



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



English for Spanish Speakers

**Updated
Second Edition**

**Teacher's
Book**

5

Andalusian Edition

Lucy Frino
Melanie Williams
with Caroline Nixon
& Michael Tomlinson



Contents

Language summary	4
Introduction	6
Introductory Unit Welcome to our ezine	14
1 Time for television	26
2 People at work	42
Review Units 1 and 2	58
3 City life	66
4 Disaster!	82
Review Units 3 and 4	98
5 Material things	106
6 Senses	122
Review Units 5 and 6	138
7 Natural world	146
8 World of sport	162
Review Units 7 and 8	178
Values	186
Festivals	
Peace Day	194
Guy Fawkes Night	196
The Edinburgh Festival	198
Grammar reference	200
Photocopiable activities	202
Extra activities	212
Extra project ideas	226
Evaluation teaching notes and key	230
Evaluation Tests	232

Language summary

Key vocabulary

Key grammar and functions

Phonics

Revision

Welcome to our e-zine

School subjects: *art, computer studies, English, French, geography, history, maths, science, Spanish, sport*
School: *competition, dictionary, exam, language, lesson, prize, study, subject, timetable*

Nice to meet you.
Like / love + -ing / nouns,
'd like + infinitive
Present simple questions and short answers: *Do you live near your school?*
Yes, I do. / No, I don't.
Is it on Thursday? Yes, it is. / No, it isn't.

Consonant sounds: 'j' (*jump, orange*) and 'ch' (*cheese, lunch*)

past simple, present simple, school and school subjects, sports, activities, adjectives, superlative adjectives, *study, learn about, too + adjective, cool*, telling the time, *at, before, on, in, joke, neck, bone, museum*

1 Time for television

Time: *half, o'clock, past, quarter, to*
TV programmes: *cartoon, comedy, documentary, music video, news, quiz show, sport, weather*
TV: *action film, channel, episode, series, turn on*
Adjectives: *amazing, bad, boring, exciting, funny, good, interesting*

The time: *What time is it?*
It's quarter past one.

Vowel sound: 'yoo' (*usually, music*)

TV programmes, *Shall, Let's, golf*, days of the week, school subjects, sports, adjectives, telling the time

Science Electrical inventions

2 People at work

Jobs: *actor, artist, cook, dancer, dentist, doctor, farmer, firefighter, football player, journalist, mechanic, manager, nurse, pilot, secretary, sports commentator, swimmer, teacher, writer*

Plans, intentions and predictions: *going to*

Short vowel sound: 'er' (*manager, actor, treasure*)

jobs, actions, verbs for daily routines, sports, mixed tenses, questions, telling the time, adverbs, *am, pm, going to*, comparatives

Science Teeth

Review



3 City life

City life: *airport, bridge, castle, fire station, gym, hotel, museum, playground, police station, post office, prison, road, restaurant, stadium, street, taxi, theatre, zoo*
Directions: *across, along, corner, past, left, right, straight on*

Giving directions: *Go along / across (Green Street), Take the first / second / third street on the left / right, Go straight on, Turn left into (Blue Street), Turn right, at / on the corner, Stop before you get to the (river), Walk past the (playground), What's at the end of (the street)?, be lost*
Prepositions: *behind, between, opposite, next to*

Consonant sounds: 's' (*socks*) and 'sh' (*shop, machine*)

city and town, telling the time, past simple, imperatives, *map*, prepositions, superlatives, jobs, definitions with *who / which / where*, family, colours, *I can see ...*

Geography Cities

4 Disaster!

Disasters: *earthquake, hurricane, iceberg, lightning, storm, tsunami, volcano*
Verbs: *break (leg), catch fire, cut, destroy, drop, erupt, fall down, hit, hurt, lose*
Months

Past continuous and past simple: *I was having a picnic when it started to rain. What were you doing when the teacher saw you?*

Stressed syllables

the weather, adjectives, spelling for -ing endings, telling the time, *helicopter*, weather, daily activities, past narrative tenses, holiday activities, present continuous, past simple, past continuous

Geography The Earth's surface

Review



Key vocabulary

Key grammar and functions

Phonics

Revision

5 Material things

Materials: *bone, brick, card, fur, glass, gold, grass, leather, manmade, metal, natural, paper, plastic, recycle, rubber, silver, stone, sugar, wood, wool*

Describing objects: *It's / They're made of (brick), What is it / are they made of? Where do / does ... come from? (Wood) comes from (trees).*

Rhyming words

food, animals, materials, adjectives, comparative adjectives, present simple, clothes, everyday objects, house and household objects, numbers, rhyming words

Science Recycling plastic

6 Senses

Senses: *hearing, sight, smell, taste, touch*
Cooking: *bowl, cheese, cut, flour, fork, ingredients, knife, mix, olives, onion, pepper, pizza, plate, recipe, salami, salt, sausage, spoon*

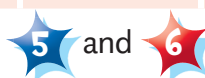
Describing sensations: *What does it (feel / taste / smell / look / sound) like? It (feels / tastes / smells / looks / sounds) like + noun*

Consonant sounds: 's' (*rice, salad*) and 'z' (*music, loves*)

adjectives, materials, *science club*, food and drink, the body, comparatives, clothes, *party, need, start, finish*, imperatives

Science Food chains

Review



7 Natural world

Nature: *beetle, bin, butterfly, clean up, endangered species, extinct, field, ground, in danger, insect, protect, rubbish, tree*
Describing species: *female, male, striped, stripes, spots, spotted, wing*

Giving advice: *should / shouldn't, People should / shouldn't, What should we do? You should / shouldn't ... , I think we should / shouldn't ... , I agree, I don't agree*

Word stress

materials, wild animals, country, clothes, weather, *sun cream, lake, have to, Let's ... , Shall we ... ?*, action verbs, adverbs, *should / shouldn't*, comparative adjectives, adjectives, parts of speech, colours, natural world, school

Science Extinction

8 World of sport

Sports: *athletics, badminton, cycling, golf, ice-skating, race, running, sailing, skiing, sledging, snowboarding, volleyball*
Seasons: *spring, summer, autumn, winter*

Present perfect
• for life experiences: *Have you ever (won a prize)? Yes, I have. / No, I haven't. I've never (won a prize).*
• for completed actions with present relevance: *He hasn't done his homework.*

Rhyming words

sports and sports competitions, school, *should*, ordinal numbers, action verbs, weather, materials, dates, months, colours, seasons, adjectives, clothes, activities

History The Spanish Golden Age

Review



Values 1 & 2 Respect in the classroom

Values 3 & 4 People who help us

Values 5 & 6 Tell the truth but don't hurt

Values 7 & 8 Value your friendships

Plays

Festivals

Irregular verbs

Grammar reference

Introduction

Kid's Box English for Spanish Speakers Updated Second edition introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the six books in the series. All six levels develop pupils' abilities in the four skills – listening, speaking, reading and writing – as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits! Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that **'The mind is not a vessel to be filled, but a fire to be ignited'** and this concept of learning underpins *Kid's Box English for Spanish Speakers Updated Second edition*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box English for Spanish Speakers Updated Second edition* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. **'The art of teaching is the art of assisting discovery'**, Mark Van Doren.

The language syllabus of *Kid's Box English for Spanish Speakers Updated Second edition* has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units are based around the new characters: Shari, Dan and Alvin. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

Cambridge English: Young Learners

In *Kid's Box* we have followed the syllabus for the *Cambridge English: Young Learners* tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for Starters, cycle 2 with Movers, and cycle 3 with Flyers. *Kid's Box* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each *Cambridge English: Young Learners* test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating, and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge English Language Assessment. They provide a gentle introduction to public exams,

and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge English exams, as the highest level, *Cambridge English: Flyers*, is roughly equivalent in language level to *Cambridge English: Key for Schools*. The *Cambridge English: Young Learners* tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: www.cambridgeenglish.org/exams

Common European Framework of Reference for Languages – Learning, Teaching, Assessment

Kid's Box English for Spanish Speakers Updated Second edition has been written taking into account the proposals included in the Common European Framework of Reference (CEFR). The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of *Cambridge English: Young Learners* tests: Starters (towards Level A1), Movers (Level A1), Flyers (Level A2).

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the Self-evaluation sections.

The Language Portfolio is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

Course components

Level 5 of *Kid's Box English for Spanish Speakers Updated Second edition* consists of:

- Pupil's Book
- Activity Book (with CD-ROM and My Home Booklet)
- Teacher's Book
- Teacher's Resource Book (with Audio CDs)
- Posters
- Test Generator
- Interactive DVD (with Teacher's Booklet)
- Digital Box (for Interactive Whiteboard)
- Language Portfolio (online)
- Other online resources

Pupil's Book

This 104-page full-colour book consists of eight main units, plus an introductory unit. Each main unit is eight pages in length, with each page providing sufficient material for one lesson. The last two pages of each main unit there is a Content and Language Integrated Learning (CLIL) spread where pupils can learn about other subjects through English. There is also a phonics section within every unit. After every second unit, there is a two-page Review section, which reviews the language from the two previous units, followed by two pages that have been specially

designed to support Spanish speakers: *Say it with me*, and *Get it right!* At the end of the book, there are four Values pages to develop pupils' social awareness, two plays, three Festivals pages, an irregular verbs list and two Grammar Reference pages. The festivals covered in level 5 are Peace Day, Guy Fawkes Night and The Edinburgh Festival.

Lessons include a variety of interesting and motivating activities such as pair work, role plays, craft activities, guessing games, songs and chants. The series' strong cast of characters appears throughout the book. The antics of the popular Diggory Bones are played out in a picture story at the end of each unit.

Activity Book

This 96-page book is designed to give pupils further practice of the new language and to help them consolidate their understanding. The pupils will have fun doing the activities and you will find that many activities will stimulate their creativity too. As the pupils gain more confidence in reading and writing, more activities to practise these skills are provided. The Activity Book materials are designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. This edition also features a full-page *Cambridge English: Young Learners* test practice activity for each unit (Flyers level).

CD-ROM (see page 12)

The CD-ROM comes with the Activity Book. It covers the main content of the course through different games that work on the vocabulary, structures, pronunciation, story and cross-curricular sections of each of the units. It can be used in class or at home.

My Home Booklet (see page 12)

This 32-page full-colour booklet comes with the Activity Book. Pupils can do the activities in the book at home with their parents. As well as reviewing grammar and vocabulary, and practising reading and writing, they can evaluate their own progress by reflecting on a range of competences they are developing through their learning of English.

Teacher's Book

This 240-page book (with miniatures of the Pupil's Book and Activity Book pages) provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, photocopiable pages, extra activities, extra projects ideas and evaluation activities.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials required for each lesson are specified. Each lesson starts with a Warmer and finishes with an Ending the lesson activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. **F** towards: these activities introduce children to the Flyers test tasks to gain confidence in aspects of the task types. **F** these activities are closer in format and content to the Flyers test tasks. After the teaching notes for the nine units and the Review/Say it with me/Get it right sections, you will find teaching notes for the Values and Festivals pages, plus transcript and answer key for the Grammar Reference pages.

Photocopiable activities

There is a photocopiable page for each unit on pages 202–211 of the Teacher's Book. These pages provide a range of manual activities to use with pupils to encourage communication: there

are information gap activities, crosswords and games. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

Extra activities & Extra project ideas

There are one or two Extra activities provided for most lessons in the Teacher's Book for times when you need even more material. They are not designed only for the end of the lesson. This section is followed by some Extra project ideas, on pages 226–229.

Evaluation activities

At the end of the book there are eight Evaluation pages, one page to be used after each main unit. The format and design of the Evaluation pages is similar to the tasks in the *Cambridge English: Young Learners* tests (Flyers level). This is to help pupils become used to this type of evaluation and to be able to measure their own progress. The teaching notes for the Evaluation pages can be found on pages 230 and 231 of this book.

Teacher's Resource Book with Audio CDs

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two Reinforcement and two Extension worksheets for every unit, as well as a Song worksheet and a Topic worksheet. At the end of the Teacher's Resource Book you will also find Festival worksheets and a Playscript for each episode of the Pupil's Book story (*Diggory Bones*), as well as two complete *Cambridge English: Young Learners* type tests. (The audio for these is on the bonus Audio CDs.)

Posters

These colourful and appealing posters aid revision by giving pupils the chance to practise unit language in a different and fun context. They can be added to the classroom wall as you progress through the course to aid revision. This pack includes eight posters with clear teaching notes available online.

Interactive DVD

As you navigate your way through City school on our interactive DVD, you will find animated versions of the stories in the library, the songs with animation and video in the music room, video documentaries in the hall, interactive games in the computer room and a quiz in the classroom.

Language Portfolio (online)

In accordance with CEFR guidelines, there is a Language Portfolio of individual competencies to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years. The Language Portfolio is provided online.

Online Resources

The online platform includes games and extra grammar, vocabulary and writing activities for every single unit, providing plenty of extra practice. All the pupil's online work can be tracked and reviewed by the teacher.

Test Generator

The Test Generator is an evaluation tool that allows you to create and customise tests to suit your specific needs. You can track your pupils' progress using the Unit tests, Review tests, Final tests, Placement tests, Teacher's Resource Book tests and Cambridge English Exam tests.

What does *Kid's Box English for Spanish Speakers Updated Second edition* offer?

- **'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully',** Tyron Edwards.
Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box English for Spanish Speakers Updated Second edition* have been designed to do just that. Here's how and why it works:
- **Humour through the characters and the stories 'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn',** John Lubbock.
For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.
- **Creativity and learning through action and activity 'I hear and I forget. I see and I remember. I do and I understand',** Chinese proverb.
Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box English for Spanish Speakers Updated Second edition* there is plenty of 'hands on' practice. Drawing, colouring, 'make and do', songs, games and chants are all activities types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.
- **Connecting to the world outside the classroom 'A child educated only at school is an uneducated child',** George Santayana.
The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.
- **Discovery and the development of learner autonomy 'The object of teaching a child is to enable him to get along without his teacher',** Elbert Hubbard.
For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box English for Spanish Speakers Updated Second edition* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance we should stand back a little from the activity and monitor and assist when necessary.
- **Promoting tolerance and respect 'The highest result of Education is tolerance',** Helen Keller.
The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid's Box English for*

Spanish Speakers Updated Second edition and in particular in the Values sections of the Pupil's Book and the Activity Book.

Learning styles / Multiple intelligences

'If a child can't learn the way we teach, maybe we should teach the way they learn', Ignacio Estrada.

We now understand that people learn in different ways. We don't talk about 'intelligence' any more, we talk about 'intelligences'. The activities in *Kid's Box English for Spanish Speakers Updated Second edition* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages. It is a core element of any language course, and in *Kid's Box English for Spanish Speakers Updated Second edition* this is exploited in combination with the other intelligences.
- **Interpersonal intelligence:** effective communication with others. Communication activities have been incorporated from Level 1 onwards. It is a vital aspect of language learning and is essential in making younger learners aware that language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop communication strategies.
- **Intrapersonal intelligence:** expression of inner thoughts and feelings. Throughout the course there are various reflective activities and personalisation activities, which help pupils become more aware of themselves.
- **Musical intelligence:** appreciation of rhythm and music. This intelligence runs almost parallel to linguistic intelligence. Each unit of *Kid's Box English for Spanish Speakers Updated Second edition* includes a song as well as occasional raps, rhymes and chants.
- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body. This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid's Box English for Spanish Speakers Updated Second edition* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever-restless young learner.
- **Logical-mathematical intelligence:** problem solving and logical thought. There is a range of different activity types for this intelligence in *Kid's Box English for Spanish Speakers Updated Second edition*. These activities help develop logical reasoning, problem solving and the detection of patterns.
- **Visual-spatial intelligence:** expression and understanding through the visual world. This intelligence is one of the key ways that children learn. In *Kid's Box English for Spanish Speakers Updated Second edition* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, such as the full colour illustrations in the Pupil's Books and the drawing and colouring activities.

Cross-curricular lessons

At the end of each unit of the Pupil's Book, there are two pages of Content and language integrated learning (CLIL). These lessons are designed to teach aspects of subject topics which the pupils would be learning in their other school classes such as history, science, geography and art, using English as the medium of instruction.

The focus during these lessons is on learning the content matter of the subject. Pupils often find it very motivating to learn new things related to other subjects they study at school through English. The lessons are carefully graded to the language level of the pupils, with activities designed to structure and support the pupils' spoken and written output, without oversimplifying the subject matter itself. The role of language in these lessons is to function as a tool to enable children to learn about other things.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual pupil to help you. Do the first question of the pair-work task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil and say, for example, *A-B, A-B, A-B* and so on, so they are in no doubt what their role is. You can follow this up with *As, put up your hands. Bs, put up your hands* as a further check. Try to give simple, clear instructions in English. Say, for example, *As ask the question and Bs answer the question: A-B, A-B, A-B. Then Bs ask the question and As answer the question: B-A, B-A, B-A.*
- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

Classroom dynamics

- Try to move around the classroom while explaining or doing the activities. This enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work.

Noise

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. You should ensure, however, that only English is used for the completion of tasks and for correction.

Teaching and learning

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, pupils can use language to practise English, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.
- The Extra activities can be used when you feel that pupils need more practice with some of the language, or when you finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- Recycling is an important part of the learning process. Don't expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid's Box* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs.

Assessment and evaluation

- At this age, it is best to use continuous assessment. This means we monitor their progress and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil.
- With young children, we should assess and monitor their social and emotional development, as well as their learning of English. We should praise effort, and encourage them to share and to work in pairs and groups, and give them feedback on their English.

Discipline

- By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. *Kid's Box English for Spanish Speakers Updated Second edition* has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for them to enjoy.
- However, it is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely.

Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously-used material for revision or further exploitation and want to avoid your pupils' reaction of 'We've already done this!'.
 - Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.
 - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
 - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again. It can be extremely motivating for children to watch their own performances on video, but make sure you get written permission from parents or guardians first.

Competition

- An element of competition can make many pupils try harder. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good

idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

Display

- Pupils find it extremely motivating to have their work displayed. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils and to change the displays regularly.

Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopiable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

Evaluation pages

The Evaluation pages in *Kid's Box 5 English for Spanish Speakers Updated Second edition* are designed to be used after each unit or Review: Evaluation 1 after Unit 1, Evaluation 2 after Review Units 1–2, Evaluation 3 after Unit 3, Evaluation 4 after Review Units 3–4, Evaluation 5 after Unit 5, Evaluation 6 after Review Units 5–6, Evaluation 7 after Unit 7 and Evaluation 8 after Review Units 7–8.

You will notice that the Evaluation pages use similar task-types to those in the Cambridge English: Young Learners Flyers exam. This is so that the pupils will have practice with these types of evaluation task and because the tasks themselves are communicative and appropriate for children of this age and level. Over the eight evaluation pages, pupils will be evaluated on their reading, writing, listening and speaking.

You should tell the pupils that you are going to give them an evaluation activity, but make sure they don't become anxious about it. It's important that they come to the activity feeling relaxed and positive, believing that they can do it and that they will be successful.

General instructions

- Hand out the copy to each pupil and make sure they have the relevant materials (crayons, pencils, etc.).
- You should allow about 10 minutes for each Evaluation activity.
- Give the instructions in English.
- Monitor pupils as they do the activity and give encouragement.
- At the end of the activity, collect their work.
- Give pupils feedback on their work, by colouring in the stars and drawing a smiley face. You should always focus on what they can do and what they have done, rather than on what they can't do.
- For teaching notes on each Evaluation sheet, see pages 230 and 231.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it.
Caroline Nixon and Michael Tomlinson, Murcia 2017.

Kid's Box ENGLISH FOR SPANISH SPEAKERS edition

Kid's Box English for Spanish Speakers Updated Second edition has been specially adapted to help Spanish-speaking learners overcome some of the difficulties they face when learning English and to provide content which is relevant to their learning situation. The following features and components are new:

Extra Cambridge English: Young Learners test preparation

At the end of every main unit in the Activity Book, there is a page practising one of the parts of the *Cambridge English: Young Learners* test (Flyers). These pages replicate the look of the real tests, but are carefully graded, so that they use only language that children have covered so far in the course.

New Grammar sections

The new edition has an enhanced grammar syllabus, and the Pupil's Book and Activity Book contain new Grammar reference sections, with practice activities in the Activity Book.

Story playscripts

To help pupils to make the most of the *Kid's Box* stories, we have introduced story playscripts that can be used to read out and act out the stories. These can be found on pages 77-85 of the Teacher's Resource Book, with teaching notes on page 76.

New pronunciation features for Spanish speakers

In each unit, there is a new 'Dan's phonics' feature, which focuses on particular vowel or consonant sounds, rhyming words or sentence stress. In addition to this regular practice, there are four 'Say it with me' pages (on pages 28, 48, 68 and 88 of both the Pupil's Book and the Activity Book), which provide practice of some further sounds that can be difficult for Spanish speakers. These are:

Unit 1: /ŋ/, /n/ and /m/ as in 'Come on, sing a song'.

Unit 3: /ʌ/ and /æ/ as in 'They had bugs on their backs'.

Unit 6: /s/ and /z/ as in 'Please give me some rice and cheese'.

Unit 7: 'n' as in 'black 'n' white'.

New social values lessons

At this early stage in a child's education teachers also play an important part in the development of the everyday life skills children need in order to participate actively and appropriately in society. To this end, four new Values pages promote tolerance and respect, whilst helping pupils to develop their interpersonal skills and gain awareness of the social behaviour that is expected of them in everyday situations. At the same time, they will learn some useful language that they will encounter in the real world. The four social awareness areas covered in *Kid's Box 5 English for Spanish Speakers Updated Second edition* are: Respect in the classroom (Units 1 & 2), People who help us (Units 3 & 4), Tell the truth but don't hurt (Units 5 & 6), Value your friendships (Units 7 & 8).

My Home Booklet

This new component is designed to strengthen home-school connections, and to enable pupils to review language content and development of competences with their parents.

At this level, *My Home Booklet* contains an additional spelling section to give pupils extra practice at spelling the sounds that are focused on in Dan's phonics section. There is also a Picture dictionary, which offers pupils the option of translating the vocabulary into their own language.

New features on Digital Box

Digital Box (for Interactive Whiteboard) now has improved functionalities and some extra activities.

The following popular features from the previous edition have been retained, with some improvements:

Cross-curricular learning (CLIL)

The eight CLIL spreads, which aim to put language learning into context with the learning of other subjects, have been given a new look, and some new vocabulary has been added.

One of the main reasons why cross-curricular learning is so successful lies in the fact that English moves away from being just another school subject to being a vehicle for learning other subject matter. With this in mind, the *Kid's Box 5 English for Spanish Speakers Updated Second edition* offers lessons focusing on the following areas of the curriculum: history, science, geography and art.

Get it right!

At this stage in a child's education, developing good writing skills and a wide and varied vocabulary are essential. Some aspects of the English language can be particularly challenging for Spanish speakers but specific practice can help to overcome these difficulties. These pages offer support with grammatical structures, vocabulary and spelling, which is specially designed to help Spanish speakers. These activities will help learners to focus on these aspects of language and to start to build their own picture of how the English language is similar and different from their own language.

- **Structures:** Pupils will look carefully at various common structures, then contrast them with the equivalent sentences in their own language. This helps them to avoid some of the more common errors that learners of English often make. This is followed by a speaking activity so they can put into practice what they have learnt.
- **Vocabulary:** These activities will help pupils to be aware of some of the differences between English and L1: for example *false friends* (such as *library/librería*), words that have more than one use (such as *comida*, which can be used for both *meal* and *lunch*), and fixed expressions which do not have direct translations.
- **Spelling:** When children start to develop writing skills, they need specific help with the idiosyncrasies of English spelling. The spelling of some words can prove particularly difficult for Spanish speakers because of the lack of relation between the sound and the letter in English. The Spelling activities at the end of the *Get it Right!* lessons help pupils improve in this area by raising awareness of spelling patterns, encouraging them to compare with their own language and offering further practice.

Festivals

One of the key objectives of the *Kid's Box* series is to promote tolerance and respect and one way of doing this is to help pupils to understand different cultures. *Kid's Box 5 English for Spanish Speakers Updated Second edition* provides material for five festivals in total: **Peace Day** (Pupil's Book page 98, with teaching notes on pages 194-195 of the Teacher's Book), **Guy Fawkes Night** (Pupil's Book pages 99, with teaching notes on pages 196-197 of the Teacher's Book), **The Edinburgh's Festival** (Pupil's Book pages 100, with teaching notes on pages 198-199 of the Teacher's Book).

In addition, there are four extra worksheets in the *Teacher's Resource Book 5*, covering two further festivals: **Christmas** (pages 72-73) and **Easter** (pages 74-75), with accompanying teaching notes on page 71.

Plays

In *Kid's Box 5 English for Spanish Speakers Updated Second edition*, there are two plays included in the Pupil's Book: *Guy Fawkes Night*, and *Romeo and Juliet*. Drama is an excellent way of developing good speaking skills in a foreign language. Through plays specially written for children of this age, the pupils can improve their intonation and pronunciation in an amusing and interesting way. They will also benefit from the cultural input in the plays which in turn will add to the general knowledge of each pupil.

CD-ROM

The *Kid's Box 5 English For Spanish Speakers Updated Second edition* CD-ROM aims to enhance the learning experience through dynamic games which practise the key vocabulary and structures in each unit, as well as encouraging them to reflect on pronunciation and aural comprehension. There are a maximum of five games per unit.

- **Hungry Snake:** This vocabulary game focuses on eight key words from the unit. Pupils listen to the word and use the arrows to move the snake and catch the letters in order. Then they click on the correct picture. They've only got three lives.
- **Treasure hunt:** This game works on structures and encourages pupils to think about word order in sentences. Pupils use the arrows to move Dan around the maze to help him catch the hidden questions. They listen and read the question and complete the answer. There is a picture clue by the question mark. They must use the correct punctuation!
- **Sounds machine:** This sounds and pronunciation game helps to reinforce the target sounds and other pronunciation features receptively and encourages pupils to repeat the sounds aloud when they hear them. They listen to words or sentences. Which option has got the same sound or pattern? They have to click on it before it moves.
- **Movie hopper:** In this game the pupils work on their listening and observation skills. First they watch the movie and then go to the next screen. They use the arrows to move Shari across the road and the river watching out for the traffic and the frogs. They need to reach the rocks on the other side to open the questions. They answer the questions by clicking on the correct cinema ticket.
- **Parachuting:** This game is designed to help pupils remember what they have learnt in the content-based lessons in each unit. They listen and read the questions. They write the answers before the parachutes reach the ground. They must use the correct punctuation!
- **Bonus bricks:** When pupils get 30 points in a unit, the reward is to play this game. They use the arrows to move the trampoline in order to catch all the letters to see the congratulatory message. They must be careful not to let the ball drop. They've only got three lives.

For technical information including icons, functions, how to start the CD-ROM and system requirements, please see the CD-ROM sleeve.

My Home Booklet

My Home Booklet has been designed to enhance home-school connections, by keeping parents informed about what their children

have been learning in their English lessons at school.

After completing each unit of *Kid's Box* at school, pupils can take *My Home Booklet* home, to show their parents what that they have been learning in class. Each of the 9 units in *My Home Booklet* contains the following activities:

The activities on the first page practise the main vocabulary and grammar from the unit. Make sure your child understands what to do, then encourage them to complete each activity independently.

The activities at the beginning of the second page focus on reading and writing. First there is a short reading text, using language from the unit, and a simple comprehension activity. Then, using the model in the reading activity as support, pupils write a similar text, using some of the language they have been learning in the unit.

The last activity is a self-evaluation activity.

Note: The picture icons next to the faces indicate the relevant competences, as set out by the Council of Europe and the Spanish Primary curriculum: 1 Language competence, 2 Mathematical competence and basic competences in science and technology, 3 Digital competence, 4 Learning to learn, 5 Social and civic competences, 6 Social and civic competences, 7 Cultural awareness and expression.

At the end of the book, you will also find a Picture dictionary where your child can translate the key words into their own language. There is also a separate section entitled 'Spelling' to review and practise the key sounds and spellings that were worked on in the Pupil's Book.

Answer key

Unit – Welcome to our ezine (page 6-7)

- 2 prizes, 3 science, 4 French and English, 5 lessons, 6 music, 7 timetable, 8 dictionary
- 1 Do you live near your school? c / 2 Do you like going to the park after school? e / 3 Does your English teacher like music? b / 4 Do you study science at school? a / 5 Does your brother like drawing and painting? f / 6 Does your history lesson start at nine o'clock? d.
- She likes art?, She lives in a village. ✗, She's got a bike. ✓, She's got a brother. ✓, She's got a sister. ?
- My name is Kelly and I'm ten years old. I live in a town called Hillington. I live near my school, so I sometimes ride my bike to school and I sometimes walk. I love playing tennis and football. I like music too, and I'd like to learn to play the guitar. My brother has guitar lessons at school on Tuesdays. My favourite school subject is maths. I speak Spanish and I am learning English and French. I'd like to learn Italian too!

Unit 1 – Time for television (page 8-9)

- 2) 2:20, 3) 4.45, 4) 3.00, 5) 6.15, 6) 10.40
- 2 documentary, half past six; 3 sport, quarter to five, quarter past seven; 4 weather, five to six; 5 quiz show, twenty past four; 6 cartoon, twenty-five to eight; 7 music videos, quarter past six; 8 news, six o'clock
- Because he wants to surprise them.
- The story takes place in Ireland, about ten years ago. Brian is the main character.

Unit 2 – People at work (page 10-11)

- 2 painter, 3 firefighter, 4 teacher, 5 swimmer, 6 mechanic, 7 footballer, 8 dentist, 9 actor, 10 nurse, 11 dancer, 12 doctor, 13 cook

- 2 She's going to wash her clothes. 3 Are you going to win the prize? 4 They're going to visit the dentist. 5 Is she going to make a lemon cake?
6 I'm going to have lunch now. 7 Are they going to do their homework? 8 He isn't going to be a teacher.
- 3 He works in a hospital. ✓, He always works in the daytime. X, Lily travels a lot. ✓, She's going to go to London today. X, She likes her job. ✓
- 4 Mark: I'm a doctor and I work in a hospital in London. There are lots of nurses and doctors in the hospital. I sometimes work at night, and I sometimes work in the daytime. I don't work with adults, I work with children. Today I'm going to help a little girl. She's got a stomach-ache.
Lily: I'm a sports commentator. It's a very exciting job. I travel to lots of places and go to lots of basketball matches. I describe what happens and you can hear me on TV. Today I'm going to go to a match in Madrid.

Unit 3 – City life (page 12-13)

- 1 2 restaurant, 3 museum, 4 theatre, 5 taxi, 6 airport, 7 post office, 8 hotel, 9 castle, 10 bridge
2 1 second, left, right, opposite; 2 past, left, straight, right; 3 right, left; 4 past, left, end
3 parents, park, town, is
4 I live in a flat near the centre of the town. Our flat has got two balconies. From our balconies, I can see lots of cars, buses and lorries. My dad drives to work, and my mum catches a bus. There are two shops, a library and a park near my home. My brother sometimes studies in the library. Lots of families go to the park, and there are football matches there on Sundays. There is a castle near my flat, too.

Unit 4 – Disaster! (page 14-15)

- 1 2 tsunami, 3 earthquake, 4 hurricane, 5 lightning, 6 volcano, 7 island, Krakatoa is a famous volcano in Indonesia.
2 Were they dancing? 3 We were playing football. 4 Were you listening to music? 5 I wasn't having a shower. 6 Was he doing his homework? 7 It was raining. 8 They weren't sleeping.
3 water in boat! 3, newspaper 5, storm, lightning 2, helicopter 4
4 Once upon a time there was a girl called Lisa who lived in Australia. One day, she was sailing with her uncle, when there was a big storm and lightning hit the boat. The sails didn't catch fire because it was raining, but there was a lot of water in the boat. They were very scared. Suddenly they saw a helicopter. They shouted and waved, and the people in the helicopter saw them. The helicopter took them home. The next day, the story was in the newspaper!

Unit 5 – Material things (page 16-17)

- 1 2 Paper and card are made of wood. 3 Glass is made of sand. 4 Shoes and boots are usually made of leather. 5 Gold, silver and other metals come from the ground. 6 Houses are usually made of brick or stone. 7 Skirts and roofs can be made of grass!
2 does, from, comes; 3 Is, made, it's; 4 Does, from, doesn't, comes; 5 is, of, are made; 6 is, It's, of; 7 Where, comes, from; 8 What, are, They're
4 Clock on the left, pencil box on the left, table on the left
5 2 long / short, 3 new / old, 4 beautiful / ugly, 5 thin / fat; 6 Colours: blue, black, white, green

Unit 6 – Senses (page 18-19)

- 1 2 knife, 3 fork, 4 bowl, 5 spoon, 6 salt and pepper, 7 pizza, 8 flour
2 2 Do those socks feel like wool? 3 Does your pencil look like a pen? 4 What do those cakes taste like? 5 This doesn't smell like cheese. 6 What does it sound like?

- 3 Poem A: line 1: 5 syllables, Line 2: 7 syllables, Line 3: 5 syllables; Poem B: line 1: 5 syllables, Line 2: 7 syllables, Line 3: 5 syllables
4 1 flowers, 2 butterflies

Unit 7 Natural world (page 20-21)

- 1 2 stripes, 3 extinct, 4 insect, 5 wings, 6 spots
2 2 You should drink some water. 3 They should study this evening. 4 He should take some plastic bags. 5 You shouldn't watch TV. 6 You should go to the library.
3 1 Should we do our homework? Yes, we should. 2 Should we drop rubbish on the ground? No, we shouldn't. 3 Should we use sun cream in the summer? Yes, we should.
4 1 museum, Monday; 2 butterflies, dinosaurs; 3 paper, butterflies

Unit 8 – World of sport (page 22-23)

- 1 2 athletics, spring, 4 snowboarding, 5 winter, 6 autumn, 7 skiing, 8 golf, 9 summer
2 2 Has she ever broken her leg? 3 We haven't written a story. (OR We've never written a story.) 4 Have you finished your homework? 5 He's (OR He has) never won a prize. 6 I've (OR I have) finished my homework.
3 London on Saturday

Spelling

Welcome to our ezine

- 1 Jill likes geography and German, Her favourite subjects at school; Charlie likes French, eating lunch, And jumping in the pool!

Unit 1

- 1 The students usually use computers / at the university on Tuesdays. / But today they're at the museum, / playing beautiful music!

Unit 2

- 1 1 a dancer, 2 a teacher with a picture, 3 an actor, 4 a farmer with a treasure, 5 a doctor, 6 a painter

Unit 3

- 1 Sally: I need some socks, Simon. / Simon: But there aren't any shops at the bus station, Sally. / Sally: Look! What's that? / Simon: Gosh! It's a sock machine!
2 1 socks, 2 shops and gosh, 3 machine, 4 station

Unit 4

- 1 There's a bad storm with thunder and rain, An awful earthquake is shaking a train. // A volcanic eruption makes a terrible sound, While a dangerous hurricane blows all around!
2 1 sound, 2 thunder, 3 shaking

Unit 5

- 1 1 break, 2 bears and pears, 3 wait and gate
2 1 stairs, 2 snake

Unit 6

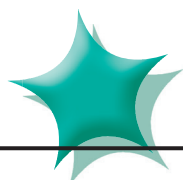
- 1 Circled with black: limes, plums, music, enjoys, drums, loves, lemons / Circled with blue: horse, sport, also, science, rice, likes, salad
2 1s, 2c

Unit 7

- 1 1 spots and stripes – cats and dogs; 2 black and white – fish and frogs; 3 pink and green – dogs and cats; 4 legs and wings – birds and bats

Unit 8

- 1 Where have they played? They've played in the sea. / What have they made? A cup for tea! / What have they bought? They've bought a dish. / What have they caught? They've caught a fish! played-made, sea-tea, bought-caught, dish-fish
2 1 sport, 2 see



Welcome to our ezine

Welcome to our ezine

Show what you know! What school words can you remember?

Listening 1 Listen and repeat the school words you hear.






2 Listen again. Who said it?

- Did you have a good holiday? **Dan.**
- What's an ezine?
- It's an internet magazine.
- Can we write about sport and computers?
- Let's write our first ezine on our school.
- See you outside school at four o'clock.

3 Say the answer to the questions.




- What are the children's names?
- Where are they?
- Where's the poster?
- What's an ezine?
- What's the prize for?
- What can they write about?

