

# 4 Cool jobs

## Lesson 1 Reading

Pupil's Book pages 48-49

4

Cool jobs

**Lesson 1 Reading**

**1** Look at the people in the photos and answer the questions.

- What are their jobs?
- Do you think they like their jobs? Why / Why not?

**2** 4.1 Read the magazine article and check your answers.

**3** Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

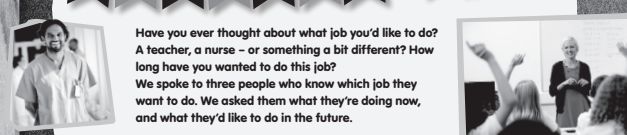
**4** Read again and match.

<ol style="list-style-type: none"> <li>an environmental scientist</li> <li>a film-maker</li> <li>an actor</li> <li>a coder</li> </ol>	<ol style="list-style-type: none"> <li>uses phones and cameras to make films</li> <li>looks after the planet</li> <li>writes instructions for computers</li> <li>performs in plays and films</li> </ol>
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**5** Work in pairs. Discuss the questions. **Be a star!**

- Which of the three jobs would you like to do? Why?
- Imagine you can choose any job in the world. Which job would you like to do, and why?

Amazing jobs




**Have you ever thought about what job you'd like to do? A teacher, a nurse – or something a bit different? How long have you wanted to do this job? We spoke to three people who know which job they want to do. We asked them what they're doing now, and what they'd like to do in the future.**

**The environmental scientist**

Marie Patterson wants to be an **environmental scientist**. 'I've been **interested in** science, nature and animals since I was little,' says Marie. 'I want to keep the planet **safe**. I'm going to study environmental science at **university**'.


Marie is 17, and she has volunteered for Picker Pals in Ireland for two months. 'Picker Pals is great,' she says. 'They send primary schools tools, storybooks and songs. The kids do the activities and have fun collecting **litter** from the environment with their families. Two thousand schools in Ireland are doing the Picker Pals programme. It's very **rewarding** – I love learning about the environment!'



**The film-makers**

The Critics Company is a group of young film-makers from Nigeria who have been making films since 2016. They learnt about film-making on the internet. They needed a 'green screen' for **special effects**, explains Raymond Yusuff, 18, who is a member of the group. So they saved money and bought the material for the green screen. 'Then we used my smartphone and borrowed my dad's laptop computer and started filming,' Raymond says. He's wanted to make films since he was a child. He really likes working with special effects.



There are five boys in Critics Company. They make science fiction films that vary in length, but the longest to date is 18 minutes long. Their films are very popular, people watched one of them more than one million times! Famous film-makers sent equipment and money. 'We were so excited,' Raymond says. Now they're making lots of films and they love it!



**The computer coder**

Pat Leeman, 36, is a computer **coder**. She works in big **factories** around the world. How long has she wanted to be a coder? 'I've been interested in computers since I was eight,' she says. 'I learnt on a computer called Raspberry Pi. This taught me how to code, how to build websites and how machines work with computers.' Pat says computer coding is easy. 'A computer is like a big baby,' she says. 'The instructions need to be simple and you have to give a lot of them. When you understand that, you're a coder! I really like writing code.'

Martha Spacey is 14. She likes computers and has studied coding at school for the last year. 'At the moment, I'm designing a car and making it work from a computer. I'm enjoying it – it's really **challenging**. I'd like to be a coder in the future!'

48 Unit 4 Read a magazine article  
WB: page 38

Unit 4 Reading skill: make predictions to help understanding  
WB: page 38 49

**Learning objectives:** Read a magazine article; Reading skill: make predictions to help understanding

**Vocabulary:** challenging, coder, environmental, factory, interested in, litter, rewarding, safe, special effects, university

**Resources:** Vocabulary 1 worksheet

### Warm-up: What do we have in common?

- Have the children brainstorm all the jobs they know. Write a list on the board.
- Work as a class and make a list of what is the same about these jobs (e.g. doctors and nurses work in hospitals; chefs and artists create things).

### 1 Look at the people in the photos and answer the questions.

- Refer the children to the photos on pages 48-49. Ask *What are the people in the first picture on page 49 doing? Where are they?* Elicit answers from the children.
- Ask similar questions about each of the other photos.

- Refer the children to the questions in Activity 1. Read out the first question and elicit answers. Have the children read the job titles in the coloured headings.
- Read out the second question. Elicit answers from the children.

### 2 4.1 Read the magazine article and check your answers.

- Have the children read the article to check their ideas. Explain that they don't need to understand every word.
- The children underline the words and expressions that tell us if the people like or dislike their jobs.
- Play the audio if children need additional support.

**Answers: The environmental scientist:** Marie Patterson likes her job because she's been interested in science, nature and animals since she was little. It's also very rewarding – she loves learning about the environment.

**The film-makers:** Raymond Yusuff likes his job because he's wanted to make films since he was a child. He really likes working with special effects.

**The computer coder:** Pat Leeman likes her job because she's been interested in computers since she was eight. It's easy and she really likes writing code.

80 Unit 4

**3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold and check their answers in the dictionary on page 156 of the Pupil's Book.

**4 Read again and match.**

- Have the children match the two columns. They complete the activity individually, then check their answers in pairs.
- Check answers as a class.

Answers: 1 b 2 a 3 d 4 c

**5 Work in pairs. Discuss the questions.**

Be a star!

- Have the children discuss the questions in pairs.
- Ask volunteers to share their answers.

**Pairwork**

- Have the children share answers in pairs before they feed back to the whole class.
- Pair more confident learners with less confident ones. More confident pupils can help their partner.
- Checking in pairs first also allows less confident children to feel more comfortable sharing their ideas with the whole class.

**Cooler: Brainstorming**

- Write the following headings on the board: *environmental scientist, film-maker, computer coder.*
- Have the children say all the words they can think of related to each job (e.g. environmental scientist – planet, nature; film-maker – camera, special effects; computer coder – computer, website).
- The children write sentences about each job using the information on the board.

Workbook page 38

**4 Cool jobs**

**Lesson 1 Vocabulary**

1 **CE:YL** Look and read. Choose the correct words and write them on the lines. There is one example.

challenging	a coder	environmental	a factory	interested in
litter	rewarding	safe	special effects	a university

- This means you're out of danger. safe
- This is a building where things are made. \_\_\_\_\_
- A place where some people study after they finish school. \_\_\_\_\_
- This describes something that makes you feel important or useful. \_\_\_\_\_
- This describes an activity which is difficult, but interesting and enjoyable. \_\_\_\_\_
- These are used in science fiction films. \_\_\_\_\_
- Someone who writes instructions for computers as a job. \_\_\_\_\_
- This is another word for rubbish. \_\_\_\_\_
- This describes things that people do to the natural world. \_\_\_\_\_
- Liking something and wanting to learn more about it. \_\_\_\_\_

2 **4.1** Listen and complete the sentences with words from Activity 1.

- Lisa is a coder.
- When Lisa was at school, she wanted to be an \_\_\_\_\_ scientist.
- Lisa wanted to tidy up litter, but she's \_\_\_\_\_ computers too.
- After school, she went to \_\_\_\_\_.
- Lisa helps keep the factory and the workers \_\_\_\_\_.
- Lisa's job is sometimes \_\_\_\_\_.
- She says it's also a very \_\_\_\_\_ job.
- When she is not at work, Lisa likes to learn about \_\_\_\_\_.

38 Unit 4 A2 Flyers: Reading and Writing Part 1

Answers: 1 safe 2 a factory 3 a university  
4 rewarding 5 challenging 6 special effects 7 a coder 8 litter 9 environmental 10 interested in

**2 4.1 Listen and complete the sentences with words from Activity 1.**

**Audioscript**

*My name is Lisa Barton and I'm a coder. I work at one of the same factories as Pat Leeman. She's the computer coder here and she writes instructions for our computers. When I was at school, I wanted to be an environmental scientist and discover new ways to stop litter from getting into our rivers and oceans But I'm interested in computers too, so, I went to university to study to be a coder. So, that's what I do now – I help Pat build websites and check how our computers work with the machines. The machines have to work to keep the factory and the workers safe. It can be difficult sometimes – working with computers is sometimes challenging, but it's also a very rewarding job. When I'm not working, I like using my computer at home to learn about things like the special effects we see in films.*

Answers: 1 coder 2 environmental 3 interested in 4 university 5 safe 6 challenging 7 rewarding 8 special effects

**1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.**

This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

# Lesson 2 Reading comprehension / Learning to learn

Pupil's Book page 50

**Lesson 2 Reading comprehension**

**Learning to learn**

**Scanning for specific information**

When you read a new text:

- Look at it quickly. What can you see? What do the photos say to you? Is the text a newspaper, magazine article or webpage? What information can you find out quickly?
- Now read the text more carefully. If you need to find specific information, look for that word in the text. Don't worry about other words.

How quickly can you find the answer to this question on pages 48-49?  
What's the name of the computer Pat used to learn how to code?

