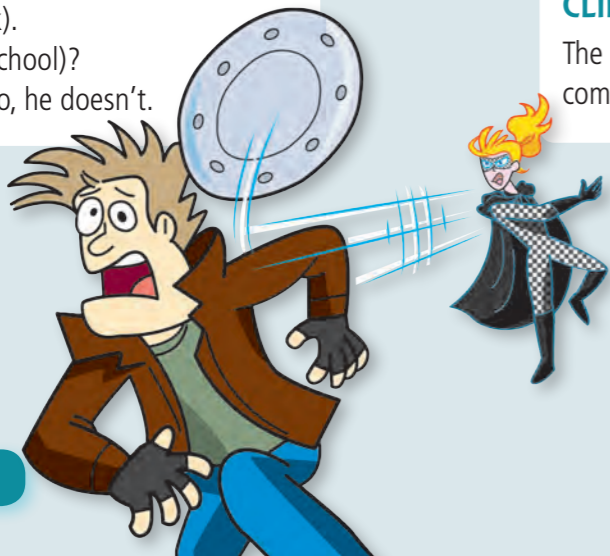
- What do you want to be?
- I want to be a superhero.

Phonics

The children practice pronunciation of *sh* sound as in *she* and *s* sound as in *super*.

CLIL: Social sciences—People who help

The children find out how people help in their community.



Competency Focus

The children will:



use critical thinking skills to identify professions. (Lesson 1)

predict the content of a story. (Lesson 3)

describe what people do at work. (Lesson 5)



apply new grammar to previously learned vocabulary. (Lesson 2)

ask and talk about what people do at work. (Lesson 6)



work in pairs to act out a dialogue. (Lesson 3)

work in groups to act out the story. (Lesson 8)



personalize their response to the story by imagining themselves as the main character. (Lesson 4)

evaluate their own progress in the chapter. (Review)



think about how people help in their community. (Lesson 7)

Digital Overview

Presentation Kit

Projectable Student Book, Activity Book, and Reader pages

- ASL Vocabulary Video 7A: Professions
- ASL Vocabulary Video 7B: Verbs that describe professions
- Oral Storytelling Video 7: *The Secret Life of Shelly the Chef*
- Interactive versions of selected SB and AB activities
- Integrated *Audio* and *Answer Key* for all activities

Teacher's Resource Center

Resources for planning, lesson delivery, and homework

- Class Planner Chapter 7
- Worksheets to print out (including notes and answers):
 - Grammar Worksheet 7A: What does she do? She's a ...
 - Grammar Worksheet 7B: He doesn't ...
 - Oral Storytelling Video Worksheet 7: *The Secret Life of Shelly the Chef*
 - CLIL Graphic Organizer 7
 - Project Template 7
 - Test Chapter 7

- Test Generator
- Literacy Handbook

Student's Resource Center

Resources for consolidation and practice at home

- Interactive Grammar 7A: What does she do? She's a ...
- Interactive Grammar 7B: He doesn't ...
- ASL Vocabulary Video 7A: Professions
- ASL Vocabulary Video 7B: Verbs that describe professions
- Oral Storytelling Video 7: *The Secret Life of Shelly the Chef*

Student's App

Vocabulary games: Professions and verbs that describe professions

Watch the Oral Storytelling Video





Vocabulary

Lesson objective: identify professions

Key vocabulary: chef, cleaner, doctor, firefighter, office worker, police officer, teacher, vet

Materials: Class CD; Reader; "Pelmanism" cards (optional)



Narrator: 3

Girl: She's a police officer. ... (Police officer.)

Yes!

Narrator: 4

Girl: He's a doctor. ... (Doctor!)

Yay!

Narrator: 5

Girl: He's a cleaner. ... (Cleaner.)

Narrator: 6

Girl: He's a chef. ... (Chef.)

Narrator: 7

Girl: She's an office worker. ... (Office worker.)

Yes!

Narrator: 8

Girl: He's a fire fighter. ... (Fire fighter.)

Hooray!

Answers

4, 1, 6, 5

7, 2, 8, 3

Optional activity: Play "Pelmanism"



Make two sets of cards for each group. You can photocopy the pictures on Student Book p. 68 and make separate cards with just the words. Divide the class into groups. They set out the cards face down. The children take turns turning over two cards to find a matching picture/word pair. They keep any pairs they find or turn the cards back over if they do not match. The child with the most pairs wins.

Warmer: Professions review

Show the children the story in the Reader for Chapter 2 (*Hilltop School for Young Detectives*). Point to the teacher, the cleaner, and the jeweler in the pictures in turn. Elicit the professions and have the children call out other professions they know.

1))) 2.12 Listen and number. Then say.

- Ask the children to open their books and look at the pictures of the people. Have them identify the professions they know. For the professions they do not know, point out clues in the picture (the clothes/uniform or other objects, e.g. the sponge and spray for cleaner, etc.). Then give them time to study the pictures of the objects.
- Play the CD and have them listen and match the pictures of the objects with the correct professions.
- Have the children check in pairs, then ask individual children to give an answer and check with the class.
- Play the CD again, pausing after each sentence. Have the children repeat and point to the correct person.

