

My Pals are Here! English 1A Lesson Plans

Unit 6 - Jobs People Do

No. of periods	Textbook	Follow Up Workbook
1	Page 59	-
1	Page 60	Page 59: Who are they?
1	Page 61	Page 60: Jobs, jobs, jobs
1	Page 62	Page 61: Guess who?
1	Page 63	Page 62: Sentence jigsaw
1	Pages 64 & 65	Page 63: Who are they?
2	Page 66	Page 64: Who are they? Page 65: My brother and sister
1	Page 67	-
1	-	Pages 66 & 67: The cook and the soup
1	Page 68	-
1	Page 69	Page 68: Say and tick Page 69: Say and lead
1	Page 70	Page 70: Say and write, Say and circle

No. of periods	Components
1	Listening comprehension exercise 6
1	Enrichment comprehension exercise 4
1	Big Book: Help!
1	Big Book worksheets: Help!
2	Handwriting: I, i, J, j
2 or 3	English@Once CD-ROM: Jobs People Do

Textbook page 59

Learning Outcomes:

Pupils will be able to:

1. Read the introductory poem aloud with rhythm and expression.
2. List the names of some occupations.

Introduction:

1. Ask pupils to look at the illustrations and guess what this unit is about.
2. Get pupils to identify any of the jobs shown in the pictures.

Development:

1. Point to the title and ask if any pupils can read it, then read the title together.
2. Tell pupils to follow the words of the poem as you read it aloud.
3. Get pupils to link the pictures to each of the jobs mentioned in the poem.
4. Reread the poem aloud together.
5. Ask if any pupil[s] would like to read the poem to the class.

Follow Up:

1. Read the question at the foot of the page and get pupils to think about what they want to be.
2. On the blackboard, list the jobs they think of.
3. On paper, get each pupil to write down briefly what they want to be and why. E.g. **I would like to be a _____ because** Put each paper into an envelope and open it only at the end of the unit. Find out whether any pupil has changed his/her mind after the unit!

Textbook page 60

Workbook page 59. 'Who are they?'

Learning Outcomes:

Pupils will:

1. Be able to identify and name the occupations taught on this page.
2. Understand that the verb 'has' means 'possess'.

Introduction:

1. Have pupils look at the illustration and identify Deepa and Gopal. Ask pupils what the children can see around them. Ask what time of day it is. Pupils will be able to name some objects and possibly some of the jobs that people are doing in the picture.
2. Read the names of the four occupations shown in the picture.

Development:

1. Point to the storylines at the top of the page and let pupils follow as you read aloud.
2. Ask if any pupil can read the first sentence.
3. Read Deepa's speech bubble with pupils. Give pupils time to answer the question. Accept all answers and reply in a complete sentence to pupils who answer in one word. E.g. Pupils may say "**Flower.**" Say "**Yes, the box has flowers in it.**"
4. Repeat for the other three jobs.
5. Look at the picture again. Ask pupils to point out the people who are carrying things that they may use in their jobs. Talk about these people using the verb 'has' to mean 'possess'. E.g. "**He/she has a ____ . He/she is a ____ .**"

Follow Up:

1. Reread the story with pupils and get them to answer the questions as the story progresses. E.g. "**What is in it?**". They may reply "**The flowers are in it.**"
2. Have pupils fold a sheet of paper into four. In each quarter, tell them to write the first sentence from the story and a second sentence describing what is in the box. E.g. **The florist has a long box. The flowers are in it.**
3. This paper could then be cut along the folds and each quarter glued onto the correct large paper shape viz. a long box, a large bag, a round box or a big mail bag. These posters could be displayed in the classroom for pupils to reread and to refer to later.

Follow Up Workbook page 59

Title: Who are they?

1. Read the title and instructions with pupils.
2. Look at the pictures and talk about what each person is doing. Use the verb 'has' to mean 'possess'. E.g. "**He has some scissors.**"
3. Read the names in the vocabulary box, then the first two sentences together. Pause at the blank and ask pupils what the person's job is. Repeat for the other three sentences.
4. Demonstrate how to fill in the first blank, then allow pupils to complete the page.

