

**Aims**

**Vocabulary:** jobs and job activities (*Praca: popularne zawody i związane z nimi czynności i obowiązki*)

**Listening:** for general understanding (identifying jobs described in five utterances)

**Reading:** for detailed information (an online profile of a family and their jobs)

**Speaking:** describing duties and guessing job names

**Lead-in**

Play *Hangman* with the job: TEACHER.

**BRAINYPOST**

Ask your students to look at the picture of the *BrainyPost* feature and guess what it is (in Polish if necessary). Tell them that in every Lesson 1, students will see a picture of a computer or tablet screen with an imaginary interactive online tool called *BrainyPost*. It depicts an electronic board to collaborate with others, e.g. to write posts and share pictures, uploaded audio, lexical games, surveys, etc.

Ask the students to tell you what the icons in the sidebar on the right do.

**Answers from top to bottom:**

options button (sometimes called a 'hamburger button'),  
add content,  
make bigger,  
upload,  
like/add to favourites,  
ask a question,  
more information,  
settings,  
next page.

**After exercise 1** **Extra practice 1**

Tell your students to copy the list of jobs from the Vocabulary presentation 1 into their notebooks and put the translation in Polish next to each word.

**Phonics twister**

1.02

Tell your students to put their hands on their throats to feel the difference between the voiced 'th' /ð/ of *this, that, these* and *those*, and the unvoiced 'th' /θ/ of *three, thirty, and thousand*. Then, play the audio track [1.02] once and tell the students to listen and read the Phonics twister on page 8. Ask them to identify the two different 'th' sounds using their hands on their throats as before. Play the audio again and encourage the students to join in. Organise a class competition with different groups of four to five. Have the students take turns to say the twister as fast as they can. Then the fastest from each group will match up in a final round to determine the winner.

**Before exercise 2** **Extra practice 2**

Ask for three volunteers (Students A, B, and C) to come to the front of the class. Ask them to stand in a line and elicit prepositions *between* and *next to* by asking, e.g. *Where's Student B?* Then tell the three students to change their positions and ask the class where Students A, B, and C are now.

**Exercise 3**

Make sure your students are looking at the *BrainyPost* while listening to the recording and doing the exercise. Also, please note that there are deliberately some words that the students don't know on the recording – the idea is that they have to listen for phrases they do know to identify the jobs.

**After exercise 4** **Extra practice 3**

Write the lists of vocabulary below on the board and tell your students to match the verbs with the correct compliments without looking in their books.

DO	PEOPLE WITH THE LAW
FIX	AFTER PATIENTS
GIVE	LEAKS
LOOK	INSTRUCTIONS
GROW	CHANGE TO CUSTOMERS
BUILD	COWS
GIVE	BRIDGES
HELP	CROPS
MILK	EXPERIMENTS

Then ask for volunteers to come and join the verbs with the correct endings on the board.

**Answers:**

- DO EXPERIMENTS
- FIX LEAKS
- GIVE CHANGE TO CUSTOMERS
- LOOK AFTER PATIENTS
- GROW CROPS
- BUILD BRIDGES
- GIVE INSTRUCTIONS
- HELP PEOPLE WITH THE LAW
- MILK COWS

**Before exercise 6 Skills note – Reading**

Tell your students to scan the text and find all the jobs they can.

**Answers:**

(recycling centre) manager, plumber, farmer, scientist, supermarket cashier, engineer

**Life skills: Different opinions**

Ask the students how people can be polite or rude without using words. Elicit from them how their facial expressions can also convey attitude. On the board, draw a table with the headings:

Disagreeing	
In a friendly way	In an unfriendly way

Ask your students to copy the table into their notebooks and complete it with the activities in the Life skills box. Then tell them to compare the results in pairs. You can then ask the students to demonstrate each of the behaviours.

**Happy goodbye**

Give the class a spelling test. Say the names of five jobs: *cashier, farmer, scientist, nurse, and engineer*. Have the students spell them in their notebooks. Then write the correct spelling of the jobs on the board. Have the students self-check how they spelled these words. Ask the students to self-report the number of the words they spelled correctly. The students who spelled all five words correctly can leave the classroom first.