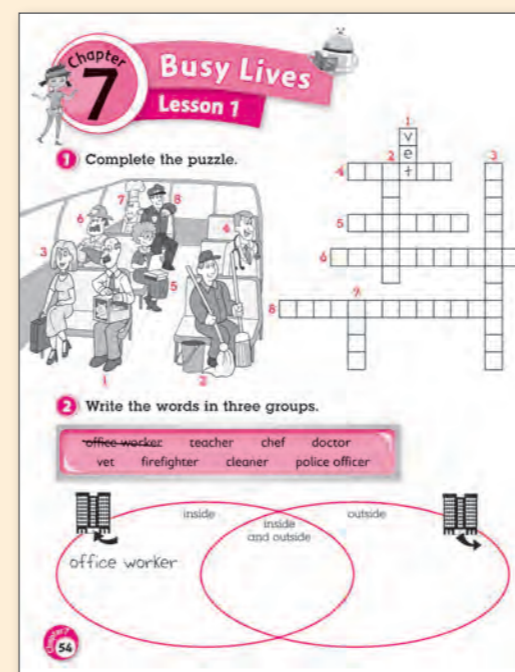
Audioscript

Narrator: 1

Girl: She's a teacher. ... (Teacher.)

Narrator: 2

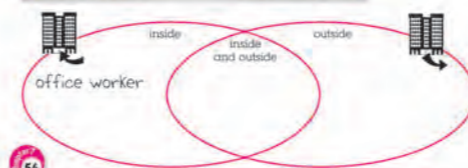
Girl: She's a vet. ... (Vet.)



1 Complete the puzzle.

2 Write the words in three groups.

office worker, teacher, chef, doctor
vet, firefighter, cleaner, police officer



1 Complete the puzzle.

Have the children look at the jobs in the pictures and complete the puzzle. Elicit answers and check with the class.

Answers

1 vet 2 cleaner 3 office worker 4 doctor 5 teacher
6 firefighter 7 chef 8 police officer

2 Write the words in three groups.

Ask the children to put the words from the box in the correct group. Elicit answers and check with the class.

Answers (suggested)

inside: office worker, cleaner, teacher, doctor, chef
inside and outside: vet, police officer
outside: firefighter

Cooler: Mime the profession

Mime a profession, e.g. firefighter, to elicit *You're a firefighter*. Invite children to mime a profession for the class to guess. With bigger classes, have them mime in groups.

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to identify the professions by using visual clues and processing the written and spoken forms.

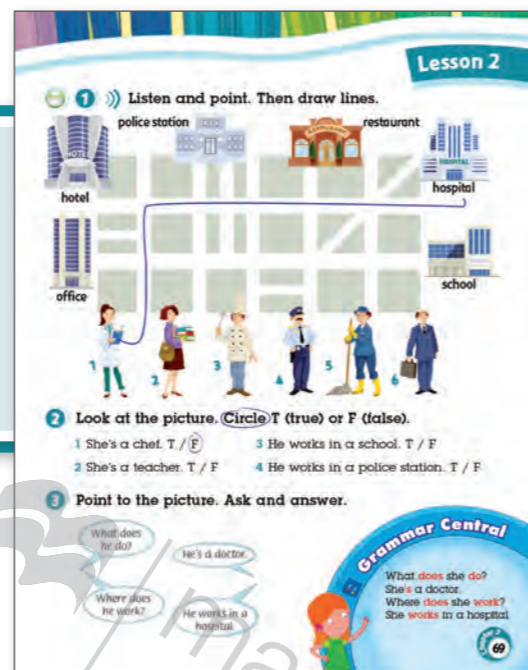


Grammar

Lesson objectives: ask and answer questions about what people do and where they work

Key grammar: *What does she do? She's a (doctor). Where does she work? She works in (a hospital).*

Materials: Class CD; Grammar Worksheet 7A [TRC printout] (optional); wordcards (Cooler)



He's a police officer. He works in a police station. Here.

She's a cleaner.

Man: Where does she work?

Girl: Umm ... she works in a hotel. Here. Look.

He's an office worker. He works in an office.

Man: That's right.

Answers

1 hospital 2 school 3 restaurant 4 police station 5 hotel
6 office

Grammar Central

What does she do? ...

Have the children read the question and answers. Point out the *-s* in *She works in a hospital*. Then explain that we use *does* in questions with *he/she* and that the final *-s* is not used: *Where does she work?* Have the children practice in pairs.

See also the **Grammar Reference** sections in the Student Book (pp. 101–2) and Activity Book (p. 102) for further explanation and practice.

AB Answers Activity 1: 1 What does he do? 2 He isn't a teacher. 3 Where does he work? 4 He works in a school. 5 He works in the kitchen. He's a chef.

2 Look at the picture. Circle T (true) or F (false).

- Tell the children that the sentences refer to the people in Activity 1. Read the example and elicit the correct profession. (*She's a doctor.*)

Warmer: Multiple miming

Invite three children to the front and allocate a different profession each from Lesson 1. Then say *One, two, three and mime!* The children mime their profession. Then say *Freeze!* The class work in pairs/small groups to identify each person's profession.

1))) 2.13 Listen and point. Then draw lines.

- Ask the children to look at the pictures and identify the places and professions.
- Play the CD and have them listen and draw lines to match each person to the place they work in.
- Play the CD again for them to check. Elicit answers and check with the class.
- Divide the class into pairs. Have them take turns saying a place, e.g. *Hospital!*, for their friend to say the corresponding profession, e.g. *Doctor!*

Audioscript

Man: What does she do?

Girl: She's a doctor.

Man: Where does she work?

Girl: Um ... She works in a hospital. Look! Here's the hospital.

She's a teacher. She works in a school. Here's the school.
He's a chef.

Man: Yes. Where does he work?

Girl: He works in a restaurant. This is the restaurant.

2 Complete.

Tell the children to complete the questions and answers about Larry and Donna, using the information in Activity 1. Elicit answers and check with the class.