Textbook page 61

Workbook page 60, 'Jobs, jobs, jobs'

Learning Outcomes:

Pupils will be able to:

1. Identify and name the occupations taught on this page.
2. Talk briefly about the nature of these occupations.

Introduction:

1. Point to the storyline and read it aloud with pupils.
2. Allow pupils time to look at the illustration and discuss what they can see.

Development:

1. Reread the storyline, then identify the people named in the illustrations. For each person identified, discuss the clothing and items which are peculiar to that occupation. Discuss what the person is doing and the other tasks that he/she has to perform.
2. Get pupils to think of other jobs. List them on the blackboard.
3. *Classify the jobs into two categories, e.g. indoors/outdoors, safe/dangerous, exciting/boring. Ask pupils if they can think of any other categories.

Follow Up:

1. Have pupils fold a sheet of paper in half. Tell them to write the titles of their own categories at the top of each column.
2. Get pupils to list as many jobs as they can for each column.

Follow Up Workbook page 60

Title: Jobs, jobs, jobs

1. Read the title and instructions with pupils.
2. Ask pupils what the boy in the picture is doing. Get them to explain what to do in a word search puzzle.
3. Clarify any questions that pupils may have and say "**Yes, that's right**" when required.
4. Demonstrate how to circle a word when it is found and how to tick the same word in the text box above.
5. Allow pupils to complete the puzzle.

**Thinking skill: Classifying*

Textbook page 62

Workbook page 61, 'Guess who?'

Learning Outcomes:

Pupils will be able to:

1. Use titles appropriately.
2. Know that titles begin with capital letters.

Introduction:

1. Point to the storyline at the top of the page and ask pupils to read it aloud with you.
2. Allow pupils time to look at the illustrations and say what they can see.

Development:

1. Read all of the names and occupations with pupils and check that pupils understand all of the jobs on this page.
2. Read the sentences in the grammar box at the foot of the page.
3. Get pupils to answer alternate type questions about the people in the pictures. E.g. "**Is Miss Tan a nurse or a doctor?**". Answer: "**Miss Tan is a nurse.**" "**Is Mr AM he a chef or a policeman?**". Answer: "**Mr AM is a policeman.**" When pupils have mastered this, change the form of the questions so that pupils have to give you information, e.g. "**Tell me about Dr Bala, what is he?**". Answer: "**Dr Bala is a dentist.**"

Follow Up:

1. Pair pupils up. One pupil thinks of a name, title and occupation. The partner asks, "**Who are you?**". The first pupil replies "**I am Mr Gopal. I am a teacher.**" Have pupils change roles and repeat. Then get them to change partners and begin again with a new name, title and occupation.
2. *Widen the task. Pupils must reply to the question "**Who are you?**" with a name, title and occupation that is not on this page.

Follow Up Workbook page 61

Title: Guess who?

1. Read the title and instructions aloud with pupils.
2. Allow pupils time to look at the pictures and tell you what they can see. Ask if they can tell you what they should do. Accept all answers and demonstrate how to answer in correct, full sentences.
3. Demonstrate how to fill in the blanks for no. 1 and get pupils to assist you.
4. Allow able pupils to complete the page and look out for pupils who need more assistance. Continue to work through the page with less able pupils.

**Thinking skill: Generating possibilities*

Textbook page 63

Workbook page 62, 'Sentence jigsaw'

Learning Outcomes:

Pupils will be able to:

1. List the names of more occupations.
2. Form sentences using the verb 'be'.

Introduction:

1. Read the storylines at the top of the page with pupils.
2. Allow pupils time to look at the illustrations and tell you what they can see.