**Homework**

Workbook, page 6

**Aims****Grammar:** *have to* affirmative and negative**Listening:** for detailed information and for general understanding (monologue)**Writing:** an email to a friend about a job**Speaking:** asking and answering questions about jobs using *Who ...?***Optional materials:** photo of a cashier (for Lead-in), A3 sheets of paper (for Happy goodbye)**Dyslexia tip – clear layout**

Make sure you keep your board work simple and free of distractions so that the students with dyslexia can follow more easily.

**Lead-in**

Show your students a photo of a cashier and elicit where he/she works, e.g. in a supermarket, in a shoe shop, etc. Explain that the lesson is going to be about duties at work.

**Note:** in a supermarket / shoe shop / pharmacy, etc.  
– *cashier*; in a bank – *teller*.

**G Grammar app****have to:** affirmative and negative

Stress that *have to* means obligation but *don't have to* means lack of obligation.

Tell your students to look at the email again and find verbs which come after *have to*.

**Answers:**

give, do, be, wear, work, go

**Before exercise 4 Skills note – Exam**

Tell your students that in this type of listening task, they should always read the questions first and identify what they are asked to do. Check if all the students know what to listen for:

in question 1 – what the father has to do,

in question 2 – what the father likes,

in question 3 – what Tom wants to do.

**After exercise 5 Extra practice 1**

Put your students into pairs. Tell them to swap their notebooks and read each other's email. Tell them to make sure the layout is correct by looking at exercise 1 and checking all the forms of *have to* their partner has written.

**Fast finishers**

Put the fast finishers into pairs and tell them to play a guessing game. Tell Student A to choose a job from lesson 1 and say some sentences using *has to / doesn't have to*. Ask Student B to listen and guess the job. Then ask them to swap their roles.

**Happy goodbye**

Put the students into groups of four. Ask them to write sentences with two things they have to do at school and two things they don't have to do. Have them write on A3 sheets of paper. Put up all of the groups' papers on the wall so that everybody can see them. Ask a representative of each group to read their sentences aloud. How many do's and don'ts were similar? How many were different?

**Homework**

Workbook, page 7

**Aims****Vocabulary:** workplaces (*Praca: miejsce pracy*)**Speaking:** describing jobs and workplaces both imaginary and real**Listening:** for detailed information (four speakers talking about their jobs)**Optional materials:** map of the place where you live (for Extra practice 1)**Lead-in**

Put your students into groups of four or five and tell them to brainstorm ten workplaces they know. Have them write a list in their notebooks.

**Possible answers:**

a school, a shop, a swimming pool, a cinema, a museum, a supermarket, a train station, a café, a shopping centre, etc. You can also add 'a bus station' and 'an airport' which are common words and most of the students are probably familiar with them already but may not immediately think of them as workplaces too.

**BRAINY fact**

Many companies around the world try to make their workplaces more comfortable for their employees. For example, Google offices around the world have special features such as drum sets (New York), a jungle (Dublin), a Lego room and a tube slide between floors (Tel Aviv), and a fireman's pole, slide, videogames, and hammocks (Zurich). These "perks" are aimed at the mostly younger employees who work in the tech industry. The idea is to make work so much fun, they never want to go home and therefore work longer. Most of these places also provide free meals.

**After exercise 4 Skills note – Listening**

Write what Speaker 2 says on the board but change three words in it. Do not underline them on the board.

*I'm a nurse and I work in a hospital. It's really easy work and I don't earn a lot. Some days, it's really interesting, and other days it can be very sad. My job is a lot of fun, but some days are very good.*

Play the audio [1.10] again and ask the students to find the three changed words and correct them.

**Answers:**

difficult, boring, isn't

**Before exercise 5 Extra practice 1**

Find a map of your town/city and mark some workplace locations nearby your school to help your students with exercise 5. They might have no idea that places like 'a factory' operate in the area. If there aren't any relevant workplaces near your school, tell the students to make some up and add them to the map to use for the exercise.

**Happy goodbye**

Write the names of these jobs on either side of the board: *airport worker, farmer, bank worker, nurse, police officer, firefighter*. Divide the class into two groups. Pick a student in each group to run to the board and touch the correct 'job' on the board when they know it. Say a definition of one of the jobs. Repeat this procedure with the rest of the jobs and the other students. Make sure each student takes part in this *Word recognition race*.

