

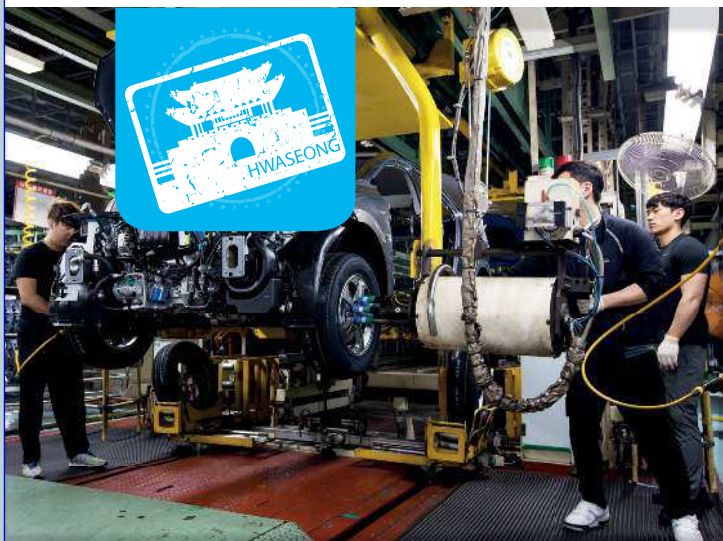


Working together



Watch the video. Ask and answer.

What jobs do you know?
 What jobs do robots do?



mission

Invent something to help with a job

In this unit I will:



Choose a job and think what people need for that job.



Make a model of the invention.



Invent and describe something new for the job.



Show the invention at an inventions fair.

Unit 6 Learning outcomes

In Unit 6, learners learn to:

- talk about jobs and the world of work
- understand and use tag questions
- understand and use short questions *Have you? Didn't you?* etc.
- read and understand about inventions and robotics
- read a science-fiction script and think about friendship

Materials globe / world map (optional), photos from Digital photo bank of South Korea, including Hwaseong Fortress (optional), video, copy of Mission worksheet (Teacher's Resource Book page 64), digital Mission poster

Self-assessment

- **SA** Say *Open your Pupil's Books at page 68*. Read the unit title and ask *Who's working together in the pictures? (People and robots)* Brainstorm jobs learners already know and write them on the board (from Levels 2 and 3: *actor, artist, cook, designer, doctor, driver, farmer, journalist, nurse, photographer, singer, waiter*).
- Ask *Which jobs do people in your family do? Where do they work?* Learners talk in pairs or as a class. Use language from the unit, e.g. *She works as a cook, does she?*
- Use self-assessment (see Introduction). Say *OK. Let's learn*.

Warm-up

- Point to the stamp of Hwaseong Fortress and ask *What type of building is this?* Explain that it is a fortress near Seoul in South Korea, and that it is more than 200 years old.
- If possible, show pictures of South Korea and show where it is on a globe/map. Point to the picture of Seoul and say *This is the capital of South Korea, Seoul*.
- Say *Imagine you are in this city. What can you see? What can you hear? Do you like it? How do you feel?* Learners share ideas in pairs or small groups.

Extra support Brainstorm words learners think of when they look at the picture of Seoul and write them on the board (e.g. *exciting, bright, cars, tall buildings*). Learners use the words to talk about the picture in pairs.

Pupil's Book, page 68

1 Watch the video. Ask and answer.

- Say *In this unit we're talking about jobs, work and inventions. Say Let's watch the video*.
- Pause the video while you watch to ask learners for any vocabulary they know and to say what they can see and what they think is happening.
- Discuss with a few learners the questions on the Pupil's Book page and then learners ask and answer in pairs.