Development:

1. Direct pupils to look at the first picture and ask if any pupil can read the words in the speech bubble. Support any attempts to read them, then reread with the entire class.
2. Repeat this procedure with the rest of the pictures on this page.
3. Write on the blackboard **I am a _____ , He is a _____ , She is a _____ , You are a _____ , We are _____ , You are _____ , They are _____** . Explain that the singular 'I', 'you', 'he' and 'she' all need the article 'a' after 'is/are' but the plural 'we', 'you' and 'they' do not need 'a' or anything else before the name of the occupation.
4. Reread the story, paying attention to the subject/verb agreement.

Follow Up:

1. Have ready some posters showing people in different situations and doing different jobs. Get pupils to tell you about the people in the pictures, using subject/verb agreement. **"She is a nurse", "They are shopkeeper", "He is a postman"**, etc.
2. Introduce the phrase 'it is' for some oral practice.
3. Have some magazines ready for pupils to cut pictures from. These pictures should show people at their jobs. Then get pupils to glue their pictures onto sheets of paper and to write captions below. E.g. **He is a _____ . They are _____** .
4. Display these papers in the classroom for pupils to reread. Later, paste them into a class scrapbook for further reading.

Follow Up Workbook page 62

Title: Sentence jigsaw

1. Read the title and instructions with pupils.
2. Allow pupils time to look at the illustrations and word puzzle pieces on the page. Ask if any pupil can explain what should be done. Accept all answers and reply in complete and correct sentences.
3. Draw pupils' attention to the first sentence and ask pupils if they can tell you what the people in the picture are doing. Pupils may answer **"Sweeping."** Say **"Yes, they are sweeping, they are sweepers."**
4. Discuss each of the sentence puzzles in this way.
5. Return to the first sentence and read it in its jumbled form to pupils. Ask if any pupil can write it correctly on the blackboard. Check the written answer with pupils.
6. Explain to pupils that their task is to write all of the sentences in the correct order on the lines. Remind pupils to put a full stop at the end of each sentence.

Textbook pages 64 & 65 Workbook
page 63, 'Who are they?'

Learning Outcomes:

Pupils will be able to:

1. Say what riddles are.
2. Talk about the nature of some occupations.

Introduction:

1. Talk about the illustrations over the two pages with pupils. Ask if any pupil can answer any of the riddles. Accept their attempts and demonstrate correct replies.

Development:

1. Ask if any pupil can read the question at the top of the page.
2. Explain to pupils that the poems on these two pages are called 'riddles' and that they are a sort of puzzle in words. The poem gives the reader clues and the reader has to think about the answer to the riddle. Tell pupils that you will read the first riddle aloud to them. They have to think it over in their heads and when they know the answer to the riddle, they must raise their hands and not shout out the answer to pupils who are still thinking.
3. Point to the first riddle and read it aloud slowly to pupils. Wait for a good number of pupils to have their hands up before you choose one of them to answer aloud.
4. Repeat this procedure for the other riddles. If pupils are able, select them to read the riddles aloud. The rules regarding putting up their hands before they answer still apply.

Follow Up:

1. Put pupils in pairs and have them take turns reading the riddles to one another.
2. Ask if any pupil can recite one of these riddles aloud.
3. Ask if any pupil can recite any other riddle for the rest of the class to guess.
4. Give pupils a sheet of paper each to write their own riddles. Suggested subjects include teacher, footballer, hairdresser, shopkeeper, pilot, train driver, etc. Get some pupils to read these aloud for other pupils to guess.
5. Display on a large sheet of paper cut-out in the shape of a question mark. Later, glue the riddles into a class scrapbook titled **Book of our riddles**.

Follow Up Workbook page 63

Title: Who are they?

1. Read the title and instructions aloud with pupils.
2. Ask pupils to recite the parts of the verb 'be', e.g. 'I am', 'She is', 'He is', etc.
3. Tell pupils they will need to use these verb parts correctly in this exercise.
4. Get pupils to look at the illustrations, then return to the first picture. Ask them to tell you what they think is happening, then read what the nurse is saying aloud. Ask pupils what they think the nurse will say next. This means that pupils have to complete the sentence using prediction skills and the naming text supplied.
5. Show pupils how to write the correct words on the lines below the picture.
6. Work out the next example orally with pupils, then let them complete the page unaided if they are able. Continue to support less able pupils by working through each sentence with them.