**Examples:**

*He has to count money. (Bank worker)*

*She has to look after patients. (Nurse)*

**Homework**

Workbook, page 8

**Aims**

**Grammar:** *have to* questions and short answers; *wh*-questions

**Reading:** for detailed information (a comic strip *Save the Sea*)

**Listening:** for detailed information (an interview with a worker)

**Speaking:** discussing chores students have to do

**Optional materials:** A5 sheets of paper for each student (for Grammar app)

**Lead-in**

Pre-teach the five vocabulary words and phrases in the glossary. Then say one of them and ask your students to find it in the text of *Save the Sea: Episode 1*. Repeat with the rest of the items in the glossary. Tell the students to raise their hands when they find the correct word or phrase. Give praise to the first student to find each item.

**After exercise 1 Act it out**

Ask your students to choose one of the four characters (Ella, Captain, Alfie, or Dan). Play the audio [1.12] and tell the students to read aloud along with their character focussing on the pronunciation and intonation. Ask the students to read their parts again as a class. Then divide them into the groups of four (Ella, Captain, Alfie, and Dan) to repeat the reading.

**Useful!**

Put your students into groups of three and ask them to think of a suitable mime for each of the three phrases (1 *We're in a rush.* 2 *See you soon.* 3 *Sorry, I'm late.*). The groups should meet and reach a consensus on one mime that they present to the class. Have the others guess which phrase they are miming.

Example:

waving goodbye for *See you soon!*

**Joke**

How can you tell the ocean is friendly?

It waves!

**After exercise 2 Grammar in context**

Put your students into pairs to find examples of the affirmative, negative, and question forms of *have to* in the comic strip.

**G Grammar app****have to: questions and short answers**

Hand out a sheet of paper to each student and ask them to create some grammar 'puzzles'. Tell them to cut the paper into small 3 x 3 cm pieces. Ask them to choose one question from the Grammar app and write it on the pieces of paper (one piece = one word). Have the students exchange their 'puzzles'. Ask them to make a question in the correct order out of their classmate's 'puzzles'.

**After exercise 4 Fast finishers**

Tell the fast finishers to write three questions to you, the teacher, using *have to*. Tell them that they will be asking you these questions but you will only answer them if their questions are correctly worded.

Example:

*Do you have to get up early?*

When they finish, let them ask you the questions.

**After exercise 6 Extra practice 1**

Tell your students to write about the worker from exercise 6. Put this template on the board to help them.

The man works in \_\_\_\_\_ .  
He has to \_\_\_\_\_ .  
He thinks the people at his workplace are \_\_\_\_\_ .

**Before exercise 8 Extra practice 2**

Tell your students to prepare for the game individually by writing a list of all the chores they have to do before they start playing.



## BRAINY fact

Lots of people hate doing chores. What do you think is the most hated / unpopular chore in the UK?

- A. Cleaning the bathroom
- B. Ironing
- C. Cleaning the kitchen
- D. Washing the dishes

**Answer:**

- B. Ironing

## Dyslexia tip – spelling

Encourage your students with dyslexia to use an online dictionary which gives examples of homophones which could cause problems with spelling, e.g. *they're* and *there*, *here* and *hear*.

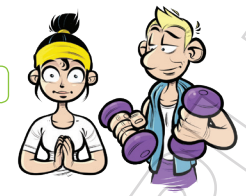
## Happy goodbye

Take a quick class survey. Say some of the chores from exercise 7. Tell your students to stand up if they have to do the chore or stay sitting down if they don't have to.

## Homework

Workbook, page 9

Hi! Let's wake up your brains!



### Aims

**General aims:** revision of vocabulary (jobs and jobs activities, workplaces) and grammar (*have to*: Present simple affirmative and interrogative) from lessons 1–4

**Special aims:** problem solving (solving a picture puzzle), creative thinking (making job names), logical and spacial thinking (solving the puzzle, describing a job), creative and logical thinking (inventing a puzzle), analytical skills and linguistic knowledge (exam task), ecological awareness (Eco-alert)

### Lead-in

Introduce your students to Freddie and Freda (if they don't remember who they are from previous years). Explain they are going to do exercises to activate their brainpower and revise their English.