4 Functions Nice to meet you.

Welcome to our ezine




1 Put the words in groups.

book scarf program coat wifi comic screen
newspaper sweater trainers Internet magazine

2 Match the sentences with Dan, Shari and Alvin.

- I had a lovely holiday.
- I'd like to write about sport.
- We can write about anything in our ezine.
- I'm new at school.
- I live near Alvin.
- I didn't know what an ezine was.

3 Read and complete.

ezine videos music shops
magazine Internet sports photos

An ezine is a kind of (1) magazine, but you don't go to the (2) _____ to buy it. You can do a search and find it on the (3) _____. You can read about football, tennis and other (4) _____. You can get information about technology and the world around us. You can look at lots of really interesting (5) _____, listen to all your favourite (6) _____ and watch different kinds of (7) _____. Shari, Dan and Alvin write the new *Kid's Box* (8) _____. They want to win the school ezine competition. There's a great prize!

4 Correct the sentences.

- An ezine is a kind of book.
No, it isn't. It's a kind of magazine.
- You can find an ezine in the shops.

- Kid's Go* is a new ezine.

- The three writers are called Sally, Don and Alfred.

- There's a prize for the worst ezine.

Objectives: By the end of the lesson, pupils will have reviewed introductions, suggestions and how to exchange personal information.

Target language

- Key language:** *Hello, Hi, Nice to meet you, Let's ... , Shall we ... ? We can ... , Show what you know, ezine, internet magazine, competition, prize*
- Additional language:** character names, *See you!, trainers, wifi, do a search*
- Revision:** past simple, present simple, *can* for ability and permission, school vocabulary

Materials required

- Extra activity 2: A large sheet of paper for each group of four pupils
- Kid's Box Language Portfolio 5* (pages 1 and 2)

Pupil's Book page 4

Warmer

- Greet the pupils and introduce yourself. Divide pupils into pairs. They find out each other's names and then one piece of interesting information about each other. Ask to introduce their partner and tell the class the piece of information, e.g. *This is Charley. He's got a baby brother.* Don't overcorrect.

Show what you know! What school words can you remember?

- Write *School* on the board and draw a circle around it. Say *Show what you know ... about school.* Brainstorm in two minutes all the school words they remember and create a mind map on the board. Pupils copy it into their notebooks.

1 Listen and repeat the school words you hear.

- Tell pupils to open their Pupil's Books at page 4. Focus them on the pictures and introduce the characters. Elicit where they are (a school) and its name (City School). Elicit/Check/Pre-teach *ezine*. Focus pupils on the activity instruction. They repeat the words they hear.
- Play the audio. Pupils listen and repeat. Use the mind map on the board to point at the words they hear.

CD 1, 02

DAN: Hi, Shari. Did you have a good holiday?
SHARI: Yeah. Lovely, thanks, Dan. Do you know Alvin? He lives near me and he's new at school.
DAN: Hi, Alvin. Nice to meet you.
ALVIN: Hi, Dan.
ALVIN: What's that, on the board?
SHARI: It's a poster about a new school ezine.
DAN: What's an ezine?
SHARI: It's an Internet magazine.
DAN: Oh!
DAN: Look. It's a competition for the best ezine in the school.
SHARI: Oh, that's interesting. And there's a prize! Shall we try and write one?
ALVIN: Good idea, but what shall we write about?
ALL: Hmm.
ALVIN: Oh! Can we write about sport and computers?
DAN: We can write about anything we like.
SHARI: Let's write our first ezine on our school, so Alvin can learn about it.
DAN: OK.
ALVIN: Great!
DAN: See you outside school at four o'clock.
ALVIN AND SHARI: See you!

2 Listen again. Who said it?

- Focus pupils on the Activity 2 and on the activity instructions. Write the characters' names (Dan, Shari, Alvin) on the board.
- Play the audio. Pupils listen and write the name for each one. They check in pairs. Play the audio again. Check with the class.
- Focus pupils on the Functions box. Elicit who said this to whom (Dan to Alvin). Pupils repeat after you. Provide a short dialogue for practice: A: *Hi. I'm* (name). B: *Hi. I'm* (name). *Nice to meet you.* Practice with the class.

Key: 2 Dan, 3 Shari, 4 Alvin, 5 Shari, 6 Dan

CD 1, 03

See previous recording

3 Say the answer to the questions.

- Ask *Do they want to enter the competition? What do they get for the best ezine?*
- Focus pupils on the Activity 3. In pairs, pupils answer the questions orally. Elicit answers, reminding pupils to use full sentences. Pupils write the full answers in their notebooks.

Key: 1 Their names are Dan, Shari and Alvin. 2 They are at school. 3 It's on the board / in the school corridor. 4 It's an Internet magazine. 5 The prize is for the best ezine. 6 They can write about anything they like.

Extra activity 1: see page 212 (if time)

Activity Book page 4

1 Put the words in groups.

- Pre-teach *trainers* and *wifi*.

Key: Things we read: comic, newspaper, magazine; Things we wear: coat, sweater, trainers; Computer things: wifi, screen, Internet

Extra activity 2: see page 212 (if time)

2 Match the sentences with Dan, Shari and Alvin.

Key: 2 Alvin, 3 Dan, 4 Alvin, 5 Shari, 6 Dan

3 Read and complete.

- Make sure pupils understand (*do a*) *search on the Internet*.

Key: 2 shops, 3 Internet, 4 sports, 5 photos, 6 music, 7 videos, 8 ezine

4 Correct the sentences.

Key: 2 No, you can't. You can find it on the Internet. 3 No, it isn't. *Kid's Box* is a new ezine. 4 No, they aren't. They're called Shari, Dan and Alvin. 5 No, there isn't. There's a prize for the best ezine.

Language Portfolio (online)

- Pupils complete the cover and pages 1 and 2 of *Kid's Box Language Portfolio 5* (My languages and 'Language Portfolio' language skills).

Ending the lesson

- Review what they learned in this lesson, e.g. *What did we do today? What new words did you learn? Say See you on* (day).



4 Read and say the answers.

Kid's Box is an exciting new ezine for young people. Let's meet the writers, Dan, Alvin and Shari. They all go to the same school. It's called 'City School'.

Alvin

I'm eleven years old. I always ride my bike to school. I sometimes have breakfast in the school breakfast club before my classes. I love playing football and basketball. I'm also interested in computers. I'd like to write about sport and computers in the ezine.

Dan

I'm ten. I live in a village outside the town so I catch a bus to school every morning. I like singing and music. I love playing the guitar and the piano. I'd like to write about music and clothes in the ezine.

Shari

I'm ten. I live near the school so I walk in every day. I have lunch at school with my friends. I love drawing and taking photos so I want to put my photos in the ezine and write about the natural world.

Grammar

1 What's Kid's Box?
2 Who's interested in computers?
3 Which school do they go to?
4 How does Alvin go to school?
5 How old is Dan?
6 What would Dan like to write about?
7 What does Shari love doing?
8 Who's the oldest, Alvin, Shari or Dan?

5 Listen and say the name.

Who lives near the school? Shari does.

6 Ask and answer.

Do you live near your school? No, I don't.

live / near school
lunch / home
play / musical instrument

like / sport
read / magazines
use / Internet

Now think of some more questions.

Grammar Like / love + -ing / nouns 'd like + infinitive Present simple questions and short answers

5 Read and order the text.

ezine for young people. There are Alvin, Shari and Shari likes the natural world and drawing. She don't have to go to school. things. Alvin likes computers and sport, Dan Dan. They all go to the same three writers. Their names Kid's Box is an exciting new school: City School. They all like different really loves taking photos, too. They write likes music and clothes, and their ezine at the weekend when they

6 Read and complete the questions.

Where When What's Why How many What

1 What's the ezine called?
It's called Kid's Box.

2 _____ writers are there?
There are three.

3 _____'s the ezine about? **It's about the things that they like.**

4 _____ do they write the ezine? **They write it at the weekend.**

5 _____ do they write it then? **They write it then because they don't have to go to school.**

6 _____ can you see the ezine? **You can see it on the Internet.**

7 Write the correct sentences.

Dan would like	oldest of	a village.
Dan	to school	music and clothes.
Shari walks	are both	Shari.
Alvin's the	lives near	the children.
Alvin	to write about	ten.
Dan and Shari	lives in	every day.

1 Dan would like to write about music and clothes.

2 _____

3 _____

4 _____

5 _____

6 _____

Objectives: By the end of the lesson, pupils will have reviewed daily routines, likes and preferences.

Target language

- **Key language:** present simple for routines, *like / love ... -ing, 'd like*, question words, short answers, *so, before*
- **Additional language:** character names
- **Revision:** sports, activities, school, superlative adjectives

Materials required

- Extra activity 1: A sheet of paper for each pupil
- *Kid's Box Language Portfolio 5* (page 7)

Pupil's Book page 5

Warmer

- Write the names *Dan, Alvin, Shari* on the board. Elicit, using mind maps, information that the pupils remember about these three characters from the previous lesson. Ask questions with *interested in*, e.g. *Who do you think is interested in sport/art/music/clothes?* Elicit what else they'd like to know about the characters (to predict the content of this lesson).

4 Read and say the answers.

- Tell pupils to open their Pupil's Books at page 5.
- Focus pupils on the first Grammar box. Get the class to repeat after you. Elicit the form of the verb after the verbs *like, love* (gerund *-ing* form) and *'d like* (to + infinitive).
- Focus them on the pictures and check who is who. Ask a pupil to read the introduction aloud. Set the gist reading questions and write them on the board: 1 *Who wants to write about nature?* 2 *Who's 11?* 3 *Who likes singing and music?* Pupils read the texts quickly to find the answers. They check in pairs. Check with the class (1 Shari, 2 Alvin, 3 Dan). Focus pupils on the eight questions on the page. They reread the texts and then answer the questions orally in pairs. Check with the class.

Key: 1 An ezine. 2 Alvin. 3 City School. 4 He always rides his bike. 5 Ten. 6 Music and clothes. 7 Drawing and taking photos. 8 Alvin.

5 Listen and say the name.

- Focus pupils on the activity instruction and on the example. Play number 1 on the audio as a demonstration. Check understanding of this type of short answer. Play the rest of the audio. Pause to give pupils time to check for the answer and to whisper the answer to their partner. Play the audio again. Elicit answers from pairs of pupils.

Key: 2 Dan does. 3 Alvin does. 4 Shari does. 5 Alvin does. 6 Dan does. 7 Shari does. 8 Alvin does.

CD 1, 04

- 1 Who lives near the school?
- 2 Who lives outside the town?
- 3 Who has breakfast at school?
- 4 Who walks to school?
- 5 Who loves playing football and basketball?
- 6 Who likes singing?
- 7 Who wants to write about the natural world?
- 8 Who wants to write about computers?

6 Ask and answer.

- Focus pupils on the second Grammar box. Get the class to repeat after you. Then ask some other questions for pupils to use short answers (*walk to school, have lunch at home, like football*, etc.).

- Focus pupils on the activity instruction and check understanding. Elicit questions for some or all of the prompts as necessary. Pupils write the questions in their notebooks. They then take turns to ask and answer in pairs.
- Check pupils remember to use a different type of short answer in this activity. Monitor and help where necessary. Pupils need to make notes of their partner's answers.

Now think of some more questions.

- Pupils think of at least two more questions each to ask and answer in their pairs.

Extra activity 1: see page 212 (if time)

Activity Book page 5

5 Read and order the text.

- When pupils have found the correct order, they write the correct version in their notebooks.

Key: (from top to bottom) 2, 4, 9, 12, 7, 5, 3, 1, 6, 10, 8, 11

6 Read and complete the questions.

- Remind pupils to look at the answers to the questions before they try to choose the question word.

Key: 2 How many, 3 What, 4 When, 5 Why, 6 Where

7 Write the correct sentences.

- Each sentence is made up of three parts as in the example.

Key: 2 Dan lives in a village. 3 Shari walks to school every day. 4 Alvin's the oldest of the children. 5 Alvin lives near Shari. 6 Dan and Shari are both ten.

Extra activity 2: see page 212 (if time)

Language Portfolio (online)

- Pupils complete page 7 of *Kid's Box Language Portfolio 5* (Learning English: outside the classroom).

Ending the lesson

- Say some true/false sentences about Alvin, Shari and Dan. If the sentence is true, pupils stand up (or sit down). If it's false, they don't move. Example sentences: *Shari lives in a village* (false). *Alvin sometimes goes to the school breakfast club* (true).

Reading 7 Read and think. What's your favourite school subject? Why?

http://www.cambridge.org/elt/kidsbox/ezone

Kid's Box Ezine! home reports games world email

★ For our first ezine we went round our school to find out more about what we learn.
We all study these school subjects: maths, English, science, music, sport, art and computer studies.

Kid's Box reports

Our School

a Older students have to study more school subjects and take important exams.

b We study a second language. We can choose French, German or Spanish.

c We use the dictionaries in the school library to help us to understand new words.

d Science is an important subject so we do it every day. This year we're learning about plants and the human body.

e In our geography lessons we learn about different people and their countries.

f The best subject is history. We love learning about the past!

We all agree that the best thing about school at the moment is the new ezine competition. We all want to win that prize!

science history geography language school subjects exam dictionary

8 Listen. Repeat the word and say the letter. **1 History.** History. That's 'f'.

9 Read again and say 'same' or 'different'.

1 At City School they all study music. 4 There are dictionaries in the school library.
2 Older students take important exams. 5 They study science every day.
3 They can choose a second language. 6 They think history is better than geography.

6 Vocabulary School

8 Choose words from the box to label the pictures.

geography language history maths dictionary science music exam

1 2 3 4 5 6

science

9 Follow the school words.

classroom	sea	back	beans	cave	dress	rice
geography	history	potatoes	mountain	music	teacher	board
beard	maths	English	knee	sport	lake	subject
salad	river	computer studies	trousers	art	soup	ears
moustache	pasta	exam	dictionary	science	elbow	field

10 Now complete the table with words from Activity 9.

The body	Food	The natural world
elbow		

Two words are 'odd'? What are they? _____
Which group are they from? _____

11 Answer the questions.

1 What's your school called? My school is called
2 What's your favourite subject? _____
3 What was your first subject yesterday? _____
4 Do you have lunch at school or at home? _____
5 What did you do after lunch yesterday? _____
6 Did you have any homework yesterday? _____

6

Objectives: By the end of the lesson, pupils will have read about school subjects, chosen their favourites and given reasons for their choices.

Target language

- **Key language:** school subjects, numbers, adjectives, *second language*, *dictionary*, *exam*, present simple / present continuous
- **Additional language:** *We all agree that ...*, *We all want ...*, *the past*
- **Revision:** known school subjects

Materials required

- Extra activity 1: A large sheet of paper for each group of four pupils, coloured markers
- Extra activity 2: Dictionaries, paper
- Optional: *Kid's Box Teacher's Resource Book 5* Welcome Unit Reinforcement worksheets 1 and 2 (pages 8-10)

Pupil's Book page 6

Warmer

- Write six known school subjects as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings. Elicit other subject names that pupils know in English.

7 Read and think. What's your favourite school subject? Why?

- Tell pupils to open their Pupil's Books at page 6. Focus them on the Activity 7 instructions. Make sure they notice the words at the bottom of the webpage. Ask a pupil to read them aloud. Elicit pupils' answers to the question and their reasons.
- Focus pupils on the photos and on the accompanying texts. They read the texts silently. Check comprehension by asking, e.g. *Which are the subjects everyone has to study in City School? What are the pupils learning about in science this year? After each question, ask the class What about our school? to get them to relate the information to their own school context. Check understanding of second language. Check pupils understand the relationship between the texts and the pictures.*

8 Listen. Repeat the word and say the letter.

- Focus pupils on the Activity 8 instructions. Play the example to check pupils know what to do. Play the rest of the audio. Pupils repeat the word in chorus. Play the audio again. Pupils repeat the word and say the letter.

Key: 2 science. That's 'd'. 3 geography. That's 'e'. 4 Language. That's 'b'. 5 Exam. That's 'a'. 6 Dictionary. That's 'c'.

CD 1, 05

1 history, 2 science, 3 geography, 4 language, 5 exam, 6 dictionary

9 Read again and say 'same' or 'different'.

- Focus pupils on Activity 9. Pupils take turns to read the statements for the class to say *Same* or *Different* according to what happens in their school. Elicit more ideas for statements from pupils. They each write four more statements. In pairs, pupils take turns to read a statement aloud and say *Same* or *Different* with reference to their school. When pupils say *Different*, they say what happens in their school. If they go to different schools, they can compare their schools. Monitor and help/correct where necessary. Finish the activity with an open pair activity: pairs say one of their own statements to another pair.

Extra activity 1: see page 212 (if time)

Activity Book page 6

8 Choose words from the box to label the pictures.

- Discuss what is in the picture clues with the class.

Note: There are two extra words in the box.

Key: 2 geography, 3 history, 4 exam, 5 language, 6 dictionary

9 Follow the school words.

- Go through the examples.
- Pre-teach *elbow* and check understanding of *knee*.

Key: maths, English, computer studies, exam, dictionary, science, art, sport, music, teacher, board, subject

10 Now complete the table with words from Activity 9.

- Early finishers can add other words to the three categories.

Key: The body: back, beard, knee, ears, moustache, elbow. 'Odd' words: dress, trousers; Food: beans, rice, potatoes, salad, soup, pasta; The natural world: sea, cave, mountain, lake, river, field; Group: Clothes.

11 Answer the questions.

- Encourage pupils to answer in full sentences.

Key: Pupils' own answers

Extra activity 2: see page 212 (if time)

Optional activity

- Welcome Unit Reinforcement worksheets 1 and 2 from *Kid's Box Teacher's Resource Book 5* (pages 8, 9 and 10).

Ending the lesson

- Play a word association game. Say, e.g. *science*. Pupils call out words which they associate with it, e.g. *experiments*, *animals*. After about six words, call out a new subject word, e.g. *maths*. Pupils can play this game in groups of six.



10 Listen and say the subject.

1 A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra. **Geography.**

11 Read and say the sentences with the right words.

- We study the past in **science / geography / history**.
- French, Spanish and German are **languages / exams / maths**.
- When we don't understand a word, we can use **a book / a dictionary / art**.
- We study plants and the human body in **maths / sport / science**.
- We learn about people and countries in **geography / computer studies / music**.
- Teachers sometimes find out what we know by giving us **subjects / computers / exams**.

12 Listen and say the corresponding word for each picture. Check and sing.

13 Read about the school words. What are they?

With this subject we can learn to talk to people from another country.

In this lesson we learn about plants and the human body.

When we study this we learn about different countries and people.

We use this to learn new words.

Because school is cool, it's where we go
From Monday to Friday, I'm sure you know.
We study and we play, that's what we do.
We do it in the morning and the afternoon!

I really love ⁽¹⁾geography.
And I enjoy ⁽²⁾history.
I like to study ⁽³⁾science too!
My favourite subject in the afternoon.

Before lunch we have ⁽⁴⁾music.
And then ⁽⁵⁾computer studies.
And on Wednesday we do ⁽⁶⁾sport.
That's a class which is too short!

And I like to do ⁽⁷⁾languages,
Spanish, French and Japanese.
Lots of words in the ⁽⁸⁾dictionary.
For me to study and to read.

Is it maths?
Yes, it is.

Grammar
Is it science?
Yes, it is. / No, it isn't.

Grammar Present simple questions and short answers

12 Read and complete the school timetable.

- Jim does these subjects at school: geography, history, music, maths, English, sport, computer studies, art, science.
- English is his last class on Mondays.
- His favourite day is Wednesday. He has sport at ten o'clock and music at eleven o'clock. He also has geography in the morning.
- Maths is his last class on Tuesdays and Wednesdays.
- On Thursdays his history class finishes at four o'clock and he has English at eleven o'clock.
- On Mondays he studies a lot. Before lunch he has maths after science and at eleven o'clock he has computer studies. After lunch he first has geography and then he has history.
- After science on Friday, Jim does these subjects in alphabetical order: history, sport, computer studies, music, English.
- The first class on Mondays and Fridays is the second class on Tuesdays.
- On Tuesdays the first class is computer studies. Before lunch he has geography and at two o'clock he has sport.
- He always has art after lunch, but not on Mondays or Fridays.
- He has music after art on Thursdays.
- He has science four times a week.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00–10.00				maths	science
10.00–11.00					
11.00–12.00					
	lunch				
13.00–14.00					
14.00–15.00			English		
15.00–16.00					

13 Now write about Jim's timetable on Monday.

On Monday

14 Write about your timetable on your favourite school day.

My favourite school day is

Objectives: By the end of the lesson, pupils will have had further practice with school subjects and sung a song.

Target language

- **Key language:** definitions, rhyming words, *computer studies, art*
- **Additional language:** *hockey, map*
- **Revision:** school subjects, present simple, *study, learn about, too + adjective, cool*

Materials required

- Extra activity 1 and 2: Paper
- Optional: *Kid's Box Teacher's Resource Book 5 Welcome Unit Song worksheet* (pages 8 and 13); *Kid's Box Interactive DVD 5, The music room*, Welcome Unit 'School is cool' song

Pupil's Book page 7

Warmer

- Call out school subjects in turn for pupils to spell aloud.

10 Listen and say the subject.

- Tell pupils to open their Pupil's Books at page 7. Focus them on the activity instruction. Remind them to whisper the subject to their friend the first time they listen. Play the audio twice. Check with the class. Elicit what they heard.

Key: 2 music, 3 maths, 4 science, 5 history, 6 computer studies, 7 sport, 8 language/French

CD 1, 06

- A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.
- [Sound of recorders]
- One nine is nine. Two nines are eighteen. Three nines are twenty-seven ...
- Plants have green leaves. They use their leaves to get food from the sun. Plants give us oxygen.
- Magellan was the first man to sail round the world. He sailed round the world in 1642.
- OK, Mary, now hold the mouse in your hand and click on the left button.
- [Sound of bouncing balls and referee's whistle peeping]
- Bonjour. Je m'appelle Peter. Bonjour. Je m'appelle Ann.

11 Read and say the sentences with the right words.

- Focus pupils on the statements. In pairs, they read the sentences and choose the correct word. Check with the class.

Key: 1 history, 2 languages, 3 a dictionary, 4 science, 5 geography, 6 exams

12 Listen and say the corresponding word for each picture. Check and sing.

- Focus pupils on the song. They work in pairs to match the icons with the words. Play the audio. Pupils listen again and check their work. Check with the class. Play the audio again. Pupils repeat it line by line and then verse by verse. Pupils stand up. They sing the song right through, once with the first version on audio and once with the karaoke version.

Key: 2g, 3a, 4d, 5f, 6h, 7e, 8b

CD 1, 07

As in Pupil's Book

CD 1, 08

Now sing the song again. (Karaoke version)

Extra activity 1: see page 212 (if time)

13 Read about the school words. What are they?

F towards

- Focus pupils on the Activity 13 and on the instructions. Elicit the answers from the class.

Key: languages, science, geography, dictionary

14 Write three more definitions. Ask and answer.

F towards

- Focus pupils on the instructions. Elicit definitions for other school subjects. Pupils work individually and write at least three more definitions beginning with the phrases in bold in Activity 13.
- Make pairs or groups of four. Focus pupils on the dialogue prompts and remind them to use *What is it?* and to respond with a *yes/no* question each time. Pupils take turns to read their definition and guess.

Activity Book page 7

12 Read and complete the school timetable.

- Remind pupils to read all the information through before they try to complete the timetable.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00–10.00	science	computer studies	geography	maths	science
10.00–11.00	maths	science	sport	science	computer studies
11.00–12.00	computer studies	geography	music	English	English
lunch					
13.00–14.00	geography	art	art	art	history
14.00–15.00	history	sport	English	music	music
15.00–16.00	English	maths	maths	history	sport

13 Now write about Jim's timetable on Monday.

- Pupils use sentences from Activity 12 as their models.

14 Write about your timetable on your favourite school day. **F** towards

- Early finishers can also say why this is their favourite day.

Extra activity 2: see page 212 (if time)

Optional activities

- Welcome Unit Song worksheet from *Kid's Box Teacher's Resource Book 5* (pages 8 and 13).
- The music room:* Welcome Unit 'School is cool' song from *Kid's Box Interactive DVD 5*. See pages 28, 29, 32 and 33 of the *Teacher's Booklet*.

Ending the lesson

- Pupils sing the song again from earlier in the lesson.



15 Dan's phonics

Jill likes **geography** and **German**.
Her favourite subjects at school.
Charlie likes **French**, eating lunch,
And **jumping** in the pool!

Speaking 16 Play the game. Guess it in ten.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00–9.00	history	maths	music	science	maths
9.00–10.00	English	computer studies	geography	sport	maths
break					
11.00–12.00	art	science	science	French	English
12.00–13.00		music	computer studies	history	geography
lunch					
14.00–15.00	French	sport	history	English	computer studies
15.00–16.00	geography	sport	maths	art	French

Is it on Thursday? Yes, it is.

Is it before lunch? No, it isn't.

Is it at three o'clock? Yes, it is.

Is it art? Yes, it is.

Writing 17 Write your school timetable.

Phonics Consonant sounds: /t/ (jump, orange) and /ch/ (cheese, lunch)

Joke Corner

Why doesn't the elephant like computer studies?

He's afraid of the mouse.

15 Write the words in the columns. Then listen, check and say.

January children watch village German French bridge dangerous question picture	'ch' (as in chair) 'j' (as in jump)

16 Find 17 mistakes in the text.

@mondays i have english, maths and history in the morning. after lunch i only have two lessons. they are science and art. art is my favourite subject. on tuesdays i don't have english or maths but i've got sport which is great. after sport i've got history and then in the afternoon i've got geography and science. i love doing experiments in science.

17 Now write the text correctly.

On Mondays

18 Write about your dream school timetable.

In my dream school timetable I'd like to have

• Use capital (CAPITAL) letters at the start of sentences and for the names of people (David), the word 'I', places (London), days of the week (Monday) and languages (English).
• Use a full stop (.) at the end of a sentence.

Write it right!

Objectives: By the end of the lesson, pupils will have practised identifying and differentiating between the phonemes /dʒ/ and /tʃ/. They will also have written their own school timetable.

Target language

- **Key language:** *timetable, yes / no* questions and short answers, punctuation: *capital letter, full stop*
- **Revision:** school subjects, telling the time, *at, before, on, in, joke*

Materials required

- Extra activity 1: A large sheet of paper for each group of four pupils, glue
- *Kid's Box Language Portfolio 5* (page 9)

Pupil's Book page 8

Warmer

- Write the words *kitchen*, *question* and *cheese* on the board. Ask pupils which sound all three words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words emphasizing the /tʃ/ sounds. Underline them on the board (*kitchen*, *question*, *cheese*). Repeat with the words *Julia*, *giraffe*, *juice*. Elicit the sound /dʒ/. Underline the letters *j* and *g* in the words. Tell pupils they will be practising recognising and telling the difference between these two sounds in today's lesson.

15 Dan's phonics

- Tell pupils to open their Pupil's Books at page 8. Focus them on the Activity 15. Elicit that this is the pronunciation activity. Play the audio. Say the chant while pupils follow silently in their books. Play the audio again for pupils to join in. Repeat once or twice more. In pairs, pupils practise saying the rhyme together.

CD 1, 09

As in Pupil's Book

16 Play the game. Guess it in ten.

- Focus pupils on the Activity 16 guessing game. Demonstrate the game for pupils. Choose a subject on a day from the timetable without telling the class. Pupils take turns to ask questions, as in the example, to guess the subject. They can have only ten questions altogether.
- Focus pupils on the Grammar box on page 7. Check they remember to use *yes/no* questions. Get the class repeat after you.
- Pupils work in pairs. Pupil A chooses a subject and day and Pupil B has ten guesses. If Pupil B guesses correctly in less than ten, he/she gets a point. At the end of the game, the pupil in each pair with the most points is the winner.

17 Write your school timetable.

- Focus pupils on Activity 17. Elicit some ideas for subjects. Make the timetable shape similar to their own, e.g. the number of lessons in a day, any half days and the days they have lessons. Pupils work individually and plan and draw their own timetables on a sheet of paper.

Extra activity 1: see page 212 (if time)

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 1, 10

As in Pupil's Book

Activity Book page 8

15 Write the words in the columns. Then listen, check and say.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words in the box. Read out the heading of each column. Make sure pupils know which sound goes in which column, using the example. Elicit the first word in the 'j' column, if necessary. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.
- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

Key: See audioscript

CD 1, 11

'ch' sound: children, watch, French, question, picture
'j' sound: January, village, German, bridge, dangerous

16 Find 17 mistakes in the text.

- Before pupils do the activity, focus them on the Write it right! box and pre-teach *capital letter* and *full stop* using an example sentence with the class, e.g. *i don't have english on mondays*

Key: See Activity 17 key

17 Now write the text correctly.

Key: On Mondays I have English, maths and history in the morning. After lunch I only have two lessons. They are science and art. Art is my favourite subject.
On Tuesdays I don't have English or maths, but I've got sport which is great. After sport I've got history and then in the afternoon I've got geography and science. I love doing experiments in science.

18 Write about your dream school timetable.

- Brainstorm ideas with pupils before they write. Pupils swap and check each other's drafts for mistakes before they write their final versions.

Key: Pupils' own answers

Extra activity 2: see page 212 (if time)

Language Portfolio (online)

- Pupils complete page 9 of *Kid's Box Language Portfolio 5* (About me).

Ending the lesson

- Do the phonics rhyme again with the class. Pupils stand up. Do it quickly and quietly and then quickly and loudly.



How are your classes going in the School of Archaeology, Piggery?

Fine thanks, Dad.

I'm teaching the history of language. My students are learning about the Rosetta Stone!

Ah! The Rosetta Stone. It helped us to understand ancient languages.

SWISH SWISH

I'm also working on the Palensty Stone. It's an important new ancient language.

Panel 1: A man in a white shirt and tie stands on a tall ladder, holding a megaphone. He says, "Hello! Hello! Can you hear me?". A large red sound effect "POWERR" is next to him.

Panel 2: A woman with glasses and a red bow tie talks on a telephone. She says, "Hello, Emily." Below her, a man in a green suit and tie looks up and says, "It's OK, Dad. It's my phone."

Panel 3: The woman continues her conversation, saying, "Dad, come quickly! Somebody went into your classroom last night and stole your computer!"

Panel 4: The man in the green suit is falling backwards off the ladder, holding a telephone receiver. He says, "Aagh!". A large orange sound effect "BUMP!" is at the bottom. In the background, the man from Panel 1 is still on the ladder, and a speech bubble says, "No! The Rainy Season program was on it!".

9

DIGGORY BONES

- 1 Who's older: Sir Doug or Diggory Bones? Sir Doug is older than Diggory.
- 2 How long is the model dinosaur? _____
- 3 What are Diggory's students learning about? _____
- 4 What did The Rosetta Stone help us to do? _____
- 5 Where was Diggory's computer? _____
- 6 Who's Emily? _____

In 1822 a very clever man called Jean-François Champollion used two of the languages to understand the third, the Egyptian hieroglyphics. The Rosetta Stone helped us to understand the past better.

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
												

- 1 An internet magazine is called an ezine.
- 2 We use a dictionary to find the meaning of words.
- 3 Geography is the school subject about different places in the world.
- 4 At school we learn about plants and the human body in science.
- 5 Two words with a 'ch' (as in 'children') are chicken and chocolate.
- 6 At the end of a sentence we use a full stop.

I can talk about school subjects.
I can ask my friends about their school timetable.
I can use capital letters and full stops.

[illegible]

9

24 Kid's Box ESS Updated 2nd Ed. Andalusian Ed. TB5 © Cambridge University Press 2019

Pupil's Book page 9

Warmer

- Review *history* and introduce the topic of *archaeology*. Brainstorm (using a mind map) pupils' ideas about what people do/find out through archaeology. Elicit/Provide *bones, dig, rocks, stones*.

Story

18 Listen to the story.

- Tell pupils to open their Pupil's Books at page 9. Say *Look at the dinosaur bones. How many knees has this dinosaur got? Do you think this dinosaur has got elbows?* (no) *Look at the dinosaur in the poster. Has it got elbows?* (Yes, it has.) Focus them on the story in general, using this to introduce the context (*archaeology, archaeologist*). Set the gist questions: *What's the story called? What's the old man's name? What's the young man's name? What's the girl's name? Are they related?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Diggory Bones, Sir Doug Bones, Diggory (Bones), Emily (Bones), Yes – Doug is Diggory's father and Emily's grandfather). Elicit where the characters are (museum) and what is in the museum (dinosaur skeletons).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What's the name of the dinosaur? Is it small? What's Sir Doug Bones doing? What does Diggory Bones do? Who's on the phone? What happened? What's The Baloney Stone?*
- Provide information in L1 for pupils about The Rosetta Stone. Elicit from pupils in L1 examples of ancient languages, what they know about dinosaurs and about archaeology finds around the world.

CD 1, 12

As in Pupil's Book

19 What is Diggory Bones teaching at the moment?

- Focus pupils on Activity 19 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame five).

Key: the history of language

Extra activity 1: see page 213 (if time)

Activity Book page 9

19 Read and answer.

- Remind pupils to reread the story as they answer the questions. It's not a test of memory.

Key: 2 It's almost 30 metres long. 3 They're learning about The Rosetta Stone. 4 It helped us to understand ancient languages. 5 It was in his classroom. 6 She's Diggory's daughter.

20 Read the text. Then look at the code and write the secret message.

- Check understanding of *hieroglyphics* before/when pupils read the text.

Key: Very old languages are a kind of code. Use this code to write messages.

Extra activity 2: see page 213 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 dictionary, 3 Geography, 4 science, 5 Pupils' own answers, 6 full stop

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about school subjects. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they asked their friends about school timetables. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what *capital letters* and *full stops* are and when pupils use them.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- Welcome Unit Extension worksheets 1 and 2 from *Kid's Box Teacher's Resource Book 5* (pages 8, 11 and 12).
- Welcome Unit Topic worksheet from *Kid's Box Teacher's Resource Book 5* (pages 8 and 14).
- The school library*: the animated version of the Welcome Unit story from *Kid's Box Interactive DVD 5*. See pages 38-40, 43-45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 9. Hand out a copy to each student of Playscript Welcome! from *Kid's Box Teacher's Resource Book 5* (page 77). See notes on page 76.

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.



Time for television

1 Time for television

Show what you know! What TV words can you remember?

Listening 1 Listen and repeat the TV words you hear.

2 Listen again. Say 'yes' or 'no'.

- The children are in the supermarket at the beginning of the story. **No.**
- Fun time is on TV at ten past four.
- They want to watch a programme about animals.
- The kids arrive home at quarter past five.
- The kids go to Alvin's house to watch TV.
- Mr Nelson wants to watch the same programme as them.

3 Read and say the sentences.

- The children are in the library
- They leave the library
- Fun time is on TV1
- Animals is on TV2
- The children arrive home
- The golf finishes

Vocabulary

It's **quarter to** four.
It's **quarter past** four.

10 **Vocabulary** Time

1 Time for television

Vocabulary The time

What's the time?
It's six o'clock.

1 Match the clocks with the pictures.

a 1 2 3 d

b 4 5 6 e

c f

2 Write the times.

1 five past eleven 2 3

4 5 6

3 Read and draw the times on the clocks.

- Bill wakes up at 7.10 on Mondays, Wednesdays and Fridays.
- Nick leaves home at 8.55 in the morning.
- Alex sometimes plays football at 15.30.
- Anna always starts her homework at 16.00.
- Tom watches his favourite programme on TV at 18.45 on Tuesdays and Thursdays.
- Sue goes to bed at 21.00 every day.

10

Objectives: By the end of the lesson, pupils will be able to tell the time and will have reviewed TV programmes they know.

Target Language

- Key language:** time: *o'clock, past* (e.g. *ten, quarter, half*), *to* (e.g. *quarter, twenty*)
- Additional language:** *just in time*
- Revision:** character names, TV programmes, suggestions: *Shall / Let's, golf*

Materials Required

- Extra activity 1: Two pieces of A4 coloured paper or card (white and blue) for each pair
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Reinforcement worksheet 1* (pages 15 and 16); Grammar reference Unit 1 *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94)

Pupil's Book page 10

Warmer

- Greet the pupils. Say you have forgotten your watch today and ask them to tell you what the time is. Write the time (if it isn't exactly *o'clock*) on the board, e.g. *2.05*. Elicit/Tell pupils how to say this in English, e.g. *Five past two*. Ask them what time the lesson finishes and do the same with this.

