

TOPIC 4: MY TIME

Unit 3: Work

Overview of topic

Learners talk about places of work (formal, informal and domestic) and the work tasks:

I work in a hospital. I clean offices.

Skills

Speaking and listening

- Learners talk about where they work or have worked (including in the home) and the tasks they perform (Sc/E1.4a, Sc/E1.4b, Lr/E1.2b, Lr/E1.5d).
- Learners listen and pronounce clearly /tʃ/ and /ʃ/ (Sc/E1.1b, Lr/E1.2d).

Reading, writing and phonics

- Learners read and write a simple text (Rt/E1.1a, Rs/E1.1a, Rw/E1.1a, Wt/E1.1a, Ws/E1.1a, Ww/E1.1a).
- Focus on words with initial and final 'sh' and 'ch' spelling patterns, spelling them correctly (Rw/E1.2a, Rw/E1.3a, Ww/E1.1b, Ww/E1.1c).

Language points

- Vocabulary: work activity collocations e.g. *check the cash/look after children*.
- Sentence structures: present simple tense for habitual actions e.g. *I open the shop*; possible past simple tense formation.

Materials

Activity 1

Resources 4.3.1 (Workplace flash cards) - print one set for each group of 4-5 learners. Or use images more relevant to your learners.

Activity 2

Resource 4.3.2 (Work comic strip - no captions) - print one for each pair, plus one enlarged to show class, or projected.

Resource 4.3.3 (Work comic strip) - print one for each learner.

Activity 3

Resource 4.3.4 (Phonics table) - print one per learner.

Resource 4.3.5 (Spelling/writing table) - print one per learner.

Activity 4

Resource 4.3.6 (Blank comic strips) - print one for each learner.

Activity 1

Workplaces (speaking and listening)

- Ask learners to say where you all are (in a school/college/community centre). Ask/elicite what you do/what your role is, i.e. teacher/tutor/volunteer e.g. *I'm a teacher and I work in a college.* Write this on the board.
- Read the sentence aloud to learners and ask them to repeat. Ask for volunteers to read it. Point out '*I'm*' is short for *I am*.
- Give out sets of Resources 4.3.1 (Workplace flash cards) and ask learners to find and hold up the picture that best represents the place you are in.
- Ask them to look through the other cards and find places they work or have worked in (or friends or family members work). The object here is to create a group language experience opportunity so allow first language use.
- Feedback as whole class - any work facts you elicit will be used later in the writing activity. For now, keep it very speaking-focused.

Differentiation:

- Many learners may do mainly housework - make sure you include these tasks as 'work'.
- Monitor and support the groups as necessary as they look at the flashcards.
- Alternatively, run this as a whole class activity, holding up each flashcard in turn.

Activity 2

Comic strip (reading/phonics)

- Hold up the shop flashcard from Resource 4.3.1 (Workplace flashcards) and check the class understand 'shop'.
- Now give out and show Resource 4.3.2 (Work comic strip - no captions). Read out the words in the first pane (*I'm Nadia, I manage a shoe shop*). Ask learners if they can say what is going in the other pictures. Elicit, or provide the vocabulary, drill and write on the board.
- Ask learners questions to check understanding of comic strip e.g. *Where does Nadia work? Is she a shop assistant? (No, a manager.)*
- Now give out copies of Resource 4.3.3 (Work comic strip) and read the story together. Model, then ask learners to practise reading in pairs. Then read again together a few times as a whole class. Ask for volunteers to read it aloud to the class.
- Elicit which words have the /tʃ/ and /ʃ/ sounds. Ensure learners can distinguish between the sounds and can identify the correct graphemes for the sounds.

Differentiation/extension activities

- Learners could cut the captions off the pictures, jumble and then resequence.

Activity 3

Spelling/Phonics ('sh' and 'ch')

- Show/project Resource 4.3.4 (Phonics table). Check any new vocabulary using the cartoons or mime as necessary and recap the /tʃ/ and /ʃ/ sounds and spelling.
- Give out Resource 4.3.4 and ask learners to either write in 'ch' or 'sh' or place the 'sh' and 'ch' cards in the correct place.
- Feedback as a whole class and show correct model on screen/board.
- Phonics/spelling: write up two columns on the board: 'sh' and 'ch'. Elicit which words in the comic strip have this spelling/sound pattern. Invite learners to come to the board and write one of the words in the correct column, and any others they know that follow the same sound/spelling pattern.

