

5

My Dream Job

Vocabulary

I will learn to name jobs.



Song Time!



1 Listen, look, and say.



1 actor



2 artist



3 dancer



4 doctor



5 writer



6 pilot



7 singer



8 athlete



9 teacher



10 chef



11 vet

2 Play the acting game.



Listen and sing. Then look at 1 and find.

Hey, What Do You Want to Be?

Hey, what do you want to be?
You have to choose just one.
There are so many different jobs.
I want one that is fun!

I want to be an actor,
And I want to be a vet.
I want to be a pilot, too.
Then I can fly a jet!

I want to be a dancer
And an athlete, too.
Or maybe a teacher.
What about you?

Chorus



Listen and write.

1 I want to be a _____ 2 I want to be a _____ 3 I want to be a _____



Look at 1. Ask and answer.



What do you want to be?

I want to be a chef.



THINK BIG

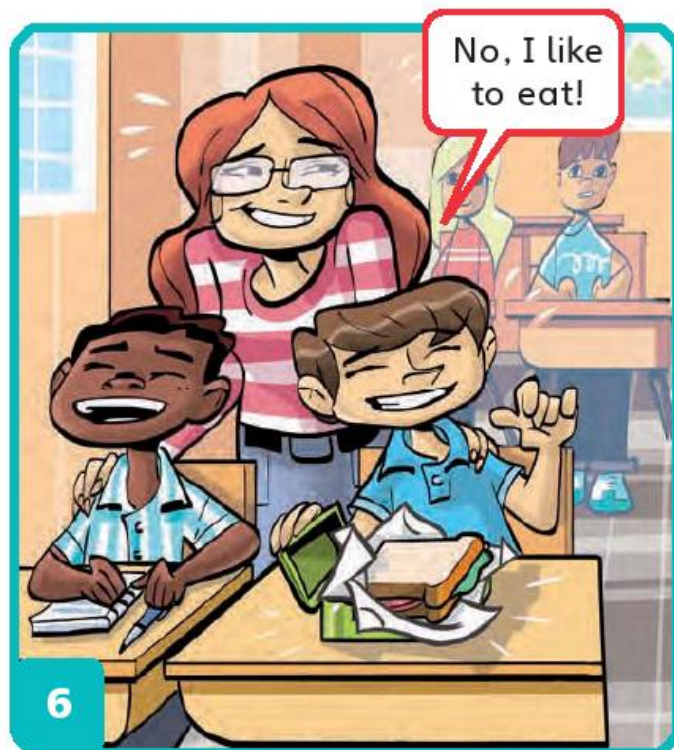
What jobs do people do at your school?
What jobs do people do in your town?



Listen and read. What does Jamie like to do?

Dream Jobs!





7 Look at the story. Write.

- 1 Jenny wants to be a _____.
She likes to _____.
- 2 Dan wants to be a _____.
He likes to _____ stories.
- 3 Maria wants to be a _____.
She likes to _____.
- 4 Jamie wants to be a _____.
He likes to _____.



What's your favorite job in the story?
Why?
What do you want to be? Why?

Language in Action

I will listen to a dialog about jobs.

101
8

Listen and read. Then say.

Eddie: I want to be an artist. I like to draw.

Meg: Wow. That's a nice drawing!

Eddie: Thanks. What do you want to be?

Meg: I want to be a vet.

Eddie: Why?

Meg: I really like animals.

Eddie: Animals really like you, too!



9

Look at 8. Role-play with a partner.

102
10

Listen and stick. Then say.

1



2



3



4



I will learn to use **want to + be** to describe what someone wants to be.

What do you **want to be**?

I **want to be** an actor.

What does he/she **want to be**?

He/She **wants to be** a doctor.

11 Look. Write the answers.



1 What does she want to be?



2 What does he want to be?



3 What does Sally want to be?



4 What does Jim want to be?

12 Write.

1 What _____ he want to be?

2 What _____ you want to be?

3 What _____ your cousin want to be?

13 Look at page 56. Point to the people in 1. Ask and answer.



What does he want to be?

He wants to be an actor.



I will learn about goods and services.

