

4

Cool jobs

Lesson 1

Reading

Pupil's Book pages 48–49

4 Cool jobs

Lesson 1 Reading

challenging clever energetic
gardener interested in pilot
rewarding safe university vet

1 1.17 **Look at the photos and discuss the questions. Then read the article quickly and check your ideas.**

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

2 **Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.**

3 **Read again and match.**

<ol style="list-style-type: none"> 1 The vet 2 The pilot 3 The police officer 4 The gardener 	<ol style="list-style-type: none"> a looks after plants. b works with wild animals. c rescues people. d works with a horse.
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Unusual jobs

Have you ever thought about what job you'd like to do? A teacher, a journalist – or something a bit different? We spoke to four people with unusual jobs. We asked them why they chose the job and what they like most about it.

The search and rescue pilot

Adela Campos is a search and rescue pilot. She flies a helicopter to look for and save people in difficult situations. How long has she done this job? 'I learnt to fly at university and I've been a pilot for 12 years,' says Adela. 'I chose this job because I love flying. It's also very rewarding – it feels good to help people and keep them safe.' What does she enjoy most about her job? 'I love working as part of a team. We all work really well together.'



The police officer

Tyler Hadden has been a police officer for eight years. But he doesn't drive a police car – he rides a horse! Bess, his horse, is very clever and friendly. Why did he choose this job? 'I love horses and every day is different,' says Tyler. 'One day we're at a parade, the next we're at a football match. When there are lots of people at an event, there can be problems, so we need to make sure nothing goes wrong. I enjoy meeting new people most. People like police horses so they talk to me and Bess a lot.'



The midlife vet

Jill Johnson is a vet. She has worked with wild animals in South Africa since she left university. She looks after the animals to make sure they're healthy. 'I chose this job because it's exciting – there's always something new and challenging. Last week, we travelled for three hours to rescue a baby elephant that was stuck in the mud.' And what does she like most about her job? 'Working with wildlife is very special. Every animal teaches us something different.'



The gardener

Derek Chatham is a gardener at an adventure safari park in Britain. He's worked here since 2001. He looks after plants which are more than two metres tall. 'The job used to take a long time, but now we have lifts so it's much faster and more fun,' says Derek. 'I love working as a gardener. I'm in the fresh air all day. I need to move around a lot, which is good because I'm very energetic – it keeps me healthy.' Why did he choose this job? 'I've always been interested in plants and I've never wanted to work in an office.'



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

Vocabulary: challenging, clever, energetic, gardener, interested in, pilot, rewarding, safe, university, vet

Resources: (PK) - Unit 4, Lesson 1, Vocabulary tool; (TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.17

Materials: Class Audio CD1

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; dentists, police officers and nurses wear a uniform; chefs and artists create things).

1 1.17 **Look at the photos and discuss the questions. Then read the article quickly and check your ideas.**

- Refer the children to the photos on pages 48–49. Ask *What is the woman in the first picture doing? Where is she? What do you think will happen next?* 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 blue headings.
- Read out the title of the article (*Unusual jobs*). Ask *Do you think these are unusual jobs? Why? / Why not?*
- Read out the second question. Elicit answers from the children and then tell them to read the article quickly to check their ideas.
- Give the children a few minutes to scan the text. 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 search and rescue pilot: Adela Campo likes her job because she loves flying. It's also very rewarding – she likes helping people and keeping them safe.

The police officer: Tyler Hadden likes his job because he loves horses and every day is different.

The wildlife vet: Jill Johnson likes her job because it's exciting – there's always something new and challenging.

The gardener: Derek Chatham likes his job because he's in the fresh air all day and moving around a lot keeps him healthy.

2 Look at the vocabulary panel above. 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 panel.
- 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.
- Ask them to check their answers in the dictionary on page 137 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *energetic, vet, safe, challenging, interested in, pilot, gardener, clever, university, rewarding*. The class call out the words. Check and correct pronunciation as necessary.

