

# New Faces Ideas

## Community helpers

### Topic

Jobs

### Functions

Talking about jobs and workplaces

### Grammar

Teachers work at / in schools.

### Vocabulary

Jobs  
Workplaces  
Prepositions

### Start

#### Warm up

Divide the board into two sections.

Section 1.

Paste some flash cards for jobs and teach any new vocabulary - page 68.

Section 2.

Paste some flash cards for workplaces.

Invite some students to come to the board and draw lines to match a job with the corresponding workplace.

Erase the lines and leave the images pasted on the board.

### During

#### Open the book to / at page 68

Ask students to look at the pictures and name the jobs.

If they cannot do it, play some hang man. Then ask them to write the words.

### Close

#### Just for fun

Teacher makes questions:  
So,

- where do teachers work?
- where do vets work?
- where do chefs work?
- etc.

Ask students to cover their eyes - remove some flash cards from the board.

Invite some students to paste them back in the correct place.

If they don't remember where the flash cards were, give them some directions:

- The flash card for the teacher was between the vet and the chef.

# New Faces Ideas

## More jobs

### Topic

Jobs

### Functions

Talking about jobs

### Grammar

She is an artist.

### Vocabulary

Jobs

Verbs

### Start

#### Warm up

Paste some flash cards for jobs on the board.

Ask students to name the jobs – invite some students to write the words below the flash cards.

Check spelling with the class.

Invite some students to act out – one at the time.

Show small images of jobs – explain to students that they must walk into the classroom pretending they are working.

The rest of the class guesses the job:

Is he a pilot?  
Is he a bus driver?  
etc.

### During

#### Open the book to / at page 69

Ask students to look at the pictures and name the jobs.

Elicit answers by spelling.

Write it on the board and ask students if it is correct. If so, ask them to write the words in their books.

### Close

#### Just for fun

Encourage students to describe the pictures in more detail:

Picture 1.

- She is an artist.
- She is painting a park.
- She uses paints and brushes.
- She is creative.

Ask students to copy / write the description of their favourite job – in the notebook.

# New Faces Ideas

## We need everyone

### Topic

Jobs

### Functions

Describing jobs

### Grammar

The dentist takes care  
of our teeth.

### Vocabulary

Jobs  
Workplace  
Verbs

### Start

#### Warm up

Display a big poster of a city for students to identify workplaces.

Make questions:

- Where is the restaurant?
- Who works there?
- What does he do exactly?

### During

#### Open the book to / at page 70

Ask students to look at the pictures and name the jobs.

Ask students to read the first sentence and circle key information:

- job
- action
- place

Ask students to draw a line to match the sentence with the picture that shows the information.

Do the same with the second sentence.

Let students complete the activity on their own.

### Close

#### Just for fun

Play - Pin the image on the poster

Prepare some small images for jobs.

Put some masking tape on the back side of the images.

Blindfold a kid – have him / her attach the image onto the appropriate workplace.

# New Faces Ideas

## Who can help me?

Topic	Functions	Grammar	Vocabulary
Jobs	Talking about the activities people do at work	The teacher teaches us at school. She helps me to study.	Jobs Verbs Workplace

Start	During	Close			
<b>Warm up</b>  Divide the class into groups of four.  Ask students to talk to their friends: <ul style="list-style-type: none"><li>• What do you want to be?</li><li>• What does a / an (____) do?</li></ul>	<b>Open the book to / at page 71</b>  Ask students to look at the pictures and name the jobs.  Make the question: <table><tr><td>What is</td><td>the teacher the doctor the dentist the librarian</td><td>doing?</td></tr></table> Ask students to read the paragraphs – ignoring the gaps. Then ask them to circle the activities each person does.  Picture 1. <ul style="list-style-type: none"><li>• ... teaches us ...</li><li>• ... helps ...</li></ul> Ask students to write the words for the jobs.	What is	the teacher the doctor the dentist the librarian	doing?	<b>Just for fun</b>  Tell students that they are going to write about their parents / brothers / sisters' jobs.  My dad is a / an ... He .... He works in / at ...  My mum is a / an ... She ... She works in / at ...  Invite some students to tell the class about their parents / brothers / sisters' jobs.
What is	the teacher the doctor the dentist the librarian	doing?			

# New Faces Ideas

## Places

### Topic

Jobs

### Functions

Talking about workplaces

### Grammar

This is a big farm. A farmer works here.

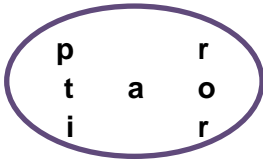
### Vocabulary

Jobs  
Workplace  
Verbs

### Start

#### Warm up

Draw some circles on the board – in the circles, write letters to form words for workplaces.



Teacher describes a place for students to guess what word can be formed.

Cover all the workplaces on page 72.

### During

#### Open the book to / at page 72

Ask students to look at the pictures and name the workplaces.

Ask students to read and circle the jobs.

Ask students to write the words for workplaces.

### Close

#### Just for fun

Take the class outside the classroom.

Spread some hoops around the playground and put flash cards for workplaces in them.