Differentiation/extension activities

- Some learners can use Resource 4.3.5 (Spelling/writing table) for spelling and handwriting practice.
- Use Resource 4.3.5 for further phonics work, e.g. blending, short vowels, final consonants.

Activity 4

Comic strips (writing)

- Elicit some of the statements made by learners in the first activity (e.g. *I worked in an office. I work in my home*). Alternatively use yourself as an example (e.g. *I work in a college*). Ask learners to suggest more work activities. Draw activities on the board or flipchart paper.
- Give out Resource 4.3.6 (Blank comic strips) and ask learners to draw themselves in the first frame. (Draw yourself first as an example). Then ask them to draw some of their daily tasks. Encourage learners to support each other through use of L1/translation app.
- Once they have drawn the frames, ask for suggestions for captions then to write captions.

Differentiation

- Some learners may only manage one or two words for each frame.
- Support learners to help each other e.g. scribe for others and write sentences which could then be copied for homework.
- Some learners might write about their current daily activities using present simple, others about jobs they have done in the past. For these learners, this is an opportunity to review past simple tense endings, although for both groups, the focus should be on writing a text rather than the grammar.

Additional differentiation/extension activities:

- *So do !!/So did !!* – a variation on *Snap!* card game. Learners read out their texts - other learners call out *So do !!* or *So did !!* if they do/did the same activity.
- Learners who finish quickly can prepare questions to ask another learner about his/her work activities. Then work in pairs to ask/answer the questions.

Follow up ideas

- Learners make a similar text but instead use photographs or video from their phones instead of drawing pictures.
- Learners make mini-documentaries of their daily tasks.
- Learners could try to arrange visits to each other's workplaces.
- Use set of 4.3.5 cards to check sounds *ch* and *sh*: say the sound for learners to hold up a word with the sound in it.



