

- 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.

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.



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.



1 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

Complete the text with the words from Activity 1.

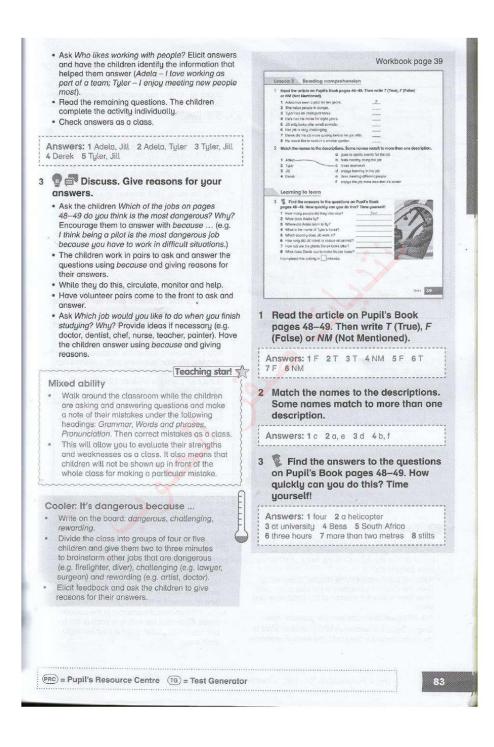
Answers: 1 gardener 2 vet 3 university 4 pilot 5 clever 6 challenging 7 rewarding 8 safe 9 interested in 10 energetic

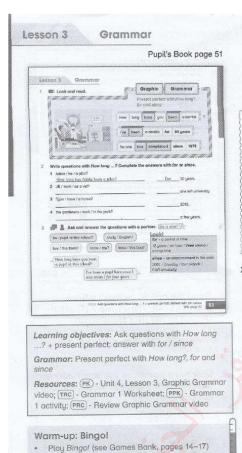
= Pupil's Resource Centre (TG) = Test Generator

Reading comprehension / Learning to learn Lesson 2 . Check the answer as a class and ask the children Pupil's Book page 50 to tell you where in the text they found the answer Answer: a baby elephant & Learning to learn a 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 theu 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 the 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. Discuss. Give reasons for your onswers.

Which at the jobe on pages 48-49 do goo mink is the mark dragenous?
 b. challenging?
 c.

When job would you like to do when you finals studying? Check answers as a class. Answers: How long? Chose job Enjoys ... Name because .. Adela for 12 years she loves working as Learning objectives: Reading skill and Learning to pilot flying it's very part of a learn: scan a text for specific information team rewarding Resources: PK - Unit 4, Lesson 2 he loves meeting new Materials: Class Audio CD1 police officer years every day is different it's exciting working with Warm-up: Dictation since she wildlife vet wildlife there's Dictate the words in the vocabulary panel in Unit universitu always 4, Lesson 1 (page 48). a new challenge Write the words on the board and have the children exchange their dictation in pairs and working as a always bee Derek since 2001 check answers gardenei in plants he's neve Learning to learn wanted to Scan for specific information office Read out the information in the Learning to learn box. Ask How do you find specific information in a text? 2 Write the name(s). What information in Is it necessary to read every word? Do you need to know the meaning of each word in the text? the texts helped you decide? Read out the names in the box. Have the children Explain that scanning for specific information is a say what job each person does. reading skill that will help children answer questions Refer the children to the first question. Ask Who helped someone / something in difficulty? (Adela 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 and Jill) Ask the children to identify the information in the text that helped them answer this question Johnson help last week? (Adela – save people in difficult situations; Jill – rescue a baby elephant that was stuck in the mud) 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. (PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit





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 Pupilt'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.

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 post" is period of time). Then have the model to promote in number 2. Say the following and let the children complete the phroses: We start questions with ... (How long). Utilities the subject. Work is (the verb). What is the post particular at 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.

1 Look and read.

/ business woman, plumber).

 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?

with the names of jobs (e.g. pilot, vet, police officer, gardener, teacher, dentist, doctor, lawyer,

photographer, artist, engineer, chef, businessman

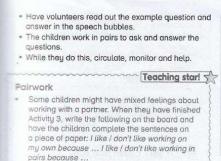
- Read out the question in the Graphic Grammar box.
 Draw the children's attention to the blue boxes and have them notice the position of the verbs have and been.
- Ask Which sentence answers the question 'How long ...'? (the first sentence) Which answer refers to an exact moment in the past? (the second sentence)

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 are.

84

(PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit



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

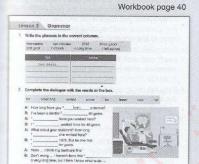
pairwork in your class.

