



Teacher's notes

Reinforcement worksheet 1

- Look at the advertisement. If necessary pre-teach: *talent competition, to tell jokes, to joke*. Pupils read the dialogue and fill in the gaps, using the appropriate form of *going to*. Then pupils label the characters. After checking the answers, ask comprehension questions, e.g. *Is Peter really going to eat hamburgers?* (no), *What is Peter going to do?* (tell jokes).

Key: 1) 2 What are your friends going to do? 3 Mary's / Mary is going to dance. 4 What's / What is he going to do? 5 He's / He is going to play the guitar. 6 I'm / I am going to eat. 7 What are you going to eat? 8 You're / You are not going to eat hamburgers! 9 I'm / I am not going to do that! 10 What are you really going to do? 11 I'm / I am going to tell jokes. **2)** Peter, Mary.

- **Optional follow-up activity:** In groups of three, pupils act out the dialogue. Remind 'Peter' to be a bit naughty, 'Mum' and 'Dad' to be shocked.

Reinforcement worksheet 2

- Pupils unscramble the words. Then they label each picture.

Key: 1 firefighter, 2 dentist, 3 mechanic, 4 footballer, 5 actor, 6 secretary, 7 nurse, 8 pilot, 9 cook, 10 artist, 11 scientist, 12 journalist.

- **Optional follow-up activity:** Pupils write scrambled words for others to guess from one of the following themes: school subjects, types of TV programme, days of the week.

Extension worksheet 1

- Practise asking and answering *yes/no* questions by giving a confident pupil a job title e.g. *dentist* and getting the class to ask him/her questions to guess what it is. He/She can only answer *yes* or *no*. Pre-teach *uniform* and *office*. Pupils read the interviews and work out which job each child is going to do.

Key: 2 basketball player, 3 mechanic, 4 pilot, 5 cook.

- **Optional follow-up activity:** Pupils interview each other in the same way, with *yes/no* questions to find out which job their partner has chosen.

Extension worksheet 2

- Pupils look at the picture and discuss the questions. Listen to pupil's thoughts. Pupils listen to the recording and complete the table. You may want to go through each character one by one, playing the recording several times.

Key (tapescript): John: I usually work *at the weekends* because that's when people have parties. I go to *people's houses* and wear a red nose. I use balls and do things to make people laugh. I love my job because *it's happy and it's fun!* (He's a clown.)

Robert: I work *from Monday to Friday* in an office. I make telephone calls and use a computer to type important letters and emails. I can type 100 words a minute. I like this job because *I love typing and I'm never tired!* (He's a secretary.)

Emma: I go to work *every night*. I work *in a busy hospital*. I'm not a doctor but I help people who are ill or injured. I'm often tired but *my job is always interesting*. That's why I love it! (She's a nurse.)

Jane: I do my job *from half past seven in the morning to five in the afternoon*. I have to get up very early so that I can get to *school* before my pupils arrive. I work very hard teaching children to speak French. *It's really good to work with children*. I don't want to do anything else! (She's a French teacher.)

- **Optional follow-up activity:** Pupils imagine they do one of these jobs and write about their normal day at work for an ezine.

Song worksheet

- Pupils listen to the song and fill in the gaps. They then draw a picture in each box to represent an action for each verse.

Key: work, best, sleep x3, show, good, help, in x3, job, day, best, sleep x3.

- **Optional follow-up activity:** Ask the whole class to choose a job and make up a verse about it together. Pupils then choose a job for themselves and write their own verse. They can try to make it rhyme if they feel confident enough. The new verses could be written on the board and then sung by the class.

Topic worksheet

- Pre-teach: *earn* and *factories*. Pupils read the text and answer the questions. Finally, pupils draw a picture of a present they would like to give to a poor child, and write a short description of the present and why they want to give it.