mission Invent something to help with a job

- Point to the Mission box or the digital Mission poster and say *Our Mission is: Invent something to help with a job*. Check comprehension of *invent*. Say *I'm a teacher. Which inventions do I use in my job?* Learners suggest items which make your job easier, e.g. board, markers, video equipment, CD player. Suggest something new which you could use in class, e.g. *I need a remote control microphone. I could use it to record my students when they're saying something really good, then play it back to the rest of the class*.
- Say *Let's look at the Mission stages: 1 Choose a job and think what people need for that job*. Show the Mission worksheet, if you have the Teacher's Resource Book. Explain that learners will complete a spidergram about their chosen job and they need to think of as many items as possible – some can be imaginative ideas. Give an example of another job, e.g. *designer*, and ask learners *What does a (designer) need?* Learners think of items the person uses in their job.
- Say *2 Invent and describe something new for the job*. Encourage learners to think of something new for the job you talked about for Stage 1.
- Say *3 Make a model of the invention*. Say *Inventors always make a model or prototype of their invention. Why?* Check comprehension of *model*. Talk briefly about how inventors use models to check their idea works and make changes. Tell learners they can make a model or draw a detailed picture/diagram of their invention.
- Ask *What's the last stage? (Show the invention at an inventions fair.)* Tell learners they're going to use the model or picture they made for Stage 3 and the language from Unit 6 to show their invention at a 'fair' they will organise in class.
- Learners cover the page. See if they can remember the stages of the Mission.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 68

My unit goals

- Encourage learners to set their unit goals (see Introduction page xii).
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

Ending the lesson

- Write the heading *jobs* on the board. Learners recreate the list of jobs from the beginning of the lesson in their notebooks. Ask learners to call out the words and spell them letter by letter (or write them on the board). The rest of the class check their spelling.

Alternative Learners work in pairs to write as many jobs as they can from the beginning of the lesson in a set time (e.g. two minutes). The pair with the most correctly spelt words are the winners.

6

Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to talk about jobs.

New language *businessman, businesswoman, engineer, firefighter, manager, mechanic, pilot, police officer, uniform*

Recycled language *everyone, morning, practise, show (n), work, world, going to, present continuous, relative pronouns (The person who ...)*

Materials Jobs flashcards, word cards (optional), audio, video

Warm-up

- Draw a figure on the board and say *This is my (uncle)*. Draw trees and say *He works outside. What does he do?* Learners guess. Keep adding items to the picture and making sentences, e.g. draw cows and say *He looks after cows*. When learners guess (*He's a farmer.*) repeat with a different job. Draw women as well as men.

Presentation

- Hold up each Jobs flashcard and say the word. Learners repeat.
 - Display the flashcards. Learners say the words.
 - Teach a mime for each job, e.g. holding a hose for *firefighter*, lifting the bonnet of a car for *mechanic*. Say each job and do the mime. Learners copy. Practise the mimes.
- Stronger learners** Learners make a sentence for each mime in the present continuous, e.g. *You're fighting a fire.*

Pupil's Book, page 69

1  **Listen. Which part is Marc going to play in the new show?**

- Say *Open your Pupil's Books at page 69. Who can you see? (Lily, Fred, Zoe, Rose, Ivan, Mr Friendly, Mrs Friendly, Marc, Jim, Jenny) What can you see? (A plane, a desk, a building on fire, a car)*
- Read the caption. Ask *Who's a pilot in the show? (Lily) Who's a firefighter? (Ivan)*
Note: *firefighter* is acceptable written as one or two words in YLE exams.
- Ask *Which part is Marc going to play in the new show?* Check comprehension of *play a part*. Play the audio.
- Check answers and ask *Do you wear a uniform for school? Do you like wearing it? In which jobs do people wear uniforms?*

Track 2.40

Diversicus is in South Korea. This morning everyone's practising for the new show, 'World of Work'.

Jim: Look, Jenny. Mum's repairing the lights. She's an engineer.

Jenny: Yes, all the mums are in the show this time! Pablo's mum's flying the plane. She's a pilot. And Su-Lin's mum's a businesswoman.

Jim: Yeah. She's going to work in an office!
 Rose: Good morning, everyone. Fred, the new costumes look fantastic.
 Fred: But who's going to be a police officer? I've still got this uniform. Is it for you, Rose?
 Rose: No, no. I'm the circus manager, I'm not going to be in the show. I'm going to tell everyone what they have to do! The uniform's for Marc.
 Jenny: No, Marc's a mechanic. Look! He's repairing the car.
 Rose: That's because there's a problem with it! But he's a police officer in the show.
 Jim: Hey, look at Ivan, the firefighter! He's carrying Dad out of the fire.
 Rose: Yes, your dad's helping in the show today. He's a dentist!
 Ivan: Coming through with Mr F. Only me!
 Mr Friendly: OK, Ivan. Thank you. You can put me down now if you don't mind!

Key: He's going to be a police officer.

