

# Unit 3 Living and Working Together

## Chapter 1: Going to Work

### Target Vocabulary

**Nouns:** barber/hair stylist, astronaut, firefighter, clown, farmer, doctor, mail carrier, cowboy/cowgirl, dancer, dentist, police officer

**Commands:** Turn around., Knock on the door., Walk slowly., Walk fast., Say your name quietly/loudly.

**Adjectives:** happy, sad, angry, hungry, sick, surprised, thirsty, tired

**Other:** left, right

### INTRODUCE TARGET VOCABULARY

(see pages 14-15)

### FF #1

Materials: TP #10 & 11

Carousel TG pp. 340, 344

#### Function

Naming people

#### Form

Nouns, regular plurals with -s

#### Target Frames

I see \_\_\_\_\_.

U3F1

I see two \_\_\_\_\_.

U3F2

#### Examples

Show students TP #10 and #11 and ask: **Who do you see?**

I see a doctor.

Imagine there are two. Now, who do you see?

I see two doctors.



### FF #2

Materials: P&W Cards

Carousel TG p. 342

#### Function

Describing actions

#### Form

Present progressive tense verbs

#### Target Frames

The \_\_\_\_\_ is \_\_\_\_\_.

U3F3

#### Examples

Give each student a picture card and ask: **What is the (farmer) doing?**

The farmer is milking the cows.

The barber is cutting hair.



## Extension

TP
Reading & Writing

✎
Creative IDEAS: Book 3 pages 5-16

🎵
Creative Beats: When I Grow Up (Track 12)

Literature Connection  
Appendix A

📖
White Snow, Bright Snow



### FF #3

Materials: TP #10 & 11

Carousel TG p. 347

#### Function

Describing location

#### Form

Prepositional phrases

#### Target Frames

The \_\_\_\_\_ is \_\_\_\_\_ of the \_\_\_\_\_. U3F4

#### Prepositions

PP22-23

#### Examples

Using TP #10 and #11, have students describe the location of different occupations using *on the left/right*. Ask: **Where is the (doctor)?**

The doctor is on the left of the mailman.

The clown is on the right side of the picture.

**Continued** ➤  
on next page



# Unit 3 Living and Working Together

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### Chapter 1 continued

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**Commands:** Turn around., Knock on the door., Walk slowly., Walk fast., Say your name quietly/loudly.

**Adjectives:** happy, sad, angry, hungry, sick, surprised, thirsty, tired

**Other:** left, right

### FF #4

Materials: P&W Cards

Carousel TG p. 348

#### Function

Responding to/issuing commands

#### Form

Imperative, prepositions, adverbs

#### Target Frames

\_\_\_\_\_, \_\_\_\_\_.  
(occupation)

U3F5

#### Examples

Give each student a picture card. Have students take turns responding to and issuing commands, such as:

Police officer, turn around.

Astronaut, knock on the door.

Dentist, walk slowly/quietly to the door.

Clown, say your name loudly.

Then have students give commands related to the occupation on the picture card.

Police officer, help me!

Dentist, please clean my teeth.



barber/  
hair stylist



astronaut



U3 Ch1

U3 Ch1  
**firefighter**



U3 Ch1

U3 Ch1  
**clown**

## FF #5

Materials: P&W Cards

Carousel TG p. 348

### Function

Describing how

### Form

Adverbs

### Target Frames

The \_\_\_\_\_ (person) \_\_\_\_\_ (action) \_\_\_\_\_ (how). U3F6

### Examples

Give each student a picture card and have them make a sentence using *quietly*, *loudly*, *slowly*, and other adverbs students have learned. Have students pantomime actions to go with their statements.

The doctor walks quietly.  
The dancer dances slowly.

## FF #6

Materials: P&W Cards

Carousel TG pp. 355-356

### Function

Describing feelings

### Form

Adjectives

### Target Frames

The \_\_\_\_\_ is/are \_\_\_\_\_. U3F7  
He/She/They \_\_\_\_\_.

