

The Working World

Unit 1 Goals

- Listen to the story *Take Me!*
- Listen and take notes

Unit 2 Goals

- Listen to the passage *What Job Do You Want?*
- Listen for the 5 Ws

Speaking Goal

- Ask and give personal information

Topic 1, Opener, Student Book Pages 6–7

See the Walk-Through on pages 7–16 for a general approach to each exercise.

Excite

Tell students they will listen, think, and speak about things related to jobs in this Topic. Invite students to play a game of **Charades** (see *Games and Activities* on pages 20–21 of this Teacher's Guide), acting out and guessing the names of different jobs that they know.

Engage

Read and talk about Olly's question on page 7: *What jobs are interesting?* Ask students to think of a person they know who has a job they might like to do someday. Have students share what they find interesting about the job.

Extend

Critical Thinking Play Odd One Out. Explain that you are going to call out three jobs and students should guess which job is different from the others, or which one doesn't belong. You can pull ideas from words in Units 1 and 2 as well as other commonly known jobs (e.g., singer, musician, driver).

Answer Key

A: 1. construction site/work, working/building 2. Answers will vary. **B:** 1. seven 2. Answers will vary.

Unit 1, Get Ready to Listen, Student Book Page 8

Excite

Creativity Provide students with art supplies. Have them draw themselves doing a job that they are interested in. Hang the artwork around the room.

Engage

Collaboration/Communication Arrange students in small groups. Assign each group one of the key words. Invite students to discuss what they know about their word and, together, write a brief job description. Invite a volunteer from each group to present their job description to the rest of the class.

Extend

Have students make picture/word cards for the key words on page 8. Give each student six blank cards and drawing supplies. Have them write the word on one side of the card and draw something related to that profession on the opposite side of the card. When students are done, have them work with a partner to review and say the key words.

Answer Key

B: a line from May to the driver, a line from Ann to the scientist, a line from Tom to the judge, a line from Alex to the news reporter. **C:** 1. tailor 2. scientist 3. judge 4. musician 5. driver 6. news reporter

Unit 1, Listen, Student Book Page 9

Excite

Introduce the Listening Goal for this unit: taking notes. Ask a volunteer to read aloud one of the job descriptions from the Engage activity for page 8 (not one shown in Exercise A). As the student reads, write down some of the important words or phrases that you hear. Explain that you are taking notes to help you remember the important information.

Engage

Communication Have students work in pairs to compare their notes for Exercise B. What information do they have that is the same? What information do they have that is different? For anything different, invite students to discuss why they thought that information was important.

Extend

Use the job descriptions from the Engage activity for page 8. Have students work in pairs or in small groups, with one person reading the job description and the other(s) taking notes. Rotate readers and note takers.

Answer Key

A: 1. bus 2. guitar, drums 3. pants, shirts, dresses **B:** a. 2 b. 1 c. 3

Unit 1, Understand, Student Book Pages 10–11

Excite

Play the game **Five Questions** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) as a class or invite students to play this game in small groups. Students will attempt to guess the key words.

Engage

Critical Thinking Have students listen to the story *Take Me!* again. Encourage them to discuss whether they agree with the outcome. Invite them to share whose job they think is more important and why.

Extend

Play a matching game. On one set of cards, write a couple of sentences to describe the key words, using the language in Exercise C as an example. On another set of cards, write the notes a student might make from that sentence. Distribute the cards among the students and have students find the person who has the card that best matches theirs.

Answer Key

A: a. ✓ b. ✗ **B:** 1. Seven 2. judge 3. most important 4. musicians and scientists 5. tailor **C:** 1. judge, a 2. driver, d 3. news reporter, c 4. scientist, b **D:** 1. judge 2. news reporter 3. tailor 4. driver 5. musicians 6. scientists **E:** 1. He is a judge. 2. They are musicians. 3. She is a news reporter. 4. They are scientists.

Unit 2, Get Ready to Listen, Student Book Page 12

Excite

Play a beanbag toss game to review the jobs students learned about in Unit 1. A student names one of the Unit 1 key words and then tosses a beanbag to another student. The student that catches the beanbag states something he or she knows about the job. That student then names another job and passes the beanbag to a different student. Students continue the activity until all students have had a turn. Note: Key words can be repeated, but the students' responses should be unique.