- Play the audio again. Learners point to the words.
Extension Write questions on the board and play the audio again.
 - 1 Which part is Su-Lin's mum playing? (A businesswoman)
 - 2 Which part is Jenny's mum playing? (An engineer)
 - 3 What's Rose going to do? (Tell everyone what to do)
 - 4 Is Marc playing the part of a mechanic? (No, he's really a mechanic – he's repairing the car)

2  **Say the chant.**

- Say *Listen and say the chant*. Play the audio or video. Learners point and chant.
- Practise the chant with mimes for the jobs.

Track 2.41

Businesswoman,
 Businessman,
 Engineer, mechanic,
 Firefighter, uniform,
 Police officer.

Businesswoman,
 Businessman,
 Manager and pilot,
 Firefighter, uniform,
 Police officer.

3 **Describe a job. Play a guessing game.**

- Read the instructions and the speech bubbles. Give some examples using other jobs learners know, e.g. *The person who serves food in a restaurant (Waiter) The person who takes photos (Photographer) The person who works on a stage (Actor)* until learners have got the idea.
- Learners play the game in pairs.
Extra support Play the game as a whole class.

Activity Book, page 69

See pages TB128–140

Ending the lesson

- **SA** Say *We learnt about jobs*. Show the flashcards. Ask *Do you know the words?* Use self-assessment (see Introduction).

Vocabulary 1

1  Listen. Which part is Marc going to play in the new show?



2  Say the chant.

3 Describe a job. Play a guessing game.

The person who repairs cars.

I think it's a mechanic.

6

DIVERSICUS



1

So, we're in South Korea. What's it famous for?

They invented K-pop music, didn't they?

Yeah! And in South Korea they use a lot of robots, don't they?

2

You're both right, but let's look at robots first.

Jenny, Dad's got a robot in the kitchen, hasn't he?

Yes, but it doesn't look like a person.

3

No, they don't. Robots can be any shape or size.

Robots don't always look like people, do they?

At home, we've got one which cleans the floor. It hasn't got arms or legs.

4

They're designing robot teachers, aren't they, Dad?

Yes, they are, but they aren't ready yet. Now, this afternoon we're all going to see some robots!

5 Later ...

Look! That robot's playing the violin.

Yes, but it can't play a tune as well as a real musician, can it?

6

That's the biggest robot in the world, isn't it?

No, but it can lift cars. It's as strong as Ivan.

Hmm. Oh, look over there.

7

Look! This puppy can walk, can't it?

You aren't going to get one, are you?

Yes, it can. And it can play with a ball!

8

Yes, I did. I couldn't leave him there, could I? Come on, Mr Barker! Walkies!

You didn't buy a puppy, did you?

1 **Who says it? Listen and say the name.**

Learning outcomes By the end of the lesson, learners will have encountered tag questions in context.

New language *ready*, tag questions

Recycled language *arm, buy, clean the floor, design (v), famous, invent, leave, leg, lift (v), look like, musician, play the violin, play with a ball, puppy, robot, shape, size, strong, tune, yet, going to*, past simple, present continuous, superlatives

Materials Jobs flashcards, word cards (optional), audio, video, example of a 'K-pop' music video (optional)

Warm-up

- Put the Jobs flashcards on the board and practise the words.
- In pairs, learners take turns to spell out words by drawing the letters on each other's backs (e.g. P-I-L-O-T). The other learner guesses the word.
- SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 70



The Diversicus song

- Play the song at the beginning of the cartoon story. Learners listen and sing.

Track 2.42

See the Diversicus song on page TB5



Diversicus

- Say *Open your Pupil's Books at page 70*. Ask *Who can you see?* (*The children, Miguel, Ivan, Rose and Mrs Friendly*)
- Point to the second picture and ask *What can you see on the board?* (*A robot*) Ask *Where are they in pictures 5, 6, 7 and 8?* (*At a technology fair / exhibition*) Say *They're looking at different kinds of robots*. Use pictures 7 and 8 to teach/revise *puppy*.
- Ask *What two things can the robot puppy do?* Write the question on the board. Say *Let's find out*. Play the audio or video. Learners listen and read. Check the answer (*Walk and play with a ball*).