Explain to students that they must sing along.

When the teacher says TIME TO WORK, students must find the hoop with the corresponding workplace and stand in it.

The first two kids to take the place, get the point.

I'm a friendly teacher and I like my job.

I'm a friendly teacher and I love my job.

TIME TO WORK!!!

Students go find the image – school.

# New Faces Ideas

## Places and workers

### Topic

Jobs

### Functions

Talking about workplaces

### Grammar

The doctor works in a hospital.

### Vocabulary

Jobs  
Workplaces

### Start

#### Warm up

Spread flashcards for workplaces in three rows – leaving space for streets.

Make some questions:

- Where is the restaurant?
- Where is the hospital?
- Where is the primary school?

Invite some students to give directions - how to find the places.

### During

#### Open the book to / at page 73

Ask students to look at the pictures and name the jobs and the workplaces.

Explain that some jobs can be done at the same workplace.

Ask students to write the words for the workplaces below the pictures.

Ask students to read and circle the jobs.

Ask students to read and choose the correct workplace – write the word.

### Close

#### Just for fun

Prepare some templates – workplaces

Tell students that they are going to make their own city to show what workplaces people can find in it.

Distribute the templates and ask students to colour them.

Divide the class into groups of seven - ask students to find an area where they can build their city.

Invite the other teams to go on a tour round your city.

# New Faces Ideas

## Who is he / she?

### Topic

Jobs

### Functions

Talking about jobs and workplaces.

### Grammar

Who is he?  
He is a chef.  
Where does he work?  
In a restaurant.

### Vocabulary

Jobs  
Workplaces

### Start

#### Warm up

Have students sit in a circle.

Show some cards with information written on them:

- I am hungry!
- I am sick!
- I need some eggs!
- I need to send a letter!
- I need some medicine!
- I need to learn math!

Ask students to give you advice on who you should turn to.

### During

#### Open the book to / at page 74

Ask students to look at the pictures and name the jobs.

Have two students read the first dialogue – ignoring the gaps.

Ask these two students to complete it and read it again.

Ask the rest of the class if it is correct. If so, move on to the second dialogue. If not, ask the class to help you make corrections.

Do the same with the second dialogue.

Let students complete the activity on their own.

### Close

#### Just for fun

Paste some flash cards on the board – other jobs (6 – 7).

Ask students to practise the same dialogue using the new jobs.

# New Faces Ideas

## What does he do?

### Topic

Jobs

### Functions

Talking about the activities people do at work

### Grammar

The bus driver drives a bus.

### Vocabulary

Jobs  
Verbs

### Start

#### Warm up

Students brainstorm – jobs.

Write the words on the board and ask students to choose one.

Explain to students that all jobs (people) must work together in order to make our city a better place to live in.

Hug a fellow

Explain to students that you are going to say a job and they must join you in the singing if they like the job you mentioned.

Teacher sings:

- I am a happy teacher and I help my kids to learn.

Students join - they must say:

- I want to be a teacher too.

Sing again – with your arms around your friends' backs.

We are happy teachers and we help our kids to learn.

### During

#### Open the book to / at page 75

Ask students to look at the pictures and name the jobs.

Ask students to read and circle the activities.

Ask students to write the words for jobs and draw lines to match the pictures with the sentences.

### Close

#### Just for fun

Interview your friends – find out what the most popular jobs are in your country.

Tell students that they are going to run a survey.

Divide the class into three groups.

Ask students to interview as many students as possible around school.

Suggested questions:

- What does your father do?
- What is your dad's job?
- What does your mum do?
- What is your mum's job?

Distribute cardboard and ask students to write their results on it.

Ask students to present their results to the class.



# New Faces Ideas

## When I grow up

### Topic

Jobs

### Functions

Talking about the job I'd like to have / do

### Grammar

When I grow up, I want to be...

### Vocabulary

Jobs  
Verbs

### Start

#### Warm up

The top three jobs!

Ask some students to come to the board and write words for jobs.

Tell students that they are going to vote on their favourite jobs – they can vote twice.

Teacher says a job and students vote – write the number of votes below the words.

Ask students to comment on the results:

- The top three jobs are ...
- Do you like the idea?

### During

#### Open the book to / at page 76

Ask students to look at the pictures and name the jobs.

Ask students to read the first paragraph and circle key information:

- What is the job? - circle firefighter, please.
- What is the activity? – circle put out fires, please.
- What does the boy like? – circle to be wet, please?

Do the same with the other paragraphs.

### Close

#### Just for fun

Ask students to make a picture of themselves:

This is me!

I am a / an ...

I work in ...

I like to ...

This is a great job!

Invite students to present their drawings to the class.

# New Faces Ideas

## I like drawing

### Topic

Jobs

### Functions

Illustrating (telling)  
where the people are

### Grammar

The bus driver is on the  
bus.

### Vocabulary

Jobs  
Prepositions

### Start

#### Warm up

Hide some flash cards for jobs under the students' backpacks.

Invite two students at the time to go find them.

Teacher gives a description / describes location but does not say the word for the job.

