

Level 2

Suitable for:	young learners who have completed up to 100 hours of study in English
Type of English:	American
Headwords:	400
Key words:	10 (see pages 2 and 7 of these Teacher's Notes)
Subject words:	15 (see pages 2 and 8 of these Teacher's Notes)
Key grammar:	present simple, present continuous, <i>some, a lot, very</i> , adjectives, positive imperative forms, possessive 's, prepositions, <i>What ...?</i>

Summary of the Reader

This Level 2 Reader looks at the work clothes worn by people in six different jobs: airline pilot, vet, dentist, firefighter, chef, and mechanic.

Each double page describes a job and some of the important things the person does in that job. It also explains why people wear these special work clothes or uniforms.

Some people wear uniforms to keep clean and hygienic, while other people wear uniforms to keep them safe, or to look smart.

Introducing the topic

Before students read the book ...

- Ask the students what jobs they can name in English. Write two lists on the board – one list of jobs that require uniform or special clothes, and the other list of jobs that don't. See if the students can work out the key difference between the two lists.
- Show the students some video clips of people in different jobs wearing different uniforms or special clothes related to their work. See if the students can describe some of the clothes.
- Show the front and back covers of the book. Ask the students to name the jobs they see

illustrated in the photos. Can the students explain what work these people do? Can they describe the special clothes they are wearing?

Did you know ... ?

Pilots wear stripes on their shoulders to indicate their rank. For example, a captain wears four stripes, while the co-pilot wears three.

A chef's hat is called a *toque*. In many kitchens around the world, the higher the toque, the more important the chef.

Key words

(see page 7 of these Teacher's Notes for the Key words in context)

a lot (n)	medicine (n)
climb (v)	office (n)
fix (v)	restaurant (n)
glove (n)	student (n)
mask (n)	tools (n)

Curriculum links

Science and technology

- Talk with the students about the different materials used to make uniforms and special clothes. What properties do the materials need to have? For example, some clothes need to be strong, warm, light, waterproof, fire-retardant, etc. (See also Activity 1 on page 4 of these Teacher's Notes.)

Art

- The students could make a class or group collage of different jobs and uniforms. Each child could choose a job and then draw or paint a person wearing the related clothes or uniform, cut them out and stick them to a large sheet of paper. (See also Activity 2 on page 4 of these Teacher's Notes.)

Design

- Students could design a uniform for a particular profession, sport or activity. Ask students to think about the particular needs of the job, sport or activity. They could label their designs and display them in the classroom. (See also Activity 3 on page 5 of these Teacher's Notes.)

Literacy

- You could use this topic as a starting point for writing descriptions or poems about the clothes people wear in certain jobs. (See also Activity 4 on page 5 of these Teacher's Notes.)

Subject words

(see page 8 of these Teacher's Notes for the Subject words in context)

chef (n)	jacket (n)
cockpit (n)	ladder (n)
coveralls (n)	mechanic (n)
dentist (n)	pilot (n)
fire truck (n)	uniform (n)
firefighter (n)	vet (n)
garage (n)	zoo (n)
hospital (n)	

Social Studies

- Discuss with the students which jobs usually have uniforms and the reasons why these uniforms or special clothes are worn. Explain to students that sometimes uniforms are worn to show that people belong to a certain group, school or job. (See also Activity 5 on pages 5 and 6 of these Teacher's Notes.)

Drama

- The students could dress up in work-related costumes and then act out dialogues or mime actions normally associated with the particular job or profession.

History

- Students could research the history of a particular type of uniform in their country or an English-speaking country. For example, they could look at police uniforms through the ages and how they have changed over time. (See also Activity 6 on page 6 of these Teacher's Notes.)

Notes on the photocopiable activities

Page 12: After-Reading activities, **Activity 1** Print out one page for each pair of students. In pairs, students color in the pictures following the colors used in the Reader (they can leave the chef uniform white). Stick each page to a sheet of card. The students then take turn to cut out the cards using safety scissors. They then play *Snap* or *Concentration* with the cards.

Snap: The students shuffle the cards then deal them out so each student has the same number of cards. They then take turns to put a card face up on a pile in front of them. If two cards with the same picture appear one after the other, the player who shouts *Snap!* and the name of the job first can take all the cards in the pile.

Concentration: The students turn all the cards face down and take turns to turn over two cards in order to find a matching pair. Encourage the students to say the names of the jobs and the clothes, and to use as much English as possible while they play.