Track 2.42

The Diversicus song + see cartoon on Pupil's Book page 70

- Play the audio or video again. Pause after each picture and ask, e.g. *What kind of music did they invent in South Korea?* (*K-pop*) *Are there a lot of robots in South Korea?* (*Yes*) *Who's got a robot at home?* (*Mr Friendly*) *Do robots always look like people?* (*No, they don't.*) *Are robot teachers ready to work?* (*Not yet*) *What's the first robot doing?* (*Playing the violin*) *Does Rose think it's as good as a real musician?*

(No) *Do they see the biggest robot in the world?* (No) *What can the strong robot lift?* (*Cars*) *Who buys the puppy?* (*Ivan*)
 Revise *leave* and explain the meaning of *Walkies!* (People say it to their dogs before they go for a walk.) You can also explain why Ivan calls the puppy *Mr Barker* (*bark* = the noise dogs make).

- Play an extract from a 'K-pop' music video to show learners what the style of music is like, if possible.
Extension Divide the class into groups of three. Explain that they're going to act out the story. Assign roles in each group: robot, Ivan, child. Say *Stand up robots! Play the violin. Lift a car. Be a robot dog*. Learners who are being robots practise the actions – encourage them to use jerky, robotic movements.

- Write on the board:

Child: *Look! That robot's playing the violin.*

Ivan: *But it's not as good as a real musician.*

Child: *Look! That robot's lifting a car.*

Ivan: *It's as strong as me!*

Child: *Look! It's a robot puppy.*

Ivan: *I couldn't leave him! I bought him.*

- Learners act in their groups, saying their lines from memory if possible. Choose groups to perform for the class.



1 Who says it? Listen and say the name.

- Read the instructions. Play the audio. Pause after each sentence for learners to answer.

Track 3.02

- Pablo: They're designing robot teachers, aren't they, Dad?
- Su-Lin: It's as strong as Ivan.
- Miguel: What's it famous for?
- Rose: But it can't play a tune as well as a real musician, can it?
- Ivan: I couldn't leave him there, could I?
- Pablo: And in South Korea they use a lot of robots, don't they?
- Miguel: This afternoon, we're all going to see some robots!
- Jim: Dad's got a robot in the kitchen, hasn't he?
- Pablo: That's the biggest robot in the world, isn't it?
- Su-Lin: Robots don't always look like people, do they?

Activity Book, page 70

See pages TB128–140

Ending the lesson

- Introduce tag questions. Say *Today's the (4th of March), isn't it?* *You're (David), aren't you?* *You don't (live in London), do you?* Explain that these questions are a way of confirming information we think is true.

6

Language practice 1

Learning outcomes By the end of the lesson, learners will be able to use tag questions.

New language tag questions, *a few, by yourself*

Recycled language *along, arrive, bicycle, concert, excited, cycle (v), food, give someone a lift, good news, river, ticket, visit (n), I can't wait*

Materials audio, Mission worksheets (Teacher's Resource Book page 64), digital Mission poster

Warm-up

- Write these false sentences on the board: *Miguel's the circus manager. Su-Lin's grandparents are acrobats. Jim doesn't wear glasses. Ivan bought a new cat.*
- Add a tag question to each one and ask the class, e.g. *Miguel's the circus manager, isn't he?* Learners reply with short answers (e.g. *No, he isn't.*) and then correct the information.

Presentation

- Write sentences about your class/school on the board using a variety of tenses (omit the tag at this stage). Make some of the sentences funny, e.g.
We study at the best school in the world. (don't we?)
Julia has got five brothers. (hasn't she?)
Mr Talbot can't play the saxophone. (can he?)
- Read the first sentence and say *Let's make a question.* Add a question tag, *don't we?* to the sentence on the board and then ask the class. Show learners how to form question tags by using an auxiliary verb (or a modal verb) and making a negative question for positive sentences or a positive question for negative sentences. Practise with some more examples.

Pupil's Book, page 71

1 Look at the pictures. What will Barry do in August?

- Say *Open your Pupil's Books at page 71. The pictures show what Barry will do in August. What will he do?*

Key: He'll go on a plane. He'll ride a bike. He'll go to a concert.

2 Read. Circle the correct tag question.

- Read the instructions. Revise *I can't wait* and *give someone a lift* before learners read. Remind them to look at the verb used in the rest of the sentence and either repeat it, or choose the appropriate auxiliary (*do* for the present, *did* for the past). Check answers.