14

**Look at the pictures. What are the jobs?
How do they help us?**

103
15

**Look, listen, and read.
Then circle.**

CONTENT WORDS

carpenter farmer hairdresser
nurse produce provide
server take care of

Goods and Services

Businesses want to make money. There are two ways to do this. They can produce goods, or they can provide services.

1 **Goods** are products. People buy and sell them. Clothes, cars, books, and houses are goods. When a farmer grows food or a carpenter makes a table, they're producing goods.

2 **Services** are activities that people do for others. When a hairdresser cuts your hair or a nurse takes care of you, they're providing a service.

3 Some businesses provide goods and services together. For example, a restaurant sells goods: the food and drink. But it provides services, too. Servers take the food to the table, and other people wash the dishes after the meal.



1 grow food: **goods / services**

2 cutting hair: **goods / services**

3 a restaurant: **goods / goods and services**



**Do people in these jobs produce
goods, provide services, or both?**
pilot artist baker

I will learn about unusual jobs around the world.

- 16** Look at the pictures.
What kind of jobs are these?

CONTENT WORDS

bicycle canal customer
free lie millions push

Strange Jobs

1 Bicycle Fisher

In Amsterdam, Netherlands, there are many canals. There are also many bicycles. People ride their bikes everywhere. But sometimes people throw their old bikes in the canals. Bicycle Fishers go in the water. They bring **the bikes out**.



2 Train Pusher

Every morning and evening, millions of people ride the trains around Tokyo, Japan. There are too many people. Not everyone can get on the train. Train pushers help them. They push people inside the trains.

3 Human Bed Warmer

Some hotels in London, in the United Kingdom, pay people to lie in customers' beds. In winter, hotel beds are sometimes cold. Human bed warmers wear special clothes and lie in the beds. The beds get warm.



4 Passenger for Hire

In Jakarta, Indonesia, there are many cars on the road every day. If a driver is alone, he or she must pay money to use the highway. If there are three or more people in the car, the driver does not pay. Some drivers hire people to ride in their car. Then they can drive for free!

105
17

Listen and read. Then match with the pictures.



Which of these jobs would you like to try? Why?

I will learn to use the sounds ar, er, and or.

106
18

Listen, look, and repeat.

1 ar

2 er

3 or

107
19

Listen and find. Then say.



arm



teacher



car



corn

108
20

Listen and blend the sounds.

1 c-ar-t cart

2 s-i-ng-er singer

3 f-or for

4 ar-t art

5 b-or-n born

6 l-e-tt-er letter

109
21

Underline ar, er, and or. Then listen and chant.

I want to be a singer
Or an artist painting art.
I want to be a teacher
Or a farmer with a cart!



22 Listen and write. Then say.

art math music science



1 I like _____.
I want to be a teacher.



2 I like _____.
I want to be a doctor.



3 I like _____.
I want to be a pilot.



4 I like _____.
I want to be an artist.



What do you want to be? You like _____.
What other jobs can you do?

a art

b music

c math

d science



Project

23 Make a **What I Want to Be** flip book.



1 Paste.



2 Cut.



3 Draw.



4 Show.

24 Look and write.

dancer singer teacher writer



1 _____ 2 _____ 3 _____ 4 _____

25 Read and match.

- | | |
|----------------------------|-------------------------|
| 1 I like to act. | I want to be a dancer. |
| 2 I like animals. | I want to be a vet. |
| 3 I like to draw. | I want to be an actor. |
| 4 I like to move to music. | I want to be an artist. |

26 Look at the pictures. Write.

- 1 What does she want to be?

because _____

- 2 What does he want to be?

because _____

- 3 What do you want to be?

because _____



I Can

- use job names.



27 Work in small groups. Ask, “What do you want to be?” Write names and jobs.

Name	Wants to Be
Raúl	a pilot

28 Count how many students in **27** want each job. Write a list.

Job	How Many



29 Look at this bar chart. Make a bar chart for your group and talk about it.



One student wants to be a pilot. Three students want to be doctors.



I Can

- say what I want to be and why.
- ask and answer about what people want to be.





My Day

Vocabulary

I will learn to name clock times.