1 Read the article on pages 48-49 again. Find specific information to complete the table.

Name / Job	Chose job because ...	Enjoys ...
Marie <i>Environmental scientist</i>	• _____ • _____	• _____ • _____
Raymond	• _____ • _____	• <i>making films</i> • _____
Pat	• <i>interested in computers since she was eight</i> • _____	• _____ • _____

2 Look for specific information. Answer the questions. **Be a star!**

What is the name of ...

- the environmental organisation in Ireland? Picker Pals
- the film-makers group? \_\_\_\_\_
- the woman who codes computers in big factories? \_\_\_\_\_
- the student who is designing a car? \_\_\_\_\_

3 Work in pairs. Discuss the questions and give reasons for your answers.

- Which of the jobs on pages 48-49 do you think is the most ...  
a dangerous?    b rewarding?    c interesting?    d challenging?
- What job would you like to do when you finish studying?

50 Unit 4: Reading skill and Learning to learn: scanning for specific information  
WB: page 39

1 Read the article on pages 48-49 again. Find specific information to complete the table.

- Refer the children to the table and read out the headings. Then say *Marie wants to be an environmental scientist*. Elicit why she chose that job and why she enjoys it. If children remember, let them tell you and then confirm their answers when they read the text again.
- Set a time limit of ten minutes for the task. Elicit key words that the children should keep in mind as they scan the text to find the answers (e.g. choose / chose; enjoy / like).
- The children read the text again and complete the table. They compare answers in small groups.
- Check answers as a class.

**Answers:**

Name	Chose job because ...	Enjoys ...
Marie Environmental scientist	wants to keep the planet safe it's very rewarding	learning about the environment volunteering
Raymond film-maker	wanted to make films since he was a child	making films working with special effects
Pat computer coder	interested in computers since she was eight	writing code finds it to be easy

**Learning objectives:** Reading skill and Learning to learn: scanning for specific information

**Warm-up: Dictation**

- Dictate the words in the vocabulary box in Unit 4, Lesson 1 (page 48).
- Write the words on the board and have the children exchange their dictation in pairs and check answers.

**Learning to learn**

**Scanning for specific information**

- Read out the information in the *Learning to learn* box.
- Ask *How do you find specific information in a text? Is it necessary to read every word? Do you need to know the meaning of each word in the text?*
- Explain that scanning for specific information is a reading skill that will help children answer questions without having to understand every word in a text.

**How quickly can you find the answer to this question on pages 48-49? What's the name of the computer Pat used to learn how to code?**



- Read out the question in the *Learning to learn* box. Give the children 30 seconds to find the answer on pages 48-49 of their Pupil's Book.
- Check the answer as a class and ask the children to tell you where in the text they found the answer.

2 Look for specific information. Answer the questions. **Be a star!**

- Refer the children to the first question. Ask *In which section of the magazine article can you find the answer to this question? (The environmental scientist)*. Ask the children to identify the information in the text that helped them answer this question (Marie is 17, and she has volunteered for Picker Pals in Ireland for two months.).
- Read the remaining questions. The children scan the magazine article for the information needed to answer the questions. Have them complete the activity individually.
- Check answers as a class.

**Answers:** 1 Picker Pals    2 The Critics Company    3 Pat Leeman    4 Martha Spacey

**Answer:** Raspberry Pi

**3**   **Work in pairs. Discuss the questions and give reasons for your answers.**

- Ask the children *Which of the jobs on pages 48–49 do you think is the most dangerous? Why?* Encourage them to answer with *because ...* (e.g. *I think being an environmental scientist is the most dangerous job because you sometimes have to work in difficult situations.*)
- The children work in pairs to ask and answer the questions using *because* and giving reasons for their answers.
- While they do this, circulate, monitor and help.
- Have volunteer pairs come to the front to ask and answer.
- Ask *Which job would you like to do when you finish studying? Why?* Provide ideas if necessary (e.g. doctor, dentist, chef, nurse, teacher, painter). Have the children answer using *because* and giving reasons.

**Teaching star!**

**Mixed ability**

- Walk around the classroom while the children are asking and answering questions and make a note of their mistakes under the following headings: *Grammar, Words and phrases, Pronunciation*. Then correct mistakes as a class.
- This will allow you to evaluate their strengths and weaknesses as a class. It also means that children will not be shown up in front of the whole class for making a particular mistake.

**Cooler: It's dangerous because ...**

- Write on the board: *dangerous, challenging, rewarding*.
- Divide the class into groups of four or five children and give them two to three minutes to brainstorm other jobs that are dangerous (e.g. firefighter, diver), challenging (e.g. lawyer, surgeon) and rewarding (e.g. artist, doctor).
- Elicit feedback and ask the children to give reasons for their answers.

**Lesson 2 Reading comprehension**

1 Read the article on Pupil's Book pages 48–49 again. Then circle **T** for True, **F** for False, or **N** for Not mentioned.

- |  |  |
|--|--|
| 1 Marie has been interested in science since she was little. | <input checked="" type="radio"/> T / F / N |
| 2 Marie has worked with Picker Pals for five months.         | T / F / N                                  |
| 3 Picker Pals works all over the world.                      | T / F / N                                  |
| 4 The Critics Company learnt about film-making at school.    | T / F / N                                  |
| 5 Raymond used his tablet to start filming.                  | T / F / N                                  |
| 6 The Critics Company have been making films since 2018.     | T / F / N                                  |
| 7 Pat works in big schools around the world.                 | T / F / N                                  |
| 8 More women than men are working in computer coding.        | T / F / N                                  |
| 9 Pat says computer coding is difficult.                     | T / F / N                                  |
| 10 Martha has studied coding for the last year.              | T / F / N                                  |

2 Read the descriptions. Who do they describe?

Marie	Martha	Pat	Raymond
1 is a member of the Critics Company			<u>Raymond</u>
2 says her work is very rewarding			_____
3 wants to be a coder in the future			_____
4 likes working with special effects			_____
5 says computers are like babies			_____
6 wants to study environmental science at university			_____

**Learning to learn**

3 Find the answers to the questions on Pupil's Book pages 48–49. How quickly can you do this? Time yourself!


- |   |              |
|---|--------------|
| 1 How many people did they interview?           | <u>three</u> |
| 2 What does Marie want to be?                   | _____        |
| 3 What is the name of the group of film-makers? | _____        |
| 4 What does Pat say a computer is like?         | _____        |
| 5 What is Martha designing at the moment?       | _____        |
- I completed this activity in  minutes.

**1 Read the article on Pupil's Book pages 48–49 again. Then circle T for True, F for False, or N for Not mentioned.**

**Answers: 1 T 2 F 3 F 4 F 5 F 6 F 7 F 8 N 9 F 10 T**

**2 Read the descriptions. Who do they describe? Some names can be used more than once.**

**Answers: 1 Raymond 2 Marie 3 Martha 4 Raymond 5 Pat 6 Marie**

**3**  **Find the answers to the questions on Pupil's Book pages 48–49. How quickly can you do this? Time yourself!**

**Answers: 1 three 2 an environmental scientist 3 the Critics Company 4 a big baby 5 a car**

**Lesson 3 Grammar**

**1 Look and read.**

**Graphic Grammar**

Present perfect with *How long?*, *for* and *since*

How long have you been a dentist? I've been a dentist for 50 years.

No one has complained since 1975.

Look! *for* + a period of time: 12 years / three weeks / a long time  
*since* + an exact moment in the past: 2001 / Friday / I had lunch

**2 Write questions with *How long ...?* Complete the answers with *for* or *since*.**

1 Marie / volunteer / for Picker Pals?  
*How long has Marie volunteered for Picker Pals?* \_\_\_\_\_ *For* \_\_\_\_\_ two months.

2 Marie / be / interest / in science?  
 \_\_\_\_\_ she was little.

3 Raymond / be / to make films?  
 \_\_\_\_\_ 2016.

4 Martha / study / coding?  
 \_\_\_\_\_ the last year.

5 Pat / be / interest / in computers?  
 \_\_\_\_\_ she was eight.

**3 Work in pairs. Choose the best person for a job. Be a star!**

- A Look at page 145. B Look at page 147.
- Take turns to read the information in the table on your page and ask and answer questions about the candidates. A starts. Discuss who is the best person for the job.

How long has Alex been interested in computers? He's been interested in computers since he was ten.

Go to Grammar booster: page 137. Unit 4 Ask questions with *How long ...?* + present perfect with *for* / *since* WB: page 40 51

- Say *We use for to express how long (50 years). We use since to say when something started in the past (1975) and is still true now.*
- Have the children look back at the reading texts on pages 48–49 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, read out the question and the two sentences in the *Graphic Grammar* box in the Pupil's Book. Tell children they are going to watch the video. Ask *Why do you think the young man was nervous?*
- Play the video. Elicit answers (the dentist is very old).
- Ask *How long has the old man been a dentist? When was the last time someone complained?* Elicit answers and have the children notice the difference between *for* and *since*.
- Play the video again and have the children repeat the sentences.