Answers

1 What does; He's; does he; office. 2 does, do; a chef; Where, work; works in

- The children read the sentences and choose true or false. Have them compare with a friend before you check as a class. Have children correct the false statements.

Answers

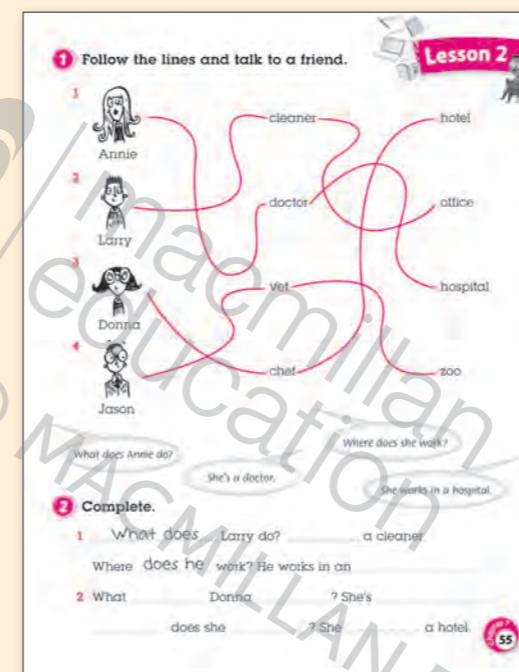
1 F 2 T 3 F 4 T

3 Point to the picture. Ask and answer.

- Invite two children to demonstrate the example.
- Divide the class into pairs. Have them take turns pointing to a person in Activity 1 and asking *What does he/she do? Where does he/she work?* for their friend to answer. Monitor and check that they use *he/she* and *work/works* correctly.

Optional activity: Guess the profession

Divide the class into groups. They take turns to write a profession, keeping it secret. The group ask each child in turn *Do you work in a ...?* When the child answers *Yes, I do.*, they name his/her profession.



1 Follow the lines and talk to a friend.

Demonstrate the example with a child. Have the children ask and answer questions in pairs about the people pictured, following the lines to find out the information to give.

Cooler: Police line-up

Prepare wordcards using the professions in Activity 1 (or reuse the cards you made for "Pelmanism" in Lesson 1). Invite three children to stand at the front. Give each a card and have them say, e.g. *I'm a chef!* Ask the class to say where each child works, e.g. *In a restaurant.*

Competency Focus

Learn

By identifying people's professions and where they work in a different context with new grammatical structures, the children demonstrate their understanding of previously acquired vocabulary from Lesson 1.

Presentation Kit • Use the arrow in the *Audio* pop-up window to see the Audioscript for SB Activity 1.

• **TIP** The interactive activities in the SB and AB can be done again and again, giving different children the chance to participate. Choose *Reset* within *Answer Key* to clear the answers.

Teacher's Resource Center • For extra grammar practice, print out Grammar Worksheet 7A.

Student's Resource Center • The children can use Interactive Grammar 7A at home.

Reading: Story Extract

Lesson objectives: say what you want to be; use the title and pictures to predict story content; read the extract from *The Secret Life of Shelly the Chef* (start)

Functional language: *What do you want to be? I want to be a superhero.*

Secondary language: *cape, mask, news, puts out fires, rescues, superhero*

Materials: Class CD

Lesson 3
Tell Me a Story

1 Listen and read. Then act out.

2 Look at the story and think. What's it about?

3 Listen and read. Where does Shelly work?

4 Check (✓) the jobs in the story.
a teacher
a chef
a vet
a doctor

Warmer: Superhero

Have a class vote to choose the most popular superhero. Ask children to say why they like the particular character. (They might need to use L1.)

Functional language

1))) 2.14 Listen and read. Then act out.

- Have the children look at the book cover Tom is holding. Ask *What does Shelly do?* (*She's a chef.*)
- Play the CD and have the children listen and read along. Ask *What does Tom want to be?* (*a superhero*)
- Play the CD again, pausing for them to repeat.
- Choose two children to act out the dialogue for the class. Then divide your class into pairs and have them act out the dialogue. They can replace superhero with a profession.

Before reading

2 Look at the story and think. What's it about?

- Ask the children to look quickly at the picture and find the chefs. Then read the title. Ask *What's the story about?* Elicit ideas.

3))) 2.15 Listen and read. Where does Shelly work?

- Play the CD and have the children listen and read along.
- Then ask *Who's Shelly?* and have the children point to Shelly in their books. Ask *Where does she work?* Have the children write the answer and check with the class.
- Play the CD again, pausing to ask comprehension questions, e.g. *What does Shelly do every day?* (*She is a chef.*) *Who's the man with the mustache?* (*the owner*) *Who's the superhero? What does she do?* (They might need to use L1.)

Answer

She works in a restaurant/at Antonio's Pizza Restaurant.

4 Check (✓) the jobs in the story.

- Have the class read out the list of jobs/professions. They check the ones that appear in the extract.
- Elicit answers and check with the class. Ask *How many chefs are there?* (*two*)

Answers

a chef

Optional activity: Shelly's weekend

Brainstorm things the children do on the weekend, e.g. *eat breakfast, play soccer, etc.* Then divide your class into pairs and have them write four things Shelly does. Have them compare with another pair by saying, e.g. *Shelly gets up late. She eats breakfast.*

Lesson 3
Tell Me a Story

1 Choose a job and complete. Then act out.

What do you want to be, *Tom*?
I want to be a _____.