1 Listen, look, and say.



one o'clock



two o'clock



three o'clock



four o'clock



five o'clock

six o'clock



6:00



7:00

seven o'clock



eight o'clock



nine o'clock



ten o'clock



eleven o'clock



twelve o'clock



2 Play the time game.



3 Listen and sing. Then look at **1** and find.

What Time Is It?

Tick, tock. It's seven o'clock.
Time to get up and get dressed.
I want to stay in bed,
But it's time to brush my teeth!

Tick, tock. It's eight o'clock.
At nine o'clock, I start school.
I eat my breakfast and get my books.
I love school, it's cool!

Tick, tock. It's three o'clock.
There's no more school today.
I do my homework, and I go out.
And there's my friend to play.

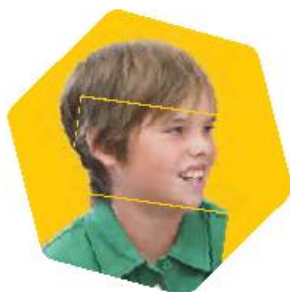
Now it's evening, and it's eight o'clock,
And it's time to go to bed.
I watch TV and read my book.
Time to sleep now, good night!



4 Look at **3**. Listen and say **yes** or **no**.



5 Look at **1**. Ask and answer.



What time is it?

It's one o'clock.



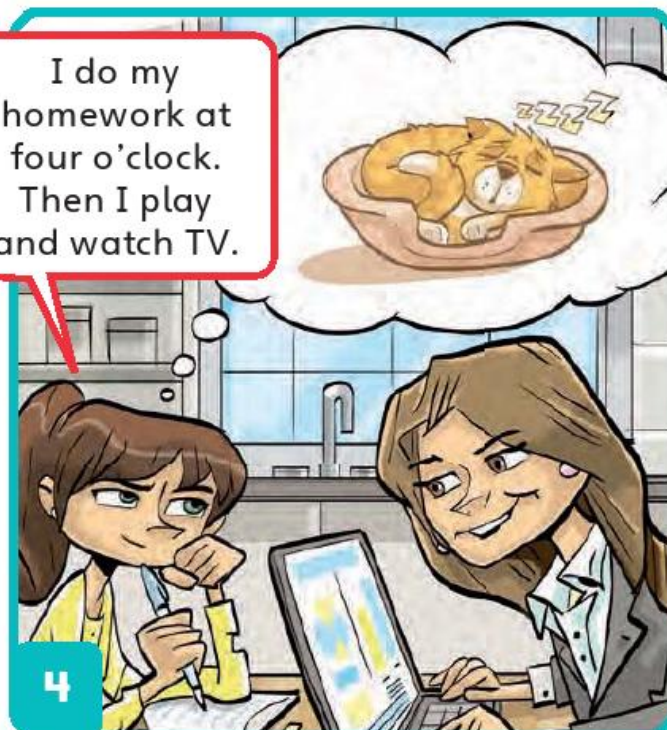
**THINK
BIG**

What time is it now?
What time is it at midday?
What time is it at midnight?



6 Listen and read. When does Max get up?

Max's Day





7 Look at the story. Number in order.

- ☐ Max comes home.
- ☐ Max gets up.
- ☐ Max eats.
- ☐ Max sleeps again.
- ☐ Max goes out.



What time do you go to bed?
 What time do you get up?
 How many hours do you sleep?
 Is that good or bad?

Language in Action

I will listen to a dialog about times.

120
8

Listen and read. Then say.

Dad: Good morning, Emily. What time is it?

Emily: It's eight o'clock.

Dad: When do you go to school?

Emily: I go to school at eight o'clock.

Dad: So, why are you in your pajamas?

Emily: Oh, Dad! Today's a holiday!



9

Look at 8. Role-play with a partner.

121
10

Listen and stick.

1



2



3



4



Grammar

I will learn to use *when* + the present simple to describe daily activities.

When **does** he/she **get up**?

He/She **gets up** at 6:00.

When **do** you/they **go to bed**?

I/They **go to bed** at 8:00.

When **does** the movie **start**?