3 Read again and match.

- Give the children time to read the text again.
- 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 c 3 d 4 a

Teaching star!

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: *pilot, vet, gardener, police officer*.
- Have the children say all the words they can think of related to each job (e.g. pilot – helicopter, air; vet – animals, healthy; gardener – flowers, park; police officer – emergency, uniform).
- The children write sentences about each job using the information on the board.

Workbook page 38

4 Cool jobs

Lesson 1 Vocabulary

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

gardener pilot vet university interested in
challenging energetic clever rewarding safe

- This means you're out of danger. _____ safe
- Someone who makes sick animals better as a job. _____ vet
- A place where some people study after they finish school. _____ university
- This describes something that makes you feel important or useful. _____ rewarding
- This describes an activity which is difficult, but interesting and enjoyable. _____ challenging
- Someone who flies a plane as a job. _____ pilot
- Intelligent and good at learning things. _____ clever
- Someone who looks after a garden as a job. _____ gardener
- This describes someone who is active and full of energy. _____ energetic
- Liking something and wanting to learn more about it. _____ interested in

2 Complete the text with the words from Activity 1.

My name is Sara Barton and I work at the same adventure safari park as Derek Chatham. He's the **gardener** and I work with the animals. Before I studied at **university**, I wanted to be a **pilot** and fly planes. You need to be **energetic** to do both jobs, but I'm happy that I chose this job. It can be difficult sometimes – looking after lions is more **challenging** than cats or rabbits, but it's also a very **rewarding** job. It feels good to help sick animals and keep them **safe**. I'm very **interested in** wildlife, but I sometimes do more **active** activities like karate.



1 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 in the Cambridge English: Flyers test.

- The children read the definitions and choose the correct words.
- Have the children notice what kind of word the sentences are defining.

Answers: 1 safe 2 vet 3 university
4 rewarding 5 challenging 6 pilot 7 clever
8 gardener 9 energetic 10 interested in

2 Complete the text with the words from Activity 1.

Answers: 1 gardener 2 vet 3 university
4 pilot 5 clever 6 challenging 7 rewarding
8 safe 9 interested in 10 energetic

Lesson 2 Reading comprehension

Learning to learn

Scan for specific information
When you want to find specific information in a text, don't read every word. Read the text quickly, only looking for that piece of information. Think of key words and keep these words in mind.
How quickly can you find the answer to this question on page 49? Which animal did Jill Johnson help last week?

1 Read the text on pages 48–49 again.
Find specific information to complete the chart. **Be a star!**

Name / Job	How long?	Chose job because ...	Enjoys ...
Adela pilot	for 12 years	she loves flying	
Tyler	for	he loves horses	
Jill	since	it's exciting	
Derek	since	always been interested in plants	working as a gardener

2 Write the name(s). What information in the texts helped you decide?

Who ...

1 helps someone / something in difficulty? Adela, Jill

2 likes working with people? _____

3 likes working with animals? _____

4 doesn't want to work indoors? _____

5 likes variety in a job? _____

3 Discuss. Give reasons for your answers.

1 Which of the jobs on pages 48–49 do you think is the most ...
a dangerous? b challenging? c rewarding?

2 What job would you like to do when you finish studying?

50 Unit 4 Reading skills and Learning to learn: scan for specific information
WB, page 50

Learning objectives: Reading skill and Learning to learn: scan a text for specific information

Resources: (PK) - Unit 4, Lesson 2

Materials: Class Audio CD1

Warm-up: Dictation

- Dictate the words in the vocabulary panel 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

Scan 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 page 49? Which animal did Jill Johnson help last week?

- Read out the question in the *Learning to learn* box. Give the children 30 seconds to find the answer on page 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.