Key: 1) 1 They grow food in fields//on farms, they sell sweets, they clean shoes, they make shoes and clothes in factories, they ask people for money in the streets. 2 Answers might include: beds, food, toys, time (to play), lessons, shoes, clothes and sweets.

- **Optional follow-up activity:** Write the following question and answers on the board and check that pupils understand them. Then put pupils into groups and ask them to rank the answers according to their importance and discuss. Question: *Why is education important?* Answers: *to learn to read and write, to find a good job, to meet friends, to know about the world, to have time to play and do sport, to learn languages, to learn about computers.*

Reinforcement worksheet 1

1 Peter is talking to his mum and dad about the School Talent Competition. Complete what they say with *am/are going to*.

SCHOOL TALENT COMPETITION

Can you dance? Can you act? Are you good at singing or playing the guitar? Come to the Talent Competition! There are going to be lots of prizes!

See you on Friday 24th at 8pm!

Mum: What (1) are you going to do in the School Talent Competition?

Peter: I don't know, Mum.

Dad: Well, what (2) your friends do?

Peter: Mary (3) dance. But I hate dancing.

Mum: What about John? What (4) he do?

Peter: He (5) play the guitar.

Dad: You're good at playing the guitar, Peter. Why don't you do that?

Peter: No, I don't like playing the guitar. Wait! I've got a good idea.

I (6) eat!

Mum: Eat? What (7) you eat?

Peter: Five hamburgers in two minutes!

Dad: Oh Peter! You (8) not eat hamburgers!

Mum: No Peter. That's not a very good idea!

Peter: I'm joking. Of course I (9) not do that!

Mum: What (10) you really do?

Peter: I (11) tell jokes. I'm good at telling jokes!

2 Write the names under the pictures.



John



Reinforcement worksheet 2



★ Find the words and label the pictures.

eruns	nurse	.....	sntedit	d	.....
tooflabler	f	.....	torca	a	.....
steincsit	s	.....	isanljourt	j	.....
chemanci	m	iltop	p
eieffightr	f	okoc	c
recsetray	s	ttiasr	a



1



2



3



4



5



6



7 nurse



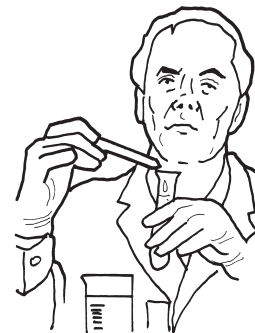
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9



10



11



12

Extension worksheet 1



Pupils from City School are asking each other questions about what job they are going to do. They can only answer *yes* or *no*! Read their interviews and find the job.

painter basketball player pilot footballer
secretary mechanic ~~writer~~ cook

1



Are you going to work with other people?
In this job, are you going to use a computer?
Are you going to work in an office?
Are you going to work at home?
Are you going to be a writer ?

No.
Yes.
No.
Yes.
Yes!



2



Are you going to work in the same place every day?
Are you going to do sport?
Are you going to use your feet to move a ball?
Are you going to be a ?

No.
Yes.
No.
Yes!



3



Are you going to work in the same place every day?
Are you going to use a computer?
Are you going to use your hands?
Are you going to work with cars?
Are you going to be a ?

Yes.
No.
Yes.
Yes.
Yes!



4



Are you going to work in the same place every day?
Are you going to go to lots of different countries?
Are you going to wear a special uniform?
Is doing sport important for this job?
Are you going to be a ?

No.
Yes.
Yes.
No.
Yes!



5



Are you going to work with other people?
Are you going to use a computer in this job?
Are you going to make something?
Are you going to make something that people need every day?
Are you going to be a ?

Yes.
No.
Yes.
Yes.
Yes!



Extension worksheet 2



- 1 Look at the picture. What does this man do? When and where does he work? Does he enjoy his job?



- 2 Listen to the people talk about their jobs. Complete the table. What do you think each person does?