Presentation

- Tell pupils what time you, e.g. had breakfast today: *7.45 am*. Draw the time on a clock and teach *Quarter to eight*. Do the same for when you, e.g. arrived at school: *8.15 am*, and teach *Quarter past eight*. Use a circle on the board (to represent a clock) to show which part is *past* and which *to*. Use different colours. Draw clocks with different times on the board to practise how to tell the time, e.g. *12.00*, *1.25*, *4.50*, *3.15*, *9.45*, *5.30*. Use the colours on the circle on the board to remind pupils of *past* and *to*. Elicit/Teach *am* and *pm*. Tell pupils to open their Pupil's Books at page 10 and focus them on the Grammar box.

Show what you know! What TV words can you remember?

- Write *TV* on the board and draw a circle around it. Say *Show what you know ... about TV*. Brainstorm with the class all the different things they can say about TV in two minutes and create a mind map on the board. Pupils copy the mind map into their notebooks.

1 Listen and repeat the TV words you hear.

- Focus pupils on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a TV magazine). Focus pupils on the activity instruction.
- Play the audio. Pupils listen and repeat. Point at the words in the mind map on the board while listening.

CD 1, 13

NARRATOR: It's ten to four. Dan, Shari and Alvin are in the library.

ALVIN: Look at this, Dan. *Fun time* is on TV1 at ten past four. Shall we watch it?

DAN: Wait a minute. *Animals* is on TV2 at twenty past four.

SHARI: Let's watch that because we all like it.

DAN: Yeah, that's a good idea, but what time is it now?

SHARI: It's five to four. If we want to watch it, we have to leave now.

ALVIN: Come on, then. Let's go!

DAN: Phew. Just in time. It's quarter past four.

SHARI: Hi, Dad. Can we put TV2 on, please? We want to watch *Animals*.

MR NELSON: Oh, I'm sorry, Shari. Not today. The golf's on TV3 and you know I love golf.

ALVIN: What time does it finish, Mr Nelson?

MR NELSON: Oh, don't worry. It finishes at twenty-five past seven!

THREE CHILDREN: Oh.

SHARI: Well, boys, I think we can watch TV another day.

ALVIN: You're right. Let's go and write something about TV for our ezine.

DAN: Yeah. We can't watch TV, but we can write about it.

MR NELSON: Sssshhhh!

THREE CHILDREN: Ooh!

2 Listen again. Say 'yes' or 'no'.

- Focus pupils on Activity 2. Play the audio. Pupils listen and whisper the answers. Play the audio again. Pause after each one to elicit the response. For 'no' answers, elicit the corrections. Elicit what the time is in each of the four pictures and who the man in pictures 3 and 4 is.

Key: 2 yes, 3 yes, 4 no (quarter past four), 5 no (Shari's house), 6 no (he wants to watch golf)

CD 1, 14

See previous recording

3 Read and say the sentences.

- Focus pupils on Activity 3. In pairs, they try to match the actions with the times. They draw the different times in their notebooks. Play the audio again. Check with the class.

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

Extra activity 1: see page 213 (if time)

Activity Book page 10

1 Match the clocks with the pictures.

- Tell pupils to open their Activity Books at page 10. Focus them on the clock in the Vocabulary box and the times. Pupils copy the clock into their notebooks. They label the clock using the times given. Pupils practise different times in pairs. Then pupils do activity 1.

Key: 2e, 3b, 4d, 5c, 6a

2 Write the times.

Key: 2 Half past five, 3 Twenty-five past three, 4 Five to eight, 5 Quarter to nine, 6 Ten past seven

3 Read and draw the times on the clocks.

Extra activity 2: see page 213 (if time)

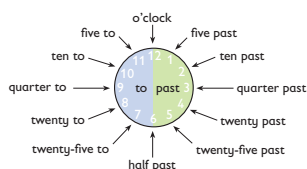
Optional activity

- Unit 1 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 15 and 16).
- Grammar reference Unit 1 from *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Choose about eight TV words. Write them in scrambled word form on the board for pupils to reorder.

4 Do the actions. Look at the clock and tell the time.



What time is it?

It's nine o'clock.



5 Look at the clocks. Ask and answer. 1 - b

Functions

What time is it?
It's quarter past one.



6 Listen and say the letter. 1 ... I have lunch at quarter to one every day. a

7 Play the game. Ask and answer.

I get up at this time on Mondays.
What time is it?

Quarter to eight.

No.

I start my lessons at this time.
What time is it?

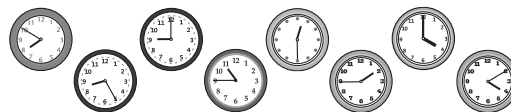
Nine o'clock.

Yes.

Functions What time is it? It's quarter past one.

11

4 Match the clocks with the sentences for Dan's day yesterday. Put the sentences in order.



- a He had lunch at half past twelve. 5
b Classes started again at quarter to two. —
c He caught a bus to school at twenty-five past eight. —
d School finished at four o'clock. —
e Dan caught the bus home at ten past four. —
f Dan got dressed at ten to eight. —
g He went out to the playground for break at quarter to eleven. —
h Classes began at nine o'clock. —

5 Find the past of these verbs and write them.

W	a	g	o	t	u	p	u
o	e	y	p	l	k	e	d
k	o	n	u	s	c	j	r
e	i	q	t	o	o	k	a
u	o	p	a	s	y	l	n
p	c	a	u	g	h	t	k
k	b	d	t	i	c	a	f
h	c	a	m	e	h	o	d

go _____ went
come _____
have _____
catch _____
wake up _____
get up _____
eat _____
drink _____
put _____
take _____

6 Answer the questions about yesterday.

- What time did you get up?
Got up at
- What time did you go to school?

- Where did you have lunch?

- What time did you go home?

- What did you eat for dinner?

- What did you drink in the evening?

7 Now choose your favourite day of last week and write about what you did.

was my favourite day of last
week.

11

Objectives: By the end of the lesson, pupils will have had more practice telling the time and talked about school routines.

Target language

- Key language: time, *What time is it?*, present simple for routines (affirmative), past simple (questions and affirmative)
- Revision: days of the week, school subjects

Materials required

- Extra activity 1: Photocopiable activity 1 (see page 202), one copy for each pupil
- Extra activity 2: Strips of paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Extension worksheet 1* (pages 15 and 18)

Pupil's Book page 11

Warmer

- Draw eight clocks on the board and draw a different time on each. Number the clocks. Pupils draw a 2 x 2 grid in their notebooks. They choose four of the clocks and write the corresponding number in each grid square, e.g. 4. Call out the times at random keeping a note of which ones you have said. Pupils cross through a square if they have chosen the time. The first pupil(s) to cross out all four shout(s) *Bingo!* Elicit the times to check.
- 4 Do the actions. Look at the clock and tell the time.
- Focus pupils on the Activity 4 instructions. Demonstrate the activity for pupils, holding your arms to show a time. Repeat, with pupils asking you the question as in the example. Practise with the class. Pupils secretly write six times in their notebooks before they do the closed pair activity. They take it in turns to ask and demonstrate the time.
- 5 Look at the clocks. Ask and answer.
- Make new pairs. Focus pupils on the Activity 5 instructions and speech bubbles. Check understanding. Then focus them on the Functions box to refresh the time. They take it in turns to say one of the three times. Their partner says *a*, *b* or *c*. Monitor pupils as they do the activity to check they are telling the time correctly.
- 6 Listen and say the letter.
- Focus pupils on the Activity 6 instruction and check understanding. They listen to the audio and look at the clocks in Activity 5. Remind pupils to whisper the letter to their friend (or write it) the first time they listen. Play the audio. Pupils listen and whisper/write. Play the audio again to check answers.

Key: 2 c, 3 b, 4 b

CD 1, 15

1

INTERVIEWER: Where do you have lunch?

BOY: I have it at school.

INTERVIEWER: What time do you have it?

BOY: I have lunch at quarter to one every day.

2

INTERVIEWER: What time do you get up during the week?

BOY: On school days, I have to get up early. I get up at twenty past seven.

INTERVIEWER: Ooh, that's earlier than me!

3

INTERVIEWER: Do you walk home from school?

BOY: No, I catch the bus.

INTERVIEWER: Do you have to wait for it?

BOY: Sometimes, but the bus usually comes at twenty-five past four.

4

INTERVIEWER: Do you study geography at school?

BOY: Yes, it's my favourite subject.

INTERVIEWER: When do you have it?

BOY: At ten to ten on Tuesdays and Fridays.

Extra activity 1: see page 213 (if time)

7 Play the game. Ask and answer.

- Focus pupils on the Activity 7 instructions and on the prompts. Give pupils five minutes to write a sequence of times during the day when they do different things. Demonstrate the game first with the class. Make pairs. Pupils take turns to play the game using the prompts. Monitor and help/correct where necessary. Check some questions and answers using open pairs.

Extra activity 2: see page 213 (if time)

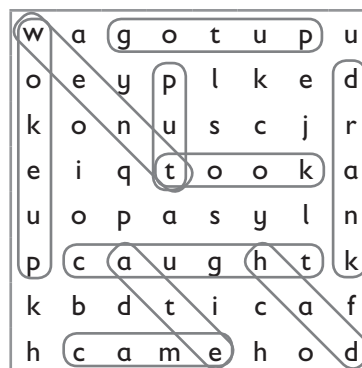
Activity Book page 11

4 Match the clocks with the sentences for Dan's day yesterday. Put the sentences in order.

Key: b6, c2, d7, e8, f1, g4, h3

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

5 Find the past of these verbs and write them.



Key: came, had, caught, woke up, got up, ate, drank, put, took

6 Answer the questions about yesterday.

Key: Pupils' own answers

7 Now choose your favourite day of last week and write about what you did.

Key: Pupils' own answers

Optional activity

- Unit 1 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 15 and 18).

Ending the lesson

- Play another game of Clock bingo to end the lesson.

Reading 8 Read and think. What's your favourite TV programme? Why?

http://www.cambridge.org/elt/kidsbox/ezone

Kid's Box Ezine! home reports games world email

★ Most children love watching TV. So today's ezine is about television. There are lots of channels on TV and many different kinds of programmes.

Kid's Box reports TV

a Cartoons are moving pictures. Children love them. They can be short programmes or complete films. They're usually funny.

b We watch the weather to find out if it is sunny, rainy, windy or cloudy. What's the weather like today?

c A documentary is a programme which tells us about our world. It can be about animals, history or geography.

d A comedy is a funny programme which makes us laugh. What's your favourite comedy?

e The news is about all the things which happen in the world. It is on the television every day. What time is the news on in your country?

f A quiz is a kind of competition. One person asks others lots of different questions. The winner is the person with most points.

g The most popular sports programmes in our country are football, basketball, tennis and rugby. What are they in your country?

h We watch a series in parts. These parts are called 'episodes'. You can sometimes watch an episode every day.

cartoon weather documentary news comedy series sport quiz

9 Listen. Repeat the word and say the letter. **1 Quiz.** Quiz. That's 'f'.

10 Read again and say the answers.

- 1 Which programme is in episodes?
- 2 Which programme is funny?
- 3 Which programme is a kind of competition?
- 4 Which programme can be short or a complete film?
- 5 Which programme can tell us things about animals?
- 6 Which programme can tell us to take an umbrella with us?

12 Vocabulary TV programmes

8 Choose words from the box to label the pictures.

series quiz cartoon comedy weather sport news documentary

1 **2** **3** **4** **5** **6**

weather

9 Write the programmes.

- 1 On this you can see swimming, basketball, tennis or motorbike racing. sport
- 2 This programme is funny, with funny people. _____
- 3 We watch this programme to see if today it is hot or cold. _____
- 4 This is on every day. It's about important things around the world. _____
- 5 A programme which tells us interesting facts about animals, history or places. _____
- 6 This programme has episodes and can be on TV every day. _____

10 Read and answer the questions.

Channel 1	Channel 2	Channel 3	Channel 4
12.10 Fun house (cartoon)	11.50 Top songs (music videos)	12.30 The news	1.15 Maskman returns (film)
1.00 The news	12.30 Friendly (comedy)	1.05 Explorers (documentary)	2.30 Our body (documentary)
1.45 The weather	2.10 Count to ten (quiz)	2.20 Annie get your gun (musical comedy film)	3.15 Answer first (quiz)
2.15 Chelsea v Milan (football)	3.15 Giants v Bouncers (basketball)	3.45 Cartoon hour	3.55 Laugh out loud (comedy)
4.15 Animals of Africa (documentary)			

- 1 What time is the news on Channel 3? At 12.30
- 2 What channels are the cartoons on? _____
- 3 What's on Channel 1 at quarter to two? _____
- 4 What are the names of the two quiz programmes? _____
- 5 What are the documentaries about? (1) _____, (2) _____, (3) _____
- 6 What time is the film on Channel 4? _____

11 Write a TV page with your favourite programmes and times.

Channel 1	Channel 2	Channel 3	Channel 4
12.45 Sport today			

12

Objectives: By the end of the lesson, pupils will have read and talked about TV programmes.

Target language

- **Key language:** TV programmes: *cartoon, weather, documentary, comedy, news, quiz, sport, series, TV channel, episode*
- **Additional language:** *webpage*
- **Revision:** sports, adjectives

Materials required

- Extra activity 2: Digital or video camera, props for making short excerpts of TV programmes, paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Reinforcement worksheet 2* and *Extension worksheet 2* (pages 15, 17 and 19)

Pupil's Book page 12

Warmer

- Elicit types of TV programmes in English or L1. Write them on the board. Make sure you include the programme types featured on Pupil's Book page 12.

8 Read and think. What's your favourite TV programme? Why?

- Tell pupils to open their Pupil's Books at page 12. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a webpage. They read the text silently and think about their answers to the question in the instructions. Discuss their ideas as a class, reminding them to say why, as well as choosing a programme. Check comprehension of vocabulary by referring pupils back to the texts and encouraging them to work out the meanings for themselves, e.g. *episode*. Discuss pupils' answers to the questions in the text. Check general comprehension by asking, e.g. *What does the weather tell us? Which series do you like?* Check pupils realise that *news* is singular.

9 Listen. Repeat the word and say the letter.

- Focus pupils on the Activity 9 instructions. Play the example to check pupils know what to do. Play the rest of the audio. Pupils repeat the word in chorus. Play the audio again. Pupils repeat the word and say the letter.

Key: 2 Weather. That's 'b'. 3 Documentary. That's 'c'. 4 News. That's 'e'. 5 Comedy. That's 'd'. 6 Series. That's 'h'. 7 Sport. That's 'g'. 8 Cartoon. That's 'a'.

CD 1, 16

1 quiz, 2 weather, 3 documentary, 4 news, 5 comedy, 6 series, 7 sport, 8 cartoon

10 Read again and say the answers.

- Focus pupils on Activity 10. They work in pairs and take turns to read out a question and say the answer. They don't have to ask the questions in order. Check with the class, eliciting examples where possible. Pupils write the answers as full sentences in their notebooks.

Key: 1 series, 2 comedy/cartoon, 3 quiz, 4 cartoon, 5 documentary, 6 weather

Extra activity 1: see page 213 (if time)

Activity Book page 12

8 Choose words from the box to label the pictures.

Note: There are two extra words in the box.

Key: 2 documentary, 3 comedy, 4 news, 5 sport, 6 series

9 Write the programmes.

Key: 2 comedy, 3 weather, 4 news, 5 documentary, 6 series

10 Read and answer the questions.

Key: 2 Channel 1 and Channel 3. 3 The weather. 4 Count to ten and Answer first. 5 (1) Animals of Africa, (2) Explorers, (3) Our body. 6 1.15.

11 Write a TV page with your favourite programmes and times.

Key: Pupils' own answers

Extra activity 2: see page 213 (if time)

Optional activities

- Unit 1 Reinforcement worksheet 2 and Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 15, 17 and 19).

Ending the lesson

- Play a mime game to end the lesson. Mime something related to one of the programme types. Pupils try to guess. Pupils then take turns to do similar mimes (using their own ideas) for the rest of the class to guess.

11 Listen and say the programme. **1 Goal!** Sport.

a cartoon b weather c sport d documentary e news f music videos g comedy programme h quiz show

12 Choose words to talk about the different programmes.
interesting exciting boring good bad funny amazing

I think quiz shows are more interesting than the weather. I think music videos are the best.

13 Listen and say the words to complete the song. Check and sing.

I don't like TV, I don't like it much,
But there are some programmes that
I sometimes watch.

On channel one at
There's a really good documentary
About animals and where they live,
What they do and what they eat,
And on channel four at
They put on a great cartoon.

At one o'clock and then at
They show the news and then the weather.
They're not my thing, they're not for me,
But I like the sport at
But what I like, what I love the best,
Are the action films, more than the rest.
They're on at
And at , but I want more.

14 Read and say the corresponding words for each number.

news turned on waited
four arrived past

Tim and Jen went to the park last Saturday. They ran on the grass, played with a ball and went on the swings. At ten to **four** they sat down because they were tired. They saw a newspaper on the bench. They opened it at the TV page and looked to see what was on the different channels. Tim wanted to go home and watch 'Friendly' at half **four**. They went to the bus stop and **waited**. The bus didn't come until quarter past four. They **turned on** home at twenty-five to five, ran into the living room and **arrived** the TV. The programme wasn't 'Friendly', it was the **news**. They looked at the newspaper again. It was an old one! They showed 'Friendly' on Friday, not on Saturday.

Vocabulary TV, adjectives

12 Read and complete the table.

Now it's four o'clock. Four friends have got a problem because they can't decide which programme to watch.

- Sophia's favourite programme starts in 20 minutes and is called *Quacky Duck*. She likes cartoons, but doesn't like documentaries or sports programmes.
- The other girl, Emma, loves quiz programmes.
- Who wants to be a *billionaire* started at 3.50.
- Frank loves playing sport and he likes watching it too. His favourite programme starts in 45 minutes.
- The other boy's favourite programme is called *World about us*. He's the only child who likes documentaries.
- The documentary starts at ten past four and the cartoon starts at twenty past four.
- Harry doesn't want to watch *Sunday sports*.
- Finally they all decide to watch Emma's favourite programme, but it started ten minutes ago!

Name	Sophia			
Kind of programme				
Programme name	<i>Quacky Duck</i>			
Programme time				

13 Now answer the questions.

- Who doesn't like documentaries? *Sophia, Emma and Frank.*
- What's the name of the programme they decide to watch? _____
- When did it start? _____
- Whose favourite programme is it? _____
- Who doesn't want to watch what's on TV at 4.45? _____
- When does the cartoon start? _____

14 Answer the questions.

- What's your favourite TV programme?
My favourite TV programme is _____
- What kind of programme is it? _____
- What time is it on? _____

15 How many words can you find in 'documentaries'?
stan mice _____

Objectives: By the end of the lesson, pupils will have had further practice reading and talking about TV programmes and sung a song.

Target language

- Key language:** TV programmes, *music videos, action films*, comparative and superlative adjectives: *interesting, exciting, boring, good, bad, funny, amazing*; past simple, *turn on, wait*
- Additional language:** *not my thing, the rest, until, the swings*
- Revision:** time

Materials required

- Extra activity 1: A copy of the TV page from a newspaper / TV magazine for each group of four. Ten questions about the programmes, e.g. *What's on at 8.30 on Channel 5? What's the name of the news programme? What time's the film on?* One set of questions for each group of four
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Song worksheet* (pages 15 and 20); *Kid's Box Interactive DVD 5, The music room*, Unit 1 'I don't like TV' song

Pupil's Book page 13

Warmer

- Name TV programmes pupils know for them to guess the genre. Introduce *music videos* and write it on the board.

11 Listen and say the programme.

- Tell pupils to open their Pupil's Books at page 13. Focus them on Activity 11. Play the audio. Pupils point to/say the programme quietly to their friend. Play the audio again. Check with the class.

Key: 2 quiz show, 3 documentary, 4 cartoon, 5 weather, 6 music videos, 7 comedy programme, 8 news

CD 1, 17

- COMMENTATOR:** Goal!
CROWD: Yeah!
- QUIZ MASTER:** Question one. What's the capital of Venezuela?
BOY: Caracas.
QUIZ MASTER: Yes. Two points.
- This is a forest. There are lots of birds hiding in its trees. Let's go and find them.
- Meow! Meeeoow!
- WEATHER PRESENTER:** Good morning. It was sunny yesterday, but today it's raining.
- School is cool, it's where we go,
From Monday to Friday, I'm sure you know.
We study and we play, that's what we do.
We do it in the morning and the afternoon!
- COMEDIAN 1:** Why didn't the skeleton go to the park?
COMEDIAN 2: It had no body to go with!
- NEWS READER:** The Education Minister is visiting a new library in Liverpool today. The library has got one million books.

12 Choose words to talk about the different programmes.

- Focus pupils on the word box and dialogue prompts. Pre-teach *amazing*. Elicit some comments about the programmes, using the prompts. Make sure they use comparatives and superlatives correctly. Make groups of four. Pupils take turns to make comments about the programmes.
- Each pupil then writes six sentences about the programmes in their notebooks, using the comparative or superlative.

13 Listen and say the words to complete the song. Check and sing.

- Focus pupils on the song and on the Activity 13 instructions.
- Play the audio. Pupils listen and draw the clock hands. Check with the class. Play the audio again. Check general understanding, e.g. how many programmes the person watches and the meaning of *not my thing*. Pupils repeat it line by line and then verse by verse. Then they sing the song right through.

Key: ten past three, five to two, seven o'clock, half past three, quarter past four, ten past seven

CD 1, 18

As in Pupil's Book and key

CD 1, 19

Now sing the song again. (Karaoke version)

14 Read and say the corresponding words for each number. **F** towards

- Focus pupils on Activity 14. Set the question: *What's the name of the programme Tim and Jen wanted to watch?* (Friendly). Pupils quickly read to find the answer. They check in pairs. Pupils read the text in more detail to complete the text using the words in the box. They check in pairs. Ask why Tim and Jen didn't see the programme.

Key: 1 past, 2 waited, 3 arrived, 4 turned on, 5 news

Extra activity 1: see page 213 (if time)

Activity Book page 13

12 Read and complete the table.

Key:

Name	Sophia	Emma	Frank	Harry
Kind of programme	Cartoon	Quiz	Sport	Documentary
Programme name	Quacky Duck	Who wants to be a billionaire?	Sunday sports	World about us
Programme time	4.20	3.50	4.45	4.10

13 Now answer the questions.

Key: 2 *Who wants to be a billionaire?*, 3 3.50, 4 Emma's, 5 Harry, 6 4.20

14 Answer the questions. **F** towards

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

15 How many words can you find in 'documentaries'?

Key: Pupils' own answers

Optional activities

- Unit 1 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 15 and 20).
- The music room:* Unit 1 'I don't like TV' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Pupils sing the song again from earlier in the lesson.

15 Dan's phonics

The students **usually** use computers At the **university** on **Tuesdays**. But today they're at the **museum**, Playing **beautiful music**!

Speaking 16 Ask your friend.

Questionnaire

- How often do you watch TV? Three times a week.
- What's your favourite programme?
- What kind of programme is it?
- What day's it on?
- What time's it on?
- Why do you like it?

Writing 17 Write about your friend.

Peter watches TV three times a week. His favourite programme is ...

Joke Corner

What's the worst time to play football?

When it's five to one.

14 Phonics Vowel sound: 'ju:' (usually, music)

16 Complete the sentences.

Tuesday university ~~review~~ usually documentary amazing

- After you see a film, you can write a review about it.
- I usually wake up at 8.30 in the morning.
- Let's watch the documentary about monkeys on TV tonight.
- On Tuesday afternoon the students have computer studies.
- My sister is going to university next year.
- Look at Daisy's new jacket!

17 Listen, check and say.

18 Read the text and answer the questions.

Detective Will Hard is an amazing TV programme about a police officer and his adventures. He has to catch dangerous thieves in a big city. He's often in terrible situations. Ben Jones is the actor who plays the police officer. It's on Channel 4 at half past five on Saturday afternoons. I like this programme because it's really fast and exciting. There are lots of action scenes. The programme is funny, too. Detective Hard makes a lot of jokes.

• When you write about something which happened to you, or you read or saw, you need to think about these questions: What? Where? When? Who?

• Apart from that, you can also answer these questions: Do you like it? Why? / Why not?

Write it right!

- What's the TV programme called? Detective Will Hard
- What's it about? _____
- Which actor's in it? _____
- Which channel is it on? _____
- What time is it on TV? _____
- Why does he like it? _____

19 Use the questions and answers to write a review of a TV programme or film.

I'm going to review a

14

Objectives: By the end of the lesson, pupils will have practised the phoneme /ju:/ and completed a writing activity.

Target language

- **Key language:** the phoneme /ju:/, present simple, *review*
- **Additional language:** *five to one*
- **Revision:** TV programmes

Materials required

- Extra activity 1: Large sheet of paper for each group of four, coloured markers
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Topic worksheet* (pages 15 and 21)

Pupil's Book page 14

Warmer

- Write the words *you*, *Tuesday* and *usually* on the board. Ask pupils which sound all three words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words emphasizing the /ju:/ sounds. Elicit the sound. Underline the sound on the board (you, Tuesday, usually). Tell pupils they will be practising recognising this sound and looking at different spellings for the sound in today's lesson.

15 Dan's phonics

- Tell pupils to open their Pupil's Books at page 14. Focus them on the Activity 15. Elicit that this is the pronunciation activity. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils say the /ju:/ sound correctly. In pairs, pupils practise the rhyme.

CD 1, 20

As in Pupil's Book

16 Ask your friend. **F** towards

- Focus pupils on the first question and example answer in the questionnaire. Prompt different pupils to ask this first question around the class and for different pupils to answer (open pairs). Pupils read the other questions aloud. Check for correct pronunciation and intonation of the questions. Pupils work in pairs. They write their partner's answers in their notebooks.

Extra activity 1: see page 214 (if time)

17 Write about your friend.

- Focus pupils on Activity 17. Ask one pupil *What did you find out?* Elicit one or two sentences about their friend, prompting use of the third person. Repeat for one or two other pupils, to check understanding of the activity. Pupils work individually and write about their partner in their notebooks.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 1, 21

As in Pupil's Book

Activity Book page 14

16 Complete the sentences.

Key: 2 usually, 3 documentary, 4 Tuesday, 5 university, 6 amazing

17 Listen, check and say.

- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

Key: See audioscript

CD 1, 22

- After you see a film, you can write a review about it.
- I usually wake up at 8.30 in the morning.
- Let's watch the documentary about monkeys on TV tonight.
- On Tuesday afternoon the students have computer studies.
- My sister is going to university next year.
- Look at Daisy's beautiful new jacket!

18 Read the text and answer the questions.

- Before pupils do the activity, focus them on the Write it right! box and discuss the questions. Pre-teach/Show examples of *reviews*.

Key: 2 It's about a police officer and his adventures. 3 Ben Jones is in it. 4 It's on Channel 4. 5 It's on at half past five on Saturday afternoons. 6 Because it's really fast and exciting, and it's funny too.

19 Use the questions and answers to write a review of a TV programme or film.

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

Optional activity

- Unit 1 Topic worksheet from *Kid's Box Teacher's Resource Book* (pages 15 and 21).

Ending the lesson

- Do the rhyme again from the beginning of the lesson.

DIGGORY BONES

18 Listen to the story.

Oh, no!

What is The Baloney Stone?

It's the most important computer program of old languages in the world.

What can the thief do with this program?

The thief can find the world's most beautiful treasures.

I must go now. I've got no time to lose. Thank you.

It's half past nine. Let's turn on the news.

Early this morning somebody took The Baloney Stone from City University.

What's happening?

Why's the TV screen black?

That was the news. Now this is a comedy.

Brutus Grabbe! Of course! The cameraman!

You want The Baloney Stone and I want your secret password, so listen to me carefully...

19 What is the Baloney Stone?

15

DIGGORY BONES

20 Read and answer.

- 1 What's The Baloney Stone? *It's a computer program of old languages.*
- 2 Where's The Baloney Stone? _____
- 3 What time did Emily turn on the TV? _____
- 4 Which programme did Diggory want to watch? _____
- 5 Who was the cameraman at the university? _____
- 6 What does Brutus Grabbe want? _____

21 Read the story so far and then write it in the past.

The story so far ...
Diggory's in a classroom at the university. The reporter and the cameraman arrive. The reporter asks Diggory some questions. Diggory says that he doesn't want the thief to use The Baloney Stone to find treasure. At half past nine Diggory asks Emily to turn on the TV because he wants to watch the news. Brutus Grabbe comes onto the TV screen and laughs. He's the TV cameraman from the university! He wants Diggory's secret password for the computer program.

The story so far ...
Diggory was in a classroom at the university.

Do you remember?

- 1 The time in words is quarter to eleven. The time in numbers is 10.45.
- 2 The time in numbers is 8.25. The time in words is _____.
- 3 A _____ is a TV programme which tells us interesting things about our world.
- 4 Two TV programmes that usually make us laugh are _____ and _____.
- 5 Two words with a 'u' (as in 'usually') are _____ and _____.
- 6 At the _____ of the review you write about what you think.

Can do

I can tell the time in English.
I can talk about different kinds of TV programmes.
I can write a review of a TV programme.

15

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- **Key language:** language in the story, *TV screen, cameraman, thief, password, treasure, reporter, past simple*
- **Additional language:** *I've got no time to lose, of course*
- **Revision:** language from the unit

Materials required

- Optional: The animated version of the Unit 1 story from *Kid's Box Interactive DVD 5 (The School Library)*; Playscript 1 from *Kid's Box Teacher's Resource Book 5* (pages 76 and 78); Evaluation 1 from *Kid's Box Teacher's Book 5* (page 232)

Pupil's Book page 15

Warmer

- Review the story with pupils. Write words randomly on the board, e.g. *archaeology, Diggory, Emily, bones, The Rosetta Stone*. Elicit what they can remember about the story without looking in their books.

Story

18 Listen to the story.

- Tell pupils to open their Pupil's Books at page 15. Focus them on the story. Pre-teach *thief* and *TV screen* and set the gist questions: *What can the thief do with the program? What happens to the TV screen? What does Brutus Grabbe want? Who is he?* Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (He/She can find the world's most beautiful treasures, It goes black, He wants the professor's password, The cameraman / the thief).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What time's the news on? What are the headlines on the news?* Check pupils understand why Brutus wants the professor's password.

CD 1, 23

As in Pupil's Book

19 What is The Baloney Stone?

- Focus pupils on Activity 19 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame two).

Key: It's the most important computer program of old languages in the world.

Extra activity 1: see page 214 (if time)

Activity Book page 15

20 Read and answer.

Key: 2 It's on Diggory's computer. / Brutus Grabbe has got it. 3 At half past nine. 4 The news. 5 Brutus Grabbe. 6 The professor's secret password.

21 Read the story so far and then write it in the past.

Key: The reporter and the cameraman arrived. The reporter asked Diggory some questions. Diggory said that he didn't want the thief to use The Baloney Stone to find treasure. At half past nine Diggory asked Emily to turn on the TV because he wanted to watch the news. Brutus Grabbe came onto the TV screen and laughed. He was the TV cameraman from the university! He wanted Diggory's secret password for the computer program.

Extra activity 2: see page 214 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 twenty-five past eight, 3 documentary, 4 comedies, cartoons, 5 Pupils' own answers, 6 end

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they told the time. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about different kinds of TV programmes. Check pupils remember the difference between *programme* and *program*. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they wrote about for their reviews.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- *The school library*: the animated version of the Unit 1 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 15. Hand out a copy to each student of Playscript 1 from *Kid's Box Teacher's Resource Book 5* (page 78). See notes on page 76.
- Evaluation 1 from *Kid's Box Teacher's Book 5* (page 232). See notes on page 230.

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.

Science
Electrical inventions

FACT Electricity travels at the speed of light – 300,000 km per second! That's why you always see lightning before you hear thunder. Sound travels more slowly than light.

1 Match the inventor with the invention.

Thomas Edison

Alexander Graham Bell

Alan Turing

John Logie Baird

a

b

c

d

2 Read and check.

The discovery of electricity changed our lives. Electricity is produced at a power source, such as a battery. It then travels along wires through an electrical circuit to a device, such as a TV or computer. The energy that this creates makes the device work. On electrical devices, there is a switch that opens or closes the circuit. In other words, you can switch something on or off.

One of the most important inventions was the electric lightbulb. It was invented by a famous American inventor called Thomas Edison. He was born in 1847. Can you imagine your home without electric lights? Before the invention of the lightbulb, people had to use candles and oil lamps to light their homes.

Can you live without your phone? Well, we have Alexander Graham Bell to thank for the first telephone. He invented it in 1876. For the first time, people could speak over long distances.

The television was another great invention. A Scottish engineer invented it in 1926. His name was John Logie Baird. People started to watch the news and other programmes in their own homes.

How often do you use your computer? We rely on computers in our daily lives. Lots of people helped to invent the computer, but an inventor called Alan Turing was especially important. The first computer that Turing built was huge and processed information during the Second World War. These early machines were the beginning of modern computer science.

16
Vocabulary
Energy and inventions

Objectives: By the end of the lesson, pupils will have read about electricity and learnt some key facts about inventions and inventors.

Target language

- **Key language:** *electricity, device, energy, switch, invention, lightbulb, telephone, television*
- **Additional language:** *inventor, power source, battery, electrical circuit, candle, oil*
- **Revision:** *computer, DVD, mobile phone, MP3 player, lamp, tablet*

Materials required

- Photos of an electrical circuit, a battery and a plug

Pupil's Book page 16

Warmer

- Put the photos on the board and explain *power source*, *battery*, *plug* and *electrical circuit*.
- Write 'Electricity' on the board and ask pupils to say what electrical devices they have at home. Write a list on the board.
- Then ask *Which ones use a battery? Which ones use a plug in the wall?* Have pupils think about all the things they wouldn't have if there was no electricity.

Fact

- Tell pupils to open their Pupil's Books at page 16. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit if they know this fact. Tell them it depends on how far away the storm is, but you can usually count to three from the time when you see the lightning flash to the time when you hear the thunder.

1 Match the inventor with the invention.

- Focus pupils on the instruction and on the photos of famous inventions and the names in the boxes. Give pupils time to look at the photos. Ask a pupil to read a name from a box and to match it with the invention. Ask *Do you all agree?*
- Continue with the other inventors and inventions.
- Ask *What other inventors and inventions do you know? Where were they from?* (the car – Karl Benz, Germany; the plane – the Wrights Brothers, USA; films – the Lumière Brothers, France; X-rays – Madame Curie, Poland)

Key: telephone (a) – Bell, computer (b) – Turing, television (c) – Baird, lightbulb (d) – Edison

2 Read and check.


- Tell pupils to look at Activity 2. Read each section with the class, stopping to discuss key words and ideas. Explain any words pupils don't understand.
- Pupils reread the text silently. Encourage them to ask about words they don't understand. Then they find evidence of the answers for Activity 1. Discuss and check ideas as a class. Encourage pupils to read aloud the sentences that contain the answers for Activity 1.

Ending the lesson

- Review what the pupils have learnt about inventions and electricity in this lesson. Encourage them to say which has been the most interesting fact from the lesson.

3 Read and answer.

- Can electrical devices work without energy?
- Where does the power come from for renewable energy?
- What two examples of renewable energies in Andalucía are mentioned in the text?
- How do we catch the energy from the wind and from the sun?
- Why is there a large solar park near Sevilla?




Solar panels and solar tower at Sanlúcar la Mayor, Sevilla

Renewable energy


All electrical devices need a power source. The power, or energy, can come from nature. For example, we can use the sun, wind or water to make energy. This is called renewable energy because it doesn't run out.

Andalucía is the perfect place for different renewable energies. There are tall wind turbines that use the wind from the sea to make electricity. There is also a lot of sunshine in Andalucía, so solar energy works well too. In Sanlúcar la Mayor near Sevilla, there is a solar park that has hundreds of solar panels. These panels make enough electricity for thousands of homes. They are large mirrors which turn towards the sun to absorb sunshine. There is also a large solar tower which people can see for miles around. This solar park is one of the largest in Europe.


4 Listen and say the device.




smartphone



television



tablet




fitness watch

Project Make a string telephone.

You need:

- 2 plastic cups
- A long piece of string
- A sharp pencil



How to make a string telephone:

- Make a hole in the bottom of both cups with the pencil.
- Push one end of the string through the hole in one cup and tie a knot inside. Push the other end through the other cup and tie a knot inside.
- Hold one cup to your mouth and give the other one to your partner.
- Your partner walks as far away as possible to make sure the string is tight and then holds up their cup to their ear.
- Say something and your partner should hear what you say!