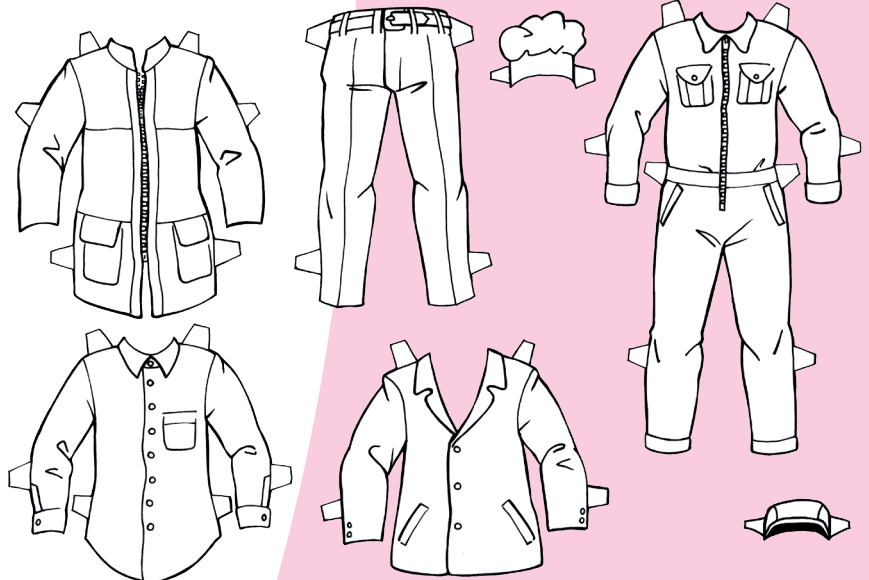
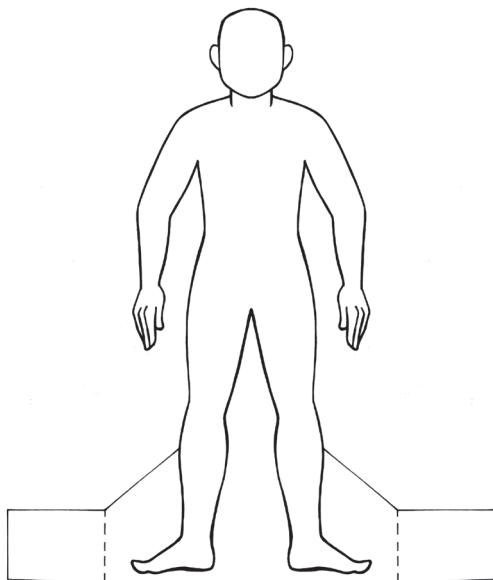
Class Activities (After Reading)

Here are some activities to do with your class after reading *Clothes at Work*.

1. Fabric touch-and-feel box

Materials: lots of different pieces of fabric; a shoe box with a hole at one end; optional: card, glue

- Put all the pieces of fabric into the shoe box. Include a wide variety of types of fabric, including some pieces that are waterproof.
- Brainstorm some adjectives with the students to describe fabrics and write the words on the board (*soft, shiny, thick, thin, light, heavy, waterproof, etc.*).
- Students take turns to put their hand in the box and feel a piece of fabric. They should describe how it feels without looking at it. They then take out the piece of fabric and show it to the rest of the class.
- In small groups, the students could then stick pieces of fabric onto a poster and label it with appropriate adjectives.



2. Dressing-up dolls

Materials: two pieces of white card for each student; coloring pencils or pens; safety scissors

- Before the session, create a simple dress-up doll template consisting of an outline of a person, similar to the one below.
- Then create a template of some simple tabbed clothes for dressing up the doll. These could include a shirt, a jacket, a chef's hat, pants, etc. to fit the doll.
- Copy the templates onto the pieces of card – one body outline and one set of tabbed clothes per student.
- Give out the templates and other materials to the students. Ask them to choose which uniform they want to create.
- Students draw in the details of the uniform or special clothes on the templates and color in the dolls and the clothes.
- They then cut them out and dress their dolls.
- The students could then present their dolls to the class, describing the clothes.

3. Design a school uniform

Materials: some pictures of school uniforms from around the world; a large sheet of colored paper per students; several smaller sheets of white paper per student; coloring pencils or pens; safety scissors; glue

- Ask the students what they think about school uniforms. Do they wear school uniform? Do they like school uniforms? Why / why not?
- Show the students some school uniforms from around the world. Can the students describe these uniforms? Do they like them? Why / why not?
- Tell the students that they are going to design a new uniform for their school. They need to think about: the color of the uniform, the clothes to include in the uniform, and any special details like a badge or crest.
- Give out the materials and ask the students to produce an initial rough sketch of their ideas.
- When they are happy with their designs, students copy the designs neatly onto piece of white paper, color them in and label them.
- Students then stick their design onto the piece of colored paper.