**2 Write questions with *How long ...?* Complete the answers with *for* or *since*.**

- Read out the example question and answer in Activity 2. Ask *Is 2 months a period of time or an exact moment in the past? (a period of time)* Then have them read the prompts in number 2. Say the following and let the children complete the phrases: *We start questions with ... (How long). 'Marie' is ... (the subject). 'be' is ... (the verb). What is the past participle of 'be'? (been)* Have the children make the question. Then read out the answer (... she was little). Ask *Is this a period of time or an exact moment in the past? (an exact moment in the past)* The children complete the answer with *since*.
- The children complete the activity individually. Then have them compare answers in pairs.
- Check answers as a class.

**Learning objectives:** Ask questions with *How long ...?* + present perfect with *for* / *since*

**Grammar:** Present perfect with *How long?*, *for* and *since*

**Review vocabulary:** the world of work

**Resources:** Graphic Grammar video; Grammar 1 Worksheet

**Warm-up: Bingo!**

- Play *Bingo!* (see Games bank, pages 14–17) with the names of jobs (e.g. environmental scientist, film-maker, computer coder, nurse, teacher, dentist, doctor, lawyer, photographer, artist, engineer, chef, businessman / business woman, plumber).

**1 Look and read.**

- Refer the children to the picture in Activity 1. Ask *Where is the young man? How do you think he feels? Who is the old man in the white coat? What is he going to do?*
- Read out the question in the *Graphic Grammar* box. Draw the children's attention to the blue boxes and have them notice the position of the verbs *have* and *been*.
- Ask *Which sentence answers the question 'How long ...?' (the first sentence) Which answer refers to an exact moment in the past? (the second sentence)*

**Answers:** 1 How long has Marie volunteered for Picker Pals? For two months. 2 How long has Marie been interested in science? Since she was little. 3 How long has Raymond wanted to make films? Since he was a child. 4 How long has Martha studied coding? For the last year. 5 How long has Pat been interested in computers? Since she was eight.

**3 Work in pairs. Choose the best person for a job. Be a star!**

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 145 and have Student B turn to page 147.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. The children read the information (at the top of the page) about their candidate for a summer

job as a computer coder. Then they take turns to share information and ask questions about their partner's candidate, using *How long* and the information at the bottom of the page. Their partner answers the questions about their own candidate using the present perfect with *for / since* and the information at the top of the page.

- Allow time for the children to complete the game.

**Answers: Alex Martins:** He's been interested in computers since he was ten years old. He's been taking IT classes for 6 years. He's had a computer since he was a child. He's been learning English since he was five.  
**Marta Andersen:** She's been interested in computers since she was twelve years old. She's been taking IT classes for 10 years. She's had a computer since she was a child. She's been learning English since she was seven years old.

### Teaching star!

#### Pairwork

- Some children might have mixed feelings about working with a partner. When they have finished Activity 3, write the following on the board and have the children complete the sentences on a piece of paper: *I like / don't like working on my own because ... I like / don't like working in pairs because ...*
- Tell the children that they don't have to write their names if they don't want to. Collect their answers and see what you can do to improve pairwork in your class.

### Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

**Answers: 1** How long, for **2** since **3** for **4** since, How long **5** for **6** How long, since

### Cooler: How long has Lili ... ?

- Write the following information on the board:  
*Lili ...*  
*live in Texas 2003*  
*move to Paris 2006*  
*study French 2004*  
*start playing the drums 2010*
- The children read the information and write sentences using the present perfect (e.g. *Lili has lived in Paris since 2006. Lili has studied French for 13 years. Lili has played the drums for seven years.*)
- Volunteers read out their sentences.

### Workbook page 40

**Lesson 3 Grammar**

1 Write the phrases in the correct columns.

for	since
two weeks	

two weeks  
ten minutes  
2012  
three years  
last year  
7 o'clock  
a long time  
I left school

2 Complete the dialogue with the words in the box.

been for for has How long since 've visited

A: How long have you <sup>1</sup> *been* a dentist?  
 B: I've been a dentist <sup>2</sup> \_\_\_\_\_ 50 years.  
 A: <sup>3</sup> \_\_\_\_\_ have you worked here?  
 B: I <sup>4</sup> \_\_\_\_\_ worked here for 40 years.  
 A: What about your assistant? How long  
<sup>5</sup> \_\_\_\_\_ she worked here?  
 B: <sup>6</sup> \_\_\_\_\_ 1975. But no one has <sup>7</sup> \_\_\_\_\_ for years.  
 A: Hmm ... I think my teeth are fine!  
 B: Don't worry ... I haven't done this <sup>8</sup> \_\_\_\_\_ a very long time, but I think I know what to do ...

3 Write questions with the prompts. Then answer for you with *for* or *since*.

1 How long / have / your mobile phone?  
*How long have you had your mobile phone?* \_\_\_\_\_

2 How long / have / your favourite hobby?  
 \_\_\_\_\_

3 How long / live / in your home?  
 \_\_\_\_\_

4 How long / know / your best friend?  
 \_\_\_\_\_

40 Unit 4

### Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 while completing these Workbook activities.

#### 1 Write the phrases in the correct columns.

**Answers: for:** two weeks, ten minutes, three years, a long time **since:** 2012, last year, 7 o'clock, I left school

#### 2 Complete the dialogue with the words in the box.


**Answers: 1** been **2** for **3** How long **4** 've **5** has **6** Since **7** visited **8** for

#### 3 Write questions with the prompts. Then answer for you with *for* or *since*.

**Answers: 1** How long have you had your mobile phone? **2** How long have you had your favourite hobby? **3** How long have you lived in your home? **4** How long have you known your best friend?; Children's own answers.

**Lesson 4 Language in use**

1 4.2 Listen and say.



**Vocabulary**

canteen   cloakroom   gym   locker

Hi, Sophia. How's your first day at school?

Good! I've met lots of new people.

**Have you met the head teacher yet?**

Yes, I have. She's really nice.

Have you found the canteen yet?

Yes, I have. I've **already had lunch**.

Great. Would you like me to show you the library?

I've already seen it, but I **haven't been** to the gym yet.

OK, let's go to the gym.

And where can I put my jacket?

**Has your teacher shown** you the cloakroom yet?

No, he hasn't.

OK, I'll take you there now.

2 Look and write sentences with **yet** or **already**.

Things to do on first day:

1 meet / PE teacher ✓	<u>I've already met the PE teacher.</u>
2 go to / computer room x	_____
3 play basketball / in the gym x	_____
4 find / library ✓	_____
5 meet / school nurse x	_____
6 teacher / give me a locker ✓	_____

3 Work in pairs. Think of other things you could do on your first day at a new school. Make a list.

4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you. **Be a star!**

Have you met the PE teacher yet?

Yes, I have. He's really nice.

Would you like me to show you ... ?

52 Unit 4 Use the present perfect with *already* and *yet*  
WB: page 41

Go to Grammar booster: page 137.

- The children read the dialogue individually. Have them notice the present perfect with *already* and *yet*. Elicit what word is at the end of the questions and negative sentences (*yet*). Refer them to the words in bold.
- Focus on *I've already had lunch* and elicit that we use *already* in a positive sentence, after *have* and before the past participle. Ask *Has Sophia had lunch?* (*yes*)
- Play the audio again, pausing after each line for the children to repeat. Then they practise in pairs.

- Ask: *Where are the girls? Who is Sophia? What has she done today?* Children watch the video and answer the questions (at school; a new pupil; met the head teacher, found the canteen, had lunch, seen the library).
- Play the video again. Children repeat, copying all intonation and body language as closely as possible.

## 2 Look and write sentences with **yet** or **already**.

- The children read the prompts in Activity 2 and say if they are affirmative or negative. (the ticks and crosses)
- Then have a volunteer read out the example sentence. Elicit what word they have to use for affirmative sentences (*already*) and for negative sentences (*yet*).
- The children write the sentences. Elicit answers.

**Answers:** 1 I've already met the PE teacher. 2 I haven't been / gone to the computer room yet. 3 I haven't played basketball in the gym yet. 4 I've already found the library. 5 I haven't met the school nurse yet. 6 The teacher has already given me a locker.

## 3 Work in pairs. Think of other things you could do on your first day at a new school. Make a list.

- The children work in pairs and make a list.
- Have volunteers read out their ideas.

## 4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you. **Be a star!**

- Tell the children that they are going to make a new dialogue.
- Invite volunteers to read out the model dialogue.
- Have pairs take turns to make a new dialogue with the ideas in Activities 2 and 3.

### Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

**Answers:** 2 1 I've already met the instructor. 2 I haven't found a locker yet. 3 I've already seen the swimming pool. 4 I've already had lunch in the canteen. 5 I haven't played basketball in the gym yet. 6 I haven't played tennis with David yet.; 3 (Suggested answers) 1 How long have you been a

**Learning objectives:** Use the present perfect with *already* and *yet*

**Vocabulary:** canteen, cloakroom, gym, locker

**Resources:** Language in use video; Grammar 2 Worksheet

### Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with sentences from Lessons 1–3.

### Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, page 156). Elicit a definition for the words.
- The children check the definitions in the dictionary.
- Then use the dictionary to give definitions in the following order to elicit the words: *locker, gym, cloakroom, canteen*.

## 1 4.2 Listen and say.

- Refer the children to the picture in Activity 1. Ask *Who can you see? (Sophia and Alice) Where are they? What do you think they are talking about?*
- The children listen to the dialogue and follow in their books. They check if their ideas were correct.

student at this school? I've been a student here since I was seven. 2 How long have you been studying English? 3 Have you met the maths teacher yet? 4 How long have you known me? 5 Have you had breakfast yet? 6 How long have you been playing basketball?; Student's own answers.

### Cooler: Quick memory game

- Play the Quick memory game (see Games bank) with words from Lessons 1 and 4.

## Workbook page 41

**Lesson 4 Language in use**

1 4.2 Listen and tick (✓) the box. There is one example.  
When did Mr Lewis arrive?

A B C

1 What has Frank eaten this morning?  
A B C

2 When is the competition?  
A B C

3 How many metres has Frank swum?  
A B C

4 Where is Frank's swimming cap?  
A B C

2 Write sentences about your day at a sports club.  
1 gym instructor ✓ / swimming coach x / meet  
*I've already met the gym instructor.* I haven't met \_\_\_\_\_ yet.  
2 gym ✓ / canteen x / find  
\_\_\_\_\_   
3 a drink ✓ / lunch x / have  
\_\_\_\_\_   
4 basketball ✓ / football x / play  
\_\_\_\_\_

3 Write three sentences about your day with *I've already ...* and *I haven't ... yet*.  
Use the suggestions or your own ideas.  
do my homework    have lunch / dinner    play basketball / football / tennis  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

Unit 4 Go to Vocabulary and grammar reference page 121 A2 Flyers: Listening Part 4 41

### Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 while completing these Workbook activities.

### 1 4.2 Listen and tick (✓) the box. There is one example.

This activity helps the children prepare for Part 4 of the Listening paper of the Cambridge English A2 Flyers exam.

#### Audioscript

##### When did Mr Lewis arrive?

**Boy:** Hello Mr Lewis! I'm really sorry – Mum and I left the house at half past six, but there was so much traffic.

**Man:** That's OK. It's only quarter past seven, so you haven't missed that much.

**Boy:** How long have you been here?

**Man:** I've been here since seven o'clock.

**Can you see the tick? Now you listen and tick the box.**

##### 1 What has Frank eaten this morning?

**Man:** OK everyone! I hope you've had a big breakfast! You've got a lot of swimming to do.

**Boy:** I've had toast AND cereal, Mr Lewis.

**Man:** That's great! Did you eat a banana like I told you to?

**Boy:** Not yet – I've got one in my bag. I'm going to eat it now before we start.

##### 2 When is the competition?

**Man:** Right! I'd like you meet Mr Richards – you haven't met him before – he's a new coach and he's going to help us get ready for the competition. He's been a coach here since February this year, but he's worked with lots of other different swimming clubs.

**Boy:** Hello Mr Richards. Is the competition in June, Mr Lewis?

**Man:** No, it isn't – it's in May so we need to start working hard!

##### 3 How many metres has Frank swum?

**Man:** That's great work, Frank.

**Boy:** How many metres have I swum? It feels like one thousand!

**Man:** You haven't finished yet! You've already done 750 metres – just 500 more to go.

**Boy:** 500?!

##### 4 Where is Frank's swimming cap?

**Man:** Great work today, everyone – you've worked really hard. Be sure to pack everything – your towels, swimming caps ... and don't forget any clothes!

**Boy:** Oh no! I've lost my favourite swimming cap.

**Girl:** Are you sure you haven't packed it in your bag already?

**Boy:** No, I haven't. ... And it's not on the floor.

**Man:** There it is – it's under your bag!

**Boy:** Thanks, Coach!

**Answers:** 1 A 2 C 3 B 4 C

### 2 Write sentences about your day at a sports club. Use the verbs in the box.

**Answers:** 1 I've already met the gym instructor; the swimming coach 2 I've already found the gym. I haven't found the canteen yet. 3 I've already had a drink. I haven't had lunch yet. 4 I've already played basketball. I haven't played football yet.

### 3 Write three sentences about your day with *I've already ...* and *I haven't ... yet*. Use the suggestions or your own ideas.



# Lesson 5 Listening


Pupil's Book page 53

## 2 4.3 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.


- Play the audio.
- Children tick the correct picture.


**Lesson 5 Listening**


**Vocabulary**  
flavour freeze spit spoon


1  Read and look at the photos. Which do you think is the best job in the world? Why?


*Life Radio 7 pm*  
Tonight we answer the question, 'What's the best job in the world?' Is it a video game tester ... a travel writer ... or an ice cream taster? Tune in to find out!

1 


2 

3 


2  4.3 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.

3  4.3 Listen again. Number the steps in order. **Be a star!**

a Warm the ice cream a little. <input type="checkbox"/>	d Look at the ice cream. <input type="checkbox"/>
b Write the results in a book. <input type="checkbox"/>	e Spit the ice cream into a bowl. <input type="checkbox"/>
c Put the ice cream on a gold spoon. <input type="checkbox"/>	f Move it around your mouth. <input type="checkbox"/>

4  4.3 Answer the questions. Then listen again and check.

- How many flavours does Jean taste each day?
- How long has she had this job?
- Why do you warm the ice cream before tasting?
- Why do you need to use a gold spoon?
- What are Jean's favourite flavours of ice cream?

5  Work in pairs. Discuss the questions.

- Would you like to be an ice cream taster? Why / Why not?
- What's your favourite flavour of ice cream?

Unit 4 Listen for sequence  
WB: pages 42-43 **53**

### Audioscript

**Narrator:** *OK, everyone, now it's time for us to answer our big question: What's the best job in the world? ... A-a-a-a-n-d ... the best job is ... ice cream taster! Yes, Jean Hunt has the best job in the world! She works in a factory where she tastes 60 ice creams every day. I went to meet Jean. It's ten o'clock in the morning and she's already tasted ten ice creams! On a typical day, she tastes 20 different flavours, with three samples of each flavour. Jean, you're tasting chocolate now.*

**Jean:** *That's right.*

**Narrator:** *Have you decided which flavour is the best yet?*

**Jean:** *No, I haven't. I've still got one more to try.*

**Narrator:** *How much ice cream have you tasted since you got this job?*

**Jean:** *Well, I've had the job for 15 years, so I've eaten a lot of ice cream!*

**Narrator:** *Do you ever get bored of ice cream?*

**Jean:** *Never! I love the challenge of finding the best flavours. I know that ice cream makes people happy, so it's a rewarding job in lots of ways.*

**Narrator:** *Can you explain to us what you do?*

**Jean:** *Yes, of course. There are three stages to tasting ice cream. First, you look at it. If the ice cream doesn't look good, don't eat it. Next, you warm the ice cream a little. If you eat 60 samples of freezing ice cream, your mouth freezes and you get a terrible headache. Ouch, it hurts! Finally, you taste the ice cream. I use a gold spoon because it hasn't got any taste. Wooden and plastic spoons have their own taste, so you can't taste the ice cream flavours properly. So, you put the ice cream in your mouth, move it around a little, then spit it out into a bowl. Then I write what I think in a notebook.*

**Narrator:** *What's your favourite flavour?*

**Jean:** *I'm always interested in trying new flavours - I tasted tea-flavoured ice cream last week. But my favourite are fruit flavours. Apple, pear, mango - they all make good ice cream.*

**Narrator:** *And when you go home, do you eat ice cream?*

**Jean:** *Of course I do!*

**Narrator:** *Thank you, Jean ...*

**Answer:** Picture 3

**Learning objectives:** Listen for sequence

**Vocabulary:** flavour, freeze, spit, spoon

### Warm-up: Physical spelling

- Play *Physical spelling* (see Games bank, pages 14-17) with different ice cream flavours (e.g. chocolate, strawberry, raspberry, mango, coffee, banana, coconut).

### Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 156). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 156.

## 1 Read and look at the photos. Which do you think is the best job in the world? Why?

- Refer children to the photos in Activity 1. Ask *What jobs do you think they do?* (video game tester, travel writer, ice cream tester)
- Read out the text above the photos. Do a class survey to find out which of the jobs the children think is the best.

3 4.3 Listen again. Number the steps in order.

Be a star!

- The children read the sentences individually.
- Have a volunteer read the example answer 1. Then elicit what the last stage in the procedure is (write the results in a book).
- Have the children number the rest of the stages in order.
- The children compare their answers in pairs.
- Check answers as a class.

Answers: a 2 b 6 c 3 d 1 e 5 f 4

4 4.3 Answer the questions. Then listen again and check.

- The children read the questions and underline the question words. Tell them that they can find the answer more easily if they know what the question

refers to. Help them remember the purpose of each question word (*How many*: quantity / the number of, *How long*: a period of time: *Why*: reasons; *What*: which thing).