Students follow the instructions – they will have three opportunities to move backpacks and check if the flash card is there.

### During

#### Open the book to / at page 77

Ask one student to read the first box.

Make the questions:

What is the job? --- bus driver  
What is the location? --- on the bus

Ask the kid to make the drawing on the board.

Ask the whole class to check if it is correct. If so, let the class draw it in their books.

Do the same with the second box.

Let students complete the activity on their own.

### Close

#### Just for fun

Play some videos about jobs.

Ask students to comment on the videos they watched.

<https://www.youtube.com/watch?v=hCRMzmn6GI8>

# New Faces Ideas

## Firefighters

### Topic

Fire

### Functions

Describing firefighters activity

### Grammar

They drive very fast to get to the fire.

### Vocabulary

Tools  
Verbs

### Start

#### Warm up

Paste flash cards on the board:

Firefighters' tools and helpers:

- hose
- helmet
- dogs
- fire engine
- ladder
- water
- special uniforms

Play **hang man** for students to familiarise themselves with the new words.

Ask students to spell the words.

### During

#### Open the book to / at page 78

Ask students to look at the pictures and name the tools and helpers – then circle the words.

Ask students to read the first sentence and circle the action:

- drive very fast

Ask students to find the picture that shows that information – match the sentence with the picture.

Do the same with the second sentence.

Let students complete the activity on their own – check answers with the whole class.

### Close

#### Just for fun

Tell students that they are going to prepare a campaign to prevent fires from happening.

Write some prompts on the board – walk students through preparing it.

Ex.

- You should...
- It's a good idea to...
- Etc.

Students can write and draw – on sheets of paper.

Ask students to help you staple all the papers together.

Display the poster on a wall.

# New Faces Ideas

## Actions

### Topic

Actions

### Functions

Describing activity

### Grammar

I work in a hospital.

### Vocabulary

Verbs

### Start

#### Warm up

Play a video about actions.

Ask students to sing along and do the actions.

Options:

<https://www.youtube.com/watch?v=388Q44ReOWE>

<https://www.youtube.com/watch?v=Qr9ge4XGUYs>

### During

#### Open the book to / at page 79

Ask students to look at the pictures and name the actions.

Students use the words at the bottom of the page to label the pictures.

### Close

#### Just for fun

Write on the board some incomplete sentences.

Write –at random order – the words needed to complete the sentences.

Invite one student at the time to choose a word and write it on the appropriate line.

If possible, use all the actions (verbs) on page 79.

Ex.

I work in a \_\_\_\_\_. seeds  
I plant \_\_\_\_\_. bus  
I drive a \_\_\_\_\_. hospital

Ask students to choose five sentences and write them in their notebooks.

# New Faces Ideas

## What do you use in your work?

### Topic

Jobs

### Functions

Talking about the tools I use at work

### Grammar

A firefighter wears a helmet.

### Vocabulary

Jobs

Tools

### Start

#### Warm up

Write on the board (at random order) words for jobs, workplaces and actions.

dentist	help to be healthy	farm
office	farmer	secretary
checks our teeth	hospital	grow vegetables
doctor	use the computer	office

Invite students to cross out the words that are related.

### During

#### Open the book to / at page 80

Ask students to look at the pictures and name the jobs.

Ask students to match the tools with the workers.

### Close

#### Just for fun

Watch the video about jobs again and ask students to cross out the tools that appear on it.

Elicit answers

Students say:

- Doctors use that.
- Firefighters use that.

<https://www.youtube.com/watch?v=hCRMzmn6GI8>

Write some sentences in the notebook – let students help you write them on the board first.

Option 1 Ex - Students write the words for tools.

The firefighter wears a.....  
The police officer drives a .....

Option 2 Ex - Students write the words for the places / activity they do.

The dentist works in an office.  
He checks our teeth.

# New Faces Ideas

## Reading

**Open the book to / at page 81**

Ask students to look at the picture and describe it in detail.

Tell students that they can work out this activity easily by:

- identifying the information in the picture.
- verifying if the information is correct or incorrect.

Explain to students that they must write YES when the information is correct and NO when the information is not correct.

Walk students through the examples.

Key information:

- four children – Yes or No?
- three children – Yes or No?

Let students complete the activity on their own – check answers with the whole class.

## Reading

**Open the book to / at page 82**

Ask students to look at the pictures and name the jobs.

Ask students to read the example sentences and explain:

- Does the sentence have information about the picture?

Tell students that they must put a tick when the sentence has information about the picture.

Tell students that they must put a cross when the sentence does not have information about the picture.

Ask students to complete the activity on their own – students explain their choices.

# New Faces Ideas

## Listening

**Open the book to / at page 83**

Ask students to look at the picture and describe it in detail.

Tell students that they are going to listen to some people talking about the cats.

Explain to students that they must draw lines from the names to the cats, so it is very important that they listen carefully to identify:

- colour.
- place.
- action.

Try some examples on the board for students to get familiarised with these instructions – make sure the examples are not part of the listening.

Play the audio – students listen and mark their answers.

Check marking.

Play the audio – students listen, verify their answers and draw lines.