

Unit objectives

To read, listen, and talk about people's work and responsibilities

Target language: *I want to help people. I carry a flashlight to see in the dark.*

She doesn't mind getting up early. She enjoys helping the farmers.

Grammar: verb + infinitive; infinitive of purpose; verb + -ing

Key vocabulary: *axe, equipment, fireproof, hose, ladder, rope, syringe*

Lesson 1

Grammar start Student's Book, pages 46–47

Warm up

- Students name people in the community who work to take care of us (*police officer, doctor, nurse, firefighter ...*). Encourage students to share any experiences they have had with emergency services.

1



Listen, say, and point.

- Students look at the pictures and say any words they already know. Encourage them to say who could use the different objects.
- Play Track 40. Pause after each item. Students repeat the word and point to the corresponding picture.
- Play Track 41. Students listen and point to the correct pictures.



Track 40

an axe, equipment, fireproof, a hose, a ladder, a rope, a syringe



Track 41

a ladder, an axe, a syringe, equipment, a hose, fireproof, a rope

2



Read and listen. Would you like to be a firefighter?



This exercise promotes social and emotional development by asking students to listen to people talk about their jobs and reflect on whether they would be interested in doing a similar job.

- Students look at the picture and say what they can see (two firefighters with a hose trying to put out a fire).
- Play Track 42. Students listen and follow the text. Students say whether they would like to be a firefighter or not.
- Students read the text again. Write on the board: *What two things influenced him to become a firefighter? (he wanted to drive a fire engine and help people) Why is his job difficult? (because you have to keep calm in danger and help people) What special clothes does he wear? (a helmet, gloves, and fireproof clothing).*
- Students write the answers in their notebooks. Check the answers with the class.



Track 42

See Student's Book page 46, exercise 1

EXTRA ACTIVITY Students look at the text again in exercise 2 and find words that collocate with fire (*firefighter, fire engine, fire academy, fireproof*). They write the words in their notebooks, taking notice that some of them collocate as one word and others as two. Students use a dictionary to find and write definitions of the words.

3 Read, circle, and complete.

- Students look at the picture and describe what they can see (*a firefighter in her uniform*). Discuss if it is common for women to be firefighters.
- A volunteer reads out the first explanation in the grammar box.
- Point out the first sentence and elicit that the verb in orange is in the past and agrees with the subject, and the verb in purple is the infinitive with *to*.
- Students circle both verb forms in the remaining sentences.
- Invite volunteers to read out the second explanation and the sentences that follow. To reinforce the meaning, elicit why she wears a helmet, and why she carries a flashlight.
- Students complete the third sentence. Check the answer with the class.

Answer

to

If students do not use these verbs in L1 followed by prepositions or infinitives, make sure they understand that in English the verb that follows is an infinitive with *to*.



MIXED ABILITY Pair off students who need more support with students who are more confident. Students read through exercise 2 one more time and find examples of sentences like those in the grammar box. They discuss which of the two uses the examples correspond to.

4 Read and match.

- Elicit the sample answer from the class. Students identify the key verb and the infinitive that follows it (*need, to be*).
- Students work individually to match the sentence halves.
- Invite volunteers to read the complete sentences.

Answers

a 6 b 7 c 5 d 3 e 2 f 4 g 1

EXTENSION Write the following verbs on separate pieces of paper: *decided, wanted, learned, needed* and put them up around the classroom. Divide the class into two teams. Invite a student from each team to the front. Say a verb. The first student to touch the verb wins a point for their team. The student then says a sentence with the verb + infinitive in it to win another point. Repeat until all students have participated. The team with the most points wins.

Lesson 2

Grammar practice Student's Book, pages 48–49

Warm up

- Divide the class into pairs. With books closed, students write as many of the verbs that are followed by the infinitive that they can remember from the previous lesson. Students open their books to page 47 to check how well they remembered the verbs.

1 Complete the interview with the correct form of the verbs.

- Point to the picture. Students describe what they can see (a surgeon getting ready to perform surgery).
- Two students read out the first question and the sample answer. Explain they should complete the interview with the correct form of the verb in parentheses.
- Students complete the interview individually. Then they compare their answers with a partner.
- Check answers by inviting different students to read out the completed sentences in the dialog.

Answers

- | | |
|------------|--------------|
| a to be | f to become |
| b to work | g to operate |
| c to study | h to think |
| d to help | i to stay |
| e to be | j to work |

2 Complete the text with the correct form of the verbs. Listen and check.

- Students describe the picture (a lifeguard looking out to sea with his binoculars).
- Read out the first sentence. Explain that they should complete the text using the verb + infinitive. Elicit which is the verb (*decided*) and which is the infinitive (*to become*) in the sample answer. Refer students to the grammar box on page 47, if necessary.
- Students complete the sentences. They compare answers with a partner.
- Invite volunteers to read out the sentences to check answers.

Track 43

I decided to become a lifeguard when I was ten. I wanted to work by the ocean. I learned to swim when I was very young. I love my job, but it's difficult. You need to be a very good swimmer and you need to do a lot of training. You learn to rescue people and you learn to give first aid. I want to help people stay safe on the beach!

Answers

See Track 43 above

MIXED ABILITY Allow students who need more support extra time to complete the exercise. Play the track one more time, pausing after each sentence for them to complete the information. Fast finishers can work in pairs and say as much as they can remember about the information in exercise 2 from memory.