Natural Science 5 Unit 6:
Machines and electricity

17

Objectives: By the end of the lesson, pupils will have read more about electricity and talked about their devices.

Target language

- Key language:** *electricity, device, energy, switch, invention, lightbulb, telephone, television*
- Additional language:** *power source, renewable energy, wind turbines, solar park, solar panels, solar tower, fitness watch*
- Revision:** *wind, sun, sea, nature*

Materials required

- Photos of wind turbines and solar panels
- Project: For each pupil, two plastic cups, string, a sharp pencil
- Optional: Extra project idea, Unit 1 'Making a model windmill' from *Kid's Box Teacher's Book 5* (page 226)

Pupil's Book page 17

Warmer

- Put the photos on the board. Remind pupils of the meaning of *power source* from the previous lesson. Explain that we can obtain electricity from nature; for example, from the wind and the sun. Point to the photos and show the pupils the wind turbines and solar panels. Ask *Do you think the wind will stop blowing?* (no) *Do you think the sun will stop shining?* (no) Say *Exactly! Energy from nature is clean and renewable.*

3 Read and answer.

- Tell pupils to open their Pupil's Books at page 17. Focus them on the picture. Ask them what they can see (solar panels and a solar tower).
- Read the text with the class, pausing to explain any new words and to check comprehension.
- Pupils reread the text silently. Then ask volunteers to read out and answer the questions. Help with the answer where necessary.

Key: 1 No, they can't; 2 from nature (the sun, the wind and water); 3 solar energy and wind energy; 4 from the wind (wind turbines), from the sun (solar panels); 5 because there is a lot of sunshine there

4 Listen and say the device.

- Tell pupils to look at Activity 4. Focus them on the photos. Ask, e.g. *Have you got a smartphone?*
- Tell pupils they are going to listen and say which device is being described. Play the audio and pupils point to the device. Play the audio again, pausing after each item for pupils to say the answer.
- Optional: Play the audio again and ask further questions on the content. Ask, e.g. *What does a fitness watch do?*

Key: 1 fitness watch, 2 television, 3 smartphone, 4 tablet

CD 1, 24

- 1 I love this device. It measures my heart rate and the steps I walk every day. It also tells me the time! I wear it on my wrist. Can you guess what it is?
- 2 This is my favourite device. I love watching programmes on it in the evening with my family. Sometimes we argue about what we are going to watch, but usually we agree in the end! I always make sure I get the remote control. Can you guess what it is?
- 3 This is the best device in the world! It's got everything. I take it everywhere I go – it's always in my pocket. I sometimes use it to make calls, but most of the time I send messages to my friends on it. Can you guess what it is?

- 4 This is a great device. It's like a small computer. I use it to watch films or read books. I like using it to take photos because the screen is quite big. I also use it to do my homework – I can check facts on the internet. Can you guess what it is?

Project Make a string telephone.

- Focus pupils on the project. Read the project information through with the class. Check understanding of the procedure. Hand out materials.
- Pupils work individually to make their string telephone. Remind pupils they can ask their friends if they are stuck.
- Optional activity: Take pupils out to the playground so they can practise using their telephones in pairs.

Ending the lesson

- Pupils talk about their favourite device and say why it is their favourite.

2 People at work

Show what you know! What jobs can you remember?

Listening 1 Listen and repeat the jobs you hear.



2 Listen again. Say the words to complete the sentences.

They're looking at an exhibition on **1**.

Dan thinks he's going to be a **2**.

Shari thinks she's going to be a **3**.

Shari hopes the **4** isn't going to burn down.

Alvin's going to be a **5**.

They're going to write about famous people's **6**.

3 Read and order the words.

- 1 write about / What / for our ezine? / are / we / going to
- 2 going to / a nurse / be / when I'm older. / I'm
- 3 a doctor. / going to / Alvin / be / isn't
- 4 The school / isn't / burn down. / going to
- 5 win / prize! / We're / that / going to
- 6 do / you / What / tomorrow? / are / going to

Grammar

I'm going to be a dentist.
Alvin isn't going to be a nurse.
What are we going to write about?

18

Grammar Plans, intentions and predictions: going to

2 People at work

Grammar Going to

We use going to to talk and write about the future.

Affirmative	Negative (n't = not)	Question
I'm going to be a nurse.	He isn't going to be a dentist.	Is he going to be an actor?
She's going to visit me.	We aren't going to do it.	Are they going to clean it?

1 Write the words in the sentences.

wear watch read play listen be

- 1 She's going to watch TV after school.
- 2 He's going to be a firefighter when he's older.
- 3 They aren't going to read a comic.
- 4 We're going to play to pop music.
- 5 I'm going to listen my new trainers.
- 6 You aren't going to wear badminton today.

2 Match the questions with the answers.

1	2	3	4	5	6	7	8
1	How are you going to find the street?				a	They're going to talk to their friends.	
2	What time's he going to get up?				b	I'm going to wear my blue one.	
3	Where are we going to have lunch?				c	We're going to have it at home.	
4	Who are they going to talk to?				d	He's going to listen to rock music.	
5	Which T-shirt are you going to wear?				e	We're going to look at a map.	
6	Why's he going to go to the music festival?				f	He's going to get up at half past seven.	
7	When's she going to play basketball?				g	They're going to do their homework.	
8	What are they going to do after school?				h	She's going to play on Saturday.	

3 Look at this code. Write the secret message.

1	2	3	4	5	11-34-51	55-53-15	22-53-42-43-22	54-53	31-53-33-51
1	a	b	c	d	A	a	e	-	-
2	f	g	h	i	54-53	33-55	14-11-34-54-55?	-	-
3	k	l	m	n	-	-	-	-	-
4	p	q	r	s	-	-	-	-	-
5	u	v	w	x	-	-	-	-	-

a = 11, b = 21, c = 31

4 Now write another message for your friend in your notebook.

18

Objectives: By the end of the lesson, pupils will have talked about people's jobs and be able to talk about plans and intentions using *going to*.

Target language

- **Key language:** plans and intentions: *going to* (affirmative, negative, interrogative), *I think I'm going to ...*, jobs: nurse, firefighter, teacher, dentist; burn down, exhibition
- **Revision:** jobs

Materials required

- Extra activity 2: Photocopiable activity 2A (page 203), one copy for each pupil
- Optional: *Kid's Box Teacher's Resource Book 5* Unit 2 Reinforcement worksheet 1 (pages 22 and 23); Grammar reference Unit 2 *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94)

Pupil's Book page 18

Warmer

- Mime a known job for pupils to guess. Invite two pupils to mime jobs for the class. They can guess using *yes/no* questions. Elicit the word *Jobs* and write it on the board.

Show what you know! What jobs can you remember?

- Draw a circle around *Jobs* on the board and elicit the ones from the warmer to start the mind map. Say *Show what you know ... about jobs*. Brainstorm with the class in two minutes all the jobs they know and create a mind map on the board. Pupils copy the mind map into their notebooks.

1 Listen and repeat the jobs you hear.

- Tell pupils to open their Pupil's Books at page 18. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are. Pre-teach/Check *exhibition*. Focus pupils on the activity instruction and check understanding. Play the audio. Pupils listen and repeat. Use the mind map on the board to point at the words when they listen to the audio.

CD 1, 26

DAN: What are we going to write about for our ezine this week?

SHARI: I don't know. Have you got any ideas, Alvin?

ALVIN: Er, no, but let's have a look at the exhibition on jobs and think about it.

DAN: Look at this nurse. That's an interesting job. I think I'm going to be a nurse when I'm older.

SHARI: Hmm. A nurse is OK, but I think I'm going to be a dentist. What are you going to do, Alvin?

ALVIN: I'm not sure, but I'm going to have an exciting job.

TEACHER: Everybody has to leave the school building now, please. Walk quickly, but don't run.

SHARI: Oh, no! I hope the school isn't going to burn down.

TEACHER: It's OK, everybody. It's only a practice.

ALVIN: That's a really exciting job. I'm going to be a firefighter.

SHARI: Well, now we know what we're going to write about in this week's ezine! Jobs.

DAN: Let's write about famous people's jobs.

SHARI AND ALVIN: Yeah!

DAN: Yee ha! We're going to win that prize!

2 Listen again. Say the words to complete the sentences.

- Focus pupils on the Activity 2 instructions. Give them reading time. Play the audio. Pupils say the words to complete the sentences. Play the audio again. Pupils can write the answers in their notebooks. Then check answers with the class.
- Focus pupils on the concept, form and use of *going to* in the sentences. Elicit if the people are talking now or the future. Elicit/Provide the words *plans, intentions, predictions*. Check understanding by asking, e.g. *Is Dan a nurse now? Does he want to be a nurse in the future?* Elicit pupils' predictions about their plans for jobs / the future, e.g. *I think I'm going to be (a computer programmer)*. Focus pupils on the Grammar box. Give them practice with the new structure using open pairs, e.g. ask a pupil *What job are you going to do when you're older?* The pupil answers using *going to*.

- Ask a third pupil to report on what the pupil said. The third pupil can then ask a question of a different pupil in the class. Pretend sometimes that you misheard to elicit the negative from a pupil, e.g. Teacher: *Is Tom going to be a teacher?* Pupil: *No, he isn't going to be a teacher. He's going to be a pilot.*

Key: 1 jobs 2 nurse, 3 dentist, 4 school, 5 firefighter, 6 jobs

CD 1, 27

See previous recording

3 Read and order the words.

- Focus pupils on Activity 3. Pupils work in pairs to reorder the sentences. They write the correct sequence in their notebooks. Check with the class.

Key: 1 What are we going to write about for our ezine? 2 I'm going to be a nurse when I'm older. 3 Alvin isn't going to be a doctor. 4 The school isn't going to burn down. 5 We're going to win that prize! 6 What are you going to do tomorrow?

Extra activity 1: see page 214 (if time)

Activity Book page 18

1 Write the words in the sentences.

- Tell pupils to open their Activity Books at page 18. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative. Then pupils do activity 1.

Key: 2 be, 3 read, 4 listen, 5 wear, 6 play

2 Match the questions with the answers.

Key: 2f, 3c, 4a, 5b, 6d, 7h, 8g

3 Look at this code. Write the secret message.

Key: Are you going to come to my party?

4 Now write another message for your friend in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

Optional activities

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (pages 22 and 23).
- Grammar reference Unit 2 from *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Write a short message on the board using the code from Activity Book Activity 3, e.g. *Goodbye. See you tomorrow.*

4 Listen and say the sentences in order. Check and sing.

a She's going to help them all, And work in schools ...

b They're going to do their best, Then sleep and play.

c They're going to do the job, Then work all day, Then sleep and play ...




d She's going to show the kids, She's going to teach good rules.




e They're going to do the job, They're going to work all day.

f He's going to do his best, Then sleep and play ...

g He's going to do the job, He's going to work all day.

5 Look and say. What are they going to do?

a  b  c 

d  e  f 

6 Read and find the mistakes. Say the correct sentences.

a She's going to wash her face. d He's going to play tennis.

b They're going to go to a music festival. e They're going to watch TV.

c They're going to turn on a computer. f He's going to wake up.

No, she isn't going to wash her face. She's going to brush her teeth.

7 Ask your friend.

1. Where are you going to go after school?

2. Who are you going to see this evening?

3. When are you going to do your homework?

4. What time are you going to go to bed tonight?

Now think of some more questions.

5 Look at the pictures and answer the questions.

1 What are they going to do? They're going to wash their clothes.

2 What is she going to do? _____

3 What is he going to do? _____

4 What are they going to do? _____

5 What is he going to do? _____

6 What is she going to do? _____

6 Make negative sentences.

1 He isn't going to catch the bus.

2 _____

3 _____

4 _____

5 _____

6 _____

7 Look at Sam's diary for the weekend. Ask and answer the questions.

Friday	morning	School
	afternoon	4 pm Play football
Saturday	morning	10.45 Visit Grandma
	afternoon	2 pm Shopping for pyjamas
Sunday	morning	Walk in hills
	afternoon	4 pm Cinema

3 a What time / Sam / visit his grandma _____

b _____

4 a What / Sam / buy / Saturday afternoon _____

b _____

5 a Where / Sam / walk / Sunday morning _____

b _____

6 a What / Sam / do / Sunday afternoon _____

b _____

1 a Where / Sam / go / Friday morning Where's Sam going to go on Friday morning?

b He's going to go to school.

2 a What / Sam / do / Friday afternoon _____

b _____

Objectives: By the end of the lesson, pupils will have had more practice using *going to* for plans and intentions and have sung a song.

Target language

- **Key language:** plans, intentions and present evidence: *going to*, rhyming words, question words: *where, who, when, what time?*, telling the time, *brush (her) teeth, show, good rules, diary*
- **Additional language:** *sold out, pyjamas*
- **Revision:** actions, verbs for daily routines, sports

Materials required

- Extra activity 1: Paper for display
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Song worksheet* (pages 22 and 27); *Kid's Box Interactive DVD 5, The music room, Unit 2 'Going to do the job' song*

Pupil's Book page 19

Warmer

- Play a Bingo game to review the time. Draw eight clocks (1-8) on the board showing different times. Pupils draw a 2 x 2 grid in their notebooks and write one number in each square (to represent a clock). Call out the times at random. If pupils have written the corresponding number, they cross out the square. The first pupil to cross out all four squares shouts *Bingo!* Check by eliciting the times.
- 4 Listen and say the sentences in order. Check and sing.
- Tell pupils to open their Pupil's Books at page 19. Focus them on the first part of the activity instructions. Give them time to read through the words of the song. Play the audio. Pupils listen and order. They check in pairs. Play the audio again. Stop after each verse to check and for pupils to repeat. Play the audio again, with pupils joining in. Pupils repeat the song as a class and then in seven groups.

Key: 1g, 2f, 3d, 4a, 5e, 6b, 7c

CD 1, 29

He's going to do the job,
He's going to work all day.
He's going to do his best,
Then sleep and play. Sleep and play. (x3)

She's going to show the kids,
She's going to teach good rules.
She's going to help them all,
And work in schools. Work in schools. (x3)

They're going to do the job,
They're going to work all day.
They're going to do their best,
Then sleep and play.
They're going to do the job,
Then work all day,
Then sleep and play. (Repeat)

CD 1, 29

Now sing the song again. (Karaoke version)

Extra activity 1: see page 214 (if time)

5 Look and say. What are they going to do?

- Focus pupils on the Activity 5 instructions. Elicit what they can see by asking *What's she going to do?* Pupils respond, e.g. *She's going to brush her teeth.* Point out the girl's pyjamas. Write the word on the board and get pupils to read it out loud. Ask them to put up their hand if they wear pyjamas. Pupils do the activity in pairs. Check with the class.

Key (possible answers): a She's going to brush her teeth.
b They're going to go rollerskating. c They're going to buy a computer. d He's going to play football. e They're going to have lunch. f He's going to go to bed/sleep.

6 Read and find the mistakes. Say the correct sentences.

- Focus pupils on the example. Check they realise the sentences are about the pictures in Activity 5. In pairs, pupils take turns to read out a sentence and correct it. Check with the class.

Key: b No, they aren't going to go to a music festival. They're going to go rollerskating. c No, they aren't going to turn on a computer. They're going to buy a computer. d No, she isn't going to wash her face. She's going to brush her teeth. e No, they aren't going to watch TV. They're going to have lunch. f No, he isn't going to wake up. He's going to go to bed/sleep.

7 Ask your friend.

- Focus pupils on the question words.
- Make new pairs. Pupils take turns to ask all their questions of their partner. They note the answers. Monitor and check.

Now think of some more questions.

- Each pupil writes four more questions in their notebooks, using one of the question words. They ask and answer in their pairs.

Activity Book page 19

5 Look at the pictures and answer the questions.

Key: 2 She's going to brush her teeth. 3 He's going to watch TV. 4 They're going to catch a bus. 5 He's going to do his homework. 6 She's going to go to sleep.

6 Make negative sentences.

Key: 2 She isn't going to go skiing. 3 They aren't going to play tennis. 4 She isn't going to have a biscuit. 5 They aren't going to see the film. 6 They aren't going to drive the car.

7 Look at Sam's diary for the weekend. Ask and answer the questions.

Key: 2 a What's Sam going to do on Friday afternoon?
b He's going to play football. 3 a What time is Sam going to visit his grandma? b He's going to visit her at 10.45 / quarter to eleven. 4 a What's Sam going to buy on Saturday afternoon? b He's going to buy some pyjamas. 5 a Where's Sam going to walk on Sunday morning? b He's going to walk in the hills. 6 a What's Sam going to do on Sunday afternoon? b He's going to go to the cinema.

Extra activity 2: see page 214 (if time)

Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 5* (pages 22 and 27).
- *The music room*, Unit 2 'Going to do the job' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from the beginning of the lesson again.

Reading 8 Read and think. What's the most exciting job? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home reports games world email

In today's ezine we're going to look at some interesting people and their jobs.

Kid's Box reports Jobs

a John Travolta is a famous actor. His films include *Grease* and *Katyspy*. He is also a pilot. This is his hobby. He has got five planes and he can fly all of them.

b People remember George Orwell because he was an important writer. Two of his most famous novels are called *Animal Farm* and *1984*. He was also a journalist, and wrote for different newspapers.

c When Mia Hamm was young she was a football player. She scored more than 100 goals for the USA and won the Women's World Cup. In 1999, she started the Mia Hamm Foundation. It helps girls to start playing football.

d Jamie Oliver is a famous cook who also works on television. In his programme *Jamie's School Dinners* he made children's school meals healthier.

e Formula 1 is a car racing competition. It's a team sport. One of the most important people in the team is the mechanic. Steve Matchett was a Formula 1 mechanic. He had to repair cars during the race. Now Steve works as a sports commentator on TV.

f Mrs Barbara Blackburn was a secretary. She was one of the best in the world. She had a special typewriter and she could type faster than any other typist. She could type 150 words in a minute. Amazing!

secretary football player actor journalist cook writer mechanic pilot

9 Listen. Repeat the word and say the name of the person. **1** Cook.

10 Read again and answer.

1 What did the football player win? 4 Who is a pilot and actor?



2 What did the cook do in *Jamie's School Dinners*? 5 What did Steve Matchett repair?



3 Why is the secretary famous? 7 How many of these people are on TV?



20 Vocabulary Jobs

8 Choose words from the box to label the pictures.

mechanic journalist actor pilot- football player writer cook manager

1  **2** 

3  **4** 

5  **6** 

9 Complete the table.

person	verb
teacher	teach
	drive
dancer	
	skate
	design
	sing
	paint
	photograph
manager	
tennis player	
runner	
	swim

10 Read and write the words in the puzzle.

1 Someone who drives buses.
A bus driver

2 Someone who works with food.
A _____

3 Someone who stops fires.
A _____

4 Someone who looks after our teeth.
A _____

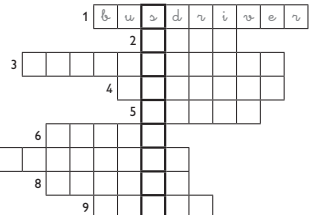
5 Someone who works in a hospital.
A _____

6 Someone who flies planes.
A _____

7 Someone who repairs cars.
A _____

8 Someone who paints pictures.
An _____

9 Someone who acts in films.
An _____

10 

What's the mystery job? _____

11 Now write a definition for this job.

20

Objectives: By the end of the lesson, pupils will have had more practice talking about people and the jobs they do.

Target language

- **Key language:** jobs: *teacher, driver, dancer, skater, writer, singer, painter, photographer, farmer, tennis player, runner, swimmer, actor, pilot, police officer, journalist, football player, cook, mechanic, sports commentator, secretary, typist, scientist, manager, designer; novel, pronunciation: photograph / photographer*
- **Additional language:** *school meals, repair, typewriter, Amazing! design, manage*
- **Revision:** mixed tenses, questions

Materials required

- Extra activity 1: If possible, write one of the shorter texts or part of one of the longer texts from Pupil's Book Activity 8 on a hidden part of the board before the lesson
- Extra activity 2: Photocopiable activity 2B (page 204), one for each pair of pupils, cut in half before the lesson
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Reinforcement worksheet 2* (pages 22 and 24)

Pupil's Book page 20

Warmer

- Give pupils one minute to write a list of as many jobs as they can. Pupils stop writing. They make groups of four and write a 'master' list of all the jobs they have. Elicit the jobs from the class onto a mind map on the board. The group with the most jobs is the winner.

8 Read and think. What's the most exciting job? Why?

- Tell pupils to open their Pupil's Books at page 20. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the texts and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the jobs at the bottom of the webpage. They read the texts silently and think about their answers to the question. Elicit the people's different jobs from pupils and discuss their ideas as a class, reminding them to say why the job they chose is the most exciting. Check comprehension of vocabulary by referring pupils back to the texts. Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the person and the job(s) they do.
- Pupils compare their lists from the warmer with the jobs mentioned in Activity 8.

9 Listen. Repeat the word and say the name of the person.

- Focus pupils on the Activity 9 instructions and on the example. Elicit the names of the six people, helping pupils with pronunciation. Play the audio. Pause after each one for pupils to find the name in the text. They point to the name the first time. Play the audio again. Elicit a choral answer each time.

Key: 2 Actor. That's John Travolta. 3 Footballer. That's Mia Hamm. 4 Journalist. That's George Orwell. 5 Secretary. That's Barbara Blackburn. 6 Pilot. That's John Travolta. 7 Mechanic. That's Steve Matchett. 8 Writer. That's George Orwell.

CD 1, 30

1 cook, 2 actor, 3 football player, 4 journalist, 5 secretary, 6 pilot, 7 mechanic, 8 writer

10 Read again and answer.

- Check understanding of the Activity 10 instruction. Pupils work in pairs. They take it in turns to ask their partner a question. They don't have to ask them in order. Check using open pairs.

Key: 1 The Women's World Cup. 2 He made school meals healthier. 3 She could type faster than any other typist. 4 Formula 1 cars. 5 John Travolta. 6 Writer and journalist. 7 Two (Jamie Oliver and Steve Matchett).

Extra activity 1: see page 214 (if time)

Activity Book page 20

8 Choose words from the box to label the pictures.

- Pre-teach *manager*.

Note: There are two extra words in the box.

Key: 2 football player, 3 manager, 4 actor, 5 journalist, 6 mechanic

9 Complete the table.

- Make sure pupils notice changes in spelling, e.g. doubling of consonant.
- Pre-teach *designer*, *design* and *manage*.

Key: driver, dance, skater, designer, singer, painter, photographer, manage, play tennis, run, swimmer

10 Read and write the words in the puzzle.

Key: 2 cook, 3 firefighter, 4 dentist, 5 nurse, 6 pilot, 7 mechanic, 8 artist, 9 actor; Mystery job: scientist

11 Now write a definition for this job.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Optional activity

- Unit 2 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 22 and 24).

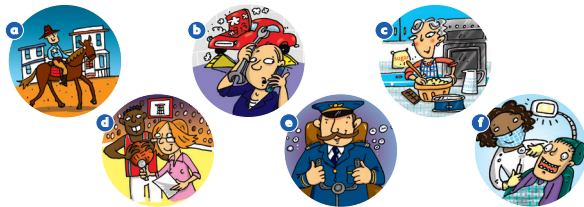
Ending the lesson

- Pupils look back through the lesson to see how many different jobs they can find which they talked about in the lesson.

11 Listen and say the job.

1 Good evening. This is Captain Bird speaking.
Welcome aboard flight 241 from Dublin to London.

Pilot. That's 'e'.



12 Listen again and say the sentences with the right words.

- The plane is flying to **New York / London / Paris**.
- Bill cleans his teeth **well / badly / on Saturdays**.
- The cook is making a **chocolate cake / carrot cake / cheesecake**.
- Mr Hamilton can get his car at **ten o'clock / half past nine / half past ten**.
- The cowboy is **happy / hungry / cold**.
- The journalist is going to interview a **football player / swimmer / basketball player**.

13 Read and think. Ask and answer.

What's Teresa going to be when she grows up? She's going to be a cook.

Teresa	loves making cakes and working in the kitchen.
Richard	loves studying science and the human body.
William	loves drawing and painting.
Helen	likes working with children. She loves reading them stories.
Robert	loves animals and going to the country. He's very strong.
Katy	loves playing with cars and building things.

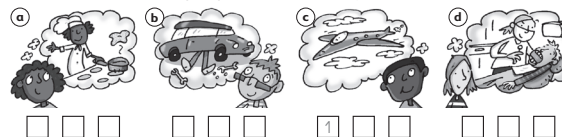
14 Think about somebody you know who's got an interesting job. Answer the questions.

- Who does this job?
- What's his / her job?
- What does he / she do at work?
- Why do you think it's interesting?

Now ask your friend the questions.

21

12 These four children are going to have different jobs. Write the numbers.



- He's going to fly planes.
- He's going to travel a lot.
- He's going to repair cars.
- She's going to use eggs.
- He's going to get dirty.
- She's going to wear a white hat.
- He's going to visit lots of airports.
- She's going to work in a kitchen.
- She's going to look after people's teeth.
- He's going to work with machines.
- She's going to tell children not to eat sweets.
- She's going to wear gloves and a mask.

13 Slim Jim's a famous singer. Read and complete his diary.

- He's going to meet his manager after lunch on Friday.
- The same day that he sings, he's going to open a new school in the morning.
- He's going to go to the cinema next Thursday afternoon.
- After lunch on the day he arrives in London, he's going to talk to some children who are in hospital.
- He's going to have a TV interview before lunch on the day he goes to the cinema.
- He arrives at London airport next Monday morning.
- On the same day that he's having dinner with some actors, he's going to visit a music shop in the morning.
- He's going to sing in a big football stadium.
- He's flying to Spain in the morning of the same day that he's going to meet his manager.
- He's going to have dinner with some actors next Tuesday evening.

	Monday	Tuesday	Wednesday	Thursday	Friday
a.m.					
	lunch	lunch	lunch	lunch	lunch
p.m.					meet manager

14 Answer the questions.

- Where are you going to go after school this afternoon? *I'm going to go*
- Who are you going to see this evening?
- When are you going to do your homework?
- What time are you going to go to bed tonight?

21

Objectives: By the end of the lesson, pupils will have had further practice using *going to* to talk about people's jobs.

Target language

- Key language:** plans, intentions and predictions: *going to*, present continuous, present simple, jobs, *overalls*, *uniform*, *mask*, *lie down*
- Revision:** days of the week, adverbs, *am*, *pm*

Materials required

- Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Extension worksheet 1* (pages 22 and 25)

Pupil's Book page 21

Warmer

- Review jobs by playing a spelling game, e.g.
Teacher: *Give me an s (s), Give me a k (k), Give me an a (a), Give me a t (t), Give me an e (e), Give me an r (r)*
What does that spell? (skater)

11 Listen and say the job.

- Tell pupils to open their Pupil's Books at page 21. Focus them on the pictures and ask pupils to describe what they can see and the job. Check understanding. Play the audio. Pupils listen and whisper. Play the audio again. Elicit answers from the class.

Key: 2 Dentist. That's f. 3 Cook. That's c. 4 Mechanic. That's b. 5 Actor. That's a. 6 Journalist. That's d.

CD 1, 31

- PILOT:** Good evening. This is Captain Bird speaking. Welcome aboard flight 241 from Dublin to London.
- DENTIST:** Hello, Bill. Please sit down. OK, open your mouth, please. That's good. Lovely. You clean your teeth very well. I can see you always clean your teeth three times a day after meals because they're nice and white. That's fine. No problems there.
- COOK:** Now, let me see. Three eggs, 500 grams of flour, half a litre of milk, 250 grams of sugar and some chocolate. I'm going to mix it all together in a bowl and put it in a big cake tin. Then I'm going to cook it for half an hour. It's going to be a lovely chocolate cake.
- MECHANIC:** Good evening, Mr Hamilton. This is Jack's Garage here. I looked at your car and I can see why it isn't working. I'm going to repair it now, so you can come and pick it up at half past ten.
- FILM DIRECTOR:** Action!
ACTOR: I'm gonna look for a place to stay in this town. I'm tired, I'm hungry and I'm thirsty. I must find a hotel soon. Come on gee gee.
FILM DIRECTOR: Cut! Fantastic! Thank you, everybody. We're going to stop now.
- JOURNALIST:** That was a great game! I'm going to speak to the man of the match, John Brown. He put the ball through the basket 12 times. Here he comes and he's bouncing a ball.

12 Listen again and say the sentences with the right words.

- Focus pupils on the sentences. Allow reading time. Play the audio. Pupils listen and say the sentences. Play the audio again, pausing after each section to check answers.

Key: 1 London, 2 well, 3 chocolate cake, 4 half past ten, 5 hungry, 6 basketball player

CD 1, 32

See previous recording

13 Read and think. Ask and answer.

- Focus pupils on the table for Activity 13. Pupils predict what the person is going to be from the information. Pupils take turns to talk about the different people, using the question prompt. They guess the possible jobs, using the information given. Discuss as a class. Accept any likely possibilities.

Extra activity 1: see page 215 (if time)

14 Think about somebody you know who's got an interesting job. Answer the questions.

- Focus pupils on the instructions and elicit some ideas.

Now ask your friend the questions.

- In pairs, they take turns to ask and answer.

Activity Book page 21

12 These four children are going to have different jobs. Write the numbers.

Key: a: 4, 6, 8; b: 3, 5, 10; c: 1, 2, 7; d: 9, 11, 12

13 Slim Jim's a famous singer. Read and complete his diary.

- Ask *Where does a football player play football?* to elicit *a football stadium*. Ask pupils if they can name famous stadiums in their country or in the world. Ask *Can you go to a football stadium to see a music festival?*

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
am	arrive London	music shop	open school	TV interview	fly to Spain
	lunch	lunch	lunch	lunch	lunch
pm	hospital	dinner with actors	sing in football stadium	cinema	meet manager

14 Answer the questions.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)


Optional activity

- Unit 2 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 22 and 25).

Ending the lesson

- Elicit from pupils which is their favourite job from today and why.

15 Dan's phonics



Manager, actor, swimmer, writer,
Older, taller, stronger, faster.

Farmer, teacher, doctor, dancer,
Treasure, picture, paper, answer!

Speaking 16 Ask and answer.

What are you going to do on Wednesday afternoon?

I'm going to play volleyball.

Speaking 17 Write your plans for next week. Don't repeat any verbs!

On Monday after school I'm going to play with my friends.
On Tuesday ...

Joke Corner

A man went to the doctor with bananas in his ears and a carrot in his nose. What did the doctor say?

He said, "You're ill because you aren't eating right!"

22 Phonics Short vowel sound: 'er' (manager, actor, treasure)

15 Can you remember? Complete the sentences. Then listen, check and say.

doctor older answer picture stronger treasure

- The manager is older than the actor.
- The swimmer is _____ than the writer.
- The farmer found some _____.
- The teacher showed her students a _____.
- The _____ is writing on some paper.
- The dancer knows the _____.

16 Find 14 mistakes in the text.

My dad's job

My dads a cook in a restaurant. Its called Petes Diner. The restaurants big. Its got more than 20 tables and five cooks. Dad likes his job, but he doesnt have many holidays. He isnt working today, but hes cooking dinner for me and my sister. He doesnt always cook at home because hes often tired when he finishes work. Mums a great cook too, but she doesnt get any money for cooking. Shes a history teacher.

We use an apostrophe:

- to show a letter or letters are missing when we join two words (do not = don't, I have = I've).
- to show possession (John's book).

18 Write about a job someone in your family does.

My _____'s job _____

17 Now write the text correctly.

My dad's job _____

22

Objectives: By the end of the lesson, pupils will have practised the phoneme /ə/, and completed a writing activity.

Target language

- **Key language:** the phoneme /ə/, *treasure*, *picture*, *answer*, *apostrophe*
- **Revision:** *going to*, jobs, comparatives

Materials required

- Photocopiable activity 2C (page 205), copied twice and cut up into cards
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Extension worksheet 2* (pages 22 and 26)

Pupil's Book page 22

Warmer

- Write the words *teacher*, *doctor*, *picture* and *slower* on the board. Ask pupils which sound all four words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words emphasizing the /ə/ sound at the end of each word. Elicit the sound. Underline the sound on the board (*teacher*, *doctor*, *picture*, *slower*). Tell pupils they will be practising recognising this sound and looking at different spellings for the sound in today's lesson.

15 Dan's phonics

- Tell pupils to open their Pupil's Books at page 22. Focus them on Activity 15. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. In pairs, pupils practise the rhyme.

CD 1, 33

As in Pupil's Book

16 Ask and answer.

- Copy Photocopiable activity 2C (see page 205) twice, onto thin card. Cut out the cards before the lesson. Hand out one card to each pupil, making sure that you hand out two copies of each card. For example, if you have a class of 26, you will only need to use 13 of the cards from Photocopiable activity 2C – two copies of each.
- Point out the example speech bubbles and tell pupils they need to find the person who has the same plans as they have on their card. The pupils mingle and ask and answer questions to find out who their partner is. Monitor and make sure they are speaking English and not simply comparing cards. When pupils have found their partner, they check with you and then sit down. They will work together on Pupil's Book Activity 16.
- Pupils then work with their partner. Set a time limit for the class of approximately five minutes. The pairs take it in turns to write their plans for the following week on a shared piece of paper (some sentences should be real and some should be imagined). Pupils can't repeat any of the verbs used. At the end of the set time, the pairs count how many sentences they have written. The pair with the most sentences reads them aloud to the class. The pairs that are listening say whether the sentences are grammatically correct or not and then vote on whether they think they are true. Pairs win a point for each correct guess. The pair with the most points at the end of the activity wins.

17 Write your plans for next week. Don't repeat any verbs!

- Focus pupils on the activity instructions and check understanding. Ask a pupil to read the first sentence and check pupils know to write a sentence for each day of the week, using a different verb each time. Elicit some examples to give pupils ideas. Pupils write their plans in their notebooks. Monitor and help/correct where necessary.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 1, 34

As in Pupil's Book

Activity Book page 22

15 Can you remember? Complete the sentences. Then listen, check and say.

- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Elicit the words in each sentence with the /ə/ sound. Play the audio again for pupils to listen and repeat.

Key: 2 stronger, 3 treasure, 4 picture, 5 doctor, 6 answer

CD 1, 35

- The manager is older than the actor.
- The swimmer is stronger than the writer.
- The farmer found some treasure.
- The teacher showed her students a picture.
- The doctor is writing on some paper.
- The dancer knows the answer.

16 Find 14 mistakes in the text.

- Before pupils do the activity, focus them on the Write it right! box and check they understand how, where and why apostrophes are used in English.

Key: See Activity 17 key

17 Now write the text correctly.

Key: My dad's a cook in a restaurant. It's called Pete's Diner. The restaurant's big. It's got more than 20 tables and five cooks. Dad likes his job, but he doesn't have many holidays. He isn't working today, but he's cooking dinner for me and my sister. He doesn't always cook at home because he's often tired when he finishes work. Mum's a great cook too, but she doesn't get any money for cooking. She's a history teacher.

18 Write about a job someone in your family does.

Key: Pupils' own answers

Extra activity: see page 215 (if time)

Optional activity

- Unit 2 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 22 and 26).

Ending the lesson

- Do the rhyme again from the beginning of the lesson.

 Listen to the story.

DIGGORY BONES



19 Was Brutus a good student?

23

DIGGORY BONES

19 Read and answer.



- 1 What's Diggory's job? He's an archaeologist.
- 2 Where does Brutus want Diggory to meet him? _____
- 3 Why did Diggory call him 'a pirate'? _____
- 4 What time are Diggory and Emily going to meet Brutus? _____
- 5 Is Brutus at the library? _____
- 6 Who's got a letter for Diggory? _____

20 Read and order the text.

ancient languages. Brutus Grabbe took it from

has got the program, but he wants Diggory's

The Baloney Stone is a very important computer


secret password Brutus went on the evening news

at the Old City Library at 10.45, but Brutus wasn't there.

on TV to speak to Diggory. He told him to meet him

program which can help us to understand

Diggory's classroom at the university. Now Brutus

 **Do you remember?**

- 1 A pilot flies planes.
- 2 A mechanic _____ cars.
- 3 When people have problems with their teeth, they see a _____.
- 4 We use ' _____' to talk and write about the future.
- 5 Two words with a short 'er' (as in 'doctor') are _____ and _____.
- 6 We use an apostrophe to show a _____ is missing when we join two words.