Answer: a baby elephant

1 Read the text on pages 48–49 again. Find specific information to complete the chart. **Be a star!**

- Refer the children to the table and read out the headings. Then say *Adela is a pilot. She has been a pilot for ...? (12 years)*. 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. *for / since; 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	How long?	Chose job because ...	Enjoys ...
Adela pilot	for 12 years	she loves flying it's very rewarding	working as part of a team
Tyler police officer	for eight years	he loves horses every day is different	meeting new people
Jill wildlife vet	since she left university	it's exciting there's always a new challenge	working with wildlife
Derek gardener	since 2001	always been interested in plants he's never wanted to work in an office	working as a gardener

2 Write the name(s). What information in the texts helped you decide?

- Read out the names in the box. Have the children say what job each person does.
- Refer the children to the first question. Ask *Who helped someone / something in difficulty? (Adela and Jill)* Ask the children to identify the information in the text that helped them answer this question (*Adela – save people in difficult situations; Jill – rescue a baby elephant that was stuck in the mud*)

- Ask *Who likes working with people?* Elicit answers and have the children identify the information that helped them answer (*Adela – I love working as part of a team; Tyler – I enjoy meeting new people most*).
- Read the remaining questions. The children complete the activity individually.
- Check answers as a class.

Answers: 1 Adela, Jill 2 Adela, Tyler 3 Tyler, Jill
4 Derek 5 Tyler, Jill

3 **Discuss. 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 a pilot is the most dangerous job because you 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. Then write T (True), F (False) or NM (Not Mentioned).

- Adela has been a pilot for ten years. F
- She helps people fit dentures. _____
- Tyler has an intelligent horse. _____
- He's had his horse for eight years. _____
- Jill only looks after small animals. _____
- Her job is very challenging. _____
- Derek did his job more quickly before he got stilt. _____
- He would like to work in a smaller garden. _____

2 Match the names to the descriptions. Some names match to more than one description.

1 Adela	a goes to sports events for the job
2 Tyler	b feels happy doing the job
3 Jill	c loves teamwork
4 Derek	d enjoys learning in the job
	e likes meeting different people
	f enjoys the job more now than it's easier

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!

- How many people did they interview? four
- What does Adela fly? _____
- Where did Adela learn to fly? _____
- What is the name of Tyler's horse? _____
- Which country does Jill work in? _____
- How long did Jill travel to rescue an animal? _____
- How tall are the plants Derek looks after? _____
- What does Derek use to make his job faster? _____

I completed the activity in minutes.



1 Read the article on Pupil's Book pages 48–49. Then write T (True), F (False) or NM (Not Mentioned).

Answers: 1 F 2 T 3 T 4 NM 5 F 6 T
7 F 8 NM

2 Match the names to the descriptions. Some names match to more than one description.

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

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

Answers: 1 four 2 a helicopter
3 at university 4 Bess 5 South Africa
6 three hours 7 more than two metres 8 stilts

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.

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

1 Adela / be / a pilot?
How long **has** Adela **been** a pilot? _____ **For** 12 years.

2 Jill / work / as a vet?
_____ she left university.

3 Tyler / have / a horse?
_____ 2013.

4 the gardeners / work / in the park?
_____ a few years.

3 Ask and answer the questions with a partner. **Be a star!**

be / pupil at this school? study / English?
live / in this town? know / me? have / this bag?

How long have you been a pupil at this school?
I've been a pupil here since I was seven / for four years.

Look!

for → a period of time
12 years / an hour / three weeks / a long time

since → an exact moment in the past
2001 / Tuesday / four o'clock / I left university

1011 Ask questions with *How long ...?* → present perfect; answer with *for* / *since* WB page 41 51

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

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

Resources: (PK) - Unit 4, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 Worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: Bingo!

- Play *Bingo!* (see Games Bank, pages 14–17) with the names of jobs (e.g. pilot, vet, police officer, gardener, 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)*

- 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 12 years 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). 'Jill' is ... (the subject). 'Work' is ... (the verb). What is the past participle of 'work'? (worked)* Have the children make the question. Then read out the answer (... she left university). 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.