The finished designs can be displayed on the classroom wall. The class could vote for which design they think is the best.

4. Write a poem

Materials: sheets of white paper; coloring pens or pencils

- Before the session, write one or two simple poems about one or more of the jobs and uniforms in the book. For example, you could write a *haiku* (a Japanese three-line poem, with five syllables on the first line, seven on the second line, and five on the last line):

*The chef's hat is tall,
Her jacket is clean and white,
She cooks yummy food!*

- Tell the students that they are going to write a poem about one of the jobs / uniforms in the book.
- Give out the materials. The students could write a rough version of their poem in their notebooks and then copy it out and illustrate it on a sheet of white paper.
- Go around the class helping the students with ideas and vocabulary.
- Ask for volunteers to read out their poems.
- Display the finished poems on the classroom wall.

5. Uniform survey (homework)

Materials: one copy per student of the photocopiable sheet on page 14 of these Teacher's Notes

- Tell the students that they are going to carry out a survey of the different uniforms that they see in a week (or different time period).
- Give each student a copy of the survey sheet. Explain that they need to keep their eyes open and note down when they see someone in uniform. They need to complete the following information in the chart:

When? the day of the week that they saw the person in the uniform (they only need to note down the first time they see a particular uniform)

Where? the place where they saw the person in uniform (e.g. *the supermarket*)

Job the name of the job the person in uniform was doing (e.g. *security guard*)

Uniform a description, if possible, of the uniform (e.g. *black jacket and pants, walkie-talkie*)

- Students carry out the survey and fill in the information over the week (or other time period).
- Discuss the findings with the students. Which uniforms did they see most often? Which was the most interesting or unusual uniform?

- Students could write a simple summary of their findings and draw some pictures to illustrate their work.

6. A uniform from history

Materials: photos from the internet of different uniforms from history and from modern times

- Show the students some photos of different uniforms from history (e.g. *police officer*, *postman / postwoman*, *soldier*, *scout*, etc.). Can the students describe some of these uniforms?
- Now show the students some photos of the equivalent uniforms in modern times. How are the uniforms different today?
- Divide the class into small groups and allocate a historical uniform photo and its modern equivalent to each group of students.
- The students study the photos and write about the differences between the uniforms in their notebooks.

Key words

- a lot**.....He knows a lot about cars. (p. 12)
- climb**.....Firefighters climb tall ladders and go in high buildings. (p. 9)
- fix**.....They fix problems with cars and trucks. (p. 13)
- glove**.....Firefighters wear big heavy coats, big hats, and gloves. (p. 9)
- mask**.....Dentists wear masks and gloves. (p. 7)
- medicine**Vets give medicine to animals. (p. 4)
- office**People visit her at a dentist's office. (p. 6)
- restaurant**.....She works in a restaurant (p. 10)
- student**.....This girl is a student. (p. 14)
- tools**They have some interesting tools. (p. 7)

Subject words

- chef**.....This woman is a chef. (p. 10)
- cockpit**Pilots sit in the cockpit of the plane. (p.3)
- coveralls**.....Mechanics wear coveralls. (p. 13)
- dentist**.....This woman is a dentist. (p. 6)
- fire truck**He drives fire trucks. (p. 8)
- firefighter**.....This man is a firefighter. (p.8)
- garage**He works at a garage. (p. 12)
- hospital**.....He works in an animal hospital. (p. 4)
- jacket**Pilots wear jackets and hats. (p.3)
- ladder**.....Firefighters climb tall ladders and go in high buildings. (p. 9)
- mechanic**.....This man is a mechanic. (p.12)
- pilot**This man is a pilot. (p. 2)
- uniform**They are all wearing uniforms. (p. 1)
- vet**.....Vets give medicine to animals. (p. 4)
- zoo**Some vets help animals at the zoo. (p. 5)

While-Reading activities

Activity 1 (pages 1–5)

Match. Draw lines.

- | | |
|---|--|
| <p>1 A pilot</p> <p>2 A vet</p> | <p>a works in an animal hospital.</p> <p>b works at the airport.</p> <p>c flies a very fast plane.</p> <p>d helps people's pets.</p> <p>e wears a white coat.</p> <p>f wears a jacket and a hat.</p> |
|---|--|

Activity 2 (pages 6–9)

Circle the words.