Can do

I can use *going to* to talk about the future.

I can talk about people at work.

I can use apostrophes.



2:

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- **Key language:** language in the story, *pirate, must, secretary*
- **Additional language:** *dentistry*
- **Revision:** character names, language from the unit

Materials required

- Extra activity 2: Sheets of paper
- Optional: The animated version of the Unit 2 story from *Kid's Box Interactive DVD 5* (*The school library*); Playscript 2 from *Kid's Box Teacher's Resource Book 5* (pages 76 and 79)

Pupil's Book page 23

Warmer

- Review the story so far with pupils. Write the character names on the board. Pupils suggest adjectives which apply to them. If the class doesn't agree with any adjective, the pupil has to give the reason why he/she chose it.

Story

18 Listen to the story.

- Tell pupils to open their Pupil's Books at page 23. Focus them on the story. Tell them to read quickly and find evidence of any of the adjectives suggested for the characters in the warmer. Set the gist questions: *What did Brutus study? What was Diggory's mistake at the end?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Dinosaurs' teeth, He went to the wrong library).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What does he love? What time's the meeting? Who's got the letter? What does it say?*

CD 1, 36

As in Pupil's Book

Extra activity 1: see page 215 (if time)

19 Was Brutus a good student?

- Focus pupils on Activity 19 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame one).

Key: No, he wasn't. He was very clever but he was very bad.

Activity Book page 23

19 Read and answer.

Key: 2 At the Old City Library. 3 Because he only loves money.
4 At 10.45 (quarter to eleven). 5 No, he isn't. 6 The secretary.

20 Read and order the text.

Key: From left to right: 3, 7, 1, 8, 2, 4, 6, 5

Extra activity 2: see page 215 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 repairs, 3 dentist, 4 going to, 5 Pupils' own answers, 6 letter

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they used *going to*. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about people at work. Pupils circle the appropriate face. Repeat for the third sentence, eliciting examples of words with apostrophes.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- *The school library*: the animated version of the Unit 1 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 23. Hand out a copy to each student of Playscript 2 from *Kid's Box Teacher's Resource Book 5* (page 79). See notes on page 76.

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.

Science Teeth

FACT People cleaned their teeth with wood and animal hair before William Addis invented the first toothbrush in 1780.

1 Read and match.

Our dentist

We start going to our dentist when we are very young because dentists help us look after our teeth. Healthy teeth help us eat, speak clearly and look good.

Our milk teeth

We get 20 milk teeth when we are between six months and three years old. Then we lose these teeth and get a permanent set of about 32 teeth.

Our permanent teeth

The first 28 permanent teeth appear when we are between six and 13. The final four molars, or wisdom teeth, usually come when we are between 16 and 21. Not everyone gets wisdom teeth. Do you know if your parents have got theirs?

TIP Look at the plural of tooth:
• Healthy teeth help us eat.

2 Read and say the corresponding words for each number.

Our different teeth

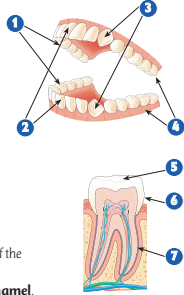
We have four kinds of teeth which do different things:

- We have eight **incisors** at the front of our mouths. They're the sharpest teeth because they cut our food.
- The four **canine** teeth are next to the incisors. They hold and tear food so they have very long roots.
- Our eight **premolars** are behind our canine teeth. We use them to chew food so premolars are flatter on the top.
- The **molars** are at the back of our mouths. Molars are much bigger than the premolars. Their job is to chew food into smaller pieces so it can be swallowed.

Tooth structure

A tooth has two parts: the crown and the root.

- The **crown** is the part we can see when we smile or open our mouth.
- We can't see the **root** because it is in the gums. It is about two-thirds of the tooth's total length.
- The hard white part that covers the outside of the tooth is called the **enamel**.



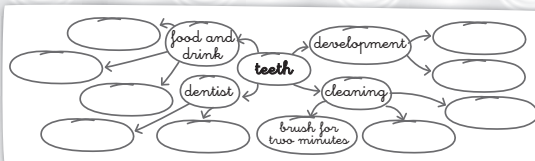
Science Teeth

1 Teeth quiz. Read and choose the right words.

- The teeth we have when we are young are called
a juice teeth. b (milk teeth). c wisdom teeth.
- How many different types of teeth have we got?
a three b four c five
- The hard part on the outside of our teeth is called
a crown. b root. c enamel.
- We use our incisors to
a cut our food. b chew our food. c drink.
- Molars are at the
a side of our mouth. b front of our mouth. c back of our mouth.
- The part of the teeth in our gums is called
a the enamel. b the crown. c the root.

2 Complete the teeth mind map.

brush for two minutes milk teeth drink milk go twice every year
eat carrots and apples brush twice a day permanent teeth listen
don't drink sugary drinks rinse with water



3 Answer the questions.

- How many teeth have you got? I've got
- Have you got any milk teeth? _____
- How old were you when you got your first permanent tooth? _____
- Do you like going to the dentist? _____
- What does the dentist say to you? _____
- What do you do to look after your teeth? _____

4 Use the answers to write about your teeth.

Objectives: By the end of the lesson, pupils will have read about teeth and their structure.

Target language

- **Key language:** toothbrush, teeth, milk teeth, permanent, molars, wisdom teeth, appear, incisors, canines, premolars, chew, tear, flat(ter), swallow, crown, root, gum, enamel
- **Revision:** healthy, dentist, numbers, adjectives

Materials required

- Extra activity 2: Reference books on animals, the Internet, large sheet of paper, coloured markers

Pupil's Book page 24

Warmer

- Ask pupils to count the number of teeth they have got. They check with their partners to see if they have the same number. Tell them how many teeth you have got. Ask *Have small babies got teeth?* (No, they haven't.) Ask *How old are babies when their first teeth appear?* (About six months old.) Explain that *appear* means the same as *come*. Write it on the board and ask a pupil to spell it.

Fact

- Tell pupils to open their Pupil's Books at page 24. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit their reactions. Elicit what pupils' own toothbrushes are made of.

1 Read and match.

- Focus pupils on the Activity 1 instruction and on the pictures. If pupils try to guess before they read, don't tell them if they are right or wrong. Pupils read the text quickly (and silently) to match the pictures with the headings in the text. They check in pairs. Check with the class.

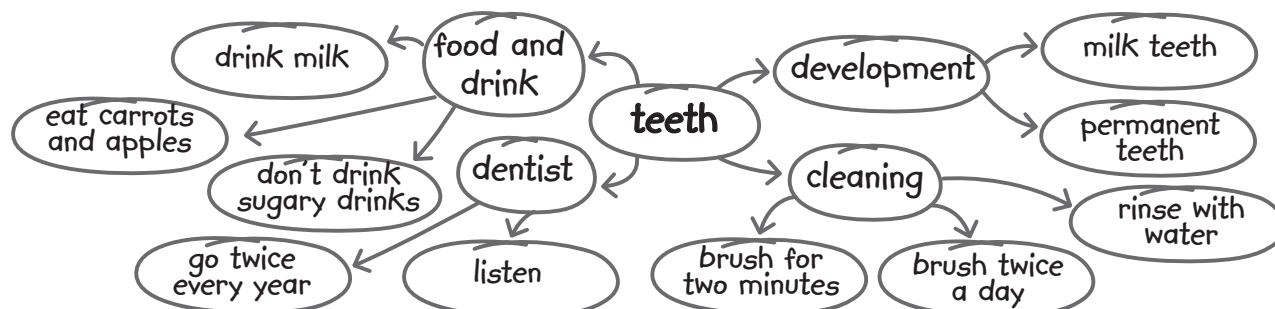
Key: a Our permanent teeth, b Our milk teeth, c Our dentist

2 Read and say the corresponding words for each number.

- Focus pupils on the Activity 2 instruction and on the diagrams. They read the text to check which teeth are which and the parts of a tooth, and then say the answers. They check in pairs. Check with the class and review what the functions of these different kinds of teeth is.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check pronunciation of new words, e.g. *incisor*, *enamel*, *gums*, *crown* *root* and understanding of key vocabulary, e.g. *swallow*. Elicit what kinds of food the different types of teeth help us eat.

Key: 1 premolars, 2 incisors, 3 canines, 4 molars, 5 crown, 6 enamel, 7 root

Extra activity 1: see page 215 (if time)



Activity Book page 24

1 Teeth quiz. Read and choose the right words.

Key: 2b, 3c, 4a, 5c, 6c

2 Complete the teeth mind map.

Note: Pupils will not be able to complete this activity until they have read both pages 24 and 25 of the Pupil's Book.

Key: See below

3 Answer the questions.

Key: Pupils' own answers

4 Use the answers to write about your teeth.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Ending the lesson

- Review with pupils what they have done and what they have learned about in today's lesson.

3 Read and say the words to complete the text.

healthy between finish
after mustn't before hungry
brush dentist better

Tooth care

To have healthy teeth and gums, you must:

- brush your teeth every day **after** meals and **1** bed.
- eat a good diet. You **2** eat sugary foods **3** meals. If you are **4**, eat an apple, banana or carrot. Don't drink lemonade. Drink milk! If you eat between meals, **5** your teeth when you **6**.
- visit the **7** twice a year. A dentist can clean your teeth **8** than you, so that your mouth is **9**.

4 Read and say the text in the correct order.

How to brush your teeth

To finish, rinse out your mouth with water.

All of that should take two minutes. Always start on the outside of the back molars, which need the most time and brushing. Brushing your teeth is very important. It cleans your teeth and gums, and helps against cavities. Then repeat all of this on your bottom teeth. Lastly, don't forget the top of your mouth and your tongue.

Next brush the inside of your teeth and gums using the same circular movement.

When you finish the inside and outside of your top teeth, quickly brush along the chewing part of your teeth.

Gently brush the back molars and gums using a small circular movement. Then move slowly around your mouth brushing all your teeth.

Project Do a dentist's experiment.

You need:

- A toothbrush
- Toothpaste with fluoride
- 2 eggs
- Bottle of white vinegar
- 2 clear glasses or plastic cups



What to do:

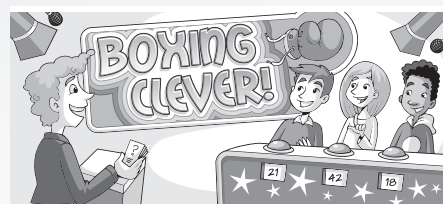
- Brush one of the eggs with fluoride toothpaste.
- Put 10 cm of vinegar into two of the containers. Put the 'fluoride' egg into one container of vinegar and the other egg into the other container of vinegar.

What happens:

Bubbles start to appear on one egg as the vinegar (an acid) attacks the minerals in the egg shell. Which egg do you think bubbles are going to appear on?

25

5 Read the letter and write the missing words. Write one word on each line.



Dear KBTv,

Last Saturday I saw something on your channel about a new quiz show for young people. It's called 'Boxing Clever'.

I wrote to you last year about a different programme, but you needed people who were older me. I think this new quiz show is for children of my age, and we have to questions about different school subjects. I'm very at geography and history, but science is my best subject.

I would like go on the quiz show. Please can you send me more information so that I can show my parents?

From
Robert Brown

Example

- 1
- 2
- 3
- 4
- 5

25

Objectives: By the end of the lesson, pupils will have learned more about teeth and oral hygiene and completed a project.

Target language

- **Key language:** *tooth care, sugary, healthy, between, diet, rinse, cavity (cavities), circular, fluoride, experiment, tongue, then, lastly, next, vinegar, hard boiled eggs, minerals, acid, bubble, appear*
- **Revision:** food

Materials required

- Extra activity 1: If possible, a watch with a timer or alarm
- Project: For each group of four: two hard-boiled eggs, two clear glasses or plastic cups. For the class: one tube of toothpaste with fluoride, two to four toothbrushes, two bottles of vinegar
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Topic worksheet (pages 22 and 28); Extra project idea, Unit 2 'Find out what's good for your teeth' from Kid's Box Teacher's Book 5 (page 226)*

Pupil's Book page 25

Warmer

- With books closed, review some of the facts pupils learned about teeth in the previous lesson, e.g. *How many teeth have babies got? What about young children? What are their teeth called? How many teeth have adults got? What are the four different kinds of teeth called and what do they do?*

3 Read and say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 25. Focus them on the Activity 3 title (Tooth care). Elicit what pupils think this means. Ask a pupil to read the introduction aloud (*To have healthy teeth and gums, you must:*).
- Pupils work individually. They read the text and say the words to complete the text. They check in pairs. Check with the class by asking different pupils to read parts of the text aloud. Check understanding of each section by asking, e.g. *So what is it OK to eat? Give me an example of a sugary food. Is it good for our teeth?*

Key: 1 before, 2 mustn't, 3 between, 4 hungry, 5 brush, 6 finish, 7 dentist, 8 better, 9 healthy

4 Read and say the text in the correct order.

- Focus pupils on the Activity 4 instruction and check understanding. Pupils work alone on this problem-solving activity. Remind them to use the sequencing words to help them. Don't hurry them, but give them plenty of time to think and reread. They can ask you or their partner if there is anything they don't understand. Check the sequence with the class. Ask a pupil to read paragraph 1 aloud. Then elicit from pupils what they think paragraph 2 is and ask one pupil to read it aloud. Ask the class if it sounds right and if they agree.
- Check general comprehension and also the meaning of any key vocabulary. Draw pupils' attention to the sequencing words, eg. *Then, Next, Lastly*. Pupils write their answers in their notebooks. Finally write the number sequence on the board to confirm the order.
- Show the pupils how long two minutes are by using the alarm on your watch or a clock.

Key: 8, 2, 9, 1, 6, 7, 4, 5, 3

Extra activity 1: see page 215 (if time)

Project Do a dentist's experiment.

- Show pupils the materials you have brought for the project (toothpaste, toothbrushes, cups, vinegar, eggs). Tell them they are going to be dentists today! Read the project information through with the class, showing the materials as they are mentioned. Elicit their predictions for the final question (*Which egg do you think is going to start to bubble?*). Check pupils understand what to do.
- Divide pupils in groups of four and hand out the materials. Pupils do the experiment in their groups, following the instructions. Monitor and check/help where necessary. Elicit what actually happened and if they were correct about their predictions. Discuss why that egg bubbled first and how the result is connected with teeth, the dentist and fluoride.

Activity Book page 25

Flyers Reading and Writing, Part 6.

5 Read the letter and write the missing words. Write one word on each line. **F** towards

- Tell pupils to open their Activity Books at page 25. Read the activity instructions and make sure pupils realise they need to use just one word in each space. Pupils read and complete the text individually, then compare answers in pairs. Check with the class. Go through any new vocabulary.

Key: 1 than, 2 answer, 3 good/bad, 4 to, 5 some

Extra activity 2: see page 215 (if time)

Optional activities

- Unit 2 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (pages 22 and 28).
- Extra project idea, Unit 2 'Find out what's good for your teeth'. See notes on *Kid's Box Teacher's Book 5* (page 226)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

Review Units 1 and 2

Review Units 1 and 2

- 1 Sarah is talking to her mother, Mrs Smith. Read the conversation and say the sentences that correspond to each number.



- a Can we go out to the park?
- b Yes, please. Can I phone Katy to see if she can come?
- c My favourite comedy's on at twenty-five past five.
- d I think it's about half past eleven.
- e All right, then. Can I phone Peter?
- f Thanks, Mum. Can you pass me the phone?
- g Which ones shall I wear? My sports shoes?
- h Does Peter like history?

Example

Mrs Smith: What time is it Sarah?

Sarah: d

Questions

Mrs Smith: What do you want to do?

Sarah: b

Mrs Smith: OK. Put your shoes on.

Sarah: g

Mrs Smith: Yes, the blue ones. Listen, do you want to go with a friend?

Sarah: h

Mrs Smith: I think Katy's studying for an exam this afternoon.

Sarah: c

Mrs Smith: OK. Call him and see if he wants to come too.

Sarah: e

Mrs Smith: Here you are. Tell Peter to bring his bike!

- 2 Tell your friend the story. It's morning. The boy is going to school.



- 3 Now write the story.

26

Vocabulary School Time Jobs

Review Units 1 and 2

- 1 Read the story. Choose words from the box to complete the sentences.

channel painted history quiz fire fighter
time going documentary jobs programme



Friendly

Friendly is a really funny comedy (1) programme. It's on TV at twenty to five every day. In this show there are five friends who all go to the same school in a big city. They live and study in the school, but they aren't all in the same class.

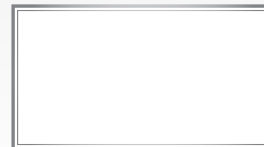
They're all going to have different (2) _____ when they grow up. Peter wants to be a cook, Jenny wants to be an actor, Sally wants to be a taxi driver, Jim wants to be a (3) _____ and Sue wants to be an artist.

In the story last week, Sue (4) _____ a picture for an art competition and Jenny sat as a model for her. In the picture which Sue painted, Jenny had one square eye, which was red, and a carrot for a nose. One of her legs was a mobile phone and the other was a banana. Sue's friends don't think she's (5) _____ to win the competition, but Sue's happy. She knows she isn't going to be a famous artist!

- 2 Choose a title for this episode of Friendly.

- a Modern art
- b Fun and games
- c Beautiful people

- 3 Draw and colour Sue's painting.



- 4 Match the questions with the answers.

- | | |
|---|---|
| 1 | Why do zebras like old films? |
| 2 | What goes up slowly and comes down quickly? |
| 3 | What's a chicken's most important test at school? |
| 4 | What do you call bears with no ears? |
| 5 | What's always slow to come, but never arrives? |
| 6 | When do elephants have eight feet? |

- | | |
|---|-------------------------------------|
| | An eggzam! |
| | When there are two of them! |
| | B. |
| 1 | Because they're in black and white. |
| | An elephant in a life! |
| | Tomorrow. |

26

Objectives: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and told and written a story.

Target language

- Key language: vocabulary and language from Units 1 and 2
- Additional language: *platform*

Materials required

- Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each pupil in the class.

Pupil's Book page 26

Warmer

- Make groups of six. Hand out a word from Unit 1 or 2 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.
- 1 Sarah is talking to her mother, Mrs Smith. Read the conversation and say the sentences that correspond to each number. **F** towards
 - Tell pupils to open their Pupil's Books at page 26. Focus them on the Activity 1 instructions. Ask a pupil to read them aloud. Check that pupils know what to do (complete the conversation). Remind pupils that not all letters are needed. Pupils work individually to read the conversation and whisper their answers to their partner. They check in pairs. Check with the class by asking pairs to read sections of the conversation aloud. Focus them on the key words which give them clues for the answers each time. Teach some techniques for this kind of activity, e.g. looking at the line that comes after the gap, looking at nouns, verbs, pronouns, etc. to check for cohesion.

Key: 1a, 2g, 3b, 4e, 5f

- 2 Tell your friend the story. **F** towards
- Focus pupils on Activity 2 and on the pictures. Give them time to look at the pictures and work out what is happening in the story. Elicit useful words for each picture as well as several sentences to describe what is happening in each picture e.g. *It's 8.30 and Peter is waiting on the platform for the train. He's going to be late and he's not happy.* Encourage pupils to bring the story to life by giving the characters names, and to 'fill in' the story between the pictures, e.g. *Peter runs out of the house. He is thinking about his homework.* Divide pupils into pairs. They take turns to tell the story (one picture each), saying at least two sentences for each picture and one sentence for in between the pictures. Remind them to use adjectives and adverbs to make the story more interesting. Go around the class, monitoring and listening in to the storytelling.

Key: Pupils' own answers

- 3 Now write the story. **F** towards
- Focus pupils on the activity instruction and check understanding. They write a draft of their story on paper or in their notebooks. Remind them to give the story a title, to give the people names, to write at least two sentences for each picture, to fill in between the pictures, and to use adjectives and adverbs to make it more interesting. Pupils write their first draft individually. They swap their work with a partner. They suggest corrections and improvements for each other's work. Pupils then write a final draft in their notebooks.

Note: In the real test, there are only three pictures.

Extra activity 1: see page 216 (if time)

Activity Book page 26

- 1 Read the story. Choose words from the box to complete the text. **F** towards

Note: There are five extra words in the box.

Key: 2 jobs, 3 firefighter, 4 painted, 5 going

- 2 Choose a title for this episode of *Friendly*. **F** towards

Key: a Modern art

- 3 Draw and colour Sue's painting.
- 4 Match the questions with the answers.

Key: (from top to bottom) 3, 6, 4, 1, 2, 5

Extra activity 2: see page 216 (if time)

Ending the lesson

- Review *going to* by asking around the class what pupils are going to do that evening and at the weekend.

4 Play the game.

What are you going to do tomorrow?

Instructions

- Go round the board. Say the time and what you are going to do at that time.
- Think of a different activity for each time.
- To keep playing you have to remember the activity which goes with each time. If you cannot remember then go back to START and wait for another go.

That's quarter to seven. Tomorrow I'm going to wake up at quarter to seven.

That's nine o'clock. Tomorrow I'm going to wake up at quarter to seven and go to school at nine o'clock.



Grammar Like / love + ing / nouns 'I like + infinitive Present simple questions and short answers
What time is it? It's quarter past one. Plans, intentions and predictions: going to

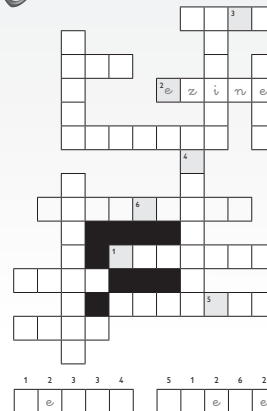
27

5 Complete the sentences. Count and write the letters.

- An internet magazine is called an azine.
- The study of the past is called history.
- Eight fifteen is three past eight.
- The lesson when we draw and paint is art.
- Good, better, best.
- The study of different countries is called geography.
- A competition with questions is a quiz.
- Somebody who repairs cars is a mechanic.
- Something we study at school is called a subject.
- A manager works on this in an office. A computer.
- Eleven thirty is half past eleven.
- The study of numbers is called maths.
- Somebody who paints pictures is an artist.
- The opposite of work is rest.

5

6 Now complete the crossword. Write the message.



7 Quiz time!

- What languages can they study at City School? They can study
- In this lesson we learn about plants and the human body.
- In a cartoon, how many pictures do they use for one second of film?
- What does Shari think she's going to be?
- What jobs did George Orwell have?
- How many kinds of teeth have we got?

8 Write questions for your quiz in your notebook.

27

Objectives: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and played a board game.

Target language

- Key language:** vocabulary and language from Units 1 and 2
- Revision:** language for playing games

Materials required

- Board game: dice, coloured counters
- Optional: *Kid's Box Interactive DVD 5*: The classroom Quiz 1; Evaluation 2 from *Kid's Box Teacher's Book 5* (page 233); Test Units Welcome-2 *Kid's Box Teacher's Resource Book 5* (pages 86-100)
- Kid's Box Language Portfolio 5* (page 3)

Pupil's Book page 27

Warmer

- Review telling the time with the class. Pupils make pairs. One sits with their back to the board, holding their notebook and a pencil. The other faces the board. Draw six numbered clocks on the board showing different times. Pupils whisper the number of each clock and then the time to their friend. The friend draws the time on the clock in their notebook. Pupils look and check. Pairs swap roles. Draw six more numbered clocks on the board showing different times.

4 Play the game.

- Tell pupils to open their Pupil's Books at page 27. Elicit that this is a board game. Focus them on the instructions and check understanding.
- Pupils play in groups of three. One member of the group is the secretary and the other two are the players.
- Pupils take it in turns to throw the dice and move around the board. When they land on a square, they say the time and what they're going to do at that time, as in the first example. The secretary makes a secret note of what is said. The next time it is their turn, they have to say the new time and then remember what they have planned to do the next day before adding the new activity, as in the second example.
- If they make a mistake or cannot remember the activity which goes with each time, they have to go back to the start. (Pupils can write down the phrases if they want to, but have to say them back in a chain.) After the game, the players swap roles so that there is a new secretary.

Extra activity 1: see page 216 (if time)

Activity Book page 27

5 Complete the sentences. Count and write the letters.

Key: 2 history 7, 3 quarter 7, 4 art 3, 5 best 4, 6 geography 9, 7 quiz 4, 8 mechanic 8, 9 subject 7, 10 computer 8, 11 half 4, 12 maths 5, 13 artist 6, 14 play 4

6 Now complete the crossword. Write the message.

Key: Message: hello there



7 Quiz time!

Key: 1 They can study French, German or Spanish, 2 science, 3 twelve, 4 a dentist, 5 writer and journalist, 6 four

8 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 216 (if time)

Optional evaluations

- The classroom: Quiz 1 from *Kid's Box Interactive DVD 5*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the *Teacher's Booklet*.
- Evaluation 2 from *Kid's Box Teacher's Book 5* (page 233). See notes on page 230.
- The test for Units Welcome-2 from *Kid's Box Resource Book 5* (pages 86-100). **F** towards

Language Portfolio (online)

- Pupils complete page 3 of *Kid's Box Language Portfolio 5* (*I can ...* Units 1-2).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 1 and 2 (pages 15 and 23) and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.



Say it with me

say it with me /ŋ/ /m/ /n/ English for Spanish speakers

1 Listen and repeat.

- You sang the wrong song for too long.
- Come on, Pam! I want to get home on time.
- The thing about the king is that he likes rings with wings.
- Let's have fun! If we run, we can sit in the sun.
- I think he winked at me at the skating rink when I was wearing pink.

2 Listen and read. Sing the song.

Things were fine
When I got here at nine.
Now it's all gone wrong
And I'll tell you in song.

I lost my new ring
The one with bat wings.
I think it fell in the sink
At the skating rink.

I'll sit here and hum
As I chew on my gum
Because today is distressing
And I should be resting.

3 Listen and read.

Hi, I'm Jen. I'm from Boston but I'm visiting England now. I'm having a lot of fun. My family and I are staying for nine days while my mom is working in London. My brother Ron and I visited Buckingham Palace. It was amazing! We went on the underground but we took the wrong train! We also played a football match with some new friends and our team won! I wish we could stay here longer! I think England is great! I love it! Jen xx

4 Write and play the game.

/ŋ/	/m/	/n/
long	drum	fine
pink	comb	ten
playing	film	cartoon

Long. Pink. Change.

28 Phonics The sounds /ŋ/, /m/ and /n/

say it with me /ŋ/ /m/ /n/

1 Listen and write the words in the table.

/ŋ/	/m/	/n/
song		

2 Find the odd one out.

1 wink	win	wing	Win because it has a /n/ sound.
2 sing	sin	ring	
3 ran	rang	long	
4 working	work in	singing	
5 rink	thin	sink	
6 Rome	run	fun	

3 Find the words. Use the words to complete the sentences.

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

- Jen went on holiday with her family.
- _____ is a city in the United States.
- _____ is the country where English people come from.
- _____ is the capital of England.
- Jen is _____ for nine days.
- Jen's _____ is working in London for a few days.
- Jen and her brother visited _____ Palace.
- Jen's football _____ won the match.

28

Objectives: By the end of the lesson, pupils will have reviewed the /ŋ/ sound as well as /m/ and /n/ sounds.

Target language

- **Key language:** *wrong, song, sing, ring, wing, sink, skating, hum, gum*
- **Additional language:** *resting, distressing, chew, amazing, the underground*
- **Revision:** present continuous, *I'm visiting ... , I'm having ... , is working*, past simple, *visited, played, went*

Pupil's Book page 28

Spanish specific

- In English the sound /ŋ/ is said when an 'n' is followed by 'g'. In Spanish the 'n' and 'g' are two sounds and in English they are one, but both languages pronounce 'n' as /ŋ/ when followed by 'g'. Spanish speakers tend to over-pronounce the 'g' in words such as *song* or not say the 'g' at all. In English the /ŋ/ sound is also said when an 'n' precedes a 'k' for example in *pink*. In this case the /ŋ/ might not be said clearly enough. It's important to practise this sound in connection with /n/ and /m/ to avoid confusing the three sounds.

Warmer

- Write /ŋ/, /m/, and /n/ in three columns on the board. Demonstrate the sound and also the position of the mouth where necessary.
- Write *sing*, *mother* and *nine* on the board. Ask pupils to say the words aloud. Ask pupils to think of other words they know with these sounds.

1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 28. Play the audio, stopping after each sentence for pupils to repeat. Say *Which sentences have different sounds?* Elicit answers. Play the audio again for pupils to practise pronunciation.
- Ask volunteers to say the sentences three times, as fast as they can. Praise correct pronunciation.

CD 2, 02

As in Pupil's Book

2 Listen and read. Sing the song.

- Focus pupils on the picture. Check understanding. Ask *Where is he? Is he happy? What is he thinking about?* Elicit answers.
- Tell pupils to listen for all of the /ŋ/ sounds. Play the audio. Elicit words the pupils have found (*song, things, wrong, ring, wings, sink, skating, rink, resting, distressing*). Play the audio again. Ask pupils to find words with the /m/ and /n/ sounds. Elicit the words (*hum, gum; fine, nine*).
- Play the audio again. Pupils sing. Let them have fun with the silly song and experiment with the sounds.

CD 2, 03

As in Pupil's Book

3 Listen and read.

- Focus pupils on the picture. Elicit what they can see. Play the audio. Pupils listen out for words with the target sounds.
- Pupils practise reading the email to each other.

CD 2, 04

As in Pupil's Book

4 Write and play the game.

- Focus pupils on the activity. Invite a volunteer to read the words. Pupils work in pairs and brainstorm other words for each sound and they write them in their notebooks.

- Divide the class in groups of four to six. One pupil says *long* and the next one in the groups says a word with the same sound, e.g. *pink*. If a pupil can't think of a word, they say *change* and say a word with a different sound. Each group must say at least two words of the sound before saying *change*.

Activity Book page 28

1 Listen and write the words in the table.

- Tell pupils to open their Activity Books at page 28. Play the audio. Pupils write the words they hear in the correct column. Check with the class.

Key: /ŋ/ wrong, wing, sink, thing, think, /m/ home, some, time, ham, programme, come, /n/ nine, fun, fine, son, competition, cartoon

CD 2, 05

Song, song; nine, nine, wrong, wrong; wing, wing: home, home; fun, fun; sink, sink; fine, fine; some, some; son, son; time, time; ham, ham; competition, competition; cartoon, cartoon; programme, programme; thing, thing, come, come; think, think

2 Find the odd one out.

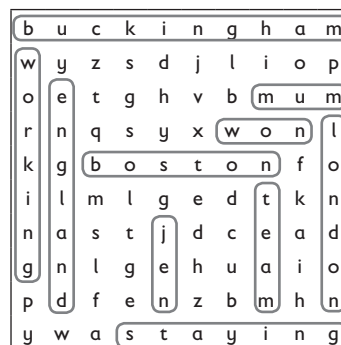
- Focus pupils on the words. Check understanding. Pupils work individually. Check with the class.

Key: 2 sin, 3 ran, 4 work in, 5 thin, 6 Rome

3 Find the words. Use the words to complete the sentences.

- Focus pupils on the wordsearch. Explain that there are 10 words and they all come from Jen's email. The pupils use the words to complete the sentences.

Key: 2 Boston, 3 England, 4 London, 5 staying, 6 mum, 7 Buckingham, 8 team



Ending the lesson

- In groups or with the whole class, brainstorm words using /ŋ/, /m/ and /n/, and then try to add 2 new lines to the song, e.g. *Sing a song of things gone wrong, I thought things were fun and exams were done.*



Get it right!

English for Spanish speakers

Get it right!

1 Look and say the answers.

Grammar

Do you **watch** cartoons? You ~~watch~~ cartoons?
Does he/she **play** tennis? Does he/she ~~plays~~ tennis?
Are you from Spain? Do you ~~be~~ from Spain?

1 How do you say these questions in your language?
2 Is it the same or different in English?

2 Ask your friend.

Do you play football?
1 you / play football? 3 your friends / speak English?
2 your mother / cook? 4 your brother / ride a bike?

3 Look and say the answers. Test your friend.

Vocabulary

history story languages subject pass an exam

1 How do you say these words in your language?
2 Do they mean the same?
3 Can you think of words which are similar in your language?

Geography is my favourite ...
... subject.

4 Look and spell. Test your friend.

Spelling

piece eight receive

'i' before 'e' except after 'c' and when the letters rhyme with 'me'!

piece receive friend review
eight diet quiet believe
interview

Spell 'piece'. (P-I-E-C-E)

Grammar Questions formation Vocabulary False friends Spelling ie and ei

29

Get it right!

1 Choose the correct word.

1 ~~Do~~/ Does you watch cartoons on TV?
2 Do / Does your uncle ride a motorbike?
3 Do / Does your friends play basketball?
4 Do / Does Diggory work in the School of Archaeology?
5 Do / Does your friends like watching films or cartoons?
6 Do / Does you think documentaries are interesting?

2 Complete the sentences.

1 ~~Does~~ Shari ~~study~~ (study) English at school? Yes, she ~~does~~.
2 your teachers (give) you a lot of homework? Yes, they
3 you (like) watching horror films? Yes, I
4 How old (be) Tom? (be) James and Charles the same age?
They (be) 11 years old.
5 Dan (play) the piano? Yes, he
6 What time you (get up)? your mum
(call) you or you (use) an alarm clock?

3 Correct the sentences.

1 Spanish, French and Japanese are idioms.
2 Spanish, French and Japanese are languages.
Story teaches us about the past.
3 Work hard and you will approve your exams.
4 Geography is my favourite signature.
5 Robinson Crusoe is a history by Daniel Defoe.

4 Sort and write the words.

1 nicesec science 4 vrevei
2 tinewrive 5 ebileve
3 eeevri 6 enridf

29

Objectives: By the end of the lesson, pupils will have had practice making questions with *do/does* and questions with the verb *be*. They will also have learned about *false friends* and how to spell words with 'ie' and 'ei'.

Target language

- **Key language:** *Do you ... ? Does he/she ... ?*
history, story, languages, subject, pass an exam, piece, receive
- **Additional language:** *believe, idioms, approve, alarm clock*
- **Revision:** *story, eight, painting, science, How many ... ?*

Pupil's Book page 29

Warmer

- Point to yourself and say *I watch TV*. Write it on the board. Ask a pupil to come to the front and say *Do you watch TV?* Elicit answer and write the question on the board. Ask another pupil *Does he/she watch TV?* Elicit answer and write the question on the board.

Grammar

1 Look and say the answers.

- Tell pupils to open their Pupil's Books at page 29. Focus them on the Grammar box. Ask pupils to read the first two questions. Review *do* and *does* with the class.

2 Ask your friend.

- Do the example with the class by asking one pupil to read the speech bubble. Check pupils know what to do. Pupils work in pairs. They ask and answer using *do/does* and the prompts. Encourage full answers. Monitor and help/correct.

Key: 2 Does your mother cook? 3 Do your friends speak English? 4 Does your brother ride a bike?

Vocabulary

3 Look and say the answers. Test your friend.

- Focus pupils on the Vocabulary box. Elicit answers to the questions. Explain that the words are confusing with regards to their language. Write some word pairs on the board: *history/story; languages/idioms; pass/approve; subject/signature*. Invite pupils to guess what the words mean and then give them the correct meaning.
- Focus pupils on the speech bubbles. Pupils work in pairs, taking turns to think of a sentence. Pupil A says the beginning of a sentence and Pupils B finishes it. They swap and repeat.

Spelling

4 Look and spell. Test your friend.

- Write *friend* on the board and ask pupils to spell it. Now write *receive* on the board and ask pupils to spell it. Underline 'ie' in *friend* and 'ei' in *receive*. Elicit the different sounds of *ie* and *ei*.
- Focus pupils on the rhyme in their Pupil's Books. Elicit which of the words on the board has letters that rhyme with *me* (*receive*). Pupils say the rhyme two or three times.
- Focus pupils on the Spelling box. Demonstrate how the rhyme works by spelling one or two of the words in the box aloud. In pairs pupils take turns to spell the other words on the page.

Activity Book page 29

Grammar

1 Choose the correct word.

- Tell pupils to open their Activity Books at page 29. Write *do* and *does* on the board. Say *When do we use 'do'?* *When do we use 'does'?* Elicit answers. Pupils work individually to complete the task and then check with a partner. Check with the class. Pupils work in pairs to ask and answer the questions. Monitor and help/correct where necessary.