### Examples

Give each student a picture card and have them describe feelings using target adjectives *happy*, *sad*, *angry*, *hungry*, *sick*, *surprised*, *thirsty*, and *tired*. Ask: **How does the (firefighter) feel?**

The firefighter is hungry. He did not eat breakfast.  
The farmers are tired. They worked all day.



## Theme Picture #10: An Accident on the Street

**Target Vocabulary:** barber/hair stylist, dentist, doctor, mail carrier, firefighter

### TEACHING TIP

As you introduce the occupations, relate them to students' personal experiences. For example, ask students if they've ever been to the dentist, if they've ever seen a mail carrier, or if they want to be a firefighter when they grow up.

### EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of an accident on the street. You can see people doing many different jobs.**

#### Listening and Speaking

- Ask students: **What do you see in the picture? What jobs are people doing?** Point to the mail carrier and say: **Who is he? What is he doing? What is he carrying?** Point to the barber and say: **Who is he? What is he doing?** Continue with other occupations.
- Have each student choose a person in the theme picture and tell the class what that person is feeling in this situation. Encourage students to be creative. Model this for students first: **I am the barber. I am surprised about the accident. I am the man in the accident. I am sad.**
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

#### Reading and Writing

- Display the target vocabulary word cards on the chalk rail. Ask students: **Which words end with the /r/ sound?** [*barber, mail carrier, firefighter, doctor*] **Good!** Write these words on the board along with the words *right* and *left*. Ask: **Where is the barber in the picture? Is he on the right side or left side of the firefighter?** [*left side*] **Where is the doctor? Is she on the right side or left side of the firefighter?** [*right side*] Continue with other questions using *left* and *right*.
- Put the theme picture on the chalk rail. Point to the barber and say: **He is a barber. What do barbers do?** Write 1-2 student responses on the board (e.g., Barbers cut hair.). Instruct students to write a similar sentence about one of the people in the theme picture. Then point to each person in the picture, one at a time, and have students read their corresponding sentences.

- Give each student a small slip of paper. Tell students that they must write a sentence describing one person in the picture. However, students cannot tell the person's occupation in their sentence. Write an example on the board: *She is looking at the girl's mouth.* Circulate around the room and help students with their sentences. Put all the sentences in a box. Have each student pick out one sentence, read it aloud, and guess who the sentence is about. The student who wrote the sentence should confirm whether the guess is right or wrong.

### LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

**Beginning:** Students are able to speak in one- to two-word responses. Ask questions such as: **Is this a dentist? Is this a doctor or a barber? Is the firefighter a woman?** Continue with other yes/no and either/or questions.

**Intermediate:** Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Why is the boy pointing at the street? Why did the barber stop cutting the boy's hair? How are they feeling? What would you do if you saw an accident in the street?** Have students write a paragraph telling what they would do if they saw an accident in the street. Have students read their paragraphs to a partner.

**Early Advanced:** Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **Why is the doctor helping the man? How did the man hurt himself? What do you think will happen next?** Have students write a paragraph telling what they think will happen next. Have students read their paragraphs to a partner.

**Advanced:** Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: **Which of the occupations in the picture would you like to have? Why?** Have students write an essay explaining which occupation they would like to have and why. Have students conduct research to find out more about the occupations, including required training, working conditions, salary, and so forth. Have students present their essays to the class.

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## Theme Picture #11: A Costume Party

**Target Vocabulary:** astronaut, clown, cowboy/cowgirl, dancer, farmer, police officer

## TEACHING TIP

Make use of students' affinity for costumes. Bring in hats and other items emblematic of the various professions in the theme picture and have students try on the hats as they discuss the occupations.

## EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a costume party. The children in the picture are dressed up as people with different occupations.**

## Listening and Speaking

- Ask students: **What do you see in the picture? Have you ever been to a costume party? What did you dress up as? What are the children in the picture dressed up as?** Point to the astronaut and say: **She is dressed up as an \_\_\_\_\_.** **That's right! She is dressed up as an astronaut.** Continue pointing to the children and asking questions about their costumes.
- Point to the dancer and say: **This girl is dressed up as a dancer. What does a dancer do?** [*dances; entertains people*] **This boy is dressed up as a farmer. What does a farmer do?** [*grows fruits and vegetables; takes care of animals*] Continue with other occupations.
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

## Reading and Writing

- Put the theme picture on the chalk rail. Point to the farmer and say: **He is a farmer. What do farmers do?** Write 1-2 student responses on the board (e.g., Farmers grow food.). Instruct students to write a similar sentence about one of the occupations in the picture. Then point to each child in the picture, one at a time, and have students read their corresponding sentences.
- Write a "clue" about each person in the picture on the board or on chart paper (e.g., He is wearing a black hat.). Have students read each clue and guess who the clue is about. Have students write their own clue about one of the people in the picture and read it aloud. Classmates should guess who the clue is about.

## LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

**Beginning:** Students are able to speak in one- to two-word responses. Ask questions such as: **Is this a clown? Is this a dancer or a cowgirl? Is the police officer a girl?** Continue with other yes/no and either/or questions.

**Intermediate:** Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Are the children enjoying the party? How do you know? Would you like to go to this party? Why or why not? What would you dress up as if you went to this party?** Have students write a paragraph describing a costume they would wear to a costume party. Have students read their paragraphs to a partner.

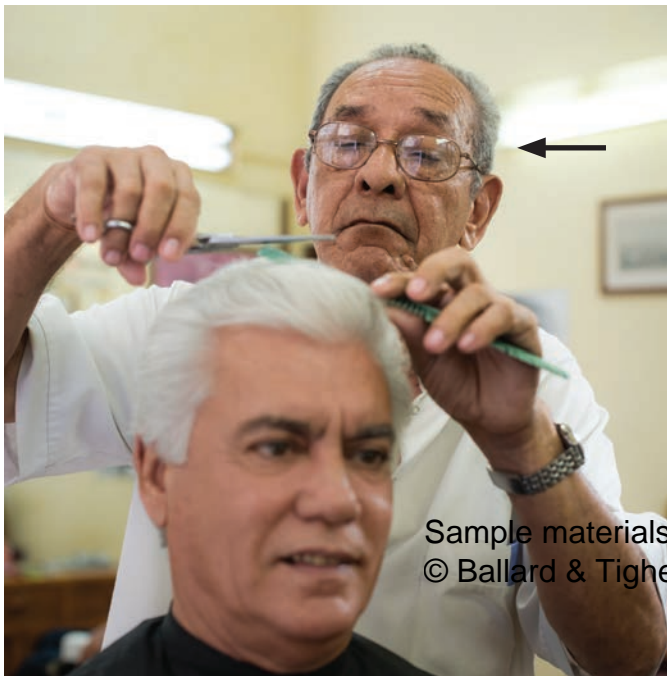
**Early Advanced:** Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **Why does the tiger have a stick? What is she doing? What will happen next?** Have students write a paragraph describing what will happen next at the costume party. Have students read their paragraphs to a partner.

**Advanced:** Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions: **Which costume do you think is the best? Why?** Have students pretend they are judging a costume contest at this party. They must decide to whom they will give first, second, and third prize. Students should write a paragraph explaining why they chose each of the three costumes. Have them present their contest winners to the class.

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# barber/ hair stylist

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Sample materials for teachers  
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# astronaut

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# firefighter

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clown

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farmer

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doctor

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# mail carrier

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cowboy/  
cowgirl

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dancer

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# dentist

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# police officer

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I see



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I see two \_\_\_\_\_.

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The \_\_\_\_\_ is \_\_\_\_\_.

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The \_\_\_\_\_ is \_\_\_\_\_ of the \_\_\_\_\_.

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(occupation)



The

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(person)

(action)

(how)

The \_\_\_\_\_ is/are \_\_\_\_\_.

He/She/They \_\_\_\_\_.

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below

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on the left



on the right



center