- 1** Dentists look at people's **tools** / **teeth**.
- 2** People sit in the dentist's big **chair** / **station**.
- 3** Dentists wear **tools** / **masks** and **trucks** / **gloves**.
- 4** Firefighters work at a **fire truck** / **fire station**.
- 5** Firefighters climb tall **ladders** / **chairs**.
- 6** Firefighters wear **heavy** / **light** coats and **small** / **big** hats.

Activity 3 (pages 10–13)

Write. Use the words in the box.

dinner dirty fix garage trucks coveralls restaurant
shirts tall

- 1** A chef works in a _____.
- 2** Chefs make breakfast, lunch, and _____ for hungry people.
- 3** Chefs wear _____ white hats and white _____.
- 4** A mechanic works in a _____.
- 5** Mechanics _____ problems with cars and _____.
- 6** Mechanics wear _____. These often get very _____!

Activity 4 (pages 1–14)

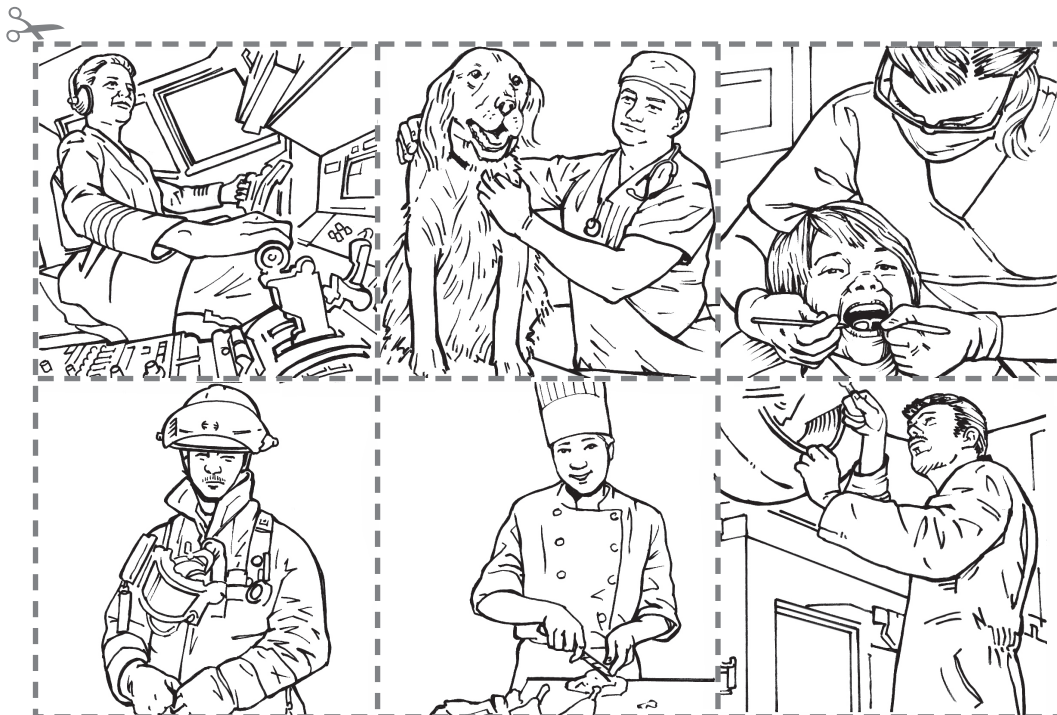
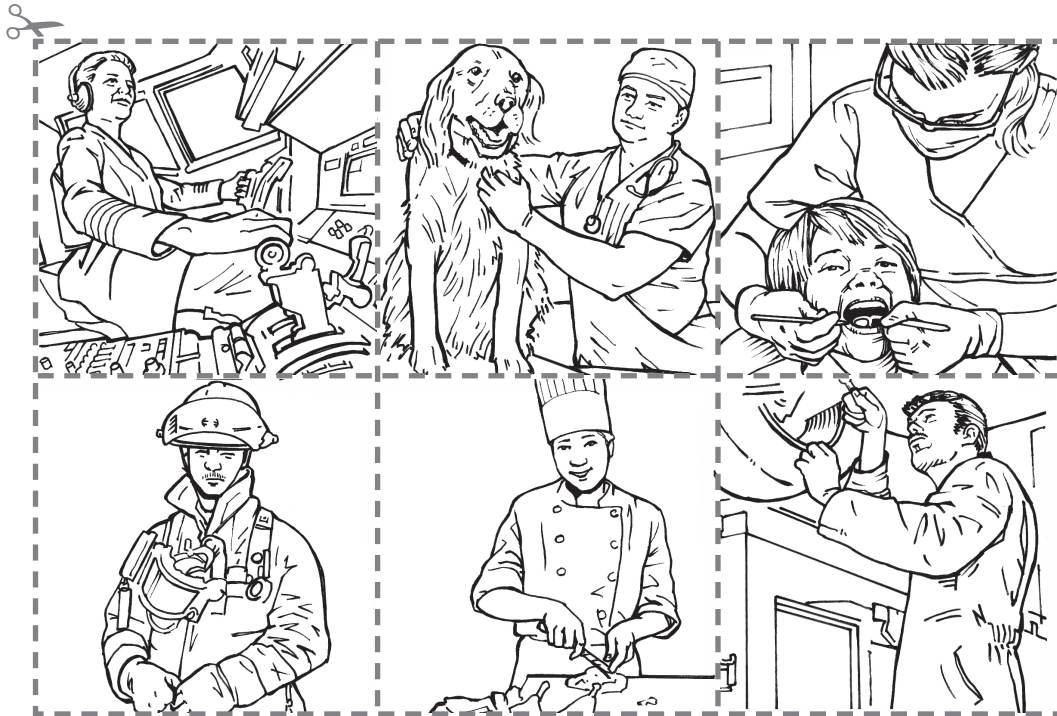
Check ☒ Yes or No.