Key: 2 won't you 3 don't you 4 do you
 5 can't you 6 didn't you

Fast finishers In pairs, learners write short answers to the questions in the email (all confirming, not contradicting), e.g. *1 Yes, I am. 2 Yes, I will.*

3.03 Grammar spotlight

- Point to the Grammar spotlight. Write the same sentences on the board. Learners copy.
- Play the audio. Pause for learners to repeat.

Track 3.03

See Pupil's Book page 71

- Learners find and copy two more examples of sentences with question tags from the cartoon story in the previous lesson.
- For a full Grammar reference, see page 124.

3 What do you know about your friend? Write questions. Ask and answer.

- Ask different learners questions (with tags) to confirm information you think you know, e.g. *Your surname's (Iglesias), isn't it? You like (chocolate), don't you? You studied (maths) this morning, didn't you? You didn't go to (New York) at the weekend, did you? The lesson hasn't finished yet, has it?*
- Extra support** Write the questions on the board for learners to refer to in the writing stage.
- Read the instructions. Learners write questions individually first. Monitor and help with question tags.
- Learners work in pairs to ask and answer.
- Ask if anyone was wrong about something / if anyone found out something they didn't know about their partner.

mission Stage 1

- Point to the Mission box or show learners the first stage of the digital Mission poster. Say *This is Stage 1 of our Mission. Choose a job and think what people need for that job.*
- Read the instructions and the speech bubble. Help learners form Mission groups and decide on a job.
- Learners complete the worksheet task in the Teacher's Resource Book (page 64). See teaching notes on TRB page 57.
- Alternatively, if you do not have the Teacher's Resource Book, learners make a spidergram about the job in their notebooks (with the name of the job at the centre and things people need on each 'branch'). Monitor and help.

Activity Book, page 71

See pages TB128–140

Activity Book, page 68

- Learners open page 68 of the Activity Book and complete the mission diary (see notes on page TB9).

Ending the lesson

- SA** Complete Stage 1 on the digital Mission poster. Use self-assessment (see Introduction).

Language practice 1

6

1 Look at the pictures. What will Barry do in August?



2 Read. Circle the correct tag question.

From: Junu To: Barry

Hi Barry,
 I can't wait for your visit next month. Mum wants to know a few things before you arrive here in Seoul. First of all, you're going to arrive at about half past four in the morning, (1) **aren't you** / **don't you**? We'll give you a lift from the airport. You'll be here for a month, (2) **aren't you** / **won't you**? Now, about food: you eat everything, (3) **don't you** / **didn't you**? You don't have any problems with food, (4) **do you** / **does it**? We're going to take our bicycles and cycle along the Han River. You can cycle, (5) **couldn't you** / **can't you**? What about this idea? Do you like it? One last thing: you said you loved Korean dance music, (6) **didn't you** / **don't you**? I love it too, so the good news is ... we've got tickets for a K-pop concert! I'm really excited.
 Speak soon,
 Junu

Grammar spotlight

You eat everything, **don't you**?

You can cycle, **can't you**?

3 What do you know about your friend? Write questions. Ask and answer.

You walk to school by yourself, don't you?

Yes, I do.

mission STAGE 1

Choose a job and think what people need for that job.

- In groups, choose a job and discuss what people need when they do this job.

Firefighters need to be able to dress quickly. They need a uniform that's easy and quick to put on.

My mission diary
 Activity Book
 page 68

6

Vocabulary 2 and song

1   3.04 Listen and match. Then sing the song.

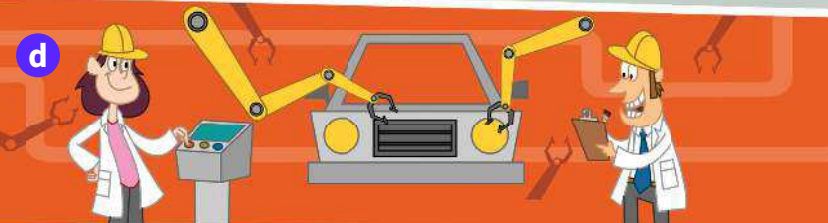
1 Firefighters in the **fire station**
 Wearing uniforms on their **fire engine**.

2 Businessmen and businesswomen
 Going to **meetings** in their **offices**.
 World of work! (x4)

3 Police officers by the **police station**
 Wearing uniforms in police cars.

4 Journalists in the street
 Getting **news** for the **newspapers**.
 World of work! (x3)

5 Engineers in **factories**
 With robots making cars.
 World of work! (x4)



2   3.06 Listen and write the words.