### Exercise 1

Tip: The word in picture **a** is a place (*farm*), in picture **b** is a verb (*look*), and in picture **c** is an animal (*horse*).

### After exercise 2 Extra practice 1

Tell your students to write a list of all the jobs from the *Lucky finger* game in their notebooks. Put the students into pairs. Tell them to prepare visual representations of a job from their list in the same way as it is done in exercise 1.

Example:



Answer:

MANAGER

### Exercise 3

Tip: Write the names of the four places on the board in the following order:

*warehouse / factory / hospital / office*

### After exercise 5 Extra practice 2

Put your students into small groups to write a new 'job puzzle' similar to the one in exercise 4 but with a different job. Ask them to read the clues of their 'job puzzles' aloud to the rest of the class for them to guess. If necessary, tell each group that they can mime some characteristics of the job to give some additional clues to the rest of the class.

### Exercise 6

Tip: Gap 1 is a preposition, gap 2 is a verb, gap 3 is an item of clothing, gap 4 is a verb (obligation)

### Happy goodbye

Ask your students to invent other useful eco-phrases similar to "Do not waste water!" from Eco-alert using *Do not + verb*.

### Homework

Workbook, page 10

**Aims**

**Functions:** talking about likes and dislikes; suggesting

**Grammar:** gerunds after *like, hate, love, don't mind* and *don't like*

**Speaking:** asking and answering questions in order to suggest a suitable job

**Optional materials:** one big piece of paper for each student (for Extra practice 1)

**Lead-in**

Introduce the activities in the listening exercise 1 by writing the verbs on the top of the board and the nouns in a column below.

MAKE / LOOK AFTER / USE / FIX / CHAT TO / WRITE

- 1 ? computers
- 2 ? things
- 3 ? animals
- 4 ? people

Eliciting possible activities that go with the nouns from a list on the board. There is one extra verb (*write*).

**Possible answers:**

- 1 use, fix
- 2 fix, make, use
- 3 look after
- 4 chat to

**Before exercise 2** Extra practice 1

Take a class survey. Hand out the pieces of paper to your students. Have them cut or tear them into three pieces of the same size. Ask them to write:

- *love* on one side of piece 1 and *hate* on the other side of piece 1,
- *don't mind* – on both sides of piece 2,
- *like* on one side of piece 3 and *don't like* on the other side of piece 3.

Read the activities in exercise 2 aloud but in random order, then ask the students to show you how they feel about each activity by holding up their pieces of paper.

**Before exercise 4** Extra practice 2

Put your students into pairs. Tell them to copy the activities in exercise 2 into their notebooks. Have them think of possible jobs for each activity and then add them to their lists in order to help with making suggestions in the speaking practice.

**After exercise 5** Extra practice 3

Give your students this template on the board and tell them to write two sentences about two classmates they talked to in exercise 5.

\_\_\_\_\_ likes \_\_\_\_\_ ing, and \_\_\_\_\_ .  
He/She should be \_\_\_\_\_ .

Example:

Ana likes helping people. She should be a nurse.

**Fast finishers**

Tell the fast finishers to write more sentences about their friends or family members, similar to the one in Extra practice 3.

**Happy goodbye**

Use the pieces of paper from the class survey again and tell the students to work in groups of five or six. Have Student A say an activity (e.g. *looking after animals*) while the others listen and show the piece of paper to say how they feel about it. Repeat with the other students in the group.

**Homework**

Workbook, page 11





### Aims

**Culture:** unusual jobs

**Reading:** for general understanding and detailed information (texts about unusual jobs in different countries)

**Speaking:** describing an unusual job

**Writing:** describing an unusual job

**Optional materials:** five cards (for Happy goodbye)

### Lead-in

Tell your students to look at the photos in exercise 1 and tell you the name of the one famous person.

**Answer:**

a – photo of the Queen of England

### Before exercise 1 Extra practice 1

Tell your students to close their books. Write the five countries and five jobs on the board.

Countries:	Jobs:
Japan	mermaid
Holland	Queen's Piper
England	garbage detective
Germany	bicycle fisherman
the United States	professional pusher

Ask the students to guess which job goes with which country and then check by looking at the title of each paragraph.