Key: 2 Does, 3 Do, 4 Does, 5 Do, 6 Do

2 Complete the sentences.

- Focus pupils on Activity 2. Ask one pupil to ask the question and another to answer. Say *Why do we write 'Does ... study'?* (*Shari = she, so the subject is 3rd person singular*).
- Pupils work individually and complete the sentences. Check with the class. Ask individual pupils to read the questions and others to read the answers.

Key: 2 Do your teachers give you a lot of homework? Yes, they do. 3 Do you like watching horror films? Yes, I do. 4 How old is Tom? Are James and Charles the same age? They are 11 years old. 5 Does Dan play the piano? Yes, he does. 6 What time do you get up? Does your mum call you or do you use an alarm clock?

Vocabulary

3 Correct the sentences.

- Remind pupils about *false friends*. Focus pupils on the first sentence. Pupils work individually to rewrite the sentences using the correct word. Check the answers by asking one pupil to read out a sentence and another to write the correct word on the board. Repeat with the other sentences.

Key: 2 History teaches us about the past. 3 Work hard and you will pass your exams. 4 Geography is my favourite subject. 5 *Robinson Crusoe* is a story by Daniel Defoe.

Spelling

4 Sort and write the words.

- Focus pupils on the jumbled words. Pupils work individually. Set a time limit of 5 minutes. Then pupils work in pairs and check their answers.

Key: 2 interview, 3 receive, 4 review, 5 believe, 6 friend


Ending the lesson

- Pupils work in pairs to ask and answer the questions. Monitor and help/correct where necessary. Give extra vocabulary if required. Suggested questions: *Do you like watching TV? Why? / When do you watch TV? / What programmes do you like best? Why? What days are they on?*

3 City life

Show what you know! What city words can you remember?

Listening 1 Listen and repeat the city words you hear.



2 Listen again. Say the sentences with the right words.

- They arrive at **ten past two / twenty to three**.
- They want information for their **ezine / school homework**.
- They decide to visit a **bridge / museum** first.
- They start outside the **station / school**.
- They're lost because of problems with the **map / bus**.
- Tower Bridge is **behind / across** the street.

3 Read the sentences aloud.

right left straight on corner past across along

- We have to go **left** this road.
- We don't go **across** the river.
- We turn **right** here.
- Now we're at a **corner**.
- I think we take the third street on the **right**, then walk **along** this park.
- Let's go **across**.
- It's just **past** the street.


30 Vocabulary Directions

3 City life

Vocabulary Directions

right left straight on corner
past across along

1 Read and answer the questions.









Yesterday afternoon five people got on a bus at the bus station: one man, two women and two children. The bus left the station at nine o'clock. It had to stop at the corner because the traffic lights were red. The bus turned left after the traffic lights. The bus didn't stop at the first bus stop, but drove straight on because there weren't any people waiting there and no-one wanted to get off. The bus turned right at the next corner and drove over the bridge. At the second bus stop, outside the school, the two children and the man got off and nine more people got on. Then the bus went into the train station, where ten people got off and 12 more got on. The bus drove out of the station, turned left and went straight on to the end of the road.

2 Tick (✓) or cross (X) the sentences.

- Yesterday morning six people got on at the bus station: two men, one woman and three children. ____
- The bus had to stop at the corner because the traffic lights were red. ____
- After the first bus stop, it turned left at the next corner. ____
- At the second bus stop, outside the hospital, the two children and the man got off. ____

3 Read and complete the sentences.

along left on the corner
straight on right across

- How many people got off at the second stop? ____
- How many times did the bus turn left? ____
- How many people were there on the bus when it drove out of the train station? ____

- She ran **across** the park.
- She turned **left** at the corner of Queen Street.
- He went **straight on** at the traffic lights.
- He waited for his friend **on the corner** outside the school.
- He turned **right** into King Street.
- He walked **along** Prince Street.

30

Objectives: By the end of the lesson, pupils will be able to understand and give simple directions and will have reviewed city vocabulary.

Target language

- **Key language:** directions: *right, left, straight on, (at/on the) corner, past, across, along; to get lost, turn, traffic lights*
- **Additional language:** *just (along the street)*
- **Revision:** city and town vocabulary, telling the time, past simple, imperatives, *map*

Materials required

- Extra activity 1: Paper for making labels
- Optional: Grammar reference Unit 3 *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94)

Pupil's Book page 30

Warmer

- Provide a definition of *city* for pupils to guess the word, e.g. *I'm thinking of a place where people live. It's very busy. There are lots of cars, shops, houses and offices. There are parks, too.* Give clues until pupils guess. Provide a similar definition for *village* for pupils to guess. Discuss briefly with pupils where they prefer to live (city or village) and why. Tell pupils the theme of Unit 3 is *City life* and write it in the centre of the board.

Show what you know! What city words can you remember?

- Draw a circle around *City life* on the board and write one or two of the words you said in the warmer to start the mind map. Say *Show what you know ... about city life.* Brainstorm with the class in two minutes the city words they can remember and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

1 Listen and repeat the city words you hear.

- Tell pupils to open their Pupil's Books at page 30. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are. Focus pupils on the activity instruction and check understanding.
- Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 2, 06

MR GREY: OK, kids. We're going to meet back here at half past five. Don't get lost!

DAN: No problem, Dad! It's ten past two now, so we've got more than three hours.

SHARI: We want to get some interesting information for our ezine, so where shall we go first?

ALVIN: Tower Bridge is the most famous bridge in London. Let's go there.

SHARI: How do we get there?

ALVIN: Let's look at the map ... Now, we're outside the station. That's here.

DAN: We have to go straight along this road. We don't go across the river. We turn left here.

DAN: OK, now we're at a corner. Do we want to go left or right, Alvin?

ALVIN: Er, I don't know. I think we take the third street on the right, then walk past this park.

SHARI: Er, boys ... turn the map round! We're going in the wrong direction!

SHARI: Excuse me. Can you tell us how to get to Tower Bridge, please?

WOMAN: Look, dear. It's just across the street. It's behind you.

2 Listen again. Say the sentences with the right words.

- Focus pupils on the Activity 2 instructions and on the sentences. Give them reading and discussion/prediction time.

- Play the audio. Pupils say the sentences with the correct options. They check in pairs. Play the audio again and check answers with the class.

Key: 1 ten past two, 2 ezine, 3 bridge, 4 station, 5 map, 6 across

CD 2, 07

See previous recording

Presentation

- Draw a simple map on the board to pre-teach the directions *right, left, straight on, (on the) corner, past, across, along.* Focus pupils on the directions box to help check the concepts. Invite a pupil to the front. Give simple directions for the map on the board for the pupil to follow. Repeat.
- Play the audio from Activity 1 again. When pupils hear directions, they put their hands up. Stop the audio and elicit what was said. Get pupils to mime or point to the directions box to check understanding.

3 Read the sentences aloud.

- Focus pupils on Activity 3. They say the complete sentences one at a time. They check in pairs. Play the audio for a final check.

Key: 1 along, 2 left, 3 corner, 4 right, past, 5 straight on, 6 across

Extra activity 1: see page 216 (if time)

Activity Book page 30

1 Read and answer the questions.

- Tell pupils to open their Activity Books at page 30. Focus them on the Vocabulary box and the directions. Elicit the meaning of each preposition. Then they do activity 1.

Key: 1 Three, 2 Twice, 3 Thirteen

2 Tick (✓) or cross (X) the sentences.

Key: 1 X, 2 ✓, 3 X, 4 X

Extra activity 2: see page 216 (if time)

3 Read and complete the sentences.

Key: 2 right, 3 straight on, 4 on the corner, 5 left, 6 along

Optional activities

- Grammar reference Unit 3 from *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Say the directions words again for pupils to mime with their hands.

4 Look at the map. Read the directions and say the answers.

- Go along the High Street. Take the third street on the left and stop after the river. What's on the right?
- Go along the High Street and turn right into Blue Street. Turn left into Low Road and then go across Green Street. What's on the corner, on the left, opposite the cinema?
- Go along the High Street, and take the second street on the left. Walk past the playground. What's next to it?

5 Listen to the directions and answer.

1 Go straight on. Take the second street on the left. What's at the end of the street? The river.

6 Play the game.

Go along the High Street and take the third street on the right. Go across Low Road and it's next to the music shop.

Is it the fruit shop? Yes, it is!

7 Write the directions to (1) the bank and (2) the computer shop.

Grammar

The bank is **behind** the toy shop, **next to** the café, **opposite** the library.

Go along Low Road, **take** the second on the left, **go straight on**. The market is **between** the river and High Street.

Grammar Giving directions Prepositions

4 Follow the directions and write the message.

London	to	29	places	million	is
of	see	the	interesting	in	and
lots	are	year	visit	people	every
biggest	There	UK.	it.	city	the

r = right l = left u = up d = down
 London - 5r - 3d - 5l - 4r - 2u - 2l - 2d - 1l - 1u - 1l - 1u - 3r - 1u - 2l - 1d - 4r - 1d - 3l - 2u - 2r - 2d - 1l - 1d

London

5 Put these buildings on the map.

- The gym's on the right of the supermarket.
- The cinema's opposite the bus station.
- The castle's opposite the car park.
- The library's between the café and the toyshop.
- The school's on the other side of the road from the bookshop and opposite the hospital.
- The bookshop's behind the fire station.
- The stadium's on the other side of the road from the bookshop, on the corner.

6 Find these buildings in Activity 5.

- Start at the X. Go straight on and take the first road on the right. Go past the hospital and the café. It's the building on the left before the toy shop. What is it? _____
- Start at the X. Turn right and walk to the fire station. Go past the fire station and walk to the next corner. Turn left. It's on the corner on the right. What is it? _____

7 Now write two sets of directions for a friend to follow.

1 Start at the X. Go ...

Objectives: By the end of the lesson, pupils will have had further practice with using maps and understanding and giving simple directions.

Target language

- **Key language:** directions, imperatives, *You are here, on the left/right, at the end of ..., bank, stadium, gym*
- **Revision:** city vocabulary, prepositions

Materials required

- **Extra activity 1:** The following directions written on a large sheet of paper. Don't write the answers (they are for you).
- 1 Go straight on. Take the third street on the right. Walk past the shoe shop and the sweet shop. Turn right. Go straight across Green Street and the bank is on the left. (Wrong: The bank is on the right. The bicycle shop is on the left.)
 - 2 Walk up the High Street. Take the first street on the right and then take the first left. Take the second street on the left and the bus station is on the right. (Wrong: The cinema is on the right.)
 - 3 Go up the High Street. Walk across Blue Street and turn right at the book shop. Cross Low Road. The supermarket is on the left. (Wrong: The supermarket is on the right. The computer shop is on the left.)
- **Optional:** *Kid's Box Teacher's Resource Book 5 Unit 3 Reinforcement worksheets 1 and 2 (pages 29, 30 and 31)*

Pupil's Book page 31

Warmer

- Draw a simple map on the board with features marked, e.g. station, library, museum. Ask pupils to come up in turn and follow your directions. They also give directions, e.g. from the station to the museum.
- 4 Look at the map. Read the directions and say the answers.
- Tell pupils to open their Pupil's Books at page 31. Focus them on the map. Check understanding of vocabulary by asking, e.g. *Can you see the stadium? Can you see the gym?* Check they know where to start (red dot marked *You are here*). Pupils work individually and follow the directions to find the places on the map. They check in pairs, one reading the directions aloud, and the other following with their finger. Check with the class in the same way.

Key: 1 The stadium, 2 The sweet shop, 3 The school

5 Listen to the directions and answer.

- Focus pupils on the Activity 5 instruction. Remind them to start in the same place each time. Play the audio. They write the answer in their notebooks each time. They check in pairs. Play the audio again. Check with the class.

Key: 2 The park, 3 The computer shop, 4 The sweet shop, 5 The bus station

CD 2, 08

- 1 Go straight on. Take the second street on the left. What's at the end of the street?
 - 2 Go up The High Street. Take the first street on the left and go across the river. What's on the right?
 - 3 Go up The High Street. Take the second street on the right and go straight on. Cross Low Road. What's on the left?
 - 4 Go straight on. Take the third street on the right. Walk past the shoe shop and stop. What's on the right?
 - 5 Go up The High Street. Take the first street on the right. Next, take the first street on the left and go across Green Street. Then take the first street on the right. What's on the left?
- 6 Play the game.
- Focus pupils on the Activity 6 instruction and on the example. Check they know what to do. Focus pupils on the Grammar box and elicit some useful words and phrases to give directions and talk about position (place prepositions). Write them on the board, e.g. *take, go straight on, opposite, next to, behind, between*. Elicit more words. Pupils work individually for about five minutes, to work out at least two sets of directions for their friend to follow (plus the answers). Make pairs. Pupils take turns to give directions to each other and to follow them on the map. Make new pairs. Pupils repeat.

7 Write the directions to (1) the bank and (2) the gym.

- Check pupils know what to do. They work individually to write the directions in their notebooks, but remind them to check with their partner if they get stuck. Check with the class.

Key (possible answers): (1) Go up The High Street. Take the third street on the left. The zoo is on the left after the river. (2) Go up The High Street. Go across Red Street. The gym is on the left on the corner, opposite the cinema.

Extra activity 1: see page 216 (if time)

Activity Book page 31

4 Follow the directions and write the message.

Key: London is the biggest city in the UK. There are lots of interesting places to see and every year 29 million people visit it.

5 Put these buildings on the map.

Key: From left to right: castle, cinema, library, school, fire station, stadium

6 Find these buildings in Activity 5.

Key: 1 The library, 2 The stadium

7 Now write two sets of directions for a friend to follow.

Key: Pupils' own answers

Extra activity 2: see page 216 (if time)

Optional activities

- Unit 3 Reinforcement worksheets 1 and 2 from *Kid's Box Teacher's Resource Book 5* (see pages 29, 30 and 31).

Ending the lesson

- Play a guessing game with some of the city vocabulary. Say, e.g. *I'm thinking of a place in the city. You can't shop there. You can read there, but you can't talk. Where is it?* (library). Repeat with *You go here to get money*. Pupils can take turns to be the callers.

Reading 8 Read and think. Is London an exciting city? Why?

http://www.cambridge.org/elt/kidsbox/ezone

Kid's Box Ezine! home reports games world email

★ Yesterday we went to London and saw a lot of interesting places. Here are some of our photos.

Kid's Box reports London

a New Scotland Yard is one of the most famous police stations in the world. A king of Scotland lived in the first Scotland Yard.

b This is the British Museum. There are six million objects here. One of them is The Rosetta Stone.

c This is the new Globe Theatre. The first Globe theatre was famous because William Shakespeare showed his plays there.

d You can buy stamps for your postcards in the Trafalgar Square post office. They sold the first sticker stamps in this post office in 2001.

e This is Brown's. It's a hotel and restaurant. It's the oldest hotel in London. Rudyard Kipling wrote *The Jungle Book* here.

f London's got six airports. This is Heathrow. It is the busiest airport in the world. 64 million people use this airport every year!

g This castle is next to Tower Bridge. It's called the Tower of London. It looks beautiful now but for many years it was a terrible prison. Many people died here.

h This is a London taxi. It's called a black cab. Black cab drivers have to pass a test to show that they know all the streets in London.

taxi hotel police station airport restaurant museum castle theatre post office

9 Listen. Repeat the word and say the name of the place. **1** Castle.

10 Read again and correct these sentences.

Castle. That's the Tower of London.

- 1 You can see the Rosetta Stone at the Natural History Museum.
- 2 William Shakespeare showed his films here.
- 3 They sold the first postcards here.
- 4 Brown's is a shop and hotel.
- 5 London's got seven airports.
- 6 London buses are called black cabs.

32 Vocabulary City life

8 Choose words from the box to label the pictures.

museum post office hotel airport restaurant castle theatre police station

1 2 3 4 5 6

hotel

9 Sort and write the words.

1 prrtiao airport 2 eather 3 letsac

4 aeiiolonpsttc 5 sumemu 6 ethol

10 Complete the table. Look in the Pupil's Book to find the names of the places.

Yesterday Paul visited London with his family. They went to seven different places.

- At nine o'clock Paul went to a place where you can see exciting things from all over the world.
- They went for a boat trip on the River Thames at half past ten.
- After lunch they went to the place where Shakespeare and his actors showed their plays.
- They took a taxi from Tower Bridge at half past five and went back to their hotel.
- They had a picnic lunch at quarter to one. They ate some sandwiches in Hyde Park.
- After watching the play, they went to look at an old building next to Tower Bridge.
- They arrived at the oldest hotel in London at ten to six. They had dinner and went to bed.

9.00	Went to the British Museum.
10.30	
2.30	
4.30	
5.50	

11 Look at the letters on the clock and write the words.

- 1 It's five to one. straight
- 2 It's eight o'clock.
- 3 It's ten to six.
- 4 It's ten past nine.
- 5 It's twenty-five past four.
- 6 It's twenty-five to three.

32

Objectives: By the end of the lesson, pupils will have learned more vocabulary to talk about cities and read about London.

Target language

- **Key language:** *police station, Scotland Yard, theatre, play (n), stamps, post office, are called, hotel, airport, restaurant, museum, castle, prison, queen, black cab*
- **Additional language:** *Globe Theatre, William Shakespeare, Trafalgar Square, Rudyard Kipling, The Jungle Book, Tower Bridge, the Tower of London*
- **Revision:** city vocabulary, superlatives, telling the time

Materials required

- Extra activity 1: Photocopiable activity 3 (see page 206), one copy for each pair, cut into A and B
- Extra activity 2: A large sheet of paper for each group of four, reference materials / the Internet to research London (past and present), coloured markers
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 3 Extension worksheet 1* (pages 29 and 32)
- *Kid's Box Language Portfolio 5* (page 10)

Pupil's Book page 32

Warmer

- Write *London* on the board. Give pupils two minutes in pairs to think/talk quietly about what they know about London. Then elicit/discuss what they know. Find out if anyone has visited London and, if they have, ask them where they went and what they saw.

8 Read and think. Is London an exciting city? Why?

- Tell pupils to open their Pupil's Books at page 32. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the texts and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the key words at the bottom of the webpage. They read the texts silently and think about their answers to the question. Elicit the places mentioned in the texts from pupils and discuss their ideas as a class, reminding them to say why they think London is an exciting city. Check comprehension of vocabulary. Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the information.

9 Listen. Repeat the word and say the name of the place.

- Focus pupils on the Activity 9 instructions and on the example. Elicit the names of the places mentioned in the texts, e.g. *New Scotland Yard*, and what it is (a police station). Play the audio. Pause after each place for pupils to find the information in the texts. They point to the place. Play the audio again. Elicit a choral answer each time. Elicit what's in the British Museum (The Rosetta Stone).

Key: 2 Hotel. That's Brown's. 3 Police station. That's New Scotland Yard. 4 Airport. That's Heathrow. 5 Museum. That's the British Museum. 6 Theatre. That's the Globe Theatre. 7 Post office. That's Trafalgar Square post office. 8 Taxi. That's a black cab. 9 Restaurant. That's Brown's.

CD 2, 09

1 castle, 2 hotel, 3 police station, 4 airport, 5 museum, 6 theatre, 7 post office, 8 taxi, 9 restaurant

10 Read again and correct these sentences.

- Focus pupils on the Activity 10 instruction. Pupils reread the texts to find the correct information. They write the corrected sentences in their notebooks.

Key: 1 You can see The Rosetta Stone at the British Museum. 2 William Shakespeare showed his plays here. 3 They sold the first sticker stamps here. 4 Brown's is a hotel and restaurant. 5 London's got six airports. 6 London taxis are called black cabs.

Extra activity 1: see page 216 (if time)

Activity Book page 32

8 Choose words from the box to label the pictures.

Note: There are two extra words in the box: museum and post office.

Key: 2 restaurant, 3 theatre, 4 police station, 5 castle, 6 airport

9 Sort and write the words.

Key: 2 theatre, 3 castle, 4 police station, 5 museum, 6 hotel

10 Complete the table. Look in the Pupil's Book to find the names of the places.

Key: 10.30: Went for a boat trip on the River Thames. 12.45: Had a picnic lunch in Hyde Park. 2.30: Went to the new Globe Theatre. 4.30: Went to look at the Tower of London. 5.30: Took a taxi from Tower Bridge to the hotel. 5.50: Arrived at Brown's Hotel.

Extra activity 2: see page 216 (if time)

11 Look at the letters on the clock and write the words.

Key: 2 school, 3 stadium, 4 park, 5 shop, 6 road

Optional activity

- Unit 3 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 29 and 32).

Language Portfolio (online)

- Pupils complete pages 10 of *Kid's Box Language Portfolio 5* (A city I know).

Ending the lesson

- Say the places from the reading again for pupils to provide the names, e.g. Teacher: *Castle*. Pupils: *The Tower of London*.

- 11 Listen and say the words to complete the song. Check and sing.

castle zoo restaurant taxi
museum station theatre
Bridge street park

Theatre, cinema,
Restaurant and hotel,
Museum, castle,
A story to tell.

I went to London,
To have a lovely day.
To go to a museum and
The for a play.

I saw Tower 2
And the 3 too.
Walked in the 4
And went to the 5.

I went to a 6
On the corner of the 7
I sat outside and
I had something to eat.

I took a 8
Because it was late.
My train was in the 9
It was half past eight.



- 12 Ask and answer.

cook firefighter manager
actor bus driver doctor
teacher pilot police officer

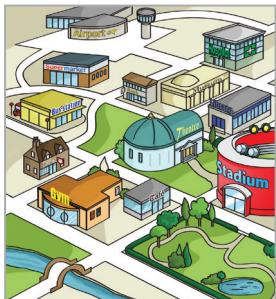
Who goes to work in a restaurant or hotel?

A cook.

- 13 Look at the map. Ask and answer.

Where's the theatre?

It's between the gym and the library.



- 14 Think of a place you know. Give directions how to get there from your school. Can your friend guess?

Go out of the door, turn left, take the second street on your right and walk past 'Flower's Restaurant'. What can you see?

Is it the stadium?

Yes, it is.

33

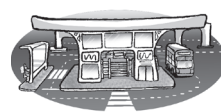
- 12 Write 'who', 'which' or 'where'.

- 1 A place where you can buy stamps.
- 2 Someone who flies planes.
- 3 Something which you have to buy when you go by bus or train.
- 4 A place where we go to see a play.
- 5 Someone who cooks food in a restaurant.
- 6 A place where you can see old paintings and books.
- 7 A place where you can catch a plane.
- 8 A place where you can get money.
- 9 Someone who repairs cars.
- 10 A place where you go to cross a river.

- 13 Now find the words from Activity 12.

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

- 14 Write a definition of these words.



1 A place



2 Someone

- 15 Put these places on your map.

castle bank hotel airport
restaurant museum theatre



- 16 Now write directions from the castle to three places on the map.

1 Start at the castle. Go ...

- 17 Ask your friend to follow your directions.

33

Objectives: By the end of the lesson, pupils will have had further practice giving directions and will have sung a song.

Target language

- Key language: city vocabulary, directions
- Revision: jobs, past simple, prepositions, giving definitions with *who*, *which*, *where*

Materials required

- Optional: *Kid's Box Teacher's Resource Book* 5 Unit 3 Extension worksheet 2 and/ or Song worksheet (pages 29, 33 and 34); *Kid's Box Interactive DVD* 5, *The music room*, Unit 3 'A story to tell' song

Pupil's Book page 33

Warmer

- Teach the simple chant below to review London vocabulary. Make small groups to suggest lines in between the chorus.
London, London, what a great city!
There's lots to see for you and me.
Parks, castles, museums, theatres,
There's lots to see for you and me.
(Pupils add places, e.g. The Tower of London.)

11 Listen and say the words to complete the song. Check and sing.

- Tell pupils to open their Pupil's Books at page 33. Focus them on the Activity 11 song and on the words in the box. Give them a few minutes to read through the song and try to guess where the words go. Play the audio. They listen and check their work. They complete the song by whispering the words to their partner. They check in pairs. Check general comprehension of the song. Play the audio again. Stop for pupils to repeat, line by line, verse by verse. Play the audio again for pupils to join in with the song. Play the first version on the audio and then the karaoke version. Practise the song with pupils as a whole class, in large groups and in small groups (one group for each verse).

Key: 1 theatre, 2 Bridge, 3 castle, 4 park, 5 zoo, 6 restaurant, 7 street, 8 taxi, 9 station

CD 2, 10

As in Pupil's Book and key

CD 2, 11

Now sing the song again. (Karaoke version)

12 Ask and answer.

- Focus pupils on the words in the box for Activity 12 and on the activity instruction. Give them thinking/checking time. Pupils work in pairs and take turns to ask and answer, using the prompts as a model. Check with the class. Be ready to accept original answers.

Key (possible answers): A firefighter goes to a fire station. A manager goes to an office. An actor goes to a theatre. A bus driver goes to a bus station. A doctor goes to a hospital. A teacher goes to a school. A pilot goes to an airport. A police officer goes to a police station.

13 Look at the map. Ask and answer.

- Review prepositions *next to*, *between*, *behind*, *opposite*, using classroom objects. Focus pupils on the Activity 13 map. Check they remember the names of all the places. Demonstrate the activity, using open pairs. Pupils continue, taking turns to ask and answer in closed pairs. Monitor to check they are using the correct prepositions.

14 Think of a place you know. Give directions how to get there from your school. Can your friend guess?

- Focus pupils on the Activity 14 instructions. Read the sample text aloud. Brainstorm a few ideas of places with the class. Pupils work individually and write their directions. In pairs, pupils take turns to give their directions and guess the destination.

Extra activity 1: see page 216 (if time)

Activity Book page 33

12 Write 'who', 'which' or 'where'.

Key: 2 who, 3 which, 4 where, 5 who, 6 where, 7 where, 8 where, 9 who, 10 where

13 Now find the words from Activity 12.

Key: 2 pilot, 3 ticket, 4 theatre, 5 cook, 6 museum, 7 airport, 8 bank, 9 mechanic, 10 bridge

14 Write a definition of these words.

Key (possible answers): 1 A place where you can catch a bus.
2 Someone who helps sick people in hospital.

15 Put these places on your map.

Key: Pupils' own answers

16 Now write directions from the castle to three places on the map.

Key: Pupils' own answers

17 Ask your friend to follow your directions.

Key: Pupils' own answers

Extra activity 2: see page 216 (if time)

Optional activities

- Unit 3 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (pages 29 and 33).
- Unit 3 Song worksheet from *Kid's Box Teacher's Resource Book 5* (pages 29 and 34).
- The music room:* Unit 3 'A story to tell' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from earlier in the lesson again with the class.

15 Dan's phonics

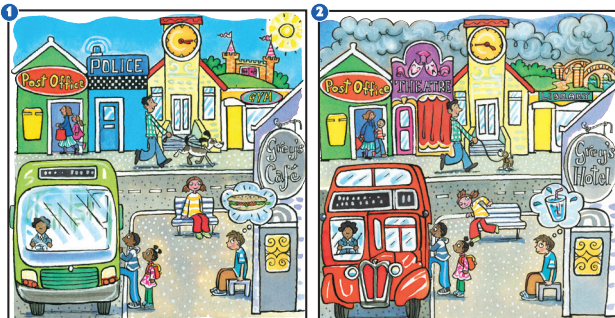


Sally: I need some socks, Simon.
 Simon: But there aren't any shops at the bus station, Sally.
 Sally: Look! What's that?
 Simon: Gosh! It's a sock machine!



Speaking 16 Find ten differences.

In the first picture there's a green bus, but in the second picture there's a red bus.



Writing 17 Choose one of the pictures and write about it.

The first picture is of a town.
 I can see ...

Joke Corner

What starts with 'p', ends with 'e', and has thousands of letters in it?

34

Phonics Consonant sounds: 's' (socks) and 'sh' (shop, machine)

18 Write the words in the columns.

shopping listen children information stop castle
 watched machine place question adventure directions

's' (as in sun)	'sh' (as in she)	'ch' (as in chips)
listen		

19 Listen, check and say.

20 Find 15 spelling mistakes in the text.

In this picture we can see lots of children playing. Three boys are sitting on the ground and plying with their toys. They've got some toy lorrys and a buss. They're near two ladys who are sitinning on chairs. These ladys are the boiys' mums. Some older children are flyng their kites. One boye's kite is in a tree. He's climbing up the tree and he's trieing to get it down.

• Look at the way these words change:

Nouns	toys	Verbs	enjoys
toy	days	enjoy	plays
day	lorries	play	cries
lorry	balconies	cry	studies
balcony	shelves	study	watch
shelf	leaves	phone	phones
leaf	boxes	stop	stopping
box		run	running
		swim	swimming
		climb	climbing



22 Describe your school playground.



21 Now write the text correctly.

In this picture we can see lots of children playing.

In our school playground we can see

34

Objectives: By the end of the lesson, pupils will have practised the phonemes /s/ and /ʃ/, and completed a writing activity.

Target language

- **Key language:** the phonemes /s/ and /ʃ/, describing pictures, *there's a, in the background, in the foreground, on the left, on the right, at the top, at the bottom*
- **Revision:** the phoneme /tʃ/, family, city vocabulary, colours, *I can see ...*

Materials required

- Extra activity 2: Card divided into 12 squares with the words from Activity Book Activity 18 written (with underlining), one in each square, one photocopy for each pair of pupils

Pupil's Book page 34

Warmer

- Write the sentence *She sells sea shells on the sea shore* on the board. Check comprehension. Say the sentence for pupils to repeat. Get them to say it faster and faster. Elicit the two sounds practised in the tongue twister (/s/ and /ʃ/). Elicit other words which have the same sound.

15 Dan's phonics

- Tell pupils to open their Pupil's Books at page 34. Focus them on Activity 15 and on the instruction. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils say the /s/ and /ʃ/ sounds correctly. In pairs, pupils practise the rhyme.

CD 2, 12

As in Pupil's Book

16 Find ten differences. **F** towards

- Focus pupils on the Activity 16 pictures and speech bubble. Pupils work in pairs, using the model. Write the following on the board: *In the first picture there's / there are ... , but in the second picture there's / there are ...*
- Pupils find the differences before they start the oral part of the activity. Check with the class.

Key: In the first picture there's a castle, but in the second picture there's a bridge. • In the first picture there's a woman and girl going into the post office, but in the second picture there's a woman and boy coming out of the post office. • In the first picture there's a police station next to the post office, but in the second picture there's a theatre next to the post office. • In the first picture it's 3.15, but in the second picture it's 3.45. • In the first picture there's a man walking with a big dog, but in the second picture there's a man walking with a little dog. • In the first picture it's sunny, but in the second picture it's cloudy. • In the first picture there's a green bus, but in the second picture there's a red bus. • In the first picture there's a girl sitting on a bench, but in the second picture there's a girl running. • In the first picture there's a hungry boy, but in the second picture there's a thirsty boy. • In the first picture there's a café, but in the second picture there's a hotel.

17 Choose one of the pictures and write about it.

- Draw a picture frame on the board to review the language they need: *in the background/foreground, on the left/right, at the top/bottom*. Pupils work individually to write their descriptions. They check with a partner who makes suggestions. They write a final draft in their notebooks.

Joke Corner

- Focus pupils on the Joke Corner. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 13

As in Pupil's Book

Activity Book page 34

18 Write the words in the columns

- Tell pupils to open their Activity Books at page 34. Check they know the meaning of all the words in the box. Read out the heading of each column. Make sure pupils know which sound goes in which column, using the example. Remind pupils that they practised the sound /tʃ/ (the third column) in the Welcome Unit and tell them to focus on the sound of the words, not the spelling. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

19 Listen, check and say.

- Play the audio for pupils to listen and check. Check with the class. Play the audio again. Pupils listen and repeat.

Key: Key: 's': listen, stop, castle, place 'sh': information, machine, shopping, directions 'ch': children, watched, question, adventure

CD 2, 14

's' sound: listen, stop, castle, place

'sh' sound: information, machine, shopping, directions

'ch' sound: children, watched, question, adventure

Extra activities 1 and 2: see page 217 (if time)

20 Find 15 spelling mistakes in the text.

- Before pupils do the activity, focus them on the Write it right! box and check they understand the rules that are listed.

Key: See Activity 21 key

21 Now write the text correctly.

Key: Three boys are sitting on the ground and playing with their toys. They've got some toy lorries and a bus. They're near two ladies who are sitting on chairs. These ladies are the boys' mums. Some older children are flying their kites. One boy's kite is in a tree. He's climbing up the tree and he's trying to get it down.

22 Describe your school playground.

Key: Pupil's own answers

Ending the lesson

- Do the rhyme again from the beginning of the lesson.

DIGGORY BONES

18 Listen to the story.

What does the letter mean?

It was the wrong library because it was the wrong city.

Which city does he mean?

Of course! The library in Alexandria was the most important library in the ancient world.

I think he means the city of Alexandria in Egypt.

Outside the city of Alexandria there's a cave with secret writing on the walls.

And Brutus can use The Baloney Stone to understand the writing!

What are we going to do now?

We're going to fly to Egypt.

Dad, we're going to Egypt, can you take us to the airport, please?

Yes, son.

Now let's get a taxi and find a hotel ... Taxi!

What's in the cave, Dad?

People say the writing on the wall of the cave ...

... can open the door to mountains of secret treasure!

Brutus Grubbe!

19 Where is the secret writing?

35

DIGGORY BONES

23 Read and answer.

- Why was it the wrong library? *Because it was the wrong city.*
- Which city does Brutus mean? _____
- What are they going to do now? _____
- What is there outside Alexandria? _____
- What's on the walls of the cave? _____
- Who's the taxi driver? _____

24 Who said it? Read and match.

- I think he means the city of Alexandria in Egypt. ☐ 1
- Brutus can use The Baloney Stone to understand the writing! ☐
- What are we going to do now? ☐
- ... can open the door to mountains of secret treasure! ☐
- Now let's get a taxi and find a hotel. ☐
- Yes, son. ☐

25 Do you remember?

- An actor sometimes works in a *theatre*.
- You can stay in a _____ when you go on holiday.
- Be careful when you walk _____ the road. Look out for cars!
- The opposite of 'turn right' is 'turn _____'.
- Two words with a 'sh' (as in 'she') are _____ and _____.
- One leaf, two _____.

Can do

- I can talk about places around town.
- I can give and understand directions.
- I can spell plural nouns.

35

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- **Key language:** language in the story, *ancient world, cave, mountains (of secret treasure)*
- **Additional language:** *Alexandria*
- **Revision:** language from the unit

Materials required

- Extra activity 2: Paper for making labels
- Optional: *Kid's Box Interactive DVD 5*: 'Visiting York' episode (*The school hall*); the animated version of the Unit 3 story from *Kid's Box Interactive DVD 5* (*The school library*); Playscript 3 from *Kid's Box Teacher's Resource Book 5* (pages 76 and 80); Evaluation 3 from *Kid's Box Teacher's Book 5* (page 234)

Pupil's Book page 35

Warmer

- Review the story so far. Pretend to remember wrongly what has happened before, so pupils can correct you, e.g. *In the last episode, they went to meet Brutus at the British Museum* (No, they went to meet him at the library).

Story

18 Listen to the story.

- Tell pupils to open their Pupil's Books at page 35. Focus them on the story. Elicit who is going to be in this episode (Diggory, Emily, the Professor, Brutus). Set the gist questions: *Which country are they going to? What's the name of the city? Why was the library famous? How are they going to get there?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Egypt, Alexandria, It was the most important library in the ancient world, By plane).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *How can The Baloney Stone help Brutus? What is inside the cave? What job is Brutus doing? How does Diggory change in the story?*

CD 2, 15

As in Pupil's Book

Extra activity 1: see page 217 (if time)

19 Where is the secret writing?

- Focus pupils on Activity 19 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame six).

Key: In a cave outside the city of Alexandria in Egypt.

Activity Book page 35

23 Read and answer.

Key: 2 He means Alexandria. 3 They are going to fly to Alexandria. 4 There is a cave. 5 There is secret writing. 6 Brutus Grabbe.

24 Who said it? Read and match.

Key: b3, c3, d4, e1, f2

Extra activity 2: see page 217 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 hotel, 3 across, 4 left, 5 Pupils' own answers, 6 leaves

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about places around town. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities in which they gave and understood directions. Pupils circle the appropriate face. Repeat for the third sentence, eliciting spelling rules for plural nouns.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- *The school hall:* The 'Visiting York' episode from *Kid's Box Interactive DVD 5*. See pages 5-6, 12-15 of the *Teacher's Booklet*.
- *The school library:* The animated version of the Unit 3 story from *Kid's Box Interactive DVD 5*. See pages 38-45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 35. Hand out a copy to each student of Playscript 3 from *Kid's Box Teacher's Resource Book 5* (page 80). See notes on page 76.
- Evaluation 3 from *Kid's Box Teacher's Book 5* (page 234). See notes on page 230.