It **starts** at 7:00.

11

Look and write **do** or **does**.



1 When _____ she brush her teeth?



2 When _____ they eat lunch?



3 When _____ school start?



4 When _____ he go to bed?



5 When _____ school end?



6 When _____ he get up?

12

Look at 11. Write the answers to the questions.

1 *She brushes her teeth at 7:00.*

2 _____

3 _____

4 _____

5 _____

6 _____

I will learn about different ways of telling time.

13 Look at the pictures. What do all the things do?

14

Look, listen, and read.
Then match with the pictures.

CONTENT WORDS

burn candle cup fall
height hourglass
sand shadow sundial

Telling the Time



a

What time is it? How do you know?
Today we look at clocks, watches, and cell phones, but here are some other ways to tell the time. Some are very old.

1 A sundial uses the sun to tell the time. The sun makes a shadow on the sundial, and the shadow tells the time.

2 A candle clock uses a candle to tell the time. When the candle burns, it gets shorter. The height of the candle tells you the time.

3 An hourglass uses sand to tell the time. Sand falls from the top to the bottom. Some people use small hourglasses today when they're cooking.

4 A water clock uses water to tell the time. It works like an hourglass. It has two cups. The water falls from one cup to the other.



b



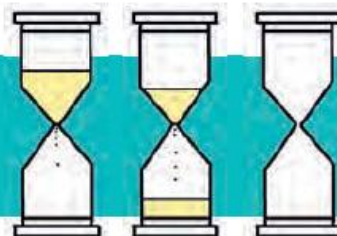
c



d

THINK BIG

Look, think,
and draw.



I will learn about different jobs around the world.

CONTENT WORDS

bakery bread fresh market store

a.m. = midnight to noon

p.m. = noon to midnight



Listen and read. Write the times.

Different Jobs, Different Times



I'm Min-jung. My family works at Namdaemun Market in Seoul, South Korea. This market is very big. You can buy anything! My mom and dad have a store here. They sell clothes. Our store opens at _____ p.m. and closes at _____ p.m. Many people shop at night.

I'm Bruno. My sister works at a bakery in São Paulo, Brazil. She gets up at _____ a.m. every day. She goes to work, and she makes bread. Many people like to eat fresh bread in the morning. I like pão de queijo. It's bread with cheese inside.



My name is Sam. My uncle is a pilot. He flies small airplanes in Alaska, in the United States. He gets up at _____ a.m. He takes people, food, or mail to many places. Some days he comes home at _____ p.m. Other days, he comes home at _____ p.m. His work is different every day.



Which job do you like? Why?

I will learn to use the sounds *ch, tch, and sh*.

126
16

Listen, look, and repeat.

1 **ch**

2 **tch**

3 **sh**

127
17

Listen and find. Then say.



fish



witch



chin



ship



rich

128
18

Listen and blend the sounds.

1 ch-o-p chop

2 sh-e she

3 m-a-tch match

4 l-u-n-ch lunch

5 d-i-sh dish

6 w-a-tch watch

129
19

Underline **ch**, **tch**, and **sh**. Then listen and chant.

Watch the witch,
She's having lunch!
Fries and fish
From a dish!



I will learn to talk about being on time.

131
20

Listen and number in order. Then say.

a



I get dressed quickly and eat breakfast.

b



I always get to school on time.

c



I get my backpack ready the night before school.

d



I get up early on school days.



How do you get to school on time? Why is it good be on time for school?



Project

21

Make a **My Day** book.



1 Fold.



2 Draw clocks.



3 Draw what you do.



4 Show your book.

22 Look and write. What time is it?



1 It's _____. 2 It's _____. 3 It's _____.



4 It's _____. 5 It's _____. 6 It's _____.

23 Circle.

- 1 When **do** / **does** he eat breakfast?
- 2 When **do** / **does** they get home from school?
- 3 When **do** / **does** the school bus come?
- 4 When **do** / **does** you go to bed?

24 Write.

- 1 What do you do at eight o'clock in the morning?

- 2 What do you do at four o'clock in the afternoon?

- 3 What do you do at nine o'clock at night?