Answers: 1 How long has Adela been a pilot? For 12 years. 2 How long has Jill worked as a vet? Since she left university. 3 How long has Tyler had a horse? Since 2013. 4 How long have the gardeners worked in the park? For a few years.

3 Ask and answer the questions with a partner. **Be a star!** ★

- Refer children to the *Look!* box in Activity 3. Have the children read the information, and elicit sentences with *for* and *since* and the periods of time or moment in the past given in the box.
- The children read the prompts in the coloured boxes. Elicit what the verb is in each of the boxes and have the children say the past participle of each one.

- Have volunteers read out the example question and answer in the speech bubbles.
- The children work in pairs to ask and answer the questions.
- While they do this, circulate, monitor and help.

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.

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 column.

for	since
two weeks	

2 Complete the dialogue with the words in the box.

for how long visited since for been had ve

A: How long have you ¹ been a dentist?
B: I've ² been a dentist for 50 years.
A: I ³ have you worked here?
B: I ⁴ worked here for 40 years.
A: What about your assistant? How long ⁵ she worked here?
B: ⁶ 1975. But no one has ⁷ for years.
A: Hmm ... I think my teeth are fine!
B: Don't worry ... I haven't done this ⁸ 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*.

- How long / have / your mobile phone?
How long have you had your mobile phone?
- How long / have / your favourite hobby?
- How long / live / in your home?
- How long / know / your best friend?

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 column.

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.

Grammar reference (page 121)

1 Complete the sentences with *How long*, *for* or *since*.

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

Lesson 4 Language in use

1 1.18 Listen and say.



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 ✓ I've already met the PE teacher.

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 Think of other things you could do on your first day at a new school. Make a list with a partner.

4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you. Go to start!

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 47

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

Vocabulary: canteen, cloakroom, gym, locker

Resources: (PK) - Unit 4, Lesson 4, Language in use video; (TRC) - Grammar 2 Worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.18 and Language in use video

Materials: Class Audio CD1

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see *Games Bank*, pages 14–17) with sentences from Lessons 1–3. For example:
Tyler has been a police officer for eight years.
Jill has worked with wild animals since she left university.
The gardeners have worked in the park for a few years.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see *Pupil's Book*, page 137). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 137.
- Then use the dictionary to give definitions in the following order to elicit the words: *locker, gym, cloakroom, canteen*.

1 1.18 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?*
- Play the audio. The children listen to the dialogue and follow in their books. They check if their ideas were correct.
- The children read the dialogue *individually*. Have them notice the structure of 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.
- Refer children to the sentence *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.
- The children practise the dialogue in pairs.

- If you have access to the video ask: *Where are the girls? Who is Sophia? What has she done today?* Play the video. Children watch 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 and continue as above, starting from the third point.
- Play the video again and have the 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. (Have them notice 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.
- Check answers as a class making sure children are using the correct word order.

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 Think of other things you could do on your first day at a new school. Make a list with a partner.

- The children imagine they are at a new school. Elicit what they could do on their first day, what places they could visit, who they could meet, etc.
- The children work in pairs and make a list.
- Have some volunteers come to the front and read out their ideas.

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

Be a star! ★

- Tell children that they are going to make a new dialogue.
- Invite volunteers to read out the model dialogue.
- Divide the class into pairs and have them make a new dialogue with the ideas in Activities 2 and 3. Tell them to take it in turns to ask and answer.
- While they do this, circulate, monitor and help.
- Have some volunteers come to the front and act out their dialogue.

Teaching star! ★

Communicating

- Use gentle correction while giving feedback during fluency work. Do not interrupt the children while they are speaking. When they have finished, repeat slowly what they said so the mistake is noticeable and they can correct themselves.