	Yes	No
1 A pilot sits in the cockpit of a plane.	<input type="checkbox"/>	<input type="checkbox"/>
2 Pilots wear masks and gloves.	<input type="checkbox"/>	<input type="checkbox"/>
3 A vet gives medicine to animals.	<input type="checkbox"/>	<input type="checkbox"/>
4 Vets are scared of dangerous animals.	<input type="checkbox"/>	<input type="checkbox"/>
5 Dentists wear masks and gloves.	<input type="checkbox"/>	<input type="checkbox"/>
6 Firefighters work at the airport.	<input type="checkbox"/>	<input type="checkbox"/>
7 Some chefs are famous.	<input type="checkbox"/>	<input type="checkbox"/>
8 Mechanics know a lot about cars.	<input type="checkbox"/>	<input type="checkbox"/>
9 The student in the book wears a uniform.	<input type="checkbox"/>	<input type="checkbox"/>

After-Reading activities

Activity 1

Color and cut. Play.



Activity 2

Circle the words.

coat gloves hat jacket mask coveralls uniform

l	l	s	u	n	i	g	c
e	g	l	o	v	e	s	o
c	d	f	v	e	s	h	v
o	a	c	k	m	a	a	e
a	j	a	c	k	e	t	r
t	a	m	a	s	k	e	a
l	l	s	u	n	i	g	l
u	n	i	f	o	r	m	l
c	o	a	m	a	j	k	s

Activity 3

What do they wear? Complete the sentences.

- 1 A pilot wears _____.
- 2 A vet wears _____.
- 3 A dentist wears _____.
- 4 A firefighter wears _____.
- 5 A chef wears _____.
- 6 A mechanic wears _____.
- 7 A school student wears _____.

Uniform survey

When?	Where?	Job	Uniform

Answer Key

In the back of the Reader

Before You Read

- 1 a pilot b vet c dentist d firefighter e chef
f mechanic

After You Read

- 1 a white coat (vet) b jacket (pilot) c tall hat (chef) d coveralls (mechanic) e gloves (firefighter)
2 1 pilot 2 mechanic 3 vet 4 firefighter 5 dentist 6 chef

In these Teacher's Notes

While-Reading activities

Activity 1

- 1 b, c, f
2 a, d, e

Activity 2

- 1 teeth 2 chair 3 masks, gloves 4 fire station
5 ladders 6 heavy, big

Activity 3

- 1 restaurant 2 dinner 3 tall, shirts 4 garage
5 fix, trucks 6 coveralls, dirty

Activity 4

- 1 Yes 2 No 3 Yes 4 No 5 Yes 6 No 7 Yes
8 Yes 9 Yes

After-Reading activities

Activity 2

l	l	s	u	n	i	g	c
e	g	l	o	v	e	s	o
c	d	f	v	e	s	h	v
o	a	c	k	m	a	a	e
a	j	a	c	k	e	t	r
t	a	m	a	s	k	e	a
l	l	s	u	n	i	g	l
u	n	i	f	o	r	m	l
c	o	a	m	a	j	k	s

Activity 3

- 1 A pilot wears a jacket and a hat.
2 A vet wears a white coat.
3 A dentist wears a mask and gloves.
4 A firefighter wears a big heavy coat, a big hat, and gloves.
5 A chef wears a white shirt and a tall white hat.
6 A mechanic wears coveralls.
7 A school student wears a uniform.