2 Read the story in your Student Book. Circle T (true) or F (false).

1 Shelly's a chef.	T / F
2 She works in a hotel.	T / F
3 She goes to bed early.	T / F
4 The superhero is a man.	T / F
5 The superhero puts out fires.	T / F

3 What happens next? Choose and check (✓).

1 Choose a job and complete. Then act out.

Tell the children to complete the sentence so that it is true for them. Then have them act out the dialogue in pairs. Ask pairs to act out for the class.

Answers

Children's own answers.

2 Read the story in your Student Book. Circle T (true) or F (false).

Have the children read the sentences, look at the story extract, and choose true or false. Elicit answers and check with the class. Ask children to correct the false sentences.

Answers

1 T 2 F 3 F 4 F 5 T

3 What happens next? Choose and check (✓).

Ask the children to imagine what happens next in the story. Tell them to choose one of the three pictures. Ask children to share their ideas with the class.

Answers

Children's own answers.

Cooler: What do you want to be?

Have the children choose their favorite job from Lesson 1. Write on the board *What do you want to be? I want to be a(n) ...* Have them mingle, asking and answering the question. They pair up/get into groups with people who have the same answer.

Competency Focus

Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue.

Think! Critical Thinking

By looking at the story artwork, the children use prediction skills to help them engage with the story.

Presentation Kit • Use *Mask* to hide the speech bubbles one by one in the SB Activity 1 dialogue. Elicit the missing text.

- Display the SB story extract and play a game to encourage the children to develop the reading skill of using picture details. Use *Stopwatch* to give the class one minute to look at the pictures. The children look away while you use *Mask* to cover up a detail in a picture. Elicit the detail. Repeat with different details.

Lesson objective: read and understand the superhero story

The Secret Life of Shelly the Chef in the Reader

Materials: Class CD; Reader; Oral Storytelling Video Worksheet 7 [TRC printout] (optional)



Warmer: Recap extract

Have the children remember Shelly's name and where she works. Ask children to recall what happens in the extract. (e.g. *She rescues animals and puts out fires.*)

Story Summary

Shelly, a chef in a pizzeria, is secretly a superhero. She is good at climbing and can put out fires. When a thief in the restaurant steals a woman's purse, Shelly uses her superhero powers to catch him. When she returns to the busy restaurant, everyone realizes that she is really the superhero!

Value: the importance of having different skills

2.16 While reading

- Have the children look at *The Secret Life of Shelly the Chef* in their Reader and identify other characters. Pre-teach *thief* and *catch thieves*.
- Play the CD and have the children listen and read along.
- Ask the children to say three things that Shelly does. (*She rescues animals, catches thieves, and cooks fantastic pizza.*)
- Play the CD again, pausing to ask comprehension questions, e.g. *Who robs the bank? (a thief) Can Shelly catch him? (No, she can't.) Why is she surprised? (because the thief is in the restaurant) Can she catch the thief now? (yes) What does she do after she catches the thief? (returns to work/the restaurant)*

After reading: Reflect

- Ask *What does Shelly do at the restaurant?* Elicit ideas. (e.g. *she cooks, cleans, cuts onions, makes pizza*) Point out that in many professions you have to be good at different things. (They might need to use L1.)

Optional activity: We're superheroes!

List the things Shelly can do on the board, e.g. *Can: climb trees, put out fires, etc.* Then ask the children to be superheroes. In pairs, they take turns saying and acting out what they can do, e.g. *I can put out fires.*

Story Time

Encouraging comments

The children might make comments about characters or things happening in the story. Take this opportunity to encourage them and rephrase their comments in English to extend their language.

Reading Strategy

Story Sequence

By using the Story Sequence strategy, children put their critical and visual literacy skills into practice. They think about the logical order of events by looking at pictures from the story.

For additional explanation and activities, see the Literacy Handbook on Teacher's Resource Center.

Cooler: True or false?

Have the children look through the story in their Reader and write a true and a false sentence. Divide the class into small groups. The children take turns to read a sentence. The group decides if it is true or false and explains why.

Presentation Kit • Display the Reader on the board. Use *Spotlight* to highlight Picture 7. Elicit what happened before and after this. Repeat with Pictures 10 and 15.

• Watch Oral Storytelling Video 7 together before you do the After reading: Reflect activity.

• **Teacher's Resource Center** • Print out Oral Storytelling Video Worksheet 7 to help you get the most out of the video.

• **Student's Resource Center** • The children can watch Oral Storytelling Video 7 at home with their family.

Reading Comprehension and Critical Literacy

Lesson objectives: focus on the visual clues in a story; personalize the main character's actions

Materials: Class CD; Reader; numbers between 0–100 on pieces of paper (optional); Oral Storytelling Video Worksheet 7 [TRC printout] (optional)

Note: Please ensure that your class has read the Reader story before you do this lesson.

2 What does Shelly do when she's a chef or a superhero? Circle C (chef) or S (superhero).

- Do the first sentence as an example with the class. Ask them to find the corresponding part in the story.
- Give them time to read the rest of the sentences and refer to the story to circle C or S. Have them compare answers with a friend before checking as a class.

Answers

1 S 2 S 3 C 4 C 5 S

3 What are you good at? Check (✓) your superhero job.

- Tell the children to imagine they are superheroes. Ask *Are you good at rescuing animals/putting out fires/catching thieves?* Invite the class to call out *yes* or *no*.
- Have the children check their superhero job. Elicit their superhero jobs and what else they are good at.

Answers

Children's own answers.

4 Talk about the story.

- Ask the children if they liked the story. Do a class vote, asking them to raise their hands for *yes* or *no*. Encourage them to give reasons why/why not. (They may need L1.)
- Have a child read Libby's question. Elicit answers. (e.g. *Superman—reporter*)
- Discuss the theme of the story. Use simple prompt questions to guide the children to understanding, e.g. *Is she brave? (yes) Does she always succeed? (no) Does she always try to help? (yes)* (You might need to use L1.)