Cooler: How long has Lili ... ?

Write the following information on the board:
 Lili ...
live in Texas 2003

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.



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

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:

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

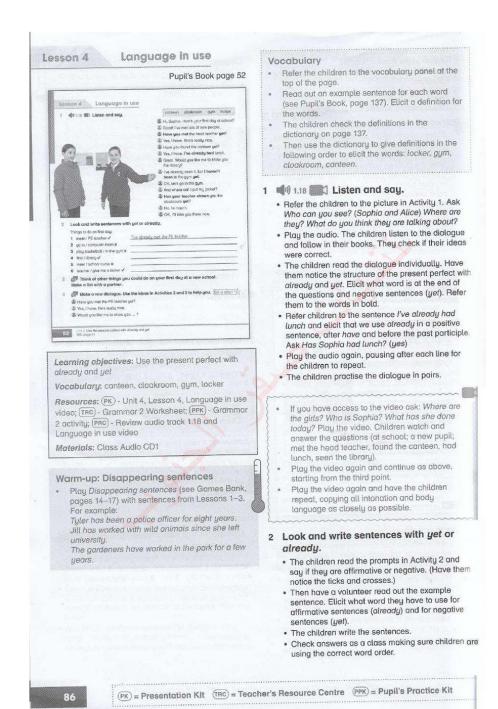
Grammar reference (page 121)

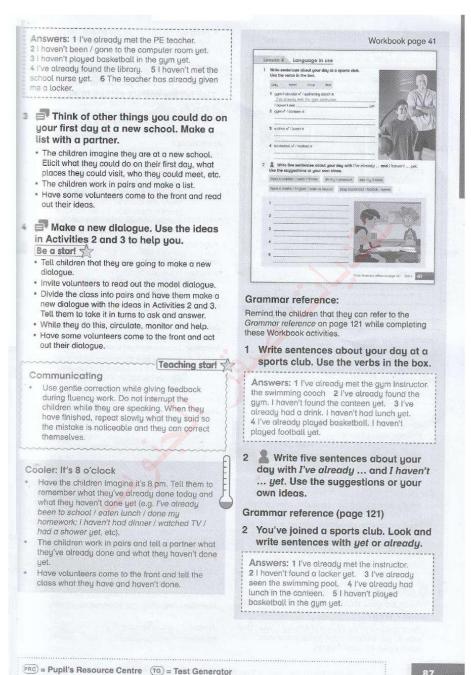
1 Complete the sentences with How long, for or since.

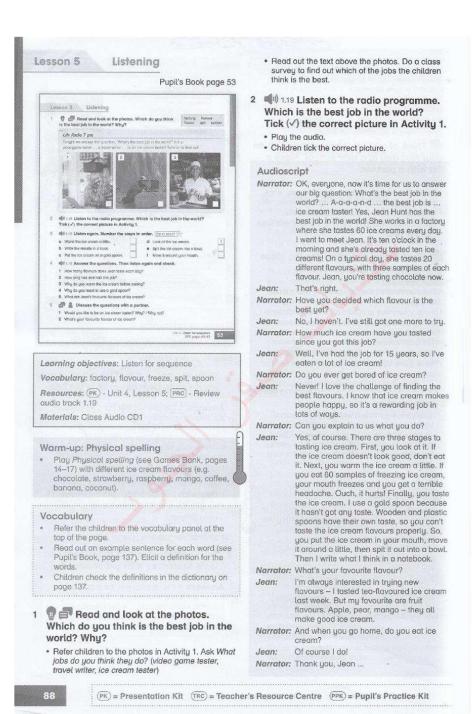
Answers: 1 How long, for 2 since 3 for 4 since, How long 5 for 6 How long, since

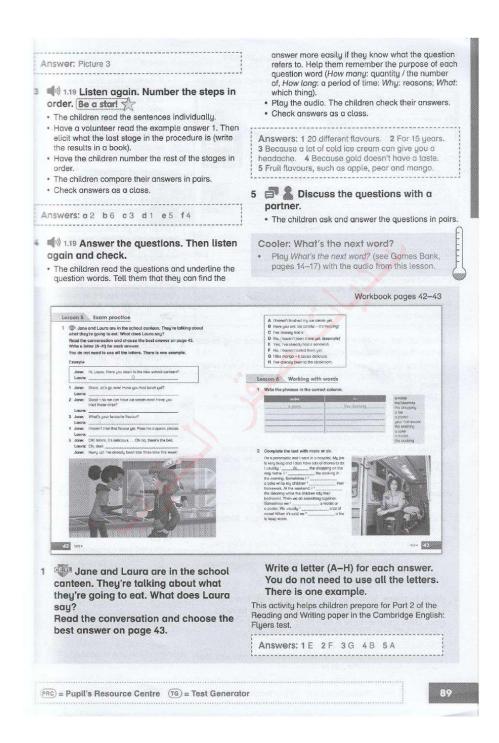
PRC = Pupil's Resource Centre TG = Test Generator