Textbook page 66

Workbook page 64. 'Who are they?'

page 65, 'My brother and sister'

Learning Outcomes:

Pupils will be able to:

1. Write sentences in the forms of questions and answers.
2. Say that a question ends with a question mark.

Introduction:

1. Read the storyline at the top of the page with pupils.
2. Allow pupils time to look at the illustrations and tell you what they think Gopal and Deepa are doing.

Development:

1. Remind pupils of the way they used clues in the riddles on pages 64 & 65 to guess some peoples' jobs. Then, reread the title on this page.
2. Draw pupils' attention to the sentence in the grammar box and read it aloud.
3. Tell pupils to look at the first picture and ask if any pupil can read the words in the speech bubbles.
4. Reread the text aloud with groups of pupils or the whole class.
5. Repeat for each of the pictures in order of the story.
6. Reread the text and get pupils to read the speech bubbles of one of the children in the story, while you read the other speech bubbles.
7. Repeat this procedure, but this time, divide the class into two halves. Get pupils to role play both parts.
8. Tell pupils that you are now going to play this game with them about other jobs that they know. Pupils have to ask you the questions and you will only reply "**Yes, he/she is**" or "**No, he/she is not.**" They must ask three questions before you can give them a clue.
9. Repeat the game a few times in the singular before you begin to use the plural form. Tell pupils again what you are going to do. Say that you will only reply "**Yes, they are**" or "**No, they are not.**" The rule of asking three questions before you give them any clues still applies.

Follow Up:

1. Put pupils in pairs to read the parts of Gopal and Deepa to each other.
2. Get pupils to play the guessing game that they played earlier in pairs.
Note: Pair pupils up in such a way that able pupils work with less able pupils. Always let the able pupil ask questions first to demonstrate how to do this activity in pairs.

Follow Up Workbook page 64

Title: Who are they?

1. Read the title and instructions with pupils. Allow pupils time to 'read' the pictures and comprehend the task.
2. Demonstrate how to write the answer on the line as shown in the example. Remind pupils that they must use a comma after 'Yes' or 'No'. Allow able pupils to complete the exercise and continue to help less able pupils.

Follow Up Workbook page 65

Title: My brother and sister

1. Read the title and the instructions aloud with pupils.
2. Draw pupils' attention to the speech bubble and ask if any pupil can read the first sentence.
3. Accept pupils' efforts to read the sentences aloud, supporting their efforts with praise and rereading aloud where necessary.
4. Ask pupils if they remember how to use clues to guess what the two children want to be [see Textbook page 66].
5. Draw pupils' attention to the chart and show them how to follow it both across and down. Ask pupils what questions they need to ask and what answers they need to complete the chart.
6. Reread the passage together after pupils understand what they have to look for.
7. Allow pupils to fill in the boxes with the answers.

Learning Outcomes:

Pupils will be able to:

1. Ask for things politely using phrases such as 'May I have...?', 'Can I have...?', etc.
2. Say that a comma is used when there is a short pause in a sentence.

Introduction:

1. Ask if any pupil can read the storylines at the top of the page aloud to the class.
2. Check pupils' understanding of 'housewife', i.e. a woman whose work or job is to look after the house and the family.

Development:

1. Have pupils reread the storylines at the top of the page and ask them what they think the two children in the pictures are doing for their mother.
2. After setting the scene, point to where pupils must begin to read the speech bubbles, and show how they must go from top left to top right, then to the next bubble down on the left. Read the first picture story aloud together with pupils.
3. Repeat this procedure for the second picture story.
4. Ask pupils why the two children bought the cake and flowers.
5. Have pupils read the rest of the story at the foot of the page and tell you what the two children are thinking about in the thought bubbles.
6. Read the sentences in the grammar box with pupils. Tell pupils to look for commas in the text and tell you where the pause in the text occurs.
7. *Get pupils to ask you for things in the classroom, using the phrase 'Can I have...?'. Reply either "Yes, **you can**" or "No, **you cannot**."
8. *Repeat the above, using the phrase 'May I have...?'. Reply to this with "Yes, **you may**" or "No, **you may not**." Point out that 'may' is more polite than 'can'.