Warmer: Exclamations

Write the following exclamations in jumbled order: *Wow!, Help, help!, Hey!, Ouch!, Ha!, OK, OK, I'm here!* Divide the class into pairs. Have them find the exclamations in their Reader and say them in order. Check intonation.

1))) 2.16 Read the story in your Reader.

- Have the children read the story. (Alternatively, play the CD and have them read along.) Ask *Why are the people surprised in the last picture?* (They realize that Shelly is the superhero.) Ask *How does Shelly feel?* Elicit their answers. (They might need to use L1.)

I Can Read!

Have the children look at the pictures of the story again. Ask *How do we know Shelly is the superhero?* Elicit the visual clues from the class. (They might need to use L1.)

Answer

She's wearing checked pants. The superhero has long blond hair and blue eyes like Shelly. In picture 10, she's putting on her mask. In picture 16, Shelly is still wearing her mask.

Optional activity: A pizza for table 12!

Write some numbers from 0–100 on a piece of paper (one for each child). Distribute the numbers randomly. Write on the board *A tomato pizza for table ...!* Invite a "waiter" and a "restaurant owner" to the front. Prompt a third child to say *A pizza, please!* The "waiter" serves the "pizza" on a "tray" and the owner says *A tomato pizza for table (56)!*, using the number written on the third child's paper. Repeat with different children.

1 Check (✓) the facts about Shelly the Superhero.

Have the children check the information that is true about Shelly. Allow them to look back to the story if they need to. Elicit answers and check with the class.

Answers

✓ by: 1 a mask, a cape, boots 2 rescues animals, catches thieves, cooks pizza 3 climbing, running, cooking

2 Find in the story and write the frame number.

The children practice the **I Can Read!** feature by finding the pictures in the story and writing the frame numbers in the boxes. Elicit answers and check with the class.

Answers

10, 12, 16

3 What do you think about this story? Choose and check (✓).

Have the children choose the description they agree with. Ask children to say what they think of the story and why.

Answers

Children's own answers.

Cooler: A superhero portrait

Say *You are superheroes!* Have the children draw a picture of themselves doing something heroic. Have them write a superhero name and a caption. Set a time limit and monitor. Have them show their pictures in small groups.

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the story and compare themselves to the main character.

Presentation Kit • Display the Reader story. Ask children to use *Spotlight* to find the superhero in different pictures and act out the superhero's part for the class.

- **TIP** Use the forward and backward arrows in the Navigation Pane to navigate to previous or later lessons. Within *Hotspots*, use the arrows to navigate through the activities.
- If you haven't already, show Oral Storytelling Video 7.

Teacher's Resource Center • If you haven't already, print out Oral Storytelling Video Worksheet 7 to do the support activities.

Vocabulary, Song, and Phonics

Lesson objectives: talk about what people do at work; practice the *sh* and *s* sounds

Key vocabulary: catch, clean, cook, put out, take care, teach, travel

Secondary language: restaurant, take care of, thieves

Materials: Class CD; pictures for Key vocabulary (Warmer)

Lesson 5 **Song**

1 Listen and number. Then sing.

Shelly's a Superchef!
Shelly's a superchef!
What does she do?
She **cooks** in a restaurant,
She **cleans** the kitchen, too.

A firefighter **puts out** fires.
A doctor **takes care** of you.
A vet takes care of animals,
Shelly does that, too.

School children **travel** by bus.
A teacher **teaches** you.
A police officer **catches** thieves,
Shelly does that, too.

2 Talk to a friend.
What does a vet do? A vet takes care of animals.

3 Listen and say the chant.
Shelly is a chef, she's a superchef!

Warmer: Work mimes

Pre-teach the vocabulary using pictures or mimes. Say the words in random order for the class to mime.

1))) 2.17 Listen and number. Then sing.

- Ask the children to look at the pictures and study the words in red. Read the title and ask *Is Shelly a superchef or a superhero? (both)*
- Play the CD and have the children listen and match the words to the pictures, writing the numbers. Choose individual children to say a word and the number of the picture.
- Play the CD again and have the class sing along.
- Sing the song again as a class, miming each verb/action.

Answers

cooks 6, cleans 2, puts out 5, takes care 1, travel 7, teaches 3, catches 4

2 Talk to a friend.

- Ask the children to underline the professions in the song. (*superchef, firefighter, doctor, vet, teacher, police officer*) Choose two children to read the example question and answer. Point out the word order in the question and the answer.

- Then divide your class into pairs. Have them take turns asking and answering about the professions in Activity 1 using language from the lyrics. Monitor and make sure they answer with the 3rd person singular *-s/-es*.

3))) 2.18 Listen and say the chant.

- Ask the children to say what Shelly is doing in the picture. (*putting out a fire*)
- Play the CD and have the children listen to the chant.
- Play the CD again, pausing for them to repeat.
- Focus on the sounds in *chef* and *super*. Point out that their mouth is rounder when they make the *sh* sound and that it is the sound we make when we want people to be quiet. Practice the chant a few times with the class. Explain that two words can be written differently but have the same sound, as in *chef* and *Shelly*.

Optional activity: Memory test

Give the children time to study the pictures and verbs in Activity 1. Then have them cover the lyrics. They work in pairs to remember the verb for each picture. Have pairs recall the verbs for the class.