Praise students for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

3 Complete with the correct form of the verbs in the boxes. Write the jobs.

- Read out the sample answer and point to the verb crossed out in the box.
- Students read and complete the texts to guess the jobs. Before they read the second text, draw their attention to the picture of the rescue buoy.
- Students complete the sentences and write the jobs.
- Check answers with the class.

Answers

- | | |
|--------------|-------------|
| 1 a to keep | 2 a to have |
| b to protect | b to rescue |
| c to give | c to reach |
| d to cut | d to pull |
| e to check | e to keep |
| f surgeon | f lifeguard |

4 Imagine you have one of these jobs. Complete the sentences for you.



This exercise promotes thinking skills by asking students to use their knowledge of different jobs to determine the skills and equipment they need to do those jobs.

- Point to the pictures and elicit examples of the things these people do as part of their jobs. Encourage students to say which of these three jobs they would like to do.
- Read out the first sentence. Students share their ideas to complete it.
- Students complete the text with their own ideas. Monitor and help as necessary.
- Check and correct students' work.

EXTRA ACTIVITY Students get into groups of three, including one of each of the professions from exercise 4, if possible. Students read their texts to each other.

EXTENSION Divide the class into groups of four. Each group nominates one student to speak. Name a profession from the unit. Nominated students tell their group as much as they can about that profession in 60 seconds. Repeat with different professions until all students have participated. Make sure students use the verbs from this unit: *want, need, learn, decide*.



Praise students for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Student's Book, pages 50–51

Warm up

- Write *like*, *don't mind*, and *don't like* in three columns on the board. Students stand in a line in front of the board. Name different activities and professions from this unit and have students stand in front of the corresponding section of the board to demonstrate their opinion of that activity: *I am a lifeguard. I sometimes need to swim in very cold water.*

1 Read and listen. Would you like to be a vet?

- Students look at the picture and describe what they can see (*a vet with a sheep on a farm*).
- Play Track 44. Students read the text while they listen. Ask if they would like to be a vet or not, giving reasons why.



Track 44

See Student's Book page 50, exercise 1

Grammar box

- Draw attention to the grammar box. Students read the sentences. Elicit that these verbs are not followed by the verb in the infinitive, but by the *-ing* form of the verb.
- Students look back at exercise 1 and underline the structures followed by the *-ing* form (*goes riding, doesn't mind getting up, loves being, enjoys helping, doesn't mind going*). Elicit the answers.

MIXED ABILITY Students who need more support make two lists of verbs in their books from this unit — those followed by the infinitive and those followed by the *-ing* form of the verb. Invite more confident students to use a dictionary, grammar book, or webpage to find and make a note of different verbs that follow each of these patterns. Check students' answers and correct as necessary.

2 Complete with the correct form of the verbs.

- Elicit what things students think a dentist likes doing: *taking care of people's teeth, teaching children to brush their teeth properly ...*
- Point to the text and invite a volunteer to read out the sample answer. Elicit why *help* is in the *-ing* form (because it follows *like*).
- Divide the class into pairs. Students complete the sentences. Check answers with the class.

Answers

- | | |
|------------|------------|
| a helping | e keeping |
| b working | f swimming |
| c teaching | g swimming |
| d running | |

3 Listen and match.

- Students look at the top two pictures and describe what they can see (*some boys skateboarding, a boy hiking in the mountains*).
- Point out the sample answer. Elicit possible sentences for the first question before students listen: *They enjoy skateboarding*. Play Track 45. Students listen and draw the matching lines.
- Play the track again. Allow students time to make changes before checking answers with the class.



Track 45

My brother goes skateboarding. He enjoys having fun with his friends. He doesn't mind falling off his skateboard. He doesn't like cleaning his skateboard.

My uncle goes walking in the mountains. He enjoys looking at the view. He doesn't mind walking up steep hills. He doesn't like walking when it's very windy.

Answers

- a 😊 b 😞 c 😊 d 😊 e 😞 f 😊

4 Look and complete. Listen again and check.



This exercise promotes thinking skills as students are required to compare and contrast information from the previous exercise to complete a text.

- Explain that students will hear the information from exercise 3 again in order to complete the text.
- Read out the sample answer. Elicit which is the main verb (*goes*) and which is the *-ing* form (*skateboarding*).
- Play Track 45. Students listen and complete the text.
- Students compare their answers with a partner. Play the track one more time if necessary.
- Check the answers with the class.

Answers

See Track 45 above

EXTRA ACTIVITY Distribute white paper. Students fold the paper in three vertical sections and draw a smiley: 😊, 😞, 😊 in each section. They write something they *enjoy*, *don't mind*, and *don't like* in the corresponding columns. Students walk around asking *Do you enjoy ...?* to find someone who enjoys, doesn't mind, and doesn't like the same activities as them. Students can answer: *Yes, I do*, *No, I don't*, or *I don't mind it*.

5 Write about yourself and about someone you know.

- Explain that students are going to complete a similar text about themselves and about someone else.
- Students complete their texts individually. Monitor and help as necessary.
- Divide the class into pairs. Students take turns reading their texts to each other and guessing who the second one is about.
- Invite more confident students to read their texts for the class.

EXTENSION Play *Who am I?* with the class. Think of a profession from this unit and allow students to make up to 20 yes/no statements or questions to guess who you are, using the language from this unit: *Do you need to wear a uniform? Do you like to rescue people? You learned to put out fires ...* The first student to guess correctly comes to the front and thinks of a new profession. Play several times with different students and different professions.



Praise students for their work and tell them they have now finished the unit and earned a gold medal.