- Play the audio. The children check their answers.
- Check answers as a class.

Answers: 1 20 different flavours. 2 For 15 years. 3 Because a lot of cold ice cream can give you a headache. 4 Because gold doesn't have a taste. 5 Fruit flavours, such as apple, pear and mango.

5 Work in pairs. Discuss the questions.

- The children ask and answer the questions in pairs.

Cooler: What's the next word?

- Play *What's the next word?* (see Games bank, pages 14-17) with the audio from this lesson.

Workbook pages 42-43

Lesson 5 Exam practice

1 Jane and Laura are in the school canteen. They're talking about what they're going to eat. What does Laura say?

Read the conversation and choose the best answer on page 43. Write a letter (A-H) for each answer.

You do not need to use all the letters. There is one example.

Example

Jane: Hi, Laura. Have you been to the new school canteen?  
Laura: D

- 1 Jane: Great, let's go now! Have you had lunch yet?  
Laura: \_\_\_\_\_
- 2 Jane: Good - so we can have ice cream now! Have you tried these ones?  
Laura: \_\_\_\_\_
- 3 Jane: What's your favourite flavour?  
Laura: \_\_\_\_\_
- 4 Jane: I haven't tried that flavour yet. Pass me a spoon, please.  
Laura: \_\_\_\_\_
- 5 Jane: OK! Mmm, it's delicious. ... Oh no, there's the bell.  
Laura: Oh, dear, \_\_\_\_\_  
Jane: Hurry up! I've already been late three times this week!



- A I haven't finished my ice cream yet.
- B Here you are. Be careful - it's freezing!
- C I've already had it.
- D No, I haven't been there yet. (example)
- E Yes, I've already had a sandwich.
- F No, I haven't tasted them yet.
- G I like mango - it tastes delicious.
- H I've already been to the cloakroom.

Lesson 6 Working with words

1 Write the phrases in the correct columns.

make	do
<u>a noise</u>	<u>the cleaning</u>
_____	_____
_____	_____
_____	_____

a cake  
the cleaning-  
the cooking  
a fire  
a model  
a noise  
a poster  
the shopping  
your homework  
the washing

2 Complete the text with *make* or *do*.

I'm a paramedic and I work in a hospital. My job is very busy and I also have lots of chores to do. I usually <sup>1</sup> do the shopping on the way home. I <sup>2</sup> \_\_\_\_\_ the cooking in the evening. Sometimes I <sup>3</sup> \_\_\_\_\_ a cake while my children <sup>4</sup> \_\_\_\_\_ their homework. At the weekend, I <sup>5</sup> \_\_\_\_\_ the cleaning while the children tidy their bedrooms. Then we do something together. Sometimes we <sup>6</sup> \_\_\_\_\_ a model or a poster. We usually <sup>7</sup> \_\_\_\_\_ a lot of noise! When it's cold we <sup>8</sup> \_\_\_\_\_ a fire to keep warm.



1 Jane and Laura are in the school canteen. They're talking about what they're going to eat. What does Laura say?  
Read the conversation and choose the best answer on page 43.

Write a letter (A-H) for each answer. You do not need to use all the letters. There is one example.


This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 E 2 F 3 G 4 B 5 A

**Lesson 6 Writing**

**1 Read about another job. Number questions a–g in the order the information appears.**

**The paramedic**  
Sandra Smith is a paramedic. She works in a hospital in the USA. She's worked at the hospital since she was 23. Sandra drives an ambulance to emergencies every day.  
'I chose this job because I really wanted to help people,' says Sandra. 'I enjoy looking after people and helping them when they're ill or hurt. Last week we rescued a man from his car. The car was on fire, but he couldn't open the door. We pulled him out through the window. It only took two minutes to rescue him!'  
And what does she like most about her job? 'It's very rewarding,' she says. 'Every day is challenging. I never know what will happen next. You have to make decisions very quickly in this job.'



a Where do you work?  
b Can you tell me about an interesting situation?  
c How long have you worked here?  
d What's your name?  
e What do you like most about your job?  
f What job do you do?  
g Why did you choose this job?

**2 Ask your teacher the questions in Activity 1. Make notes on his / her answers.**

Name: \_\_\_\_\_  
Job: \_\_\_\_\_  
How long: \_\_\_\_\_  
Place of work: \_\_\_\_\_  
Chose job because: \_\_\_\_\_  
Interesting situation: \_\_\_\_\_  
Likes most: \_\_\_\_\_

**3 Work in pairs. Write an article about your teacher. Use your notes and the text about Sandra to help you. Give your article a heading. (Be a star!)**

**My English teacher**  
Mrs Sanders is an English teacher. She works at Silvertown School in the USA. She's worked at the school since ...

**4 Discuss how you can improve your article. Use this checklist:**

1 Is your article interesting?   
2 Did you organise it in paragraphs?   
3 Did you use correct ...   
• grammar?   
• spelling?   
• punctuation?

**Working with words**  
**make or do?**

There are many phrases with **make** or **do**. As a general guide:  
• Use **make** when we create something new: *make a cake, make a fire.*  
• Use **do** to talk about chores and jobs: *do the washing, do the shopping.*  
However, sometimes there are expressions that you just need to learn: *make a decision, do an experiment.*

Complete the phrases with **make** or **do**.

1 \_\_\_\_\_ a poster  
2 \_\_\_\_\_ your homework  
3 \_\_\_\_\_ the cooking  
4 \_\_\_\_\_ a noise  
5 \_\_\_\_\_ the cleaning  
6 \_\_\_\_\_ a model

**54** Unit 4 Write an article. Review and edit your work. WB pages 43–45

Unit 4 Working with words: make or do? WB pages 43–45 **55**

**Suggested answer:**

My English teacher  
Mrs Sanders is an English teacher. She works at Silvertown School in the USA. She's worked at the school since 2008. 'I chose this job because I love working with children,' says Mrs Sanders. 'I enjoy teaching and helping people to read. Last week I taught the children in my class how to read and write 'hello' in Chinese – we don't always learn English!'  
And what does she like most about her job? 'I never get bored,' she says. 'The children are always full of surprises.'

**4 Discuss how you can improve your article. Use this checklist:**

- Children check their work against the checklist.
- Conduct feedback as a class.

**Working with words**

**make or do?**

- Children look at the picture. Ask *What's she doing?* (*making a cake*)
- Read the information in the blue box.

**Complete the phrases with make or do.**

- The children complete the expressions.
- Check answers as a class.

**Answers: 1 make 2 do 3 do  
4 make 5 do 6 make**

**Learning objectives:** Write an article; Review and edit your work;  
Working with words: *make* or *do*?

**Resources:** Working with words worksheet

**1 Read about another job. Number questions a–g in the order the information appears.**

- Refer the children to the photo of the woman on page 54. Ask *What do you think her job is? Where does she work? What does she do?*
- The children read the text quickly and answer the questions (a paramedic; in a hospital; she drives an ambulance to emergencies, she helps people who are ill or hurt).
- Check answers as a class.

**Answers: a 3 b 6 c 4 d 1 e 7 f 2 g 5**

**2 Ask your teacher the questions in Activity 1. Make notes on his / her answers.**

- Have the children ask you the questions in Activity 1 and make notes of the answers you give. Allow them enough time to do this. Remind them that they do not need to write down every word you say, just the important information. Check answers with the class.

**3 Work in pairs. Write an article about your teacher. Use your notes and the text about Sandra to help you. Give your article a heading.**

**Be a star!**

- Read out the model text and elicit ideas for finishing it.
- Divide the class into pairs and have them use their notes from Activity 2 to write their article. Circulate, monitor and help.
- If children need more support, elicit example sentences for each section of the article and write them on the board.
- Children copy the text into their notebooks.

**ESDC**

**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**



**What other jobs can help communities?**

Introduce the children to Sustainable Development Goal 9: *Industry, innovation and infrastructure*. Ask: *What other jobs can help communities?* This question helps the children recognise how jobs can be a part of positive action in their communities.

- Have the children recall what they've learnt in the unit. Elicit other jobs that help communities, such as sanitation workers, public transport workers, nursery leaders. Ask the children how they would help their community in one of these jobs.

**Possible answers:** Children may have several ideas. Guide them to connect their interests to specific jobs.


**Lesson 6 / Working with words**

**1 Write the phrases in the correct columns.**

make	do
a noise	the cleaning
_____	_____
_____	_____
_____	_____

**2 Complete the text with *make* or *do*.**

I'm a paramedic and I work in a hospital. My job is very busy and I also have lots of chores to do. I usually <sup>1</sup> do the shopping on the way home. I <sup>2</sup> \_\_\_\_\_ the cooking in the evening. Sometimes I <sup>3</sup> \_\_\_\_\_ a cake while my children <sup>4</sup> \_\_\_\_\_ their homework. At the weekend, I <sup>5</sup> \_\_\_\_\_ the cleaning while the children tidy their bedrooms. Then we do something together. Sometimes we <sup>6</sup> \_\_\_\_\_ a model or a poster. We usually <sup>7</sup> \_\_\_\_\_ a lot of noise! When it's cold we <sup>8</sup> \_\_\_\_\_ a fire to keep warm.