Lesson 5

1 Write the words in the correct place. Add -s or -es.

cook, put out, teach, take care of, wash, travel, wear, catch, clean

he / she ... +s he / she ... +es

cooks teaches

2 Complete using the words from Activity 1.

1 A firefighter **puts out** fires. 5 A teacher **teaches** in

2 A chef **cooks** in a restaurant. a school.

3 A doctor **takes care of** you. 6 A police officer **catches**

4 A child **travels** to school by bus. thieves.

3 Say the words. Circle sh as in Shelly. Underline s as in super.

bus, Shelly, rescue, shoe, zoo, super, she

sh s

1 Write the words in the correct place. Add -s or -es.

Have the children write the verbs in the correct place, according to the correct ending: *-s* or *-es*. Elicit answers and check with the class.

Answers

he/she ... +s: cooks, puts out, takes care of, travels, wears, cleans
he/she ... +es: teaches, washes, catches

2 Complete using the words from Activity 1.

Have the children complete the sentences using the verbs from Activity 1.

Answers

1 puts out 2 cooks 3 takes care of 4 travels 5 teaches 6 catches

3 Say the words. Circle *sh* as in *Shelly*. Underline *s* as in *super*.

Have the children say the two sounds and words before they do the task. Elicit answers and check with the class.

Answers

Circled: *sh* in *Shelly, shoe, she*
Underlined: *s* in *bus, rescue, super*

Cooler: Pronunciation practice

Write two headings on the board: *sh* and *s*. Call out words and ask individual children to write each word under the correct heading, e.g. *sh: sure, shower, short, shelf; s: pencil, science, skirt*. Then point to words for the class to say.

Competency Focus

Think! Critical Thinking

The children use critical thinking skills to identify the meaning of verbs related to professions by processing the written and spoken forms and matching them to the correct picture.

Presentation Kit • Play ASL Vocabulary Video 7B to pre-teach key vocabulary. Play it again, pausing to elicit the word when the picture and sign are shown.

• Choose *Audio* to hear the song. Use *Pointer* on the SB page to help the children follow the song lyrics.

• **Student's App** • Encourage the children to play the games on their smartphone/tablet. They could arrange to do this with a friend as a fun way to review the chapter vocabulary together.

Grammar and Reading

Lesson objectives: ask and talk about what people do and don't do

Key grammar: *He doesn't (cook). Does he go (to school)?*

Yes, he does. / No, he doesn't.

Secondary language: *article, guitar, That's cool!, travels, world*

Materials: Class CD; Grammar Worksheet 7B [TRC printout] (optional)



Lesson 6

1 Listen and read.

Ellie Loves Dustin Fever!

1 What are you doing, Ellie? I'm reading an article about Dustin Fever.

2 Do you like him? Yes, I love him.

3 **DUSTIN FEVER**

4 Does he go to school? No, he doesn't. His teacher travels with him.

5 Wow, that's cool! Does he do homework? Yes, he does.

6 His favorite food is pasta. A chef cooks his food every day. I can cook pasta. I want to be his chef!

Write about Dustin Fever.

1 He travels around the world.
2 He goes to school.
3 No, he cook his pasta?
4 Does he do homework?

Grammar Central

He doesn't cook. Does he go to school?
Yes, he does. / No, he doesn't.

2 Write about Dustin Fever.

- Ask the class to look at the story in Activity 1 again and recap the information on Dustin Fever.
- Then ask the children to complete the sentences and questions for Dustin, referring back to Grammar Central as necessary.
- Elicit answers and check with the class. Point out the example sentences again and remind the children of the final -s in affirmative sentences.

Answers

1 travels 2 doesn't 3 Does, he doesn't 4 do, he does

Optional activity: Further practice

Have the children think of two more questions they want to ask Ellie about Dustin Fever, e.g. *Does he clean his bedroom? Does he go to bed early?* Divide the class into pairs. Have them take turns asking and answering their questions.

Warmer: Pop stars!

Write the name of a popular pop star/band that children will recognize on the board. Elicit other names and add them on the board. Ask children to say who their favorite pop star/band is.

1))) 2.19 Listen and read.

- Have the children look at the first picture and ask what Ellie and Tom are doing. (*reading a magazine and a book*) Then ask them who the boy in picture 3 is.
- Play the CD and ask them to listen and read along. Elicit who Dustin Fever is. (*a pop star*) Ask *Who likes him a lot? (Ellie) What does Ellie want to be? (Dustin's chef)* (You might need to use L1.)
- Play the CD again, pausing for the children to repeat.

Grammar Central

He doesn't cook. ...

Have the children look at the patterns. Read them out and have the children repeat. Explain that we use *doesn't* in the negative for *he, she, and it*. Point out the short answers and practice the pronunciation of *does* and *doesn't*.

See also the **Grammar Reference** sections in the Student Book (pp. 101–2) and Activity Book (p. 102) for further explanation and practice.

AB Answers Activity 2: 1 teaches 2 work 3 travels 4 catch 5 take care of

Competency Focus

Learn

The children demonstrate their understanding of the new grammatical patterns by reading the text and completing the activity.

Lesson 6

1 Complete the magazine using the correct form of the verbs.

cook travel teach take care of

Jade Vince Dustin Gary Tania

Dustin 1 travels around the world. He 2 doesn't travel alone. These people come with him. Dustin has a dog, but he 3 his dog, Vince. 4 his dog, Dustin 5 his dinner. His chef 6 his dinner. Tania is his teacher. She 7 in a school. She 8 Dustin in hotels around the world.

2 Write questions and answers. Then ask and answer.

1 Does Gary play the piano? No, he doesn't.
2 Does Vince take care of Dustin's dog?
3 Does ?
4 ?

1 Complete the magazine using the correct form of the verbs.

Have the children look at the picture and complete the text with the verbs supplied. Explain that they will need to use each verb twice, once in the positive form and once in the negative. Elicit answers and check with the class.