Follow Up:

1. Put pupils in pairs [remember to pair less able pupils with able pupils] to role play as they read the story to each other.
2. In the same pairs, get pupils to practise asking for things using the phrases as above.
3. Widen the task, set the scene. Pupils must ask for items at a market, or at a food centre, etc, and their partner must answer politely.
4. *Give pupils a sheet of paper each to write one polite request and an answer for it. You could display these request sheets on a sheet of paper in the shape of a market stall.

**Thinking skill: Generating possibilities*

Workbook pages 66 & 67, 'The cook and the soup'

Learning Outcomes:

Pupils will be able to:

1. Read and comprehend the short passage.
2. Answer questions based on the short passage.

Introduction:

1. Read the title of the story to pupils. Check that pupils understand the words 'cook' and 'soup'.
2. Tell pupils to follow the words as you read the story aloud. Make sure they follow correctly as you read. [This may be easier with a small group.]
3. Ask pupils:
 - a. How many people the cook asked to look at the soup.
 - b. Which jobs these people held.
 - c. What tells us, the reader, that someone is speaking. [Point out the speech marks in the text and explain them.]
 - d. Who was upset in the story.

Development:

1. Reread the story aloud with pupils. Let pupils read the part of the cook while you read the other parts.
2. Have pupils look at the questions and instructions. Check that they understand them. Demonstrate how to write a tick and a cross on the blackboard.

Follow Up:

1. Work through the sentences orally with pupils, then allow them to complete the page.

Textbook page 68

Learning Outcome:

1. Pupils will be able to read the story aloud with expression.

Introduction:

1. Read the title with pupils and allow them time to look at the illustrations.
2. Ask pupils questions about the picture and encourage them to answer using full sentences.
3. Get pupils to say whether they enjoy going to the hairdresser for a haircut and what they like/dislike most about their visits.
4. Ask if any pupil would like to become a hairdresser when he/she grows up.

Development:

1. Read the story aloud to pupils at normal speed for enjoyment and understanding.
2. Have pupils identify each person named in the story.
3. Ask pupils why they think Ben did not stay for a haircut.

Follow Up:

1. Have pupils reread the story, first to the teacher, and then to a friend.
2. Read the list of books at the foot of the page to pupils. Try to have these books on hand, if possible.
3. Open the envelopes that were sealed at the beginning of this unit.
4. Ask pupils if they have changed their minds after reading about other jobs in this unit.

Textbook page 69 Workbook page 68. 'Say and tick' page 69, 'Say and lead'

[Teach in 2 parts: Part A - Beginning sound 'q'; Part B - Beginning sound V.]

Learning Outcome:

1. Pupils will be able to recognise and pronounce the beginning sounds 'q' and V.

Part A - Beginning sound 'q'

Introduction:

1. Look at the picture with pupils. Name the 'queen' and the 'quilt'.
2. Have pupils make the sound 'qu' [sounds like 'kw']. Remember not to add 'uh' to this sound.
3. Identify 'capital Q' and 'little q' in the box. Demonstrate how to write these letters.

Development:

1. Read the poem to pupils and ask them to listen for the 'qu' sounds. Tell them to raise their hands when they hear this sound and count how many times they do this.
2. Have pupils read the poem aloud with you. Let them look for the 'qu' sound and see if they counted them all in step 1 above.
3. Tell pupils that the letter 'q' is always followed by the letter 'u'. Say that **"They are friends who stick together."**
4. Ask pupils if they can name other words that begin with this sound, e.g. 'quiet', 'quick', 'question mark'.
5. *On a poster paper, write Qq_ in the middle. Draw and write around it all of the things that pupils can name for this sound. [It is possible to add to the poster whenever a pupil thinks of or discovers another word that begins with this sound.]
6. Have pupils say **"Capital Q and little q. My name is 'Q', my sound is 'kw'"** as you point to them. Then read the words on the poster which you have made together aloud.