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.

Geography Cities

FACT Istanbul, in Turkey, is the only city which is on two continents. It's called the 'bridge between Asia and Europe'.



1 Can you say the name of these cities?



2 Read and say 'true' or 'false'.

- During the stone age cavemen started fishing.
- Cities started growing where there were markets.
- Cities stopped growing because of the industrial revolution.
- Four thousand people lived in Mohenjo-Daro 40,000 years ago.
- London is smaller than New York.
- New York has more skyscrapers than Tokyo.

3 Read and say the correct order of the events.

- London was the biggest city in the world.
- People started building cities.
- New York was bigger than London.
- Cavemen started farming.
- Tokyo is the biggest city in the world.
- Rome was the most important city in the world.

Why did the first cities start?

During the stone age, cavemen started farming. As they got better at farming, they started growing more food than they could eat. They bought and sold the extra food in markets. Cities started growing around these markets. Living in cities made people feel safe. People often lived near castles and built walls around their houses. Two hundred years ago cities started growing much faster because of the industrial revolution. People went to work in the cities because there was more money.

Where were the first cities?

Mohenjo-Daro in the Indus Valley, in Pakistan, was one of the first cities. It was built more than 4,000 years ago. About 40,000 people lived there. If we look at a map of Mohenjo-Daro, we can see the streets were straight and that there were a lot of houses and big buildings. About 2,000 years later, the biggest city in the world was Rome. It was the capital of the Roman Republic and Empire for a thousand years. About one million people lived there. London was the first city to have more people than Rome. It was the biggest city in the world between 1831 and 1925. Then New York grew bigger. Now the biggest city in the world is Tokyo, but New York has more skyscrapers.

TIP Compare these two sentences. Pay attention to the adverbs:

- Cities started growing around these markets.
- About one million people lived there.



36 Vocabulary Cities around the world

Geography Cities


1 City quiz. Read and choose the right words.

- The capital city of the USA is a New York. b Los Angeles. c Washington DC.
- Paris is the capital city of a Japan. b Australia. c France.
- The only city in two continents is a Istanbul. b Moscow. c Cairo.
- In 1900 the biggest city in the world was a Rome. b New York. c London.
- The first cities in the world were in a the Amazon Valley. b the Indus Valley. c the Thames Valley.
- People started living in cities a to buy and sell food. b to catch the bus. c because they didn't like farming.

2 Read this report about Stratford-upon-Avon.

Stratford-upon-Avon is a town near Birmingham in England. About 25,000 people live here. The city is more than 800 years old. It's famous because William Shakespeare was born here. He wrote lots of plays, including *Romeo and Juliet* and *Macbeth*. You can still see his plays today in the Royal Shakespeare Theatre. There are lots of other interesting different places to go. Children can go to the museum, the library, the sports centre, the cinema and the park. The town has also got a bus and train station. I like Stratford-upon-Avon because the river is beautiful. The only thing I don't like is that it takes a long time to travel to the beach.

3 Complete the Stratford-upon-Avon mind map.



4 Now draw a mind map about your town or city.

5 Use the information from Activity 4 to write your report.

My city

36

Objectives: By the end of the lesson, pupils will have read about the history of cities around the world.

Target language

- Key language:** *continent, stone age, cavemen, start ... -ing, stop ... -ing, industrial revolution, safe, Pakistan, was built, Rome, capital, republic, empire, New York, Tokyo, skyscraper*
- Additional language:** *Mohenjo-Daro, Indus Valley, Amazon Valley, Stratford Upon Avon, Romeo and Juliet, Macbeth, Royal Shakespeare Theatre*
- Revision:** past simple, city vocabulary, comparatives, superlatives

Materials required

- Prepare labels for about 12 cities in different parts of the world, e.g. New York, Alexandria, London, Tokyo, Rio de Janeiro, Istanbul, Sydney, Delhi, Cape Town, etc. (you need one label for every pair of pupils). A world map, sticky tack
- Extra activity 2: Reference books / the Internet for pupils to find out about the industrial revolution, a large sheet of paper for each group of four pupils, coloured markers

Pupil's Book page 36

Warmer

- Hand out the city labels to pairs of pupils. Give them thinking time before you display the world map. Pairs come to the front in turn, say the name of their city and then stick the label to the map. It doesn't matter that some/all of the cities are already marked on the map. Elicit from pupils any other city names they know in countries other than their own and where they are on the map.

Fact

- Tell pupils to open their Pupil's Books at page 36. Focus them on the fact about Istanbul. Ask a pupil to read the fact to the class. Elicit where Istanbul is on the map in the classroom and show them how it straddles two continents. Ask if any pupils have been there.

1 Can you say the name of these cities?

- Focus pupils on the Activity 1 pictures and instruction. Don't let them shout out their answers. Divide pupils into groups of four to discuss their answers. Elicit the answers from the class and ask pupils to describe what they can see in the pictures.

Key: a Rome, b London, c Tokyo, d New York

2 Read and say 'true' or 'false'.

- Pre-teach the following vocabulary, using pictures where possible, before pupils read the text: *cavemen, stone age, industrial revolution, capital, skyscraper*. Set the following gist questions for the first reading: (first section) *Why did cities start growing faster 200 years ago?* (second section) *How old is Mohenjo-Daro? For how many years was London the biggest city in the world?* Pupils read the text silently and quickly to find the answers. They check in pairs. Check with the class (Because of the industrial revolution, More than 4,000 years old, 94). Elicit any other interesting information that pupils noticed in their first reading.
- Focus pupils on the Activity 2 instruction and on the true/false statements. Pupils reread the text to find the answers. They check in pairs. Check with the class, eliciting corrections and discuss the true statements. Check comprehension of other key vocabulary as you do this.

Key: 1 false (they started farming), 2 true, 3 false (they started to grow faster), 4 false (40,000 people / 4,000 years ago), 5 true, 6 true

3 Read and say the correct order of the events.

- Focus pupils on Activity 3 and check understanding (chronological sequence). Remind pupils to read the sentences before looking back at the text to sequence them. Pupils work individually and check in pairs. Check with the class, eliciting where in the text they found the information.

Key: a4, b2, c5, d1, e6, f3

Extra activity 1: see page 217 (if time)

Activity Book page 36

1 City quiz. Read and choose the right words.

Key: 2c, 3a, 4b, 5b, 6a

2 Read this report about Stratford-upon-Avon.

3 Complete the Stratford-upon-Avon mind map.

Key: See below

4 Now draw a mind map about your town or city.

Key: Pupils' own answers

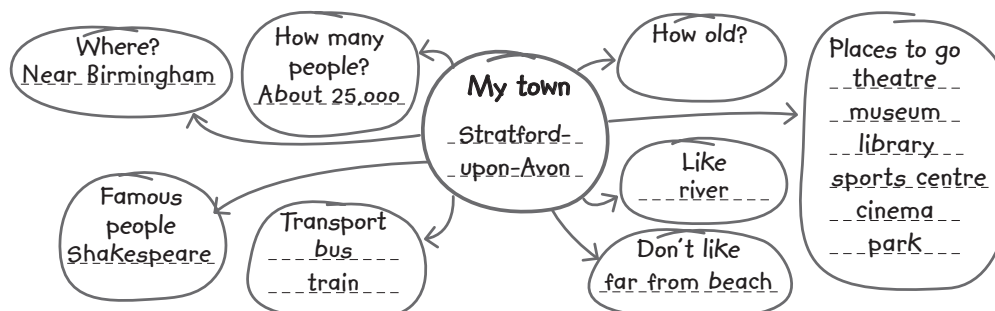
5 Use the information from Activity 4 to write your report.

Key: Pupils' own answers

Extra activity 2: see page 217 (if time)

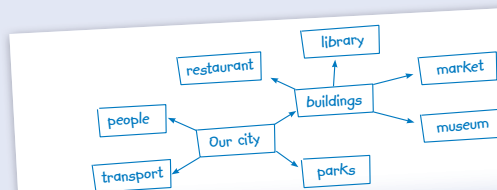
Ending the lesson

- Review with pupils what they have done and what they have learned about in today's lesson.



4 In groups talk about a city you know.

a What can you find in your city? Look at the mind map and discuss with your friends.



b Make two columns in your notebook and write a list of the 'good' things and the 'bad' things about your city. Talk about why you think they are good or bad. How can you make the bad things better?

Our city	
Good	Bad
park	cars

Project Design a new city with your group.



Ask and answer.

- What do you want in your city?
- What do you need in your city?
- Where do you want to put parks, schools, houses, shops, markets?
- How can people go from their home to school, to the shops, or to work?

How to make your city:

- 1 Make a map of your city on a big piece of card.
- 2 Write the names of the places in your city on coloured pieces of paper. Put them on your map to show where you want them.
- 3 Think of a name for your city and tell the other groups about it!

Social Science 5 Unit 5:
From kingdom to empire

37

6 Listen and write. There is one example.



George's holiday to London

- Example Transport: by train
- 1 Hotel name: The _____
 - 2 Where the hotel is: next to the British _____
 - 3 Hotel phone number: _____
 - 4 Where George visited: The _____ Theatre
 - 5 Time of the play: Sunday at _____

37

Objectives: By the end of the lesson, pupils will have learned more about cities and completed a project.

Target language

- Key language: comparatives, *want*, *need*
- Revision: city vocabulary, expressing opinions

Materials required

- Project: For each group of four, paper, a large piece of card, coloured paper, coloured pens, glue, scissors
- Reference materials (leaflets and brochures) for a local city
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 3 Topic worksheet* (pages 29 and 35); Extra project idea, Unit 3 'City research project' from *Kid's Box Teacher's Book 5* (page 227)

Pupil's Book page 37

Warmer

- With Pupil's Books closed, review what pupils learned about the history of cities in the previous lesson. They don't need to recall exact dates and precise information. Prompt them if they need help, e.g. *Is Rome the biggest city in the world at the moment?* (No. It's Tokyo.)
- Elicit the name of a city near where they live that you think they will know about.

4 In groups talk about a city you know.

- Tell pupils to open their Pupil's Books at page 37. Focus them on the activity instruction and on part 'a'. Review with pupils what a mind map is, using the illustration in the book. Make sure they notice that the mind map mostly has general categories (transport) rather than specifics (e.g. trains). Make groups of four. Hand out leaflets and brochures about the local city you have chosen for pupils to find out information. Pupils create a mind map for each group on a piece of paper. Monitor groups as they work to provide support. Elicit ideas from groups to create a shared mind map on the board.
- Focus pupils on part 'b'. Ask one or two pupils to read the instructions aloud to check understanding. Give clear timings for each stage of the activity, e.g. five minutes for the lists, five minutes for the discussion and suggestions for improvement. Elicit a few ideas of 'good' and 'bad' things before pupils start, but remind them that these words are subjective (one pupil might think something is 'bad', and another might think it is 'good'). Provide some prompts for discussion on the board:
I think (...) are good because ... / I don't agree. / I agree with you. / Good idea. / What about (...)? / We can make things better by ... -ing ...
- Elicit ideas for improvements, group by group, for a short class discussion.

Project Design a new city with your group.

- Focus pupils on the project and tell them they are going to be city planners and politicians. Read the questions on the left and have a general discussion of these points first. Check they understand the difference between *want* and *need*. Pupils work in their groups of four and write notes in answer to each question. Encourage them to be creative and imaginative. After pupils have had sufficient planning and discussion time, focus on instructions on the right. Check they understand what they have to do. Hand out the materials to each group. Remind them to plan the city map carefully before they start drawing it on the card. Monitor and support groups where necessary.
- Groups take turns to come to the front of the class, hold up their plans and present their cities to the class. At the end, vote for the best new city.

Extra activity 1: see page 217 (if time)

Activity Book page 37

Flyers Listening, Part 2.

6 Listen and write. There is one example. **F** towards

Key: 1 Windsor, 2 Museum, 3 0207 541 4672, 4 Old, 5 half past three

CD 2, 16

Hello, George. Can I ask you some questions? / Yes, what about? / Well, you went to London last month, didn't you? Can you tell me about your holiday? / Yes, of course. / Well, first, how did you go there? / We went by train. It was cheap and quick. / Good. Let me write this down. Can you see the answer? Now you listen and write. What other questions have you got, Betty? / Well, I also want to know the name of the hotel. / The hotel? Sure, it was called The Windsor. / Can you spell that for me? / Er, yes. W-I-N-D-SO-R. It is a lovely hotel. / That's great. Why did you like it? / The rooms are very big and it's in a really good place. / Is it? Where is it then? / Well, it's next to the British Museum. / I'd like to go there. Oh, one more thing. Do you know the phone number for the hotel? / Oh, yes. It's 0207 541 4672. / OK, thank you for that. Now I want to know where you visited. / Well, we went to a lot of places! / Really? Which did you like best? / My favourite visit was when we went to the theatre. / The theatre? / Yes, it was called The Old Theatre, and we saw a play called 'The Mouse'. / Did you say 'The Old Theatre'? / That's right. / Was that in the evening? / No, we went to the show on Sunday afternoon. It started at half past three. / Hmm ... I think that's a good idea. I want to go to that too. Thanks for all the information. / You're welcome, Betty! Bye! / Bye!

Extra activity 2: see page 217 (if time)

Optional activities

- Unit 3 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (pages 29 and 35).
- Extra project idea, Unit 3 'City research project'. See notes on *Kid's Box Teacher's Book 3* (page 226)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

4 Disaster!

Show what you know! What weather words can you remember?

Listening 1 Listen and repeat the weather words you hear.



2 Listen again. Who said it?

- 1 Now we've got a great project for our ezine ... disasters!
- 2 We decided to sail to a small island for a picnic with my dad.
- 3 When we were sailing to the island, the sky went dark.
- 4 The radio was on, but we weren't listening to the weather. We were listening to music.
- 5 We were walking up the beach, looking for somewhere safe to stay, when lightning hit the boat.
- 6 It was really exciting when the helicopter came to get us.

(Alvin.)

Grammar

Were you listening to the weather on the radio?
We weren't listening to the radio.
We were listening to music.

3 Read and say the complete sentences.

- 1 They were sailing to the island
- 2 They were waiting on the island
- 3 The radio was on,
- 4 When the storm started,
- 5 They were walking away from the boat
- 6 They were getting warm

- a they were waiting on the island.
- b when the lightning hit it.
- c when the sky went dark.
- d when the reporter arrived.
- e when the helicopter appeared.
- f but they weren't listening to the weather.

38

Grammar Past continuous and past simple

4 Disaster!

Grammar Past continuous

We use the past continuous to describe what was happening in the past.

Affirmative	Negative (n't = not)	Question
I was listening to music.	You weren't playing tennis.	Was she reading ?
They were walking to school.	He wasn't running in the park.	Were they sailing ?

1 Match the pictures with the text.



Emma's talking to her teacher. She's saying why she was late for school.

- | | |
|---|--|
| <input type="checkbox"/> Then I saw the bus. It was coming down the street so I started to run. | <input type="checkbox"/> Now I can't find my homework. It must be on the road. Sorry! And I'm sorry I'm late! |
| <input type="checkbox"/> The books were on the road in the water when the bus ran over them. | <input type="checkbox"/> I had a disaster this morning. I was walking to school when it started to rain. |
| <input type="checkbox"/> I didn't have a coat or umbrella so I decided to get the bus. | <input type="checkbox"/> When I was running for the bus I dropped my schoolbag and my books fell out on to the road. |

2 Write the verbs in the table. Look at the spelling.

move cut stop live enjoy wake up
shout lose cook swim carry get

taking (t + -ing)	sailing (+ -ing)	running (x2 + -ing)
moving		

3 Read and choose the right words.

- 1 They were sailing across the lake **when** / **because** it started to rain.
- 2 He **was climb** / **climbing** in the mountains when it started to snow.
- 3 My dad was having a shower when the phone **ring** / **rang**.
- 4 The boy **was** / **were** flying his kite when he hurt his elbow.
- 5 They were losing **if** / **when** he scored the goal.

38

Objectives: By the end of the lesson, pupils will be able to talk about the past, using the past simple and the past continuous.

Target language

- **Key language:** past simple and past continuous, *disaster, storm, island, beach, catch fire, lightning*
- **Revision:** the weather, adjectives, spelling for *-ing* endings, *helicopter*

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 4 Reinforcement worksheet 1* (pages 36 and 37); Grammar reference Unit 4 *Pupil's Book 5* (page 103) and *Activity Book 5* (page 94)

Pupil's Book page 38

Warmer

- Invent a short story of a disaster that happened to you which is weather-related, e.g. a flood in your house, your house was struck by lightning. At the end, say *It was a disaster / It was terrible*. Elicit if pupils have experienced any similar disasters. Tell pupils the theme of Unit 4 is *Disaster* and write it on the board. Draw a line down from *Disaster* and write *Weather*. Tell that lots of disasters are caused by the weather.

Show what you know! What weather words can you remember?

- Draw a circle around *Weather* on the board and write one word to start the mind map. Say *Show what you know ... about weather words*. Brainstorm words and create a mind map on the board. Pupils copy it into their notebooks.

1 Listen and repeat the weather words you hear.

- Tell pupils to open their Pupil's Books at page 38. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are. Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 2, 17

SHARI: That was amazing!

DAN: It was really scary as well.

ALVIN: Now we've got a great project for our ezine ... Disasters!

SHARI AND DAN: Yeah!

REPORTER: Well, hello, children. Are you getting warm?

SHARI, DAN AND ALVIN: Yes!

REPORTER: Can you tell me what happened?

SHARI: It was hot and sunny this morning, so we decided to sail to the small island for a picnic with my dad.

ALVIN: When we were sailing to the island, the sky went dark.

REPORTER: Were you listening to the weather on the radio?

DAN: The radio was on, but we weren't listening to the weather. We were listening to music.

REPORTER: Why didn't you go back to the beach?

DAN: Because we were very near the island. We decided to wait there for the weather to get better ... but it didn't. A storm started.

SHARI: We were walking up the beach, looking for somewhere safe to stay, when lightning hit the boat and it caught fire.

REPORTER: What a disaster!

SHARI: We couldn't leave the island, so Dad had to phone for help.

ALVIN: At first the phone didn't work. But then he tried again and it was OK. Phew!

REPORTER: Were you afraid?

SHARI, DAN AND ALVIN: Yes!

DAN: But it was really exciting when the helicopter came to get us.

SHARI AND ALVIN: Yeah, that was great!

2 Listen again. Who said it?

- Read the sentences through with the class. Play the audio. Pupils write the name in their notebooks. They check in pairs.

Key: 2 Shari, 3 Alvin, 4 Dan, 5 Shari, 6 Dan

CD 2, 18

See previous recording

Presentation

- Write sentence 3 from Pupil's Book Activity 2 on the board. Underline the past simple in one colour and the past continuous in another. Use a timeline to show that the past continuous happened over a period of time and was interrupted by the past simple action. Do the same using sentence 5. Elicit the names of the two tenses. Pupils copy the timeline into their notebooks.
- Play the audio from Activity 1 again. When pupils hear the past continuous, they put their hands up. Stop the audio and elicit what was said. At the end, elicit a story summary from pupils.
- Focus pupils on the Grammar box.

Extra activity 1: see page 217 (if time)

3 Read and say the complete sentences.

- Pupils do the activity in pairs. Check with the class.

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

Activity Book page 38

1 Match the pictures with the text.

- Tell pupils to open their Activity Books at page 38. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative. Then pupils do to the activity 1.

Key: From left to right: 3, 6, 5, 1, 2, 4

2 Write the verbs in the table. Look at the spelling.

Key: taking: moving, living, waking up, losing
sailing: enjoying, shouting, cooking, carrying
running: cutting, stopping, swimming, getting

3 Read and choose the right words.

Key: 2 climbing, 3 rang, 4 was, 5 when

Extra activity 2: see page 217 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 37).
- Grammar reference Unit 4 from *Pupil's Book 5* (page 103) and *Activity Book 5* (page 94). See answer key on *Kid's Box Teacher's Book 3* page 201.

Ending the lesson

- Elicit from pupils what they remember about disaster stories from the warmer.

4 Listen and say the words to complete the song. Check and sing.

swimming skating sitting eating walking climbing playing sailing

What were you doing when the storm began?
When the lightning hit and the water ran.
Where were you when the rain came down?
On the mountain, at the beach, in the forest or the town.



I was walking up the mountain,
He was 1 over the lake,
We were 2 in the park,
She was 3 a piece of cake.

They were 4 in the river,
He was 5 on the sea,
She was 6 up a wall,
I was 7 under a tree.

5 What were you doing when these things happened? Write three sentences.



hurt your knee
teacher saw you

dropped your mobile phone
cut your hand

lightning hit the tree
started to rain

shoe fell off
mother took a photo of you

started to feel ill
lost your watch

6 Play the game. Guess it in five.

I was having a picnic when it started to rain.

What was I doing when it started to rain?

Yes, I was.

Were you having a picnic?

Vocabulary Verbs

39

4 Write questions and answers about Paul's day.



1 What was Paul doing at twenty past three?

He was catching the bus.

2 _____
3 _____
4 _____
5 _____
6 _____

5 Read and complete the table.



Last week somebody broke a chair in the classroom during playtime. The children don't want to tell the teacher who broke the chair, so the teacher is trying to find out.

David was wearing a red sweater and a long scarf. Betty was wearing a short skirt and green shoes. Katy was wearing jeans and a T-shirt. William was wearing grey trousers and a blue shirt.

One girl was jumping around the classroom. One of the boys was playing football outside. One girl was reading a book in the playground. David was talking to his friends in the playground. The child who broke the chair wasn't wearing green shoes or grey trousers.

Name	David			
Clothes				
Where?				
What doing?				

Who broke the chair? _____

39

Objectives: By the end of the lesson, pupils will have had more practice using the past simple and past continuous to talk about interrupted past actions and will have sung a song.

Target language

- **Key language:** past simple and past continuous, *feel ill*
- **Revision:** weather vocabulary, telling the time, daily activities

Materials required

- Optional: *Kid's Box Teacher's Resource Book 5 Unit 4 Extension worksheet 1* and/or *Unit 4 Song worksheet* (pages 36, 39 and 41); *Kid's Box Interactive DVD 5, The music room*, Unit 4 'What were you doing?' song

Pupil's Book page 39

Warmer

- Review the past continuous by asking different pupils, e.g. *What were you doing at eight o'clock yesterday evening?*
- Listen and say the words to complete the song. Check and sing.
- Tell pupils to open their Pupil's Books at page 39. Remind them of the unit theme (disasters) and focus them on the questions. Ask different pupils to read them aloud. Check understanding of these questions. In pairs, pupils read the song with gaps and try to predict/guess what the missing words are, using the words in the box. They can compare ideas in pairs. Play the audio for pupils to check. Check with the class. Play the audio again for pupils to follow the complete text in their books. Play it a third time for pupils to repeat, line by line and then verse by verse. Pupils sing it as a class and then in three groups (one for each section). Play the first version on the audio and then the karaoke version. Groups swap roles and repeat.

Key: 1 skating, 2 playing, 3 eating, 4 swimming, 5 sailing, 6 climbing, 7 sitting

CD 2, 19

As in Pupil's Book and key

CD 2, 20

Now sing the song again. (Karaoke version)

5 What were you doing when these things happened? Write three sentences.

- Focus pupils on the Activity 5 instructions. Elicit an example from pupils, using one of the pictures and one piece of text, e.g. *I was making sandwiches when I cut my hand*. Write it on the board with a timeline as in the previous lesson, using the same colours as previously for the two tenses. Ask pupils *What was happening over a longer time?* (making sandwiches). *What happened suddenly / interrupted it?* (cut my hand). Elicit another example if you think pupils need it. Pupils copy the examples into their notebooks under the timeline, using the appropriate colours. Check pupils understand the key vocabulary, e.g. the difference between *feel* and *fell*. Pupils work in pairs and orally make as many sentences as they can. Remind them to change the pronouns. Monitor and support where necessary. Elicit the sentences from the pairs to check.
- Pupils write at least three sentences in their notebooks. Encourage them to be creative with the matching.

6 Play the game. Guess it in five.

- Focus pupils on the Activity 6 instructions and on the example. Check understanding and demonstrate using open pairs. Make pairs. Pupils play the game, using the sentences they wrote for Activity 5.

Extra activity 1: see page 217 (if time)

Activity Book page 39

4 Write questions and answers about Paul's day.

Key: 2 What was Paul doing at half past four? He was doing his homework. 3 What was Paul doing at quarter past five? He was playing football. 4 What was Paul doing at half past six? He was having a shower. 5 What was Paul doing at eight o'clock? He was having dinner. 6 What was Paul doing at ten past ten? He was brushing his teeth.

Extra activity 2: see page 217 (if time)

5 Read and complete the table.

Key: Who broke the chair? Katy.

Name	David	Betty	Katy	William
Clothes	red sweater, long scarf	short skirt, green shoes	jeans, T-shirt	grey trousers, blue shirt
Where?	playground	playground	classroom	outside
What doing?	talking to friends	reading a book	jumping around	playing football

Optional activities

- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (pages 36 and 39).
- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 5* (pages 36 and 41).
- The music room*: Unit 4 'What were you doing?' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Pupils sing the song from the beginning of the lesson again in three groups.

Reading 7 Read and think. Which was the worst disaster? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home reports games world email

★ Disasters sometimes happen as we recently found out. We decided to find out about some famous disasters.

Kid's Box reports Disasters

a This ship is called the Titanic. On 14 April 1912 it was sailing across the Atlantic Ocean when it hit an iceberg. They couldn't see the iceberg because of the fog.

b The Hindenburg was one of the biggest airships ever built. On 6 May 1937, when it was arriving in the USA, it caught fire. People think this happened because lightning hit it during a storm.

c Hurricanes are very dangerous storms with strong winds. The worst Atlantic hurricane in history was the Great Hurricane in 1780, from 10-16 October.

d When a volcano erupts, it throws hot liquid rock and gases into the air through the hole at the top. When Krakatoa erupted on 26 August 1883 it made the loudest sound ever heard.

e On 1 November 1755 an earthquake hit Lisbon, in Portugal. The Earth moved for ten minutes. The earthquake destroyed most of the buildings in the city.

f On 28 December 1908 a tsunami hit Messina, in Italy. The enormous wall of seawater was about ten metres high. How high do you think the seawater is in this picture?

tsunami hurricane volcano earthquake iceberg storm

8 Listen and say 'yes' or 'no'. Repeat or correct.

1 The tsunami was on 28 December 1908.

Yes. The tsunami was on 28 December 1908.

9 Listen and repeat the chant.

January, February, March, April, May, June, July, August, September, October, November, December.

40 Vocabulary Disasters

6 Choose dates from the box to label the pictures.

26 August 1883 4 November 1755 6 May 1937 14 April 1912
28 December 1908 10 October 1780

1 2 3 4 5 6

1 November 1755

7 Read and write the dates.

1 The day before the twenty-fifth. The twenty-fourth.

2 The day after the twenty-first.

3 The day after the twenty-fourth.

4 This day is three days after the twenty-sixth.

5 This is the day after the twenty-third.

6 This day is three days before the thirtieth.

8 Complete the sentences.

1 The first month is January.

2 The third month is _____.

3 The fifth month is _____.

4 The seventh month is _____.

5 The eleventh month is _____.

6 The twelfth month is _____.

9 Sort and write the months. Put them in order.

gjaauu frbryea charm lipar
yam juen uyil atuugs restebpem
boorcte mnboree redbeemc

A _____ J _____
S _____ O _____
M _____ D _____
M _____ J _____
J _____ N _____
A _____ F _____

40

Objectives: By the end of the lesson, pupils will have read about disasters around the world and reviewed ordinals and months of the year.

Target language

- **Key language:** ordinals, months, superlatives, *iceberg, hurricane, volcano, erupt, liquid rock, gas, hole, enormous, earthquake, destroy, tsunami, in, on* (for dates)
- **Additional language:** *Titanic, Hindenburg*
- **Revision:** weather, past narrative verb forms

Materials required

- Optional: *Kid's Box Teacher's Resource Book 5 Unit 4 Reinforcement worksheet 2* and/or *Extension worksheet 2* (pages 36, 38 and 40)

Pupil's Book page 40

Warmer

- Write *Disasters* on the board. Elicit recent disasters that have happened around the world, giving pupils clues if necessary. Write them on the board, introducing the new vocabulary, if appropriate, e.g. *hurricane, flood, tsunami*. Ask *What can you see at the top of a volcano?* to elicit *hole*. Write it on the board and ask a pupil to spell it. Explain *enormous* is an adjective and it means the same as *huge*. Ask pupils to say words for things that are enormous. Elicit/ Discuss what they know about the disasters.

7 Read and think. Which was the worst disaster? Why?

- Tell pupils to open their Pupil's Books at page 40. Focus them on the Activity 7 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the texts and elicit that it's a webpage for *Kid's Box* ezine and that it's about disasters. Focus pupils on the key words at the bottom of the webpage and read them through with the class. Check they can say them correctly. Pupils read the texts silently and think about their answers to the questions. Elicit each disaster in turn, when it happened and if pupils have heard about it before (perhaps they have seen a film about it). Discuss their opinions as a class, reminding them to say why they think it is the worst disaster. Take a class vote for which is the worst disaster.
- Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the disaster in detail and their reactions to it.
- To check understanding of years, elicit the sequence of the disasters (which happened first / which is most recently).

8 Listen and say 'yes' or 'no'. Repeat or correct.

- Focus pupils on the Activity 8 instruction. Play the audio. Pause after each sentence to give pupils time to think. They whisper the answer to their partner the first time. Play the audio again. Elicit a choral answer each time. Write up two examples to show/remind pupils when to use *in* with dates and when to use *on*, e.g. *on 26 August, in February*.
- Focus pupils on the first text (about the Titanic). Ask *Why couldn't they see the iceberg?* to elicit *Because of the fog*. To practise this structure, give prompts, e.g. *tennis/rain, swim in the sea / enormous waves, wear our hats / the wind*, to elicit *We couldn't play tennis because of the rain, etc.*

Key: 2 Yes. The volcano Krakatoa erupted on 26 August.
3 No. The Great Hurricane was in 1780. 4 Yes. The Hindenburg disaster was on 6 May 1937. 5 No. The Titanic hit an iceberg on 14 April 1912. 6 Yes. The Lisbon earthquake was on 1 November.

CD 2, 21

- 1 The tsunami was on 28 December 1908.
- 2 The volcano Krakatoa erupted on 26 August.
- 3 The Great Hurricane was in 1780.
- 4 The Hindenburg disaster was on 6 May 1937.
- 5 The Titanic hit an iceberg on 14 January 1912.
- 6 The Lisbon earthquake was on 1 November.

9 Listen and repeat the chant.

- Focus pupils on the Activity 9 chant. Play the audio. They listen the first time. Play it again for them to join in. Pupils repeat the chant as a class, and in groups. Make sure they pronounce the words correctly.

CD 2, 22

As in Pupil's Book

Extra activity 1: see page 217 (if time)

Activity Book page 40

6 Choose dates from the box to label the pictures.

Key: 2: 14 April 1912, 3: 6 May 1937, 4: 10 October 1780, 5: 26 August 1883, 6: 28 December 1908

7 Read and write the dates.

Key: 2 The twenty-second, 3 The twenty-fifth, 4 The twenty-ninth, 5 The twenty-fourth, 6 The twenty-seventh

8 Complete the sentences.

Key: 2 March, 3 May, 4 July, 5 November, 6 December

9 Sort and write the months. Put them in order.

Key: (from left to right) 4 April, 6 June, 9 September, 10 October, 3 March, 12 December, 5 May, 7 July, 1 January, 11 November, 8 August, 2 February

Extra activity 2: see page 218 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 38).
- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 40).

Ending the lesson

- Pupils repeat the Months chant from the end of the lesson.

10 Listen and say the months.

1 It's sunny and windy. There are a lot of red apples on the trees ...

September.



11 Ask and answer.

It's February.
What can you see?



Some children are reading comics. They're sitting in their living room next to the fire.

12 There is an extra word in each sentence. Say them right.

- 1 What were they to doing on Wednesday 13 November?
- 2 There was a many bad storm on 31 May.
- 3 They couldn't see because of was the fog.
- 4 Why was do he running?
- 5 The lightning hit the my car on 19 August.
- 6 My birthday was in the January.
- 7 The fire did started on 29 June.
- 8 In Antarctica there's a very lot of ice.

13 Read the notes and write about what happened.

Friday 13 March was a terrible day for Jane. What happened?

when / go / downstairs / put / foot / on / toy / car
fall / down / break / leg
ambulance / come / take / to / hospital
when / nurses / carry / Jane / into / hospital / drop / her
now / Jane / in / hospital / with / broken / leg / and / broken / arm

When Jane was going downstairs, she put her foot on a toy car.

Vocabulary Months

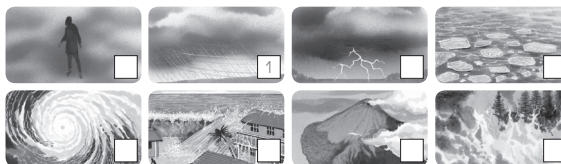
41

10 Answer the questions.

- 1 What date was it yesterday? It was...
- 2 What date is it going to be next Saturday? _____
- 3 When's your birthday? _____
- 4 When's your friend's birthday? _____
- 5 When's your teacher's birthday? _____
- 6 What date does school finish this term? _____

11 Match the words with the pictures.

- ① storm ② tsunami ③ ice ④ hurricane



- ⑤ volcano ⑥ fog ⑦ fire ⑧ lightning

12 Now match the words and pictures with the definitions.

- | | | | |
|---|--------------------------|---|--------------------------|
| a Heavy rain and strong winds. | <input type="checkbox"/> | e Burning material and gases which can burn other things. | <input type="checkbox"/> |
| b Very cold water which is solid, not liquid. | <input type="checkbox"/> | f A cloud which is near the ground or the sea. | <input type="checkbox"/> |
| c A mountain with a big hole at the top through which liquid rock and hot gas can come out. | <input type="checkbox"/> | g An enormous and fast wave. | <input type="checkbox"/> |
| d Electricity in the air which passes from one cloud to another or to the ground. | <input type="checkbox"/> | h This is the worst kind of storm, with very strong winds and heavy rain. | <input type="checkbox"/> |

13 Keep a weather diary.

Date	sun	wind	cloud	storm	rain	snow	fog
Monday							

41

Objectives: By the end of the lesson, pupils will have had more practice with months, ordinal numbers and narrative past tenses.

Target language

- Key language: months
- Revision: weather, holiday/daily activities, present continuous, past simple, past continuous

Materials required

- Extra activity 1: World map or globe
- Extra activity 2: Photocopiable activity 4 (see page 207), one copy cut in half for each pair

Pupil's Book page 41

Warmer

- Invite 12 pupils to come to the front of the class. Whisper one different month to each one. They quickly form a line to show the sequence of the months. Each pupil then says their month and the class says if the order is correct. Repeat, but this time pupils must stand in alphabetical order.

10 Listen and say the months.

- Tell pupils to open their Pupil's Books at page 41. Focus them on the pictures for the 12 months. Ask a pupil to read the activity instruction aloud and check understanding. Play the audio. The first time, pupils point to the picture of the month/whisper it to their friend. Play the audio again. Elicit the month in chorus from pupils.
- Discuss with the class what the children are doing in the different pictures to check vocabulary. Ask pupils if this is what they do during the different months. Elicit some other ideas (prompt them to use present simple).

Key: 2 April, 3 March, 4 August, 5 May, 6 November, 7 February, 8 June, 9 December, 10 July, 11 January, 12 October

CD 2, 23

- 1 It's sunny and windy. There are a lot of red apples on the trees. They're falling and there are some on the ground.
- 2 It's sunny and windy. The children are flying their kites in a field. There are a lot of small, yellow flowers.
- 3 It's sunny and raining. There are a lot of big, yellow flowers in the field and there's a rainbow in the sky.
- 4 It's hot and sunny. The children are having a picnic next to the river and there are some apples on the blanket.
- 5 It's sunny, but there are some clouds and a rainbow in the sky. The children are in a field. They're reading comics on a blanket.
- 6 It's grey and foggy. The children are playing in the garden. They're jumping in the leaves. There's a fire because their father's burning leaves. He's wearing an old brown hat.
- 7 It's grey and foggy. Outside we can see that there aren't any leaves on the trees in the garden. The children are reading comics next to the fire in the living room.
- 8 It's sunny, but there are some clouds in the sky. Some boats are sailing on the lake.
- 9 The children are eating sandwiches next to the fire in the living room. Outside we can see it's foggy and snowing heavily.
- 10 It's sunny. The children are having a picnic at the beach. Some boats are sailing on the sea.
- 11 The children are playing in the garden. There's a lot of snow and they're making a snowman. It's got a carrot for a nose and an old brown hat on its head.
- 12 It's cloudy and windy. There are a lot of leaves on the trees in the garden. They're red, orange and yellow. They're falling on the ground.