Name	When do they work?	Where do they work?	Why do they like their job?	What do you think they do?
John	<i>at the weekends</i>			
Robert				
Emma				
Jane				

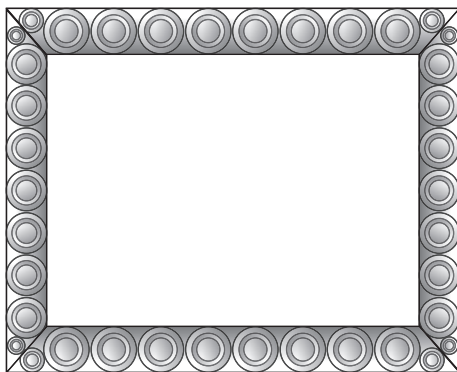
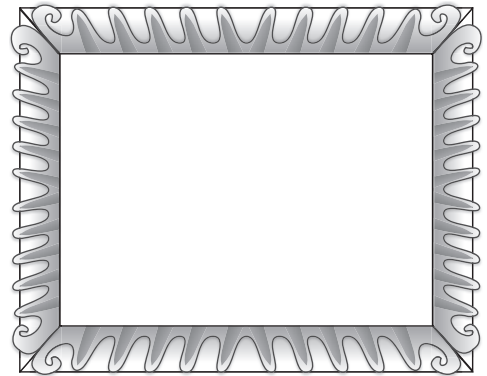
Unit 2

Song worksheet



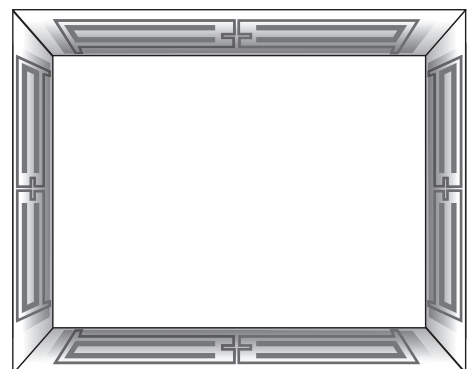
  Listen and complete the song. Draw something that happens in each verse.

He's going to do the job,
He's going to *work* all day.
He's going to do his,
Then and play,
..... and play,
..... and play.



She's going to the kids,
She's going to teach rules.
She's going to them all,
And work schools,
Work schools,
Work schools.

They're going to do the,
They're going to work all,
They're going to do their,
Then and play.



Unit
2

Topic worksheet



1 Read about children who don't go to school and answer the questions.

Are there some days when you don't want to go to school? Many children around the world don't go to school. But they don't stay at home either. These children have to work.

Some children work in the fields or on farms. They help to grow food for their families to eat. Some children work in the cities selling sweets or cleaning shoes to get money for their families. Some children make shoes or clothes in factories. And some children walk along the streets asking people for money.

Life is hard for these children. They work because they are very poor. Sometimes they don't have food. Sometimes, they don't have a bed to sleep in. These children don't have toys to play with, and they don't have time to play. If they go to school, they can't earn money and if they don't earn money, they can't buy food to eat.

So next time you don't want to go to school, think of the millions of children who can't go to school.

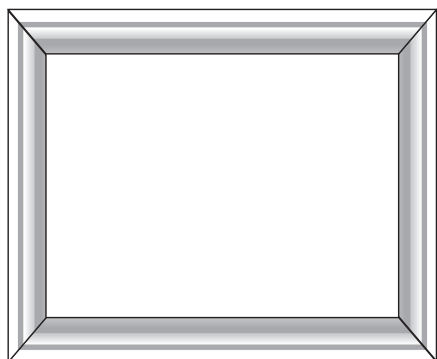
1 What kinds of work do poor children do? Find examples in the text.

- a They grow food in the fields. b
- c d

2 Find four things in the text that money can buy for us.

.....

2 You are going to give a working child a present. Draw a picture of your present and write a note to him or her.



I would like to give you this because

.....

.....

.....

.....