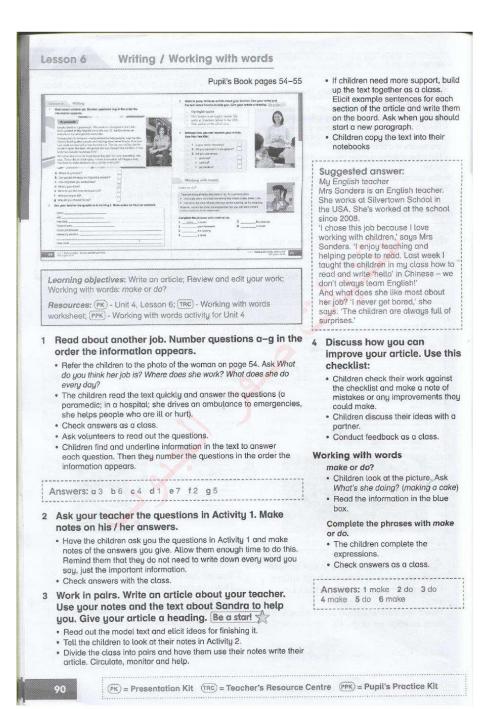
85

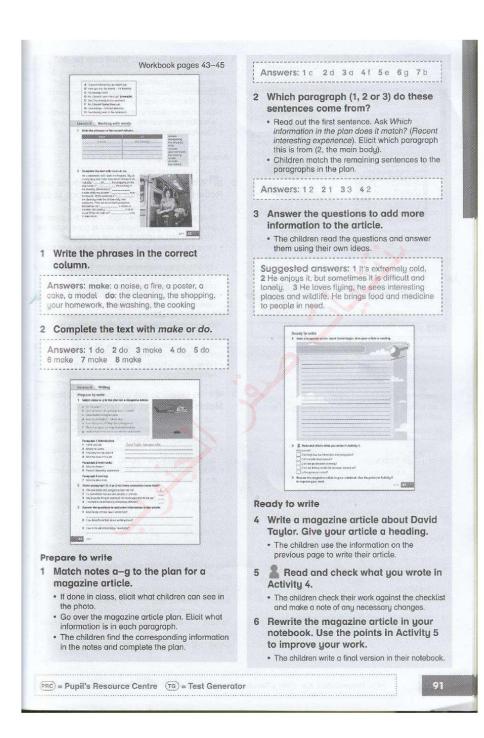


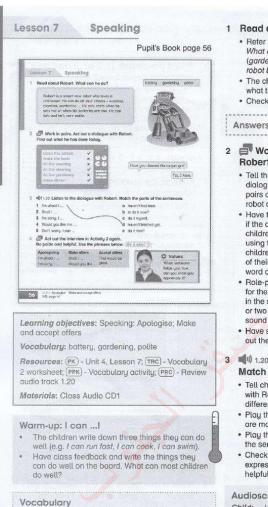












1 Read about Robert. What can he do?

- 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

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) 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.
- 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
- 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.

Audioscript

Child: Hello, Robert. Have you done all the chores

yet?

Robert: I'm afraid I haven't finished yet.

Have you done the washing?

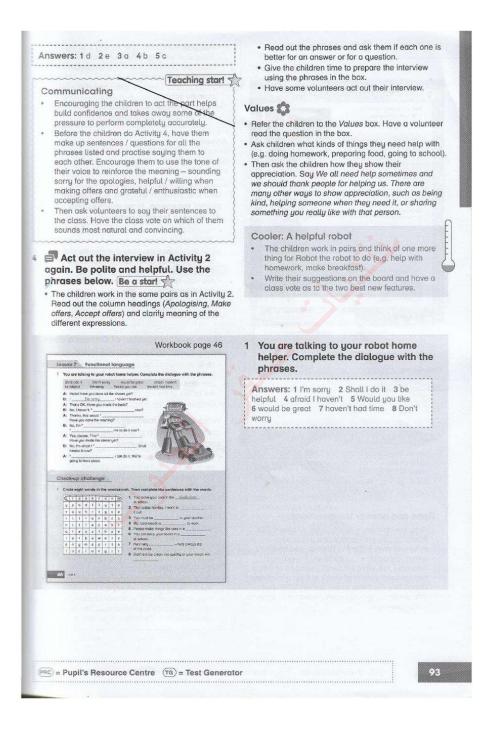
Robert: No, I haven't. Shall I do it now? Child: Thanks, that would be great. Have you