3 Ask and answer about where people work.

Where do journalists work?

They work in newspaper offices and in the street.

Do you know anyone who works in an office? Who?



Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language *factory, fire engine, fire station, meeting, news, newspaper, office, police station*

Recycled language *jobs, car, robot, street, uniform, wear, work, world*

Materials World of work flashcards, Jobs flashcards, word cards (optional), audio, video, bean bag or soft ball (optional)

Warm-up

- Play a memory chain game. Say *My cousin's a journalist*. Choose a learner to repeat it and add a new job, e.g. *(Mrs King)'s cousin's a journalist and my cousin's a mechanic*. The next learner says, e.g. *(Mrs King)'s cousin's a journalist, (Jorge)'s cousin's a mechanic and my cousin's a businesswoman*. The chain continues until a learner forgets a job or can't think of a new one to add.

Presentation

- Hold up each World of work flashcard and say the word. Learners repeat. For each workplace, ask *Who works at a (fire station)?*
- Ask *Do you know anyone who works for a newspaper? What colour are fire engines in this country? Which things in the classroom were made in a factory? Does anyone in your family work in an office? Where's the nearest police station? Which place would you like to work in? Why?*

Pupil's Book, page 72

1 3.04 Listen and match. Then sing the song.


- Say *Open your Pupil's Books at page 72. Say Point to the journalists. Who do they want to talk to? (A famous person / film star) Point to the engineers. What are they making at the factory? (Cars) Point to the businesswoman. Where is she? (In an office) Who's wearing a uniform for their job? (The firefighters and the police officers)* Give learners time to look at the different pictures.
- Play the audio or video once all the way through. Then play it again for learners to match the blue words with the items in the pictures. Check answers. Ask, e.g. *What letter are the engineers?*

Track 3.04

See song on Pupil's Book page 72

Key: 1 c 2 e 3 a 4 b 5 d

- Play the audio or video again. Learners repeat the song.
- Put the Jobs and World of work flashcards on the board in the same order as the song. Practise the song, using the flashcards as prompts.

 3.05 **Extension** Once learners are confidently singing along to the song, try singing the karaoke version as a class.

2 3.06 Listen and write the words.

- Read the instructions. Practise the alphabet by asking each row or table of learners to say a letter in turn.
- Play the audio. Pause after each item for learners to write in their notebooks. Play the audio again so they can check spelling.
- Check answers. Learners spell the word aloud or write it on the board.

Track 3.06

- l-a-p-t-o-p
- o-double f-i-c-e
- b-u-s-i-n-e-double s-m-a-n
- m-double e-t-i-n-g
- f-i-r-e ... new word ... s-t-a-t-i-o-n
- n-e-w-s
- p-o-l-i-c-e ... new word ... s-t-a-t-i-o-n
- f-a-c-t-o-r-y
- n-e-w-s-p-a-p-e-r
- f-i-r-e ... new word ... e-n-g-i-n-e

Extra support Write a selection of words from Units 1–5 on the board, choosing some with 'tricky' letters (g, j, h, y, vowels), e.g. *January, bicycle, eagle, environment, puzzle, musician, autumn, pocket*. Throw a bean bag or soft ball to a learner and ask him/her to spell out the first word. Then the learner throws the bag/ball to another learner, who spells the second word, and so on. You could play this as a team game, with a bean bag/ball for each team.

3 Ask and answer about where people work.

- Brainstorm jobs and write them in a column on the left side of the board. Include jobs from earlier levels as well as the song. Write places of work on the right of the board (one for each job), not in the same order as the jobs.
- Learners copy the list of jobs in their notebooks and work in pairs to match them with the places (e.g. *cook – restaurant, doctor – hospital, farmer – farm, journalist – newspaper office, police officer – police station*).
- Check answers and ask different learners to make sentences, e.g. *Actors work in theatres*.
- Clean the board. Read the instructions and the speech bubbles. Learners ask and answer in pairs.
- Extra support** Erase only the places from the board.
- Show the picture of Rose Quartz. Read out the question. Choose learners to answer.

Activity Book, page 72

See pages TB128–140

Ending the lesson

- SA** Say *We learnt words for talking about work*. Show the flashcards. Ask *Do you know the words?* Use self-assessment (see Introduction).
- Play the song again. Learners join in.