Cooler: It's 8 o'clock

- Have the children imagine it's 8 pm. Tell them to remember what they've already done today and what they haven't done yet (e.g. *I've already been to school / eaten lunch / done my homework; I haven't had dinner / watched TV / had a shower yet*, etc).
- The children work in pairs and tell a partner what they've already done and what they haven't done yet.
- Have volunteers come to the front and tell the class what they have and haven't done.



Lesson 4 Language in use

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

play meet have find

1 gym instructor ✓ / swimming coach ✗
 I've already met the gym instructor.
 I haven't met _____ yet.

2 gym ✓ / canteen ✗

3 a drink ✓ / lunch ✗

4 basketball ✓ / football ✗

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

have a drink / lunch / dinner do my homework see my friends

have a maths / English / science lesson play basketball / football / tennis

1 _____
 2 _____
 3 _____
 4 _____
 5 _____

Go to Grammar reference page 121 Unit 4 41

Grammar reference:

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

1 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.

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

Grammar reference (page 121)

2 You've joined a sports club. Look and write sentences with *yet* or *already*.

Answers: 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.

Lesson 5 Listening

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

factory flavour
freeze spit spoon

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 tester? Tune in to find out!

2 1.19 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.

3 1.19 Listen again. Number the steps in order. *See a story!*

a Warm the ice cream a little.	d Look at the ice cream.	1
b Write the results in a book.	e Spit the ice cream into a bowl.	2
c Put the ice cream on a gold spoon.	f Move it around your mouth.	3

4 1.19 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 Discuss the questions with a partner.

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

Unit 4 Listen for sequence WB pages 42-43 53

Learning objectives: Listen for sequence

Vocabulary: factory, flavour, freeze, spit, spoon

Resources: (PK) - Unit 4, Lesson 5; (PRC) - Review audio track 1.19

Materials: Class Audio CD1

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 panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 137). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 137.

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.

2 1.19 **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.

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 ...

Lesson 6 Writing / Working with words

Pupil's Book pages 54–55

Lesson 6 Writing

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

My paramedic

Sandra Sanders 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 the job because I really wanted to help people," says Sandra. "Being a paramedic is really exciting because when things go wrong, I can help. Last week we rescued a man from his car. The car was on fire, but he couldn't open the doors. We pulled him out through the window. It was such a relief to be able to help him."

And what does she like most about her job? "It's very rewarding," she says. "They're the challenges. I never know what will happen next. You have to make decisions very quickly in this job."

2 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!

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

1. Is your article interesting?
2. Did you repeat it in paragraphs?
3. Did you use words:
 - making?
 - making?
 - making?

Working with words

make or do?

These are things which we do or do not do. Do you prefer to make or do?

- This is a verb which we use to make something new. make a cake, make a list.
- This is a verb which we use to do something. do the washing, do the shopping.

Match the words in the box to the appropriate verb. You can use the box more than once.

Complete the phrases with make or do.

1. _____ a poster	5. _____ the classroom
2. _____ your homework	6. _____ a model
3. _____ the washing	
4. _____ a cake	

- If children need more support, build up the text together as a class. Elicit example sentences for each section of the article and write them on the board. Ask when you should start a new paragraph.
- Children copy the text into their notebooks

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.'

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

Resources: (PK) - Unit 4, Lesson 6; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 4

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 every day?*
- 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.
- Ask volunteers to read out the questions.
- Children find and underline information in the text to answer each question. Then they number the questions in the order the information appears.

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.
- Tell the children to look at their notes in Activity 2.
- Divide the class into pairs and have them use their notes write their article. Circulate, monitor and help.

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

- Children check their work against the checklist and make a note of mistakes or any improvements they could make.
- Children discuss their ideas with a partner.
- 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

Lesson 7 Speaking

Pupil's Book page 56

Lesson 7 Speaking

1 **Read about Robert. What can he do?** battery gardening polite

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	✓
do the washing	✗
do the cleaning	✗
do the gardening	✗
make dinner	✓

Have you cleaned the carpet yet?
Yes, I have.