Unit 4 43

### 1 Write the phrases in the correct columns.

**Answers:** **make:** a noise, a cake, a fire, a model, a poster **do:** the cleaning, the cooking, the shopping, the washing, your homework

### 2 Complete the text with *make* or *do*.


**Answers:** 1 do 2 do 3 make 4 do 5 do 6 make 7 make 8 make

**Lesson 6 / Writing**

**Prepare to write**

**1 Match notes a–g to the plan for a magazine article.**

a for five years  
b best moments are getting close to wildlife  
c David Taylor's helicopter pilot  
d in an unusual place – Antarctica  
e loves flying and visiting interesting places  
f flies a helicopter to bring food and medicine  
g made a hole in the ice to see animals underwater



**Paragraph 1 (introduction)**

1 Name and job David Taylor, helicopter pilot

2 Where he works \_\_\_\_\_

3 How long he has done it \_\_\_\_\_

4 What he does in his job \_\_\_\_\_

**Paragraph 2 (main body)**

5 Why he chose it \_\_\_\_\_

6 Recent interesting experience \_\_\_\_\_

**Paragraph 3 (ending)**

7 What he likes most \_\_\_\_\_

**2 Which paragraph (1, 2 or 3) do these sentences come from?**

1 'We saw seals and penguins under the ice!' 2

2 He sometimes rescues sick people or animals. \_\_\_\_\_

3 'My favourite thing is looking at the landscape and all the ice.' \_\_\_\_\_

4 'I wanted to do something completely different.' \_\_\_\_\_

Unit 4 44

### Prepare to write

#### 1 Match notes a–g to the plan for a magazine article.

- Go over the magazine article plan. Elicit what information is in each paragraph.
- The children find the corresponding information in the notes and complete the plan.

**Answers:** 1 c 2 d 3 a 4 f 5 e 6 g 7 b

### 2 Which paragraph (1, 2 or 3) do these sentences come from?

- Read out the first sentence. Ask *Which information in the plan does it match?* (*Recent interesting experience*). Elicit which paragraph this is from (2, the main body).
- Children match the remaining sentences to the paragraphs in the plan.

**Answers:** 1 2 2 1 3 3 4 2

### 3 Answer the questions to add more information to the article.

- The children read the questions and answer them using their own ideas.

**Suggested answers:** 1 It's extremely cold.

2 He enjoys it, but sometimes it is difficult and lonely. 3 He loves flying, he sees interesting places and wildlife. He brings food and medicine to people in need.

**3 Answer the questions to add more information to the article.**

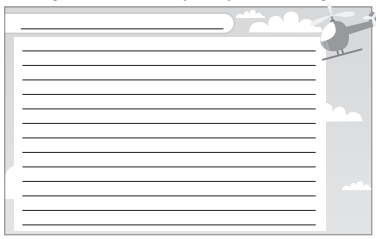
1 What is the climate like in Antarctica?  
\_\_\_\_\_

2 How does David feel about working there?  
\_\_\_\_\_

3 How is his job challenging / rewarding?  
\_\_\_\_\_

**Ready to write**

**4 Write a magazine article about David Taylor. Give your article a heading.**



**5 Read and check what you wrote in Activity 4. Tick (✓).**

Did I organise the information into paragraphs?  
 Did I use linking words like *because*, *but* and *so*?  
 Did I include direct speech?  
 Is the grammar correct?

**6 Rewrite the magazine article in your notebook. Use the points in Activity 5 to improve your work.**

Unit 4 45

### Ready to write

#### 4 Write a magazine article about David Taylor. Give your article a heading.

- The children use the information from Activities 1–3 to write their article.

#### 5 Read and check what you wrote in Activity 4. Tick (✓).

- The children check their work against the checklist and make a note of any necessary changes.

#### 6 Rewrite the magazine article in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebooks.

**Lesson 7 Speaking**

**1 Read about Robert. What can he do?**

Robert is a smart new robot who loves a challenge! He can do all your chores – washing, cleaning, gardening ... He only rests when he gets hot or when his batteries are low. He can talk and he's very polite.

**2 Work in pairs. Act out a dialogue with Robert. Find out what he has done today.**

clean the carpet	✓
make the beds	x
do the washing	✓
do the cleaning	x
do the gardening	x
make dinner	✓

Have you cleaned the carpet yet?

Yes, I have.

**3 4.4 Listen to the dialogue with Robert. Match the parts of the sentences.**


1 I'm afraid I ...	a haven't had time.
2 Shall I ...	b to do it now?
3 I'm sorry, I ...	c do it myself.
4 Would you like me ...	d haven't finished yet.
5 Don't worry. I can ...	e do it now?

**4 Act out the interview in Activity 2 again. Be polite and helpful. Use the phrases below. Be a star!**

<b>Apologising</b> I'm afraid I ... I'm sorry, I ...	<b>Make offers</b> Shall I ... Would you like ...	<b>Accept offers</b> That would be great.
--	---	--

**Vocabulary**

battery   gardening   polite



**56**
Unit 4. Apologise   Make and accept offers  
WB: page 46

## 1 Read about Robert. What can he do?

- Refer the children to the picture in Activity 1. Ask *What can you see? (a robot) What is it doing? (gardening / cutting the grass) Have you seen a robot like this in real life?* Elicit answers.
- The children read the text in the box and underline what the robot can do.
- Check answers as a class.

**Answers:** washing, cleaning, gardening, talk

## 2 Work in pairs. Act out a dialogue with Robert. Find out what he has done today.

- Tell the children they are going to act out a dialogue with Robert the robot. Divide the class into pairs and have them decide who is going to be the robot and who is going to be the interviewer.
- Have the children read the list of chores and notice if the chores have a tick or a cross. Then ask children if they remember how to make questions using the present perfect. If necessary, ask children to look at the dialogue on page 52 of their Pupil's Books. Remind them of the correct word order and the use of *yet*.
- Role-play part of the activity with a confident child for the class to see how it works. Read out the text in the speech bubbles. Have the child ask you one or two more questions from the list. Make your voice sound like a robot when answering the question.
- Have some volunteers come to the front and act out the dialogue.

## 3 4.4 Listen to the dialogue with Robert. Match the parts of the sentences.

- Tell children they are going to listen to a dialogue with Robert. Ask them to think about how it is different to their dialogues in Activity 2.
- Play the audio and elicit feedback (the speakers are more polite and helpful).
- Play the audio again. Children match the parts of the sentences.
- Check answers with the class. Elicit what expressions the speakers use to be more polite and helpful.

### Audioscript

- Child:** Hello, Robert. Have you done all the chores yet?
- Robert:** I'm afraid I haven't finished yet.
- Child:** Have you done the washing?
- Robert:** No, I haven't. Shall I do it now?
- Child:** Thanks, that would be great. Have you made the beds?
- Robert:** I'm sorry, I haven't had time. Would you like me to do it now?
- Child:** Don't worry. I can do it myself.

**Answers:** 1 d   2 e   3 a   4 b   5 c

**Learning objectives:** Apologise; Make and accept offers

**Vocabulary:** battery, gardening, polite

**Resources:** Vocabulary 2 worksheet

### Warm-up: I can ...!

- The children write down three things they can do well (e.g. *I can run fast, I can cook, I can swim*).
- Have class feedback and write the things they can do well on the board. What can most children do well?

### Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 156). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 156.
- Then use the dictionary to give definitions in the following order to elicit the words: *polite, gardening, battery*.

Communicating

- Encouraging the children to act the part helps build confidence and takes away some of the pressure to perform completely accurately.
- Before the children do Activity 4, have them make up sentences / questions for all the phrases listed and practise saying them to each other. Encourage them to use the tone of their voice to reinforce the meaning – sounding sorry for the apologies, helpful / willing when making offers and grateful / enthusiastic when accepting offers.
- Then ask volunteers to say their sentences to the class. Have the class vote on which of them sounds most natural and convincing.

4 Act out the interview in Activity 2 again. Be polite and helpful. Use the phrases below. **Be a star!**

- The children work in the same pairs as in Activity 2. Read out the column headings (*Apologising, Make offers, Accept offers*) and clarify meaning of the different expressions.
- Read out the phrases and ask them if each one is better for an answer or for a question.
- Give the children time to prepare the interview using the phrases in the box.
- Have some volunteers act out their interview.

Cooler: A helpful robot

- The children work in pairs and think of one more thing for Robot the robot to do (e.g. help with homework, make breakfast).
- Write their suggestions on the board and have a class vote as to the two best new features.



Lesson 7 Functional language

1 4.3 Listen and tick (✓) or cross (×).

- 1 The robot hasn't done all the chores yet.
- 2 The robot has made the beds.
- 3 The robot hasn't done the washing.
- 4 The robot hasn't had time to make the dinner yet.



2 4.3 Listen again and write the words.