### BRAINY fact

Do you know what bagpipes were made from traditionally? They were made from the skin of an entire animal, turned inside out, with the pipes attached where the legs and neck would be!

### After exercise 1 Skills note – Reading

Write these questions on the board and ask your students to find the answers in the reading text.

- 1 Why does the Queen's Piper have to travel?
- 2 What do the mermaids do in the aquariums?
- 3 Where do the bicycle fishermen find the bicycles?
- 4 Where can you see professional pushers?
- 5 What do garbage detectives give to offenders?

**Answers:**

- 1 Because the Queen travels a lot – she visits all her palaces and houses. 2 They swim. 3 In the canals (of Amsterdam). 4 In train stations in Tokyo. 5 They give them warnings and fines.

### Culture note

In some countries it is common to have a nap (also called a *power nap*, or *siesta*) at lunchtime. In China, people sleep at their desks at work, in Italy public venues like museums and churches close so people can go home to have lunch and nap, and in Spain, small shops and businesses also close for the siesta.

### Before exercise 3 Extra practice 2

Ask your students to find all the gerunds in the text and write them in their notebooks leaving empty spaces before them, like this:

\_\_\_\_\_ working                      \_\_\_\_\_ dancing  
 \_\_\_\_\_ watching                    \_\_\_\_\_ watching  
 \_\_\_\_\_ dancing                        \_\_\_\_\_ recycling

Then tell them to write the words that appear before them.

**Answers:**

*love* working                              *the idea of* dancing  
*like* watching                              *the idea of* watching  
*good at* dancing                            *I think* recycling

Explain that gerunds appear not only after verbs like *hate*, *don't mind*, *love* or *like*. Gerunds are common at the beginning of sentences as well as after phrases like *good at* / *bad at* / *the idea of*, etc.

## Exercise 5 Discover more!

Tell your students they are going to do some research on the Internet to make a poster about unusual jobs. Put your students into groups of three. Have them choose a job and then find more information about it. Show them how to look for information if necessary, e.g. write these search phrases on the board:

*strange jobs around the world / unusual jobs in different countries / most unusual job*

Encourage all the students to print photos for their poster. Display the posters around the classroom and invite another class in to see them.

## Happy goodbye

Write the names of each of the five jobs from the main text in exercise 1 on a piece of card. Put the cards in different places around the classroom. Tell your students to go and stand by their favourite unusual job.

## Homework

Workbook, page 12



### Around the world

**Option 1 (10–15 minutes):** Play the Unit 1 video from **Brainy klasa 6 DVD**. Choose one of the tasks from Unit 1 Worksheet (staffroom.pl) and do it with your students – e.g. you can put it on the board or photocopy the task and give it out to the students.

**Option 2 (45 minutes):** Prepare the handouts from Unit 1 from **Brainy klasa 6 DVD** and pass them out to the students. Follow the instructions in the DVD teaching notes for Unit 1 (staffroom.pl).

**Aims**

**Revision of lessons 1–6:** vocabulary, speaking and grammar in a variety of controlled practice exercises

**Optional materials:** a die for each group of five to six students (for Happy goodbye)

**Lead-in**

Ask the students which exercises they would like to do first – the grammar or the vocabulary?

**★ Star rating**

Explain to your students that there are two more difficult exercises in the Revision workout (exercises 3 and 6) and that's why they get two points for each correct answer (but not for e.g. each gap they fill).

**◀ Before exercise 2 ▶ Extra practice 1**

Play a miming game with the places in the box in exercise 2. Ask a volunteer to choose one place in secret and mime the activity / activities that happen in that place. Tell the other students to watch and guess the place. Continue with a new volunteer.

**▶ After exercise 5 ▶ Extra practice 2**

Put your students into pairs and tell them to ask and answer the questions they have in their notebooks from exercise 5. Remind them that if they can't answer the question, they can simply say 'I don't know'.