3 **1.20 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!**

Apologising I'm afraid I ... I'm sorry I ...	Make offers Shall I ... Would you like ...	Accept offers That would be great.
---	---	--

Values
What someone helps you, how can you show you appreciate it?

56 Unit 7 Apologise Make and accept offers WB page 48

Learning objectives: Speaking: Apologise; Make and accept offers

Vocabulary: battery, gardening, polite

Resources: (PK) - Unit 4, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity; (PRC) - Review audio track 1.20

Materials: Class Audio CD1

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 panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 137). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 137.
- Then use the dictionary to give definitions in the following order to elicit the words: *polite, gardening, battery*.

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 again 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 1.20 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

Teaching star! ★

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.

Values 🌸

- Refer the children to the *Values* box. Have a volunteer read the question in the box.
- Ask children what kinds of things they need help with (e.g. doing homework, preparing food, going to school).
- Then ask the children how they show their appreciation. Say *We all need help sometimes and we should thank people for helping us. There are many other ways to show appreciation, such as being kind, helping someone when they need it, or sharing something you really like with that person.*

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.

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.

Workbook page 46

Lesson 7 Functional language

1 You are talking to your robot home helper. Complete the dialogue with the phrases.

Shall I do it? Don't worry. I'd be glad to help! Would you like me to do it now? I haven't had time.

A: Hello! Have you done all the chores yet?
 B: I'm sorry, I haven't finished yet.
 A: That's OK. Have you made the beds?
 B: No, I haven't.
 A: Thanks, that would be great if you could.
 B: No, I'm afraid I haven't had time to do it now.
 A: Yes, please. That's all right. Have you made the dinner yet?
 B: No, I'm afraid I haven't had time to make it now. Shall I make it now?
 A: Yes, please. I can do it. We're going to have pizza.



Check-up challenge

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

C	L	I	A	S	R	O	D
S	P	B	A	T	I	G	H
V	O	A	H	R	T	G	O
I	L	I	E	N	B	E	O
N	I	T	I	E	C	W	K
Q	T	E	X	C	T	H	O
L	A	R	K	E	W	N	T
E	N	G	M	E	S	P	I
F	A	C	I	O	R	E	G

- You leave your coat in the _____ at school.
- That bus is horrible. I want to get _____ out.
- You must be _____ to your teacher.
- My robot needs to _____ to work.
- People make things like cars in a _____.
- You can keep your books in a _____ at school.
- He's very _____ - he's always top of the class.
- Don't eat ice cream too quickly or your mouth will _____.

1 You are talking to your robot home helper. Complete the dialogue with the phrases.

Answers: 1 I'm sorry 2 Shall I do it 3 be helpful 4 afraid I haven't 5 Would you like 6 would be great 7 haven't had time 8 Don't worry

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



Lesson 7 Functional language

1 You are talking to your robot home helper. Complete the dialogue with the phrases.

Should I do it? Don't worry. I would be great. Oh no! I haven't be helpful. Anyway. Would you like? haven't had time.

A: Hello! Have you done all the chores yet?
B: I'm sorry. I haven't finished yet.
A: That's OK. Have you made the beds?
B: No, I haven't. _____ now?
A: Thanks, that would be _____
Have you done the washing?
B: No, I'm _____ me to do it now?
A: Yes, please. That's _____
Have you made the dinner yet?
B: No, I'm afraid I _____! Shock!
I make it now?
A: _____ I can do it. We're going to have pizza.



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

1 (want) How long have you wanted to _____?
I've wanted to _____.

2 (live) How long have you _____?
_____.

3 (play) _____.

4 (have) _____.

5 (be) _____.