- 1 I'm sorry, I haven't finished yet.
- 2 No, I haven't. Shall                      now?
- 3 Thanks, that would                     .
- 4                      me to do it now?
- 5 No, I'm afraid I                      time.
- 6                     . I can do it.

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

<	T	o	a	k	r	o	o	m	>
y	p	b	d	f	l	y	l	p	
v	o	a	h	r	t	g	o	e	
r	l	t	r	e	n	b	c	c	
n	i	t	f	e	c	w	k	s	
q	t	e	x	z	f	h	e	a	
t	e	r	k	e	w	n	r	f	
c	n	y	m	s	p	i	t	e	
f	a	c	t	o	r	y	c	r	

- 1 You leave your coat in the cloakroom at school.
- 2 That tastes horrible. I want to                      it out!
- 3 You must be                      to your teacher.
- 4 My robot needs a                      to work.
- 5 People make things like cars in a                     .
- 6 You can keep your books in a                      at school.
- 7 Doctors, police officers and vets all help keep people and animals                     .
- 8 Don't eat ice cream too quickly or your mouth will                     .

1 4.3 Listen and tick (✓) or cross (×).

Audioscript

**Girl:** Hello! Have you done all the chores yet?

**Robot:** I'm sorry, I haven't finished yet.

**Girl:** That's OK. Have you made the beds?

**Robot:** No, I haven't. Shall I do it now?

**Girl:** Thanks, that would be helpful. Have you done the washing?

**Robot:** No, I'm afraid I haven't. Would you like me to do it now?

**Girl:** Yes, please. That would be great. Have you made the dinner yet?

**Robot:** No, I'm afraid I haven't had time. Shall I make it now?

**Girl:** Don't worry. I can do it. We're going to have pizza.

Answers: 1 ✓ 2 × 3 ✓ 4 ✓

2 4.3 Listen again and write the words.

Answers: 1 I'm sorry 2 I do it 3 be helpful  
4 Would you like 5 haven't had time 6 Don't worry



**Lesson 8 Think about it!**

**1 Read and answer the questions.**

- Who used a code long ago?
- What did he use it for?
- How does this code work?

Computer programming is a very popular job. To do this job, you need to be good at understanding codes. Julius Caesar used a code to send secret messages to his soldiers. You can make a version of his code. First, you write the alphabet. Then you make the code by writing the alphabet again under it, starting with a different letter. For example, under *a* write *c*.

Alphabet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Code	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	a	b

**2 Use the code in Activity 1 to decode the secret message.**  
How quickly can you do it? What is Ishan's hobby?

K nq xg hq qv d c n n . K ' x g m c a g f h q t h q w t a g t u .

**3 Make another version of Caesar's code by starting with a different letter.**

Alphabet	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Code																										

**4 Write a secret message using your new code. Swap with a partner and decode each other's messages.**

Unit 4 Apply thinking skills: code and decode information  
WB: pages 46-47 **57**

- Read out the questions in Activity 1 so the children know what information to look for while reading the text. Then have them read the text individually and answer the questions.
- Read out the questions again and elicit answers from the children.
- Refer the children to the code. Ask them to write a word using the code (e.g. *apple = crrng*).

**Answers:** 1 Julius Caesar 2 To send secret messages to his soldiers. 3 You write the alphabet. Then you write the alphabet again under it but starting with a different letter.

## 2 Use the code in Activity 1 to decode the secret message. How quickly can you do it? What is Ishan's hobby?

- Refer the children to the photo in Activity 2 and say *This is Ishan. What's his hobby? Let's find out.*
- Divide the class into pairs and give the children two to three minutes to work out the secret message, using the code in Activity 1.
- Ask volunteers to come to the board and write the secret message.

**Answer:** I love football. I've played for four years.

## 3 Make another version of Caesar's code by starting with a different letter.

- Refer children to the alphabet and have them start the code with a different letter. Tell them that they can start with any letter, but they must include all the letters of the alphabet in the code.
- Children write the new code in their books.

## 4 Write a secret message using your new code. Swap with a partner and decode each other's messages.

- Tell children to write a simple message of two sentences using the normal alphabet.
- The children then rewrite that message on a separate piece of paper using their own new code.
- Children work in pairs. They exchange codes and secret messages, and decode their partner's message.
- Volunteers stand up and read out the secret message they decoded.

### Musical learners

- To engage musical learners in the activity, add the following task to Activity 4.
- Play a popular song with clear and simple lyrics and have the children write one or two sentences from the song in their new code.

★ **Teaching star!**

**Learning objectives:** Apply thinking skills: code and decode information

**Resources:** Unit 4 test

### Warm-up: Acronyms

- The children write their names and then look in a dictionary for adjectives that start with each of the letters of their name.
- Model the activity first on the board so the children know what to do. For example, if your name is Cyndi write:  
*calm young nice delightful interesting*
- Circulate, monitor and help.

## 1 Read and answer the questions.

- Refer the children to the picture in Activity 1. Ask *What can you see? (a man and a computer, lots of zeros and ones in the air) What do you think he's doing? (programming a computer / decoding a message) Ask What's a code? (numbers or letters that are used instead of words to keep a message secret) Say For many years, people have used different codes to hide secret messages or to make computers work.*

## Cooler: Numbers and letters

- Write the following numbers and letters on the board. Tell children that it's a code.  
10 R 7 B 4 T 9 I 3 A
- Then write the following sums on the board. Children work in pairs to solve the sums and find the secret word (rabbit).  
8+2 2+1 4+3 2+5 3+3+3 2+1+1



## Workbook pages 46-47

### Lesson 7 Functional language

#### 1 4.3 Listen and tick (✓) or cross (×).

- The robot hasn't done all the chores yet.
- The robot has made the beds.
- The robot hasn't done the washing.
- The robot hasn't had time to make the dinner yet.

#### 2 4.3 Listen again and write the words.

- I'm sorry, I haven't finished yet.
- No, I haven't. Shall \_\_\_\_\_ now?
- Thanks, that would \_\_\_\_\_.
- \_\_\_\_\_ me to do it now?
- No, I'm afraid I \_\_\_\_\_ time.
- \_\_\_\_\_, I can do it.



### Check-up challenge

#### 1 Circle eight words in the wordsearch. Then complete the sentences with the words.

c	l	o	a	k	r	o	o	m
y	p	b	d	f	l	y	l	p
v	o	a	h	r	t	g	o	e
r	l	t	r	e	n	b	c	c
n	i	t	f	e	c	w	k	s
q	t	e	x	z	f	h	e	a
t	e	r	k	e	w	n	r	f
c	n	y	m	s	p	i	t	e
f	a	c	t	o	r	y	r	r

- You leave your coat in the cloakroom at school.
- That tastes horrible. I want to \_\_\_\_\_ it out!
- You must be \_\_\_\_\_ to your teacher.
- My robot needs a \_\_\_\_\_ to work.
- People make things like cars in a \_\_\_\_\_.
- You can keep your books in a \_\_\_\_\_ at school.
- Doctors, police officers and vets all help keep people and animals \_\_\_\_\_.
- Don't eat ice cream too quickly or your mouth will \_\_\_\_\_.

46 Unit 4

#### 2 Write questions with the verbs and your own ideas. Answer for you with *for* or *since*.

- (want) How long have you wanted to \_\_\_\_\_?  
I've wanted to \_\_\_\_\_.
- (live) How long have you \_\_\_\_\_?  
\_\_\_\_\_.
- (play) \_\_\_\_\_.
- (have) \_\_\_\_\_.
- (like) \_\_\_\_\_.

#### 3 **CEYL** Read and write the missing words. Write one word on each line.

Jeff is a new student at our school. He <sup>1</sup> has only been here <sup>2</sup> \_\_\_\_\_ a week, but he has <sup>3</sup> \_\_\_\_\_ made a lot of friends. He hasn't met all the teachers <sup>4</sup> \_\_\_\_\_ and he <sup>5</sup> \_\_\_\_\_ done his maths homework, so I don't know if he's a good student. But I know he's good at sport. He's <sup>6</sup> \_\_\_\_\_ basketball in the gym, but he hasn't joined the team yet. He loves food too! He's already <sup>7</sup> \_\_\_\_\_ to the canteen and tried all the pizzas! How <sup>8</sup> \_\_\_\_\_ have I know Jeff? I've only known him <sup>9</sup> \_\_\_\_\_ Monday, but we <sup>10</sup> \_\_\_\_\_ become really good friends.