School



College



Hospital

Home



Office



Farm



Shoe shop

Supermarket



Market

Taxi



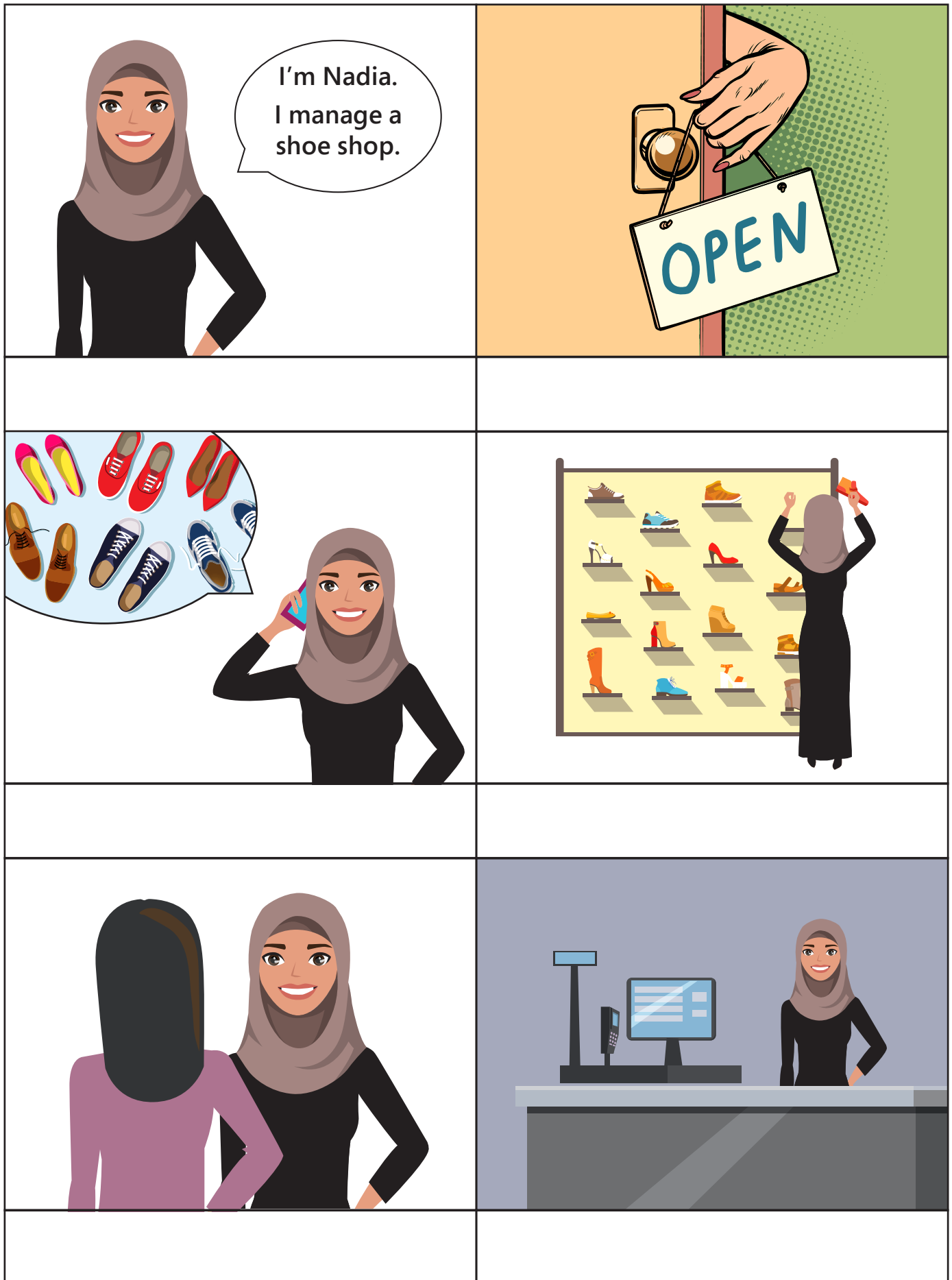
**Hairdressing
salon**

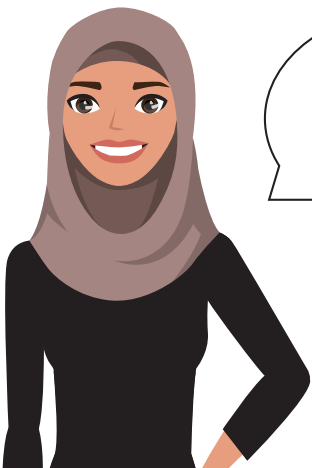



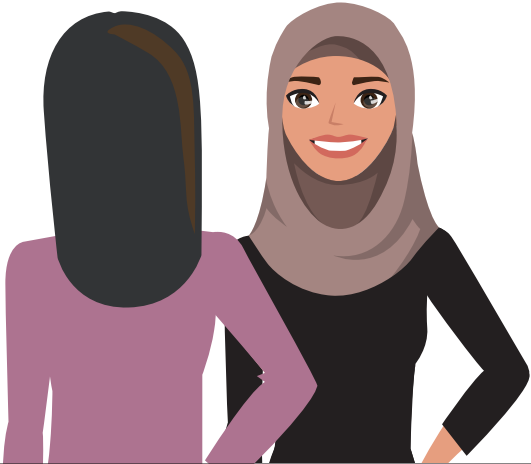

Hotel



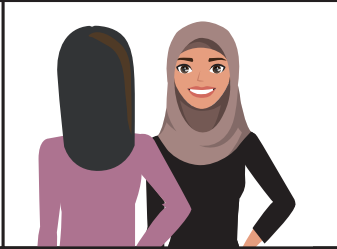




Nursery

Care home



 <p>I'm Nadia. I manage a shoe shop.</p>	
<p>I'm Nadia. I manage a shoe shop.</p>	<p>I open the shop at 9.30.</p>
	
<p>I choose some shoes for the summer.</p>	<p>I change the display.</p>
	
<p>I chat with my customers.</p>	<p>I check the cash.</p>

I manage aoeop.	
Ioose someoes.	
Iat with my custom-ers.	
Iange the display.	
Ieck the ca......	

ch	ch	ch	ch
sh	sh	sh	sh

<p>cash</p> <p>cash</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>shoe</p> <p>shoe</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>shop</p> <p>shop</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>chat</p> <p>chat</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>check</p> <p>check</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>change</p> <p>change</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>children</p> <p>children</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>choose</p> <p>choose</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>_____</p> <p>_____</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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