Follow Up:

1. *On a sheet of paper or in their *Sounds Book*, have pupils write Qq_ in the centre of a page, then paste pictures from magazines or draw pictures of things that begin with 'q' around it.
2. Teacher and/or parents can help to write the correct names below each picture.
3. Have pupils reread these words.

Part B - Beginning sound V

Teach the beginning sound V in the same manner as above.

Follow Up Workbook page 68

Title: Say and tick

1. Read the title and instruction with pupils.
2. Have pupils identify 'Capital Q' and 'little q' in the box and repeat **"My name is 'Q', my sound is 'kw'."**
3. Tell pupils to identify the pictures and listen to the beginning sound of each name.
4. Get pupils to write a giant-sized letter 'Q' and 'q' in the air as you write them on the blackboard.
5. Show pupils how to place a tick in a box. Pretend to draw a tick in the first box for the violin, then stop and ask them **"Shall I draw a tick here?"**. Get pupils to tell you where the ticks should go.
6. Let pupils complete the page unaided.

**Cross-curricular link: Art Thinking
skill: Generating possibilities*

Follow Up Workbook page 69

Title: Say and lead

1. Read the title and instructions with pupils. Explain that this picture is a maze where you must follow the pathways carefully. Without going over any of the lines, take Victor to the shed. The tricky bit is that you may only follow the pathways where the things begin with a V.
2. Give pupils time to look at the maze and the small pictures on it. Check if they can know where to go.
3. Get pupils to identify the pictures and listen to the beginning sound of each name.
4. Demonstrate with a pointer [not a pencil at first] how to move along the pathways, stopping at the pictures that begin with a different sound to show pupils that you can turn around and try a different way again. When the maze is solved, show pupils how to use a pencil to draw the correct route from Victor to the shed.
5. Let pupils complete the page in their workbooks unaided. Turn around or cover your completed page, do not let them copy your page.

Textbook page 70

Workbook page 70, 'Say and write' and 'Say and circle'

[Teach in 2 parts: Part A - Beginning sound 'x'; Part B - Beginning sounds 'q', V and 'x'.]

Learning Outcomes:

Pupils will be able to:

1. Recognise and pronounce the beginning sound 'x'.
2. Distinguish between the beginning sounds 'q', V, and 'x'.

Part A - Beginning sound 'x'

Teach the beginning sound 'x' in the same manner as on the previous page.

Part B - Beginning sounds 'q', V and 'x'

Introduction:

1. Read the title and instructions with pupils.

Development:

1. Have pupils name the items in the picture and listen to the sounds coming out of their own mouths.
2. Draw three shapes or columns on the blackboard and label them Q, V and X. *Write and draw the things in the correct shape or column.
3. **Get pupils to think of more things or words that begin with these sounds. *Write and draw in the correct space/column.
4. At the end of the lesson, ask pupils which sound has the most items.

Follow Up Workbook page 70

Title: Say and write

1. Read the title and instructions aloud with pupils.
2. Have pupils identify 'capital X' and 'little x', and repeat the phrase **"My name is X, my sound is XXXX."**
3. Tell pupils to identify the pictures and listen to the beginning sounds coming out of their own mouths.
4. Get pupils to identify the items to join to the letter 'x'. [Trick question, there is only one item to join.]
5. Let pupils complete the exercise.

Follow Up Workbook page 70

Title: Say and circle

1. Read the title and instructions aloud with pupils.
2. Have ready blue, red and green chalk. Write each letter on the board, using a different colour chalk for each letter.
3. Tell pupils to identify the pictures and listen to the beginning sounds of each word.
4. Get pupils to help you to circle the items that begin with V with a blue chalk. Repeat for the other two sounds with their corresponding colours.
5. After this demonstration, allow pupils to complete their pages. Do not let them copy your page.

**Cross-curricular link: Art Thinking skill: Classifying **Thinking skill: Generating possibilities*