### What I can do!

#### Put a tick (✓) or a cross (×).

- scan a text for specific information  use expressions with *make* or *do*
- talk about how long I have done something  write a magazine article
- ask and answer about experiences  make and accept offers

In this unit, my favourite activity is: \_\_\_\_\_  
Something I did well: \_\_\_\_\_  
Something I could improve: \_\_\_\_\_

Unit 4 A2 Flyers: Reading and Writing Part 6 47

## Check-up challenge

### 1 Circle eight words in the wordsearch. Then complete the sentences with the words.

#### Answers:

c	l	o	a	k	r	o	o	m
y	p	b	d	f	l	y	l	p
v	o	a	h	r	t	g	o	e
r	l	t	r	e	n	n	c	c
n	i	t	f	e	c	w	k	s
q	t	e	x	z	f	h	e	a
t	e	r	k	e	w	n	r	f
c	n	y	m	s	p	i	t	e
f	a	c	t	o	r	y	r	r

- cloakroom
- spit
- polite
- battery
- factory
- locker
- safe
- freeze

### 2 Write questions with the verbs and your own ideas. Answer for you with *for* or *since*.

**Answers:** 1 How long have you wanted to ... ?  
2 How long have you lived ... ? 3 How long have you played ... ? 4 How long have you had ... ?  
5 How long have you liked ... ?  
Children's own answers.

### 3 **CEYL** Read and write the missing words. Write one word on each line.

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

**Answers:** 1 has 2 for 3 already 4 yet  
5 hasn't 6 played 7 been 8 long 9 since  
10 have



Review 2

1 Write the words in the correct columns. Then work in pairs. Choose six words and make a sentence with each.

battery canteen challenging coach coder compass explorer factory polite spoon strange university



My dad used to work in a factory.

Jobs	Places	Things	Adjectives
		battery	

2 Match to make sentences.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 I've studied English ...      | a she was seven.          |
| 2 How long have ...             | b ever been camping?      |
| 3 Ellie has known Tom since ... | c for five years.         |
| 4 I've already ...              | d elephant in the wild.   |
| 5 We haven't seen ...           | e you worked as a coder?  |
| 6 Have you ...                  | f been in a helicopter.   |
| 7 I've never seen an ...        | g the beautiful view yet. |

3 Tick (✓) the things you have done. Then ask and answer with a partner.

**Today**

make my bed	<input type="checkbox"/>
study maths	<input type="checkbox"/>
do my homework	<input type="checkbox"/>
have lunch	<input type="checkbox"/>
see the head teacher	<input type="checkbox"/>

**In my life**

make a cake	<input type="checkbox"/>
act in a play	<input type="checkbox"/>
try sailing	<input type="checkbox"/>
write a story	<input type="checkbox"/>
buy a rucksack	<input type="checkbox"/>



Have you had lunch yet?

No, I haven't.



Have you ever tried sailing?

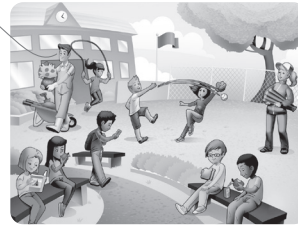
Yes, I have.

Cambridge Exams practice

A2 Flyers

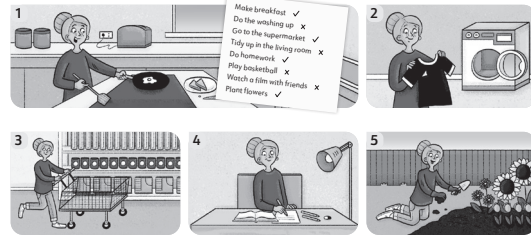
1 4.5 Listen and draw lines. There is one example.

- Bobby
- Sophie
- Mrs Parker
- Mark
- Peter
- Lily
- Eric



Listening

2 These pictures tell a story. It's called 'Lisa's Busy Weekend.' Look at the pictures. Lisa starts her day in her kitchen. Work in pairs to tell the rest of the story.



Speaking



Lisa is really busy this weekend. Look at all the things she's done! She's already made breakfast.



And she's ... but she hasn't ... yet.

Watch the speaking exam practice video.

**Learning objectives:** Review Units 3 and 4; A2 Flyers: Listening Part 1; Speaking Part 3

**Resources:** Unit 4, Review 2; Speaking exam practice video

**Warm-up: Word association**

- Say a job title to the class (e.g. *environmental scientist*). One child says a word that he / she associates with *environmental scientist* (e.g. *planet*), then the next child continues the association chain (e.g. *science-nature-animals-vet*, etc).

1 Write the words in the correct columns. Then work in pairs. Choose six words and make a sentence with each.

- Read out the words in the box. Clarify meaning and refer the children to the dictionary on pages 154–156.
- Read out the first heading (*Jobs*). The children say the jobs in the box. Do the same with *Places*.
- The children complete the activity individually.
- Divide the class into pairs. Have a volunteer read out the example sentence in the speech bubble. Each pair chooses six words from the chart. Children take turns to make a sentence with each one.
- Have some volunteers read out their sentences.

**Answers: Jobs:** coach, coder, explorer; **Places:** canteen, factory, university; **Things:** battery, compass, spoon; **Adjectives:** challenging, polite, strange

2 Match to make sentences.

- The children read the phrases in the left column. Ask *Which phrase starts with a question word?* (2) Then ask which of the phrases are negative and how they know (5, 7 because of *haven't* and *never*).
- Read out the example. Then read out the phrases in the right column and clarify meaning, if necessary.
- The children complete the activity individually.
- Check answers as a class.

**Answers:** 1 c 2 e 3 a 4 f 5 g 6 b 7 d

3 Tick (✓) the things you have done. Then ask and answer with a partner.

- Have a volunteer read out the *Today* list. Ask the child *Have you made your bed today?* (*No, I haven't. / Yes, I have.*)
- Have another volunteer read out the *In my life* box. Ask the child *Have you ever made a cake?* (*No, I haven't. / Yes, I have.*) Have the children notice that we use *ever* in these questions.
- The children tick the things they have done.
- The children ask and answer questions about what they have done today and in their life.
- Have volunteers act out their dialogue.

**Answers:** Children's own answers.

1   4.5 Listen and draw lines. There is one example.

This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English A2 Flyers exam.

- Refer the children to the picture in Activity 1.
- Tell the children that they are going to listen to a boy talking about the people in the picture. While they listen, they have to draw lines from the names to the person being talked about.
- Tell the children that in Part 1 of the A2 Flyers Listening paper a person in the picture might be identified by what they are wearing, e.g. *The man in the green uniform.*
- Play the audio. The children listen and draw lines.
- The children check their answers in pairs. Then play the audio again.
- Check answers as a class.

### Audioscript

**Narrator:** Listen and look. There is one example.

**Boy:** I took this photo in the playground yesterday, mum.

**Mum:** How nice! Who are these people?

**Boy:** The man in the green uniform is the school gardener.

**Mum:** What's his name?

**Boy:** His name's Bobby. He's planting some flowers for the new school garden.

**Narrator:** Can you see the line? This is an example. Now you listen and draw lines.

**Boy:** Look at this boy.

**Mum:** The one with the red rucksack?

**Boy:** Yes, that's Mark. He's been to Canada!

**Mum:** Really?

**Boy:** Yes, he travels a lot with his family.

**Mum:** What's he doing?

**Boy:** I think he's texting his mum.

**Mum:** Who's that girl on the seat?

**Boy:** The one with long black hair?

**Mum:** No, not her. The one with blonde hair.

**Boy:** Oh, that's Lily. She's in my class.

**Mum:** What's she reading?

**Boy:** It's a book about how to put up a tent. She's going camping at the weekend.

**Boy:** And that's Peter.

**Mum:** Your friend Peter? I didn't know that he wears glasses!

**Boy:** Yes, they're quite new. He's had them since the summer.

**Mum:** What's he doing?

**Boy:** He's eating a sandwich from the canteen.

**Mum:** Who's that in the baseball cap?

**Boy:** That's Mrs Parker. She's our PE teacher.

**Mum:** What's she doing?

**Boy:** She's carrying baseball bats for our lesson after lunch.



**Mum:** And who's this boy? Why is he laughing?

**Boy:** The boy with the red and blue trainers? That's Eric. He's laughing because he threw the ball to Sophie but she didn't catch it. She's not very good at catching!

**Mum:** She isn't laughing!

**Boy:** No - she looks angry!

**Answers: Mark** - the boy carrying a red rucksack and using his phone **Lily** - the girl with blonde hair who's reading a book **Peter** - the boy wearing glasses and eating a sandwich **Mrs Parker** - the woman in a baseball cap, carrying baseball bats **Eric** - the boy who's laughing, wearing red and blue trainers and throwing a ball **Sophie** - the girl who missed the ball and looks angry

2   These pictures tell a story. It's called 'Lisa's Busy Weekend.' Look at the pictures. Lisa starts her day in her kitchen. Work in pairs to tell the rest of the story.

This activity helps the children prepare for Part 3 of the Speaking paper of the Cambridge English A2 Flyers exam.

- Divide the class into pairs. Have the children look at the pictures and read the title of the story and the checklist.
- Ask them think about and create the rest of the story, based on what they've already read and what they see in the pictures.
- Have the children take turns telling the rest of their story to their friend.
- Finish with some pairs sharing their stories with the class.

**Answers:** Children's own answers.

### Cooler: Who is it?

- Describe a child in the class (e.g. *The girl in a red T-shirt and jeans.*). Have the children guess and say the girl's name.
- Volunteers describe a child in the class. The other children guess who it is.