Engage

Collaboration Invite students to look at the pictures in Exercise A. Have them work in pairs or small groups to identify each of the jobs shown. Then have them write one sentence for each picture that explains something they see in the picture or a way they might describe that job to someone else. Have pairs or groups share their sentences with the rest of the class. If the job title is not named in the sentence, invite volunteers to guess which picture the sentence describes.

Extend

Have students make picture/word cards for the key words on page 12. Give each student six blank cards and drawing supplies. Have them write the word on one side of the card and draw something related to that profession on the opposite side of the card. When students are done, have them work with a partner to review and say the key words.

Answer Key

B: 1. The mechanic is working on a car. 2. The author is writing a book on her computer. 3. The singer is singing a song. 4. The cashier is giving the man money. 5. The engineer is helping to build a bridge. 6. The astronaut is in space.
C: 1. cashier 2. mechanic, engineer 3. astronaut 4. author, singer

Unit 2, Listen, Student Book Page 13

Excite

Critical Thinking Introduce the Listening Goal: listen for the 5 Ws. Help students practice identifying the question using made-up sentences similar to those in the audio for Exercise A, but unrelated to the key words. You say the sentence and students should state which question the sentence answers. For example, *I live on Main Street.* (*Where?* or *Who?*)

Engage

Have students complete Exercise B. Then play the audio track again. Ask *who*, *what*, *when*, *where*, and *why* questions related to the passage (e.g., *Who is an engineer? Where do astronauts fly?*).

Extend

Play Phone a Friend. Have students find a partner and choose one of the jobs shown on page 12. Have students interview their friend as if they were applying for the job. Encourage them to use as many of the 5 Ws as they can.

Answer Key

A: 1. b. where 2. a. what 3. a. when **B:** A; 1. ✓ 2. ✓ 3. ✗

Unit 2, Understand, Student Book Pages 14–15

Excite

Play a game of **Down the Line** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) using the student-made picture/word cards for both Units 1 and 2. Make up challenge questions based on the jobs students have learned about in this topic.

Engage

Collaboration Have students complete Exercise E. Then invite them to work with a partner to ask and answer similar questions about the key words from both Units 1 and 2. Encourage them to use *What do* or *What does* correctly. For example, *What does a scientist do? What do musicians do?*

Extend

Creativity Provide students with art supplies and have them create a career collage. Pass out magazines or allow students to find and download images of people doing various jobs. Encourage them to try to find a picture of a job they would like to do as well as other jobs that they think are interesting. Invite students to share their final work with the class.

Answer Key

A: 1. Yes 2. No **B:** 1. a. garages 2. a. Bill 3. b. She's an astronaut.
C: 1. a. engineer 2. b. cashier 3. a. mechanic 4. a. author
D: 1. mechanics 2. engineer 3. astronauts 4. teacher
E: 1. What do mechanics do? 2. What does an engineer do? 3. What do astronauts do? 4. What does a teacher do?

Units 1 and 2, Listening Check, Student Book Pages 16–17

Excite

Play the game **Two Truths and a Lie** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) describing the jobs from Units 1 and 2. After students have had several opportunities to guess which job description is a "lie," invite volunteers to make up three statements to present to the rest of the class.

Engage

Collaboration Have students choose the right picture in Exercise A. Then have them write a job description for each of the other pictures. Invite a partner to look at the picture and job description and name the job.

Extend

Have students get out their picture/word cards for Units 1 and 2. Play the audio for the passage *Women at Work* again. Ask students to hold up the correct card whenever they hear one of the key words. To extend the activity further, randomly call out key words and have students hold up the correct card.

Answer Key

A: B **B:** 1. ✗ 2. ✓ 3. ✓ 4. ✗ **C:** 1. ✓ 2. ✗ 3. ✗ 4. ✓ **D:** 1. c. South Korea 2. a. an author 3. c. children and adults 4. c. a singer 5. c. about 90 **E:** 1. judges 2. news reporters 3. mechanics 4. scientist 5. astronaut 6. author 7. singer

Units 1 and 2, Get Ready to Speak, Student Book Page 18

Excite

Introduce the Speaking Goal. Then ask a volunteer to help you demonstrate asking for and giving information. For example, Teacher: *Hi. What's your name?* Student: *My name is _____.* Teacher: *Where do you go to school?* Student: *I go to school at _____.* Invite a pair of students to come forward and demonstrate asking for and giving information. Encourage them to use different questions from your example.