Answers

1 travels 2 doesn't travel 3 doesn't take care of
4 takes care of 5 doesn't cook 6 cooks 7 doesn't teach
8 teaches

2 Write questions and answers. Then ask and answer.

Have the children complete the questions and answers, and write two of their own. Then have them practice asking and answering the questions in pairs.

Answers

1 No, he doesn't. 2 Yes, he does. 3–4 Children's own answers.

Cooler: What people do

Write on the board question prompts about people at work, e.g. *Does a police officer ...? Give a few examples, e.g. ... catch thieves? (Yes, he/she does.) ... cook in a restaurant? (No, he/she doesn't.)* In pairs, the children write questions, then ask and answer.

Presentation Kit • Use *Mask* on SB Activity 1 to show only Pictures 1 and 2. Elicit ideas on who Dustin Fever is. (*He's a pop star.*) Elicit ideas on what he does. Reveal the whole story. Ask the children if their ideas were correct.

• Use *Highlighter* to identify key grammar structures in the SB Activity 1 story text.

Teacher's Resource Center • For extra grammar practice, print out Grammar Worksheet 7B.

Student's Resource Center • The children can use Interactive Grammar 7B at home.

CLIL: Social sciences—People who help

Lesson objective: find out how people help in their community

Materials: Class CD; CLIL Graphic Organizer 7 [TRC printout] (optional)

1 Listen and read. Then number.

2 Read and circle T (true) or F (false).

3 Class Vote!

Find Out More!

Warmer: People who help me

Write on the board *People who help me*. Encourage the children to think of people who help/have helped them. Elicit the people and the ways in which they help/have helped the children. (They might need to use L1.)

1))) 2.20 Listen and read. Then number.

- Ask the children to look at the pictures and spot any people they mentioned in the Warmer, e.g. *doctor*.
- Play the CD. The children listen, read, and number the pictures. Elicit answers and check with the class.
- Play the CD again and ask the children to raise their hand if they know someone similar. Pause and have the children explain who.

Answers

From top to bottom, left: 5, 3, 4

From top to bottom, right: 1, 2, 6

2 Read and circle T (true) or F (false).

- Choose a child to read the example sentence. Elicit from the class why it is false. (*A vet takes care of animals.*)
- The children read the sentences about Activity 1 and circle T (true) or F (false). Elicit answers including the correct versions of the false sentences.

Answers

1 F 2 T 3 F 4 T 5 F

3 Class Vote!

- Organize your class vote. Ask children if they think all jobs are important or not. Give them a minute to think. Then write *Yes* and *No* on the board. Have the children raise their hand for each answer.
- Count the votes and write the totals on the board. Elicit the result of the vote.

Find Out More!

Ask the children to think of a person with a different job that helps them. (e.g. *The P.E. teacher helps us stay healthy.*) Tell them to find out more about the person's job. Suggest appropriate resources, e.g. Internet, library books, etc., or provide the information yourself. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Draw a picture

Have the children draw a picture of themselves helping other people or animals. Tell them it can be something that actually happened or something they would like to do, e.g. rescue a cat, etc. Tell them to title their drawing *I help people/animals*.

1 Read and match.

2 Check (✓) who helps you this week. Use your Student Book research. Write more jobs and check (✓).

1 Read and match.

Ask the children to read the problems and match each to the person who can help. Elicit answers and check with the class.

Answers

1 b 2 e 3 d 4 a 5 f 6 c

2 Check (✓) who helps you this week. Use your Student Book research. Write more jobs and check (✓).

Ask the children who has helped them this week. Ask children to talk about other jobs they found out about. Then give the children time to write and check the jobs of the people who helped them.

Answers

Children's own answers.

Cooler: Chant in a circle

Have the children stand up in a circle and hold wrists like the photo in Activity 1. Have them move their hands up and down gently as they chant *People help me. I help people*. With bigger classes, have them form smaller circles.

Competency Focus

Act

The children carry out research to find out about people and their professions. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

Project

Lesson objectives: review language from Chapter 7; complete a craft project—making a superhero mask; act out the story from the Reader

Materials: Reader; Project Template 7 [TRC printout]; scissors, glue, coloring pens, elastic cord; white construction paper, white tissue paper, tape (Alternative craft activity); two game pieces and a dice for each pair/group



Warmer: Shelly is a superhero!

Recap the story of Shelly by having the children remember the things she does as a superhero, e.g. *rescue a cat, put out fires, catch thieves*, etc. Ask them to say what her superhero uniform is. (*checked outfit and mask, black cape*)

Prepare

1 Make a superhero mask.

- Have the children look at the completed masks. Ask *Which do you like best?* Tell them they are going to make their own mask.
- Hold up the materials to show the class. Point to the pictures and explain the stages. (You might need to use L1.)
- Demonstrate how to make a mask, stage by stage.
- Divide the class into pairs or groups if it is necessary to share materials. Give out the materials.
- As the children make their masks, monitor and give help as necessary.

Alternative craft activity

A simpler option would be to have the children make a chef's hat. Use white construction paper to cut a thick strip long enough to fit around a child's head when stapled/taped together. Then take a sheet of white tissue paper and tape the edges to the construction paper. Fluff up the tissue and fit the hat on the child's head.

Showcase

2 Tell the story. Use your masks.

- Ask the children to show you their masks. Divide the class into three groups and allocate each group a part of the story.
- Have the children practice their part of the story. In each part, one child is Shelly, another child is the chef(s)/waiter(s)/the thief, and the third child plays the other roles, e.g. reporter or police officer/customer, etc. Walk around, monitor, and give help with pronunciation.
- Call out groups to the front of the class to perform their part of the story using their masks.