3 Read and write the missing words.

Jeff is a new student at our school. He _____ has _____ only been here _____ a week, but he has _____ made a lot of friends. He hasn't met all the teachers _____ and he _____ does his maths homework, so I don't know if he's a good student. But I know he's good at sport. He's _____ basketball in the gym, but he hasn't joined the team yet. He loves food too! He's already _____ to the canteen and had all the pizzas! How _____ have I known him _____ Monday, but we _____ become really good friends.

What I can do!

1 Put a tick (✓) or a cross (x).

search for specific information use expressions with make or do
talk about how long I have done something write a magazine article
say what has or hasn't happened make and accept offers

2 My unit progress

1 My favourite activity _____
2 Something I did well _____
3 Something I could improve _____

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

- 1 cloakroom 2 spit 3 polite 4 battery
5 factory 6 locker 7 clever 8 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 Read and write the missing words.

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 column. Then work in pairs. Choose six words and make a sentence with each.

battery	canteen	challenging	compass	factory	gardener
instructor	polite	spoon	strange	university	vet

Jobs	Places	Things	Adjectives
		battery	

My dad used to work in a factory.

2 Match to make sentences.

1 I've studied English ...	a she was seven.
2 How long have ...	b ever been skiing?
3 Ellie has known Tom since ...	c for five years.
4 I've already ...	d has he lived in China?
5 We haven't seen ...	e elephant in the wild.
6 Have you ...	f you worked as a pilot?
7 How long ...	g been in a hot-air balloon.
8 I've never seen or ...	h the beautiful view yet.

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

Today		In my life	
make my bed	<input type="checkbox"/>	make a cake	<input type="checkbox"/>
study maths	<input type="checkbox"/>	act in a play	<input type="checkbox"/>
go my homework	<input type="checkbox"/>	try kayaking	<input type="checkbox"/>
have lunch	<input type="checkbox"/>	write a story	<input type="checkbox"/>
see the head teacher	<input type="checkbox"/>	buy a rucksack	<input type="checkbox"/>

Have you had lunch yet? No, I haven't.

Have you ever tried kayaking? Yes, I have.

4 Circle make or do to complete the text.

I'm really busy today. First, I have to **make** / do breakfast and **make** / do the washing. Then I have to **make** / do a shopping list because it's my turn to **make** / do the shopping. I'm then going to **make** / do a chocolate cake. Tomorrow I have to **make** / do my homework and then I'm going to **make** / do the gardening.

5 Listen and draw lines. There is one example.

Bobby Sophie Mrs Parker

Mark Peter Lily Eric

Great work! You're an Academy Star!

Learning objectives: Review Units 3 and 4; CE:YL Flyers, Listening, Part 1

Resources: (PK) - Unit 4, Review 2; (PRC) - Review audio track 1.21

Materials: Class Audio CD1

- 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.
- Circulate, monitor and help.
- Have some volunteers read out their sentences.

Warm-up: Word association

- Say a word to the class (e.g. vet). One child says a word that he / she associates with vet (e.g. cats), then the next child continues the association chain (e.g. fish-sea-beach-sun-moon-astronaut, etc).

Answers:

Jobs	Places	Things	Adjectives
gardener	canteen	battery	challenging
instructor	factory	compass	polite
vet	university	spoon	strange

1 Write the words in the correct column. 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 134–137, if necessary.
- 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.

2 Match to make sentences.

- The children read the phrases in the left column. Ask Which phrases start with a question word? (2 and 7) Then ask which of the phrases are negative and how they know (5, 8 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 f 3 a 4 g 5 h 6 b 7 d 8 e

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.

4 Circle *make* or *do* to complete the text.

- Refer the children to the picture. Ask *Where is she?* (at the supermarket) *What's she doing?* (she's doing the shopping)
- Elicit phrases with *make* or *do*.
- The children read the text individually and circle the correct words.
- Have the children check their answers in pairs.
- Check answers as a class.

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

5  1.21  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: Flyers test.

- Refer the children to the picture in Activity 5.
- 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 Flyers Listening test, 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

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.