I Can

- use *o'clock* to tell the time.
- use the present simple to describe activities.



25 Play the **Silly Sentences** game.

First, write times on cards. Then write daily activities on other cards.



Now work in groups. Stack the cards. Take turns. Turn over one card from each stack and read a silly sentence.



I Can

- talk about my daily routine with time expressions.
- ask and answer about daily routine activities.



Do I know it?

1 Think about it. Look and circle. Practice.



I know this.



I need more practice.



I don't know this.

1 p. 44



2 p. 56



3 p. 68



4 p. 73



5 He wants to buy a book.



p. 49

6 Is there a movie theater near here?
Yes, there is./No, there isn't.



p. 49

7 What do you want to be? I want to be a pilot.



p. 61

8 When does she get up? She gets up at 6:00.



p. 73

I can do it!



Get ready.

A. Look, listen, and write.

artist athlete do does teacher where

Charlie: Hey, Linda, what do you want to be?

Linda: I want to be an ¹_____ because I love sports.

Charlie: Really? What ²_____ your sister want to be?

Linda: She wants to be an ³_____.

Charlie: Why?

Linda: Well, my uncle is an artist. It's his job.

Charlie: ⁴_____ does he work?

Linda: He works at home. He draws pictures for books. What ⁵_____ you want to be, Charlie?

Charlie: I want to be a ⁶_____ because I like school!

B. Talk about what you want to be. Say why.



What do you want to be?

I want to be a vet.
I like animals.



1

2

3

4

5

6

7

8

9

3 Get set.



STEP 1 Cut out the cards on page 135.



STEP 2 Put the cards on your desk. Mix the cards up. Now you're ready to **Go!**

4 Go!

A. Take turns with a partner. Pick up a card. Continue until you find a matching card. Read your cards aloud.

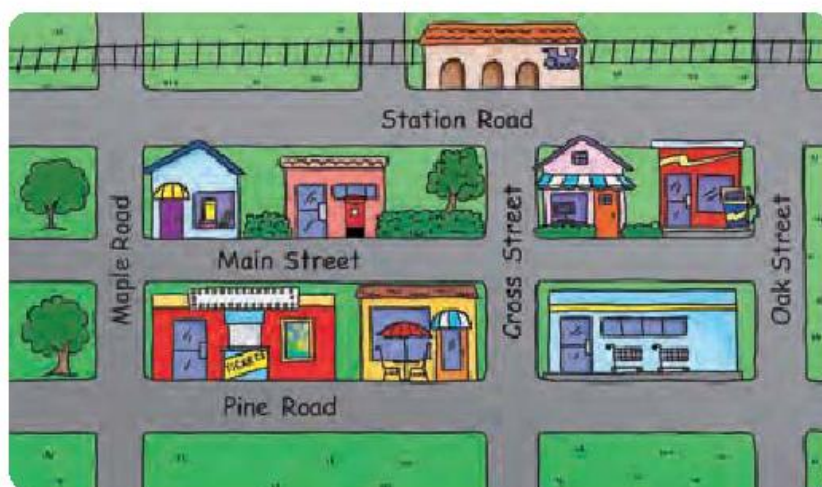


I want to buy a book.

Is there a bookstore near here?

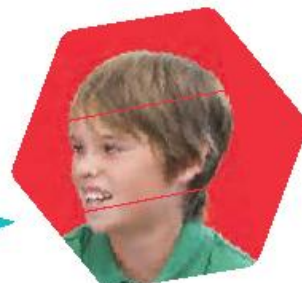


B. Hold up one card at a time and find it on the map. Ask and answer.



Where's the bookstore?

It's on Main Street.



1

2

3

4

5

6

7

8

9

5

Write or draw.

ALL About Me

What do you want to be?
Why?

What time do you start
school?

Where's your school?

When do you go to bed?

Do I know it now?

6

Think about it.

A. Go to page 80. Look and circle again.

B. Check (✓).

☐

I can start the next unit.

☐

I can ask my teacher for help
and then start the next unit.

☐

I can practice and then start the
next unit.

7

Rate this Checkpoint. Color.

hard



OK



easy



not fun



OK



fun