**▶ After exercise 6 ▶ Star Academy ★**

This activity gives your students the opportunities to show you what extra class work they can do. Tell the students to copy one of the short texts from lesson 7 about unusual jobs and make a gap fill for their classmates similar to that in exercise 6. Tell them to make four gaps in the text and then to write two possible answers A and B for each gap (NOT: A, B, C as it's too difficult). One option should be the true answer taken out of the text, and the other option should be false. Collect the gap-fill exercises, check if they are correct. During the next lesson hand out the gap-fills to your students in random order so that they have to do a task prepared by another student.

**Evaluation**

Tell your students to find out whether they are better at vocabulary, grammar or speaking by adding up their scores for the different exercises separately. Have a quick show of hands to see who is better at what. Then encourage learner autonomy by telling your students to complete these sentences in their notebook:

I am good at \_\_\_\_\_.

**Example answer:**

writing and grammar

I need to improve \_\_\_\_\_.

**Example answer:**

speaking

**Happy goodbye**

Put your students into groups of five to six. Give each group a die. Write the numbers 1–6 and six jobs on the board:

1 = farmer

2 = police officer

3 = nurse

4 = lawyer

5 = businesswoman

6 = plumber

Explain the rules of the game. Ask Student A to roll the die in secret to choose a job and then he/she has to give a description in English of what that person does. Tell the other students in the group to listen and guess the job. Continue with the other students.

Example: (Student A rolls a 6 on the die.)

Student A: *This person has to fix kitchens and pipes.*

Student B: *A plumber!*

**Homework**

Workbook, page 13

### Extra practice 1: On the Internet

Tell your students to finish the sentences from the *On the Internet* table on page 16 in their notebooks. Tell them to use gerunds.

Example:

I love watching YouTube videos.

I like playing online games.



Are you ready for extra vocabulary workout?

### Extra practice 2: Mind map

Tell your students to make a *Work* mind map. Tell them to use all the words and categories from this unit.



#### Mind maps

Encourage your students to keep their vocabulary mind maps in a separate notebook or file so they can use them later for activities and revision.

### Extra practice 3: Mind map extension

When your students are making their mind maps, encourage the use of dictionaries to add new words, not just words from the lists in their course books. Tell them to use colour to make the groups of words clearer and encourage them to add drawings or doodles to their mind maps to make the vocabulary more memorable.

### Extra practice 4: Future jobs

Tell your students to imagine it is 15 years in the future. Have them choose jobs for your classmates and write about them in their notebook.

Example:

*Nadia is a manager. She works in a shop. She has to give instructions to the shop workers.*

### Extra practice 5: True or false?

Tell your students to write two sentences about one job – one true sentence and one false. Put the students into groups of three to four. Ask Student A to read his/her two sentences aloud.

Example:

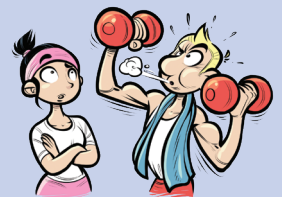
*A lawyer helps people.*

*A lawyer works in a post office.*

The other students listen and say which is true and which is false. Have the students swap roles and repeat the activity.

### Freddie and Freda extra workout: fun with the language

These extra activities have their own focus and they can be done whenever there is some free time, e.g. after the Revision workout, at the end of the class, or at the beginning of the next class, etc.



#### Exercise

Tell your students to invent their own nonsense or fun sentences with the words and phrases from the Vocabulary summary on page 16.

Example:

*I don't mind milking cows at the airport.*

### Project note

You will find that Project 1 always involves some crafts for students whereas Project 2 is more demanding in terms of language use.



Choose your grammar project!

### Project 1 Grammar Snaps

Tell your students to look at the Grammar summary page in their books to decide which grammar point they want to represent. Tell them they can draw a picture if they can't find one. Tell the students to design a frame for their picture made out of decorated paper or card. Check the students' Snaps and put them on display in the classroom.

### Project 2 My amazing job

Give your students time for individual preparation to think of the answers to questions 1–4. Then put them into pairs to ask and answer the questions. Finally, tell them to share their job with the class by reading their text aloud. Students can draw a picture to accompany the description if they want to.

### Project work

To motivate weaker students, give two marks for the project: one for accuracy and another for content (layout, ideas, illustrations, etc.). Do not correct all their mistakes or cover their project with red pen. Make light corrections at the bottom of the page or on a separate piece of paper.