Optional activity: Be a superhero!

))) 2.17

Have the children wear their masks and stand up. Play the CD and sing the song from Lesson 5 again. Invite the children to sing and pretend they are superheroes too.

Competency Focus

Collaborate and Communicate

By acting out the story, the children consolidate their understanding in a fun and engaging way. They also demonstrate their ability to work with friends and use interpersonal skills.



1 Play "What Do They Do?"

Have the children read the instructions and look at the questions. They play in pairs or in groups. Monitor and make sure the children answer the questions correctly. Tell children to look carefully at *he/she* and the picture.

Answers

- 1 She's a police officer. 2 Yes, she does. 3 cleaner
4 in a restaurant 5 She's an office worker. 6 teacher
7 Yes, he does. 8 No, she doesn't. 9 at a police station
10 chef 11 Yes, he does. 12 He's a doctor.
13 No, she doesn't. 14 in a hotel

Cooler: Colorful masks

Ask the children to stand and put on their mask. Call out colors at random. The children whose mask has that color mime their favorite superhero action.

Presentation Kit • Use *Hotspots* to enlarge the Prepare photos, stage by stage, as you talk the class through the activity process.

- Use *Stopwatch* for AB Activity 1. Set a time limit of five minutes. The person in each pair who has traveled farthest on the board wins.
- The children vote to select a topic to review. Play the relevant ASL Vocabulary Video (from 1A to 7B) to review vocabulary from previous chapters.

Teacher's Resource Center • Print out Project Template 7 for the SB craft activity.



Language Review

Lesson objective: review language from Chapter 7

Materials: Class CD

Review

1 Listen and circle their jobs.


 

1 Annie is a teacher / chef.
2 Betty is a doctor / vet.

2 Complete the questions. Then write (A) Annie or (B) Betty.

1 Where does she work? She works in a school. **A**
2 What? She cooks.
3? She works in a zoo.
4 What? She's a vet.
5 Does she of pets? No, she doesn't.
6 cook? Yes, she does.

3 Think about Chapter 7. Color the books.



Look back at pages 4 and 5. Find a superhero mask.

2 Complete the questions. Then write A (Annie) or B (Betty).

- Have a child read the example question and answer. Remind the children that the *-s* in *works* is not used in the question.
- Give them time to read the answers and complete the questions. Allow them to look back through the chapter and check in pairs.
- Call on pairs to read a question and answer. Then elicit who they refer to.

Answers

1 does she work—A 2 does she do—A 3 Where does she work—B 4 does she do—B 5 take care—A 6 Does she—A

3 Think about Chapter 7. Color the books.

- Have the children look back at Chapter 7. Elicit their favorite parts. The children then color the book which represents how they feel about their own progress (self-evaluation).

Treasure Hunt!

Ask the children to look at Student Book pp. 4–5 and find a superhero mask. Have the children raise their hand when they find it.

Warmer: Dictation**2.12**

Play the CD (Lesson 1, Activity 1). Have the children listen with Student Book closed. Pause for them to write the professions. Ask them to compare answers with a friend, then ask children to write the words on the board.

1 2.21 Listen and circle their jobs.

- Ask the children to look at the pictures. Have them describe each woman and guess what her job is.
- Play the CD twice and have the children circle the correct word. Elicit answers and check with the class. Ask questions, e.g. *Where does Annie work? (in a school)*

Audioscript

Annie works in a school. She doesn't teach children. She cooks their lunch. She works in the school kitchen. She cleans the kitchen, too. She's a chef.

Betty doesn't take care of pets. She takes care of tigers and monkeys. She works in a zoo. She's a vet.


Answers

1 chef 2 vet

Chapter 7 Review


1 Reading and Writing. Look, unscramble, and write.


Example:  c o d r o t
d o c t o r

1  h e r f i g f l e r t _____

2  n r e c a l e _____

3  f e h c _____

4  A B C r e t e h a c _____

5  f l c o f e r o w e r k _____

90

2 Listening. Listen and write a name or a number.



Examples:

How many children are there? 100

What's your teacher's name? Miss Evans

1 What's the boy's friend's name? _____

2 What class is the boy in? _____

3 What's the cleaner's name? _____

4 How old is the chef? _____

5 What's the chef's name? _____

91

1 Reading and Writing. Look, unscramble, and write.

Have the children write the words. Check answers.

Answers

1 firefighter 2 cleaner 3 chef 4 teacher 5 office worker

2 2.48 Listening. Listen and write a name or a number.

Give the children time to read the questions. They then listen and write a name or number for each one. Play the CD twice, then elicit answers and check with the class.

Answers (Audioscript on p. 224)

1 Kenny 2 4 3 Jack 4 21 5 Amelia

Cooler: Betty the vet

Brainstorm other animals Betty (from Activity 1) takes care of. Divide the class into pairs. Have them take turns being Betty and an animal saying, e.g. *Betty works in the zoo. She takes care of giraffes.* Have them mime being, and taking care of, a giraffe.

Presentation Kit • Display the SB page. Choose *Image* in the Navigation Pane to open the Welcome page to feed back on Treasure Hunt. Ask a child to find and circle the superhero mask using *Pen*.

• For the CEYL (Cambridge YLE) exam preparation activities on the AB page, choose *Audio* to access the recordings.

Teacher's Resource Center • Print out Test Chapter 7 to use at the end of this lesson. The Test Generator also allows you to create customized tests.