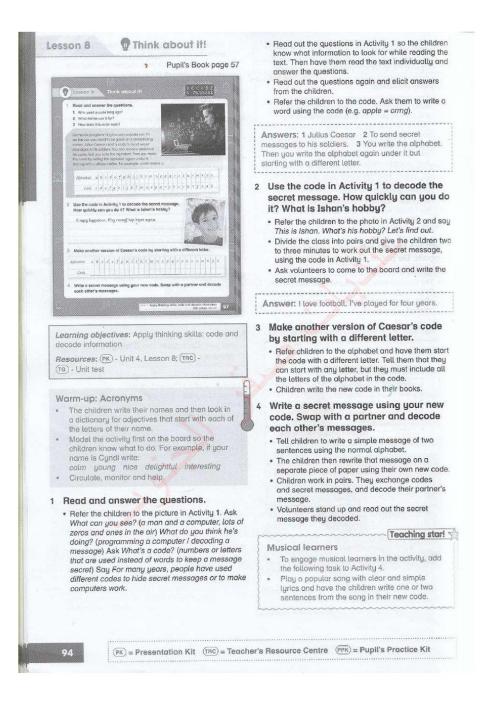
made the beds?

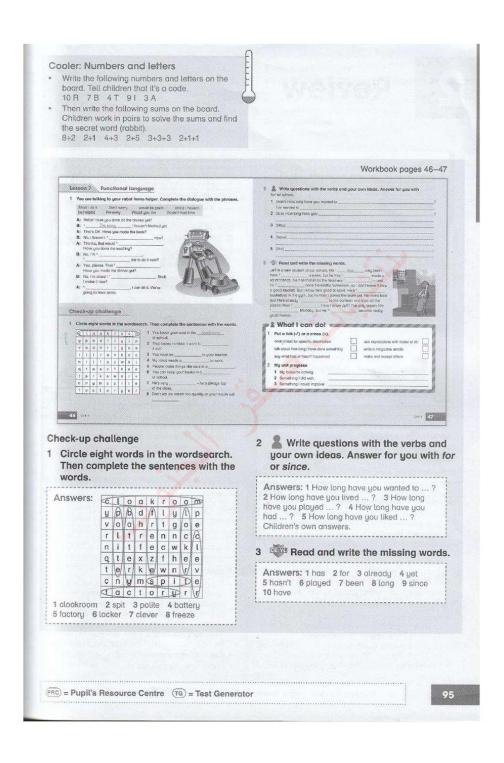
Robert: I'm sorry, I haven't had time. Would you like me to do it now?

Child: Don't worry. I can do it myself.

PK = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit







Review Pupil's Book pages 58-59 bettery contean challenging compose factory gardener instructor police spoon strange university vol. & Tick (V) the things y Yes I have **30** · Divide the class into pairs. Have a volunteer read out Learning objectives: Review Units 3 and 4; CE:YL Flyers, Listening, Part 1 the example sentence in the speech bubble. Each pair chooses six words from the chart. Children take turns tomake a sentence with each one. Resources: PK - Unit 4, Review 2; PRC - Review audio track 1.21 · Circulate, monitor and help. · Have some volunteers read out their sentences. Materials: Class Audio CD1 Answers: Warm-up: Word association Adjectives Jobs Places Things . Say a word to the class (e.g. vet). One child battery challenging gardener canteen says a word that he / she associates with ver (e.g. cats), then the next child continues the instructor factory compass polite university association chain (e.g. fish-sea-beach-sun-moon-astronaut, etc). vet spoon stranae 2 Match to make sentences. 1 Write the words in the correct column. The children read the phrases in the left column. Then work in pairs. Choose six words 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 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 example. Then read out the phrases in the right column and clarify meaning, 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. The children complete the activity individually. Check answers as a class. (PK) = Presentation Kit (TRC) = Teacher's Resource Centre (PPK) = Pupil's Practice Kit 96

Answers: 1 c 2f 3a 4g 5h 6b 7d 8e

\mathbb{Z} Tick (\checkmark) 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. 1 haven't. / Yes, 1 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

1) 1.21 Listen and draw lines. There is one example.

his activity helps the children prepare for Part 1 of the stening 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: How nice! Who are these people?

Boy: The man in the green uniform is the school

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

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

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 voman 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 girt's name.
- Volunteers describe a child in the class. The other children guess who it is.

PRC = Pupil's Resource Centre (TG) = Test Generator