Engage

Communication Have students complete Exercise A. Then have them practice the conversation with a partner. Partners should each pretend to be one of the characters and say the lines for Dan and Allan. Encourage them to use expression and tone and to say the words with feeling instead of just reading them. Invite the rest of the class to listen carefully for the 5 Ws.

Extend

Communication/Collaboration Ask students to use the 5 Ws to come up with some other things Dan and Allan might ask each other. Encourage students to use the key words from Units 1 and 2 if possible. For example, *What does your mom do? She's a judge. Where does she work? She works at the court house in town.*

Answer Key

A: Dan: What's your name?, Allan: Where are you from?, What school do you go to?, Who is your teacher? **B:** Who: teacher; What: name, school; Where: the Davis School

Units 1 and 2, Speak, Student Book Page 19

Excite

Play **Circles** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with the class. You can set up one large circle with the whole class or divide the students up into smaller circles. The questioners should ask 5 W questions to get personal information from the answerers. After a while, have the students switch roles.

Engage

Have students write their questions in Exercise D. Then give them time to ask a partner their questions and to answer their partner's questions. Afterwards, invite each pair to introduce their partner to the class. For example, *This is Joe. He is from Seoul. He likes math and science. He wants to be an engineer.* If time permits, encourage the class to use the 5 Ws to ask their classmates additional questions at the end of each introduction.

Extend

Creativity Have students draw a picture of their partner to go with the introduction they gave in the Engage activity above. Have them share their pictures with their partner and the rest of the class.

Answer Key

C: Answers will vary. **D:** Answers will vary.

Units 1 and 2, Speaking Tutor Worksheet

Excite

Communication Tell the class that you are going to practice asking and giving personal information. Remind students about the example conversation you showed them in the Excite activity for page 18. It was an introduction. Assist students in thinking of other situations where they might ask for or give personal information (e.g., the doctor's office). Have students practice asking and answering related questions with a partner.

Engage

Have students read the conversation in Part A. Then invite pairs to practice saying it aloud to one another. Ask one pair to act out the conversation in front of the class. As the pair says their lines, invite the rest of the class to listen for the W questions. Have them clap once each time they hear *who*, *what*, *when*, *where*, or *why*.

Extend

Collaboration Arrange students in small groups. Invite them to imagine that someone in their group has recently moved to town and is a new student at their school. Ask one student from each group to play the part of the new student. Invite the rest of the group to ask friendly questions (using all 5 W question words) to find out more about the new student. If time permits, allow other group members to play the part of the new student.

Units 1 and 2, Project

Excite

Critical Thinking Tell students in this Project they'll be interviewing a classmate about a job they want. Invite students to name some things that are important to remember in an interview. For example, *be polite; ask specific questions about the topic; listen carefully; and take notes.* As a class, come up with a few questions that you might ask someone in an interview about jobs they are interested in.

Engage

As students interview their classmates, circulate throughout the classroom. Listen to their conversations. Assist students as needed in asking appropriate questions and explaining their answers to their partners. Make sure they are taking good notes.

Extend

Communication Invite students to share with the class what they learned about their partner in their interviews. Encourage them to share the drawings they made as well as the jobs they talked about. Poll the class to see how many people talked about the same types of jobs. To continue the discussion, ask volunteers to share about their parents' jobs.

Workbook Answer Key

Unit 1 A: Notes will vary. **B:** 1. ✓ 2. ✓ 3. ✗ **C:** 1. a 2. c 3. b 4. b **D:** 1. tailor, a 2. judge, b 3. news reporter, a 4. driver, b **E:** 1. driver 2. musician 3. scientist 4. tailor **F:** 1. judge 2. driver 3. scientist 4. tailor **Unit 2 A:** A. 1 B. 3 C. 2 **B:** 1. ✓ 2. ✗ 3. ✗ **C:** 1. No 2. Yes 3. No 4. No 5. Yes 6. Yes **D:** 1. b 2. a 3. b **E:** 1. singer 2. astronaut 3. mechanic 4. engineer **Speak:** Who is she? What is her job? Where does she work?