11 Ask and answer.

- Focus pupils on the Activity 11 instruction and on the example. They play the game in pairs.

Extra activity 1: see page 218 (if time)

12 There is an extra word in each sentence. Say them right.

- Focus pupils on the Activity 12 instruction. Do the first one as an example with the class. Check they know what to do. Pupils work individually and say the incorrect words in their notebooks. They check in pairs. Check with the class.

Key: 1 to, 2 many, 3 was, 4 do, 5 the, 6 the, 7 did, 8 very

13 Read the notes and write about what happened.

- Focus pupils on Activity 13. Ask a pupil to read the prompts for the first line of the story aloud. Ask another to read the first line of text (at the bottom of the page) and check pupils understand that this is made from the line of prompts. Pupils work in pairs and orally complete the story first. Elicit the story from pairs around the class. Pupils then write the complete story in their notebooks. Monitor and help/correct where necessary. Elicit from pupils if they think Friday 13 is a lucky or an unlucky day.

Key: She fell down and broke her leg. An ambulance came and took her to hospital. When the nurses were carrying Jane into hospital, they dropped her. Now Jane is in hospital with a broken leg and a broken arm.

Activity Book page 41

10 Answer the questions.

Key: Pupils' own answers

11 Match the words with the pictures.

Key: (from left to right) 6, 1, 8, 3, 4, 2, 5, 7

12 Now match the words and pictures with the definitions.

Key: b3, c5, d8, e7, f6, g2, h4

Extra activity 2: see page 218 (if time)


13 Keep a weather diary.

Key: Pupils' own answers

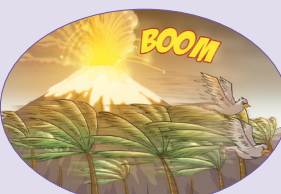
Ending the lesson

- Elicit from pupils what their favourite month of the year is and why. Find out which is the class's favourite month.

14 Dan's phonics



There's a **bad storm** with **thunder** and **rain**.
An **awful earthquake** is **shaking** a **train**.



A volcanic **eruption** **makes** a **terrible sound**.
While a **dangerous hurricane** **blows** all **around**!

Speaking 15 Ask and answer.

What were you doing at ...	
1 8.45 yesterday morning?	I was having breakfast at home.
2 4.15 yesterday afternoon?	I was taking my piano lesson.
3 10.00 last Sunday morning?	I was playing hockey with the school team.
4 20.00 last Friday evening?	I was eating a burger with my friends.

Writing 16 Write your diary for last week.

Monday
I was watching TV when John came round.
It was a great surprise! We played on the computer and he stayed for dinner.

Joke Corner
What place is in this joke?
The Red Sea.

Phonics Stressed syllables

14 Write the words in the columns.

story	-storm	disaster	terrible	stopped	wanted	decided	dangerous
1	2	3	4				
storm							

15 Listen, check and say.

16 Find the 22 past simple and past continuous verbs and 4 sequencing words in this story.

My favourite film of the year **was** Detective Will Hard 2. This is what **happened** in the most exciting scene of the film.

The thieves **were running** after Detective Hard. He **had** to jump off a really high building to escape. **Then** he jumped onto a lorry, which was full of black plastic bags, but the baddies got onto a motorbike and started to follow him. The motorbike was much faster so it wasn't long before it was next to the lorry on the road. One of the thieves was trying to climb up the side of the lorry when Hard jumped off it and onto the back of the motorbike. The driver and Hard were fighting as they went over a bridge. Then Hard pushed the driver off the motorbike into the river. After that he quickly stopped the bike before it hit a bus. Next he called another police officer on his mobile and pulled the thief out of the river. He said, "Water you doing here?" Everybody laughed.

Reviews

- When we write a story, we think about what happened, where and when it happened and who was there. For this we use verbs in the past simple.
- Then we describe what was happening at the same time. For this we use verbs in the past continuous.
- To make the story easy to understand we use connecting words like *and*, *but* and *because*. We also use sequencing words like *then*, *next* and *after that*.

17 Answer the questions.

- What was the film called? *Detective Will Hard 2.*
- Where was Detective Hard at the beginning of the scene? _____
- What was happening as they went over the bridge? _____
- Who fell in the river? _____
- What happened at the end of the scene? _____

18 Write about a scene from your favourite film.

My favourite film is called ...

Objectives: By the end of the lesson, pupils will have practised weak forms (unstressed syllables) and strong forms (stressed syllables) and completed a writing activity.

Target language

- **Key language:** weak forms (unstressed syllables), strong forms (stressed syllables), disasters, weather, *eruption*, past simple, past continuous, *diary*
- **Revision:** telling the time

Pupil's Book page 42

Warmer

- Elicit what one of the pupils wrote on their timelines for Activity Book page 38 Activity 3. Write it on the board. Say it naturally (with the appropriate unstressed and stressed syllables and words). Ask pupils what they notice about the way you say it. Repeat it several times. If they find the activity difficult, focus them on one part of the sentence, e.g. the auxiliary *was* or *were*, and ask them to notice how it sounds (weak/unstressed). Do the same for the strong/stressed words and syllables.

14 Dan's phonics

- Tell pupils to open their Pupil's Books at page 42. Focus them on the Activity 14 instruction. Elicit that this is the pronunciation activity. Check comprehension of *blow* and *shake* and teach/review *eruption*. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils say the weak/unstressed and strong/stressed parts of the sentences correctly. In pairs, pupils practise the rhyme.

CD 2, 24

As in Pupil's Book

15 Ask and answer.

- Focus pupils on the Activity 15 table. Say the prompt (*What were you doing at ... ?*) and tell pupils they are going to ask and answer them some questions using the past continuous. Demonstrate the activity with one or two pupils to check that they know what to do, that they use the unstressed form of *were* in the question and that they answer correctly using the past continuous.

Extra activity 1: see page 218 (if time)

16 Write your diary for last week.

- Draw five large circles on the board. Write *Monday* in one, *Tuesday* in another, etc. Elicit from pupils by asking, e.g. *Paul, tell us about last Monday. What were you doing in the evening? Did anything happen?* Continue, eliciting ideas and experiences from other pupils in the class and noting ideas in the circles if appropriate.
- Focus pupils on the Activity 16 instruction and on the example. Check understanding of *diary*. In their notebooks, pupils write a few sentences for each school day of the previous week. Monitor and give suggestions/help where necessary.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 25

As in Pupil's Book

Activity Book page 42

14 Write the words in the columns.

- Tell pupils to open their Activity Book at page 42. Check they know the meaning of all the words in the box. Copy the dots from the column headings on the board and make sure pupils realise that the large dots represent strong (stressed) syllables and the small dots weak (unstressed syllables). Elicit/Write some example words with the stress patterns below each set of dots on the board (e.g. *yes, father, yesterday, volcano*). Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

15 Listen, check and say.

- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

Key: See audioscript below

CD 2, 26

- 1 storm, stopped
2 story, wanted
3 terrible, dangerous
4 disaster, decided

16 Find the 22 past simple and past continuous verbs and connecting and 4 sequencing words in this story.

- Before pupils do the activity, focus them on the Write it right! box and check they understand the three points discussed with reference to telling a story.

Key: Verbs: jumped, was, got, started, was, wasn't, was, was trying, jumped, were fighting, went, pushed, stopped, hit, called, pulled, said, laughed

Connecting and sequencing words: Then, After that, Next

17 Answer the questions.

Key: 2 He was on a really high building. 3 The driver and Hard were fighting. 4 The driver of the motorbike. 5 Hard told a joke and everybody laughed.

18 Write about a scene from your favourite film,

Key: Pupils' own answers

Extra activity 2: see page 218 (if time)

Ending the lesson

- Do the rhyme again from the beginning of the lesson.

DIGGORY BONES

17 Listen to the story.

18 What is the weather like?

DIGGORY BONES

19 Read and answer.

- What does 'Canis Major' mean? It means 'the big dog'.
- What's the brightest star called? _____
- What was the date in the story? _____
- When did Diggory remember the disaster? _____
- What destroyed Ancient Alexandria? _____
- What came after the volcanic eruption? _____

20 Complete the sentences from the story. Match them with the pictures.

light ~~date~~ dangerous
hot storm secret

- What's the date today, Emily?
- Night's falling and a _____'s coming.
- Is it too _____ for you, Bones?
- Today, it's going to show us the 'opening' of the _____ cave!
- It's really _____ down here.
- Run to the _____ Emily!

21 Do you remember?

- It's very difficult to see when the weather is foggy.
- We sometimes see _____ in the sky when there's a storm.
- Today's date in numbers is _____.
- Tomorrow's date in words is _____.
- Two words which have stress on the first syllable are _____ and _____.
- We use connecting words like _____ and _____ when we tell stories.

Can do

I can talk about the weather and disasters. ☹️ ☹️ ☹️
I can talk about things that were happening in the past. ☹️ ☹️ ☹️
I can tell a story. ☹️ ☹️ ☹️

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- Key language: language in the story, *is called, too dangerous, New Year*
- Additional language: *Canis Major, Sirius*
- Revision: language from the unit

Materials required

- Extra activity 2: One large piece of paper. Draw the largest circle you can on the paper. Draw a small circle in the centre and write *Birthdays* inside it. Connect the inner to the outer circle with 12 lines (making 12 segments). Label each of these on the outer edge with the name of a month. Sticky tack, pieces of paper
- Optional: The animated version of the Unit 4 story from *Kid's Box Interactive DVD 5 (The school library)*; Playscript 4 from *Kid's Box Teacher's Resource Book 5 (pages 76 and 81)*

Pupil's Book page 43

Warmer

- Review the story so far with pupils. Elicit which city they were in in the last episode and which country that city is in. Elicit who was there and what job Brutus was doing. Ask what pupils remember about the secret cave. Ask pupils if they think Brutus is going to find it in this episode.

Story

17 Listen to the story.

- Tell pupils to open their Pupil's Books at page 43. Focus them on the story. Tell them to read quickly and find out if they get to the secret cave (Yes, they do). Set the gist questions: *What's the date? What is special about the date? What disaster happened in Ancient Alexandria?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (21 July, It's the beginning of the Ancient Egyptian year, A volcanic eruption and a tsunami).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What is Sirius? What time of day is it? Why was it hot in the cave, do you think? What happened at the end of the episode?*

CD 2, 27

As in Pupil's Book

18 What is the weather like?

- Focus pupils on Activity 18 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame four).

Key: It's dark and a storm is coming.

Extra activity 1: see page 218 (if time)

Activity Book page 43

18 Read and answer.

Key: 2 It's called Sirius. 3 21 July. 4 When they were looking at the stars. 5 A volcanic eruption. 6 A tsunami.

19 Complete the sentences from the story. Match them with the pictures.

Key: 2 storm, 3 dangerous, 4 secret, 5 hot, 6 light
From left to right: 5, 2, 1, 3, 6, 4

Extra activity 2: see page 218 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 lightning; 3, 4 and, 5 Pupils' own answers;
6 Then, After that

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about the weather and disasters. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about things that were happening in the past. Pupils circle the appropriate face. Repeat for the third sentence, eliciting parts of the stories they told.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- *The school library*: the animated version of the Unit 4 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from *Pupil's Book* page 43. Hand out a copy to each student of Playscript 4 from *Kid's Box Teacher's Resource Book 5* (page 81). See notes on page 76.

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.

Geography The Earth's surface

FACT The word volcano comes from the Roman god of fire, Vulcan.



1 Read and say the answers.

- 1 What is the name for the outside of the Earth?
- 2 What are plates?
- 3 What does the Richter Scale measure?
- 4 Where are most tsunamis?

2 Read again and choose a title.

- a Plates and bowls
- b Natural disasters
- c Wave problems

3 Say the words to complete the sentences.

- Two of the worst natural disasters are **1** and tsunamis.
- The **2** of the Earth is a solid rock layer called the crust.
- The crust has different parts which are called **3**.
- People use a seismometer to **4** how strong the earthquake is.
- A **5** is a series of enormous waves.
- About **6** out of every ten tsunamis happen in the Pacific Ocean.

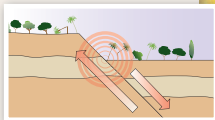
A natural disaster is the name we give to something that happens because of natural forces and not because of the actions of people. Two of the worst natural disasters are earthquakes and tsunamis. They happen when land moves and they are very frightening.

The outside of the Earth is a solid rock layer called the crust. The crust has different parts which are called plates. The line where plates meet is called a plate boundary. Earthquakes and tsunamis often happen on or near the plate boundaries.

Earthquakes

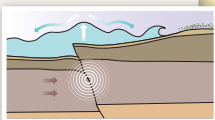
An earthquake is a sudden movement of the Earth's surface. The plates under the Earth are always moving slowly, but sometimes they stick and can't move until they move suddenly. This can cause an earthquake. People use a seismometer to measure how strong the earthquake is.

A seismometer uses the Richter Scale when it measures an earthquake. The Richter Scale is numbered 0–10. Very bad earthquakes have a high number.



Tsunamis

A tsunami is a series of enormous waves. Most tsunamis happen because of a big underwater earthquake. The earthquake must be over 6.75 on the Richter Scale. About nine out of every ten tsunamis happen in the Pacific Ocean. Tsunamis are different from normal waves because they move a lot more quickly and the distance between one wave and the next is bigger.



TIP Pay attention to this structure:

- Nine out of every ten tsunamis happen in the Pacific Ocean.

44

Vocabulary The Earth Natural disasters

Geography The Earth's surface

1 Disasters quiz. Read and choose the right words.

- 1 Natural disasters happen because of
a people. b land moving.
c natural forces.
- 2 Earthquakes and tsunamis happen near
a plate boundaries. b rock.
c crust.
- 3 Earthquakes happen when plates move
a slowly. b all day. c suddenly.
- 4 The Richter Scale is used to measure
a hurricanes. b earthquakes.
c tsunamis.
- 5 A tsunami is lots of enormous
a fish. b earthquakes. c waves.
- 6 Most tsunamis occur in the
a Atlantic Ocean.
b Pacific Ocean. c Indian Ocean.

2 Choose words from the box to complete the text.

boat earthquake underwater Ocean dangerous
hours Japanese hundred rock minutes

The word 'tsunami' comes from the (1) Japanese word meaning 'harbour wave'. A tsunami happens when a lot of water is moved under the sea by an (2) volcano or other disaster. Most tsunamis are because of (3) earthquakes, but not all earthquakes cause tsunamis – an earthquake has to be over 6.75 to cause a tsunami. Nine out of ten tsunamis happen in the Pacific (4) Ocean. A tsunami can travel at seven (5) hundred kilometres an hour. When a tsunami hits land, it can be very (6) dangerous.

3 Find out about a volcano, tsunami or earthquake. Make notes about it.

What?	
Where?	
Facts:	
Disasters:	

4 Now use the information to write your report.

My report

44

Objectives: By the end of the lesson, pupils will have read about volcanoes, tsunamis and earthquakes.

Target language

- **Key language:** *solid, layer, crust, plates, plate boundary, seismometer, frightening*
- **Additional language:** *Richter Scale*
- **Revision:** *disasters, Earth, measure*

Materials required

- Map of the world and reference books
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 4 Topic worksheet* (pages 36 and 42)

Pupil's Book page 44

Warmer

- Write *volcanoes*, *tsunami*, *earthquakes* on the board. Ask pupils to discuss in pairs how they think these three types of disaster are connected. Elicit and discuss their ideas and prompt them to make connections, e.g. *When the molten rock goes into the sea, what can happen?*

Fact

- Tell pupils to open their Pupil's Books at page 44. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit if they know any other words that come from the names of ancient gods or places. Ask pupils what this tells us about the Romans and their beliefs.

1 Read and say the answers.

- Focus pupils on the Activity 1 instruction and on the pictures. Elicit what each picture is (earthquake, tsunami). Focus pupils on the four questions and ask volunteers to read them aloud. If pupils try to guess before they read, don't tell them if they are right or wrong. Pupils read the text quickly (and silently) to see if they can find the answers. They check in pairs. Check with the class.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class. Pupils don't need to understand all the words, but they do need to understand key vocabulary. Check understanding of *frightening*. Give them a synonym: *scary*. Ask them to tell you some things that they think are frightening. Write it on the board and ask a pupil to spell it out loud. If appropriate, ask if anyone has personally experienced any of these phenomena.

Key: 1 Crust. 2 They are different parts of the crust.
3 How strong an earthquake is. 4 In the Pacific Ocean.

2 Read again and choose a title.

- Focus pupils on the Activity 2 instruction and on the three titles. They reread the text silently and then, in pairs, choose the best title. They find evidence in the text to support their choice. Discuss choices and reasons with the class.

Key: b Natural disasters

3 Say the words to complete the sentences.

- Focus pupils on Activity 3 and check they know what to do. They cover the text with a piece of paper and try to complete the sentences without rereading the text. Then they look at the text and check in pairs. Check with the class.

Key: 1 earthquakes, 2 outside, 3 plates, 4 measure, 5 tsunami, 6 nine

Extra activity 1: see page 218 (if time)

Activity Book page 44

1 Disasters quiz. Read and choose the right words.

Key: 2a, 3c, 4b, 5c, 6b

2 Choose words from the box to complete the text.

Note: There are four extra words in the box.

Key: 2 earthquake, 3 underwater, 4 Ocean, 5 hundred, 6 dangerous

Extra activity 2: see page 218 (if time)

3 Find out about a volcano, tsunami or earthquake. Make notes about it.

Key: Pupil's own answers

4 Now use the information to write your report.

Key: Pupil's own answers

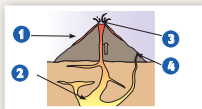
Optional activity

- Unit 4 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 42).

Ending the lesson

- Review with pupils what they have done and what they have learned about in today's lesson.

4 Read and say the words that correspond to each number.



Volcanoes

A volcano is a mountain with a hole in the top. Volcanoes erupt when magma (liquid rock) from under the crust breaks through the crust. When magma reaches the Earth's crust it is called lava, but when it becomes cold, it forms rock. The bowl shape at the top of the volcano is called a crater, and the smaller holes in the side are called vents. The biggest volcano is Mauna Loa in Hawaii. It is about 10 km tall from the sea floor to its top.

Project Make a volcano.

You need:

- A water bottle
- Tape
- Card (60 x 60 cm)
- Newspaper
- Flour
- A bowl
- Paint
- Scissors

How to make the volcano:

- 1 Cut the top of the water bottle off. Tape the bottle to the centre of the cardboard.
- 2 Make newspaper rolls and balls to stick around the bottle.
- 3 Mix water and flour in the bowl to make glue. Tear the newspaper and put it into the glue.
- 4 Put the newspaper over the rolls to make the shape of the volcano. Don't cover the top of the bottle.
- 5 Wait for the paper and glue to dry completely. In the next class, paint your volcano.

5 Listen. What is Mount Saint Helens?

6 Listen again and say the right answer.

- 1 Where is Mount Saint Helens?
USA / Indonesia / Australia
- 2 It was the worst eruption in the world. / the USA. / Indonesia.
- 3 What was the date?
18 May 1980 / 18 March 1980 / 8 May 1980
- 4 When did the volcano erupt?
7.30 / 8.00 / 8.30
- 5 How far into the sky did the cloud go?
9 km / 19 km / 90 km

5 Emma's talking to her friend David about what he did last night. What does David say to Emma?

Read the conversation and choose the best answer. Write a letter (A–E) for each answer.

There is one example.

Example

Emma: Did you watch TV last night?
David: D

Questions

- 1 Emma: What did you watch?
David: _____
- 2 Emma: What was it about?
David: _____
- 3 Emma: Really, was there anything on earthquakes?
David: _____
- 4 Emma: What time did it finish?
David: _____

- A Yes, there was. It was really amazing.
B I watched a documentary.
C It wasn't late. It finished at 7 o'clock.
D Yes, I did. (Example)
E It was all about natural disasters.

Objectives: By the end of the lesson, pupils will have read more about volcanoes and completed a project.

Target language

- **Key language:** *magma, liquid rock, lava, crater, vent, flour*
- **Revision:** disaster vocabulary, present simple

Materials required

- **Project:** For each pair: one empty plastic water bottle, tape, card, newspaper, flour, a bowl, paint, scissors
- **Optional:** Extra project idea, Unit 4 'A local disaster' from *Kid's Box Teacher's Book 5* (page 227)

Pupil's Book page 45

Warmer

- With books closed, review with pupils what they learned about in the previous lesson. Review some of the key words and concepts.

4 Read and say the words that correspond to each number.

- Tell pupils to open their Pupil's Books at page 45. Focus them on the Activity 4 instruction. Elicit what the diagram is of (a volcano). Read the text through with the class. They don't label the diagram at this point. Pupils work in pairs and label the diagram. They check with another pair. Check with the class.

Key: 1 crust, 2 magma, 3 lava, 4 vents

5 Listen. What is Mount Saint Helens?

- Focus pupils on the Activity 5 instructions. If any pupils think they know, tell them to keep quiet until after they have listened to the audio. Play the audio. Pupils listen for the answer. They check in pairs. Check with the class.

Key: A volcano in the USA.

CD 2, 28

NICK: Today our programme is coming from the USA. Good morning, Dr Brosnan. Welcome to our series on world disasters.

DR BROSAN: Good morning, Nick.

NICK: Now, today's programme is about volcanoes. Which volcano are you going to tell us about first?

DR BROSAN: Well, today I'm going to tell you about Mount Saint Helens here in the USA.

NICK: Was that the worst volcano eruption ever?

DR BROSAN: No, it wasn't. The worst eruption was in Tambora in Indonesia in 1815. It was 100 times worse than the eruption at Mount Saint Helens.

NICK: So, why is Mount Saint Helens important?

DR BROSAN: Well, it wasn't the worst eruption in the world, but it was the worst eruption in the USA.

NICK: When was it?

DR BROSAN: On 18 May 1980.

NICK: How did it start?

DR BROSAN: Well, scientists were watching the mountain because one side of it was growing by two metres a day. At half past eight in the morning, it erupted. There was no noise, so it was a big surprise for all the people there.

NICK: What happened?

DR BROSAN: The sky turned black and there was lightning. A big cloud of hot gas went 19 km into the sky.

NICK: Did you say 19 km?

DR BROSAN: That's right, and in two days the cloud of gas arrived in New York.

NICK: Was that the last time Mount Saint Helens erupted?

DR BROSAN: No, but 1980 was by far the worst eruption.

6 Listen again and say the right answer.

- Focus pupils on Activity 6 and on the questions. Give them reading and thinking time before they listen again. Some pupils may want to try to guess the answers. Play the audio. Pupils listen and choose the answers. They check in pairs. Play the audio again. Check with the class. Ask pupils which fact surprised them most about the volcano.

Key: 1 USA, 2 the USA, 3 18 May 1980, 4 8.30, 5 19 km

CD 2, 29

See previous recording

Project Make a volcano.

- Tell pupils that they are going to make a volcano. Show and name the materials you have brought for the project (water bottle, tape, card, newspaper, flour, bowl, paint, scissors). Read the project information through with the class before handing anything to the pupils, showing the materials as they are mentioned. Make sure they notice that they will not be able to complete the project in this lesson. Check pupils understand what to do. Divide pupils in pairs and hand out the materials. Pupils work in their pairs, carefully following the instructions. Monitor and help/correct where necessary. Show pupils where to put their volcano shapes (step 5) to dry. They need to be in a safe place for several hours. They will paint their volcanoes in the next lesson.

Extra activity 1: see page 218 (if time)

Activity Book page 45

Flyers Reading and Writing, Part 2.

5 Read the conversation and choose the best answer. Write a letter (A-E) for each answer. There is one example. **F** towards

- Tell pupils to open their Activity Book at page 45. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the lines of dialogue and write the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

Key: 1 B, 2 E, 3 A, 4 C.

Extra activity 2: see page 218 (if time)

Optional activity

- Extra project idea, Unit 4 'A local disaster'. See notes on *Kid's Box Teacher's Book 5* (page 227).

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

Review Units 3 and 4

Review Units 3 and 4

1 Read the letter and say the missing words.

Dear Aunt Petra,
I'm writing to tell you about the great time we **had** last weekend. I think Mum told you we were going to Manchester on Saturday. Well, we went to the stadium to see a football game, because Manchester United were playing against Liverpool. I really enjoyed it but, sadly, Liverpool didn't **1**. They **2** 1-0.

On Sunday we spent the day exploring the city. We got lost because we didn't have a **3**. No problem! We asked a policeman for **4** and he showed us where to go. We visited the Lowry Museum which had some interesting paintings by a famous **5** from Manchester, L.S. Lowry. There is a picture of one of his paintings with the letter. Hope you like it.
Yours,
Jamie



2 Listen and say the correct picture.

1 Where did Paul go yesterday?



2 What did they do first?



3 What did they do in the park?



4 What did they have for lunch?



5 What was the film about?



6 How did Paul get home?



46

Vocabulary City life Directions Disasters Verbs Months

Review Units 3 and 4

1 Read the story. Choose words from the box to complete the text.

left March straight walking restaurant
quarter wasn't corner theatre were right



Friendly

Last Saturday, 30 (1) March, was Jim's birthday. He decided to go to the city centre with Peter to have lunch in an expensive (2) restaurant and to go to the cinema to see a film. They went to the station at (3) past nine on Saturday morning and caught the train from platform 1. They didn't know the city very well and they didn't have a map, so they decided to explore. When they were walking along a long road, they turned (4) left, not right, and got lost. When they were trying to find the right street, they saw hotels, post offices, gyms and museums, but no restaurants. At ten past two, they found a small café. They were really hungry, so they stopped there and had a burger and chips for lunch. When they got to the cinema, they found it (5) wasn't showing the action film they wanted to see – it was showing a cartoon about funny animals for very young children.

They were (6) between back to the station when it started to rain heavily and they didn't have any coats. Jim thought that his birthday was the biggest disaster ever, but then Peter started to laugh loudly and they agreed it was the funniest birthday ever.

2 Choose a title for this episode of Friendly.

a The best day b The wrong map c What a disaster!

3 Find the odd one out.

1 across past museum behind 4 lightning rain snow tsunami

Museum, because it's a building

2 hotel taxi restaurant theatre

theatre, because it's a building

3 stadium left between right

between, because it's a direction

5 sailed ran flew help

help, because it's a verb

6 February Thursday April October

February, because it's a month

46

Objectives: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and listened to a story.

Target language

- Key language: vocabulary and language from Units 3 and 4
- Additional language: *Manchester, Manchester United, Liverpool, Lowry Museum, LS Lowry*

Materials required

- Extra activity 1: The project from the previous lesson to finish with pupils
- Key vocabulary from Units 3 and 4, each word written on a small piece of paper, enough for each pupil in the class
- 12 pieces of card with the months of the year written on them.

Pupil's Book page 46

Warmer

- Make groups of six. Hand out a word from Unit 3 or 4 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils to guess. If time, regroup pupils and repeat.

1 Read the letter and say the missing words.

F towards

- Tell pupils to open their Pupil's Books at page 46. Elicit that this is a letter. Ask pupils who wrote it (Jamie) and who he wrote it to (Aunt Petra). Tell pupils to read the letter quickly to find out which football teams were playing, which team won and the name of the museum. Pupils check in pairs. Check with the class (Manchester United and Liverpool, Manchester United won, Lowry Museum). Tell pupils that LS Lowry is an artist and ask them to point to his painting on the page.
- Focus pupils on the activity instruction and check understanding. They silently reread the letter and whisper the missing words to their partner. Remind them to look at the words before and after the gaps to help them. They check in pairs. Check with the class, reading the whole letter aloud. Check general comprehension of the text.

Key: 1 win, 2 lost, 3 map, 4 directions, 5 artist

2 Listen and say the correct picture. **F** towards

- Focus pupils on the activity instruction and check understanding. Give pupils time to look through the pictures before they listen. Play the audio. Pupils listen and say the answer. They check in pairs. Play the audio again. Check with the class.

Key: 1a, 2c, 3c, 4a, 5b, 6b

CD 2, 30

1 Where did Paul go yesterday?

GIRL: Hi, Paul. How are you?

PAUL: Fine, thanks.

GIRL: Where were you yesterday? I didn't see you.

PAUL: No, I was in London visiting my Grandad.

GIRL: Wow!

2 What did they do first?

GIRL: What places did you visit?

PAUL: Well, the first place we went to was the Natural History Museum.

GIRL: Really?

PAUL: Yeah. It's great. It's got things from all over the world.

3 What did they do in the park?

GIRL: Then where did you go?

PAUL: Well, after the Natural History Museum, we went to a park. Hyde Park.

GIRL: What did you do there?

PAUL: I flew my kite because it was really windy.

4 What did they have for lunch?

GIRL: Did you go to a restaurant for lunch?

PAUL: No. We had a picnic in the park. My Grandad makes lovely sandwiches.

5 What was the film about?

GIRL: Did you stay in the park all afternoon?

PAUL: No. It started to rain so we went to Grandad's to watch a film.

GIRL: Oh! What was it about?

PAUL: It was about the Titanic disaster, when a big boat hit an iceberg. It was very sad.

6 How did Paul get home?

GIRL: Did you get a taxi home?

PAUL: No. I went to the bus station with Grandad and we caught the bus. He's staying at our house for the weekend.

GIRL: That's great!

Extra activity 1: see page 218 (if time)

Activity Book page 46

1 Read the story. Choose words from the box to complete the text. **F** towards

Note: There are five extra words in the box.

Key: 2 restaurant, 3 quarter, 4 left, 5 wasn't, 6 walking

2 Choose a title for this episode of *Friendly*.

F towards

Key: c The best day

3 Find the odd one out.

Key (possible answers): 2 Taxi because it's a vehicle / it isn't a place/building. 3 Stadium because it's a place or building / it isn't a direction. 4 Tsunami because it's a disaster / it isn't weather. 5 Help because it's in the present / it isn't in the past. 6 Thursday because it's a day / it isn't a month.

Extra activity 2: see page 218 (if time)

Ending the lesson

- Play a spelling bee. Write the months of the year on 12 pieces of card and stick them face down on the board. Write numbers at random on the back. Make two teams. Teams take turns to choose a number. Read out the month on the card. The team have ten seconds to spell it aloud (without looking in their books).

3 Play the game.

Find your way home

Instructions

- Go round the board following the instructions. When you stop on a picture, spell the word. If it's right, roll again. If it's wrong, stop.



Grammar Giving directions Prepositions Past continuous and past simple

47

4 Complete the sentences. Count and write the letters.

1 This is smaller than a road. It's a street.

2 The lightning hit their boat.

3 The opposite of inside is outside.

4 The tenth month is October.

5 There was a forest in last summer. It burned everything.

6 The place where we go to catch a plane is an airport.

7 Cloud on the ground is called fog.

8 The month that comes before September is August.

9 There's a storm when there's heavy rain and a strong wind.

10 We go to a gallery to see old books and paintings.

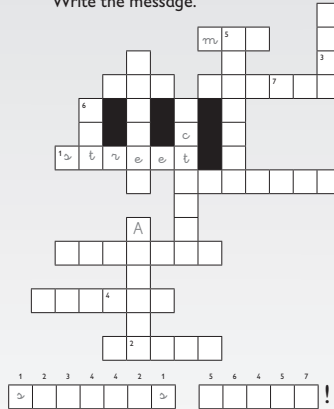
11 We use a map to help us find our way.

12 The point where two streets meet is a junction.

13 We need a bridge to walk over a river.

14 The first month is January.

5 Now complete the crossword. Write the message.



6 Quiz time!

- What's the name of the busiest airport in the world? The busiest airport is London Heathrow.
- When was Mohenjo-Daro built? 2500 BC
- What was Dan listening to on the boat? Pop music
- What happened on 6 May 1937? The Hindenburg disaster
- What does the Richter Scale measure? Earthquake magnitude

7 Write questions for your quiz in your notebook.

47

Objectives: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and played a board game.

Target language

- Key language: vocabulary and language from Units 3 and 4
- Additional language: *Find your way home*
- Revision: language for playing games

Materials required

- Board game: dice, coloured counters
- Optional: *Kid's Box Interactive DVD 5: The classroom Quiz 2*; Evaluation 4 from *Kid's Box Teacher's Book 5* (page 235); Test Units 3-4 *Kid's Box Teacher's Resource Book 5* (pages 101-115)
- Kid's Box Language Portfolio 5* (page 4)

Pupil's Book page 47

Warmer

- Revise directions with the class. Draw a simple map on the board. Ask pupils to come up in turn and follow your directions with their finger on the map.

3 Play the game.

- Tell pupils to open their Pupil's Books at page 47. Elicit that this is a board game. Check comprehension of *Find your way home*. Focus them on the instructions and check understanding. Review game language with the class, e.g. *Move 2 squares, Go back*. Pupils play in groups of three. They take turns to throw (roll) the dice and move around the board. The other pupils decide if the pupil has spelt the word correctly or not. They can help each other with interpreting the instructions.
- Monitor pupils as they are playing the game. The first player in each group to reach *Home* is the winner.

Extra activity 1: see page 218 (if time)

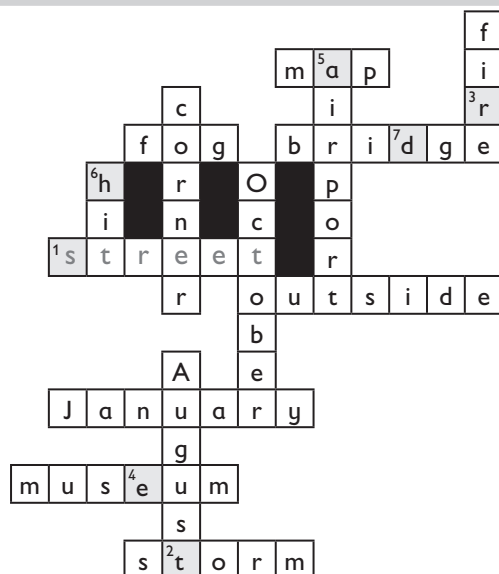
Activity Book page 47

4 Complete the sentences. Count and write the letters.

Key: 2 hit 3, 3 outside 7, 4 October 7, 5 fire 4, 6 airport 7, 7 fog 3, 8 August 6, 9 storm 5, 10 museum 6, 11 map 3, 12 corner 6, 13 bridge 6, 14 January 7

5 Now complete the crossword. Write the message.

Key: Message: streets ahead!



6 Quiz time!

Key: 1 The busiest airport is Heathrow. 2 It was built more than 4,000 years ago. 3 He was listening to music on the radio. 4 The Hindenburg caught fire. 5 The Richter Scale measures the size of an earthquake.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 218 (if time)

Optional evaluations

- *The classroom*: Quiz 2 from *Kid's Box Interactive DVD 5*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the *Teacher's Booklet*.
- Evaluation 4 from *Kid's Box Teacher's Book 5* (page 235). See notes on page 230.
- The test for Units 3-4 from *Kid's Box Teacher's Resource Book 5* (see pages 101-115). **F** towards

Language Portfolio (online)

- Pupils complete page 4 of *Kid's Box Language Portfolio 5* (*I can ... Units 3-4*).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 3 and 4 (pages 35 and 43) and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.



Say it with me

say it with me /ʌ/ /æ/ English for Spanish speakers

1 Look, listen and say.

Cup, cap, rug, rag,
Sun, sand, bun, ban,
Truck, track, bug, bag,
Cut, cat, fun, fan.

2 Listen and read. Sing the song.

Oh, no. Our bus
Let's run, let's rush.
There'll be such a fuss
If we miss our bus!

Oh, Jan. Relax.
Just follow my tracks.
And don't look back
Here! Carry my sack.

But, Gus. I'm done
And this is no fun.
You run for the bus
I'll follow the sun.

3 Listen and read.

It was a sunny day and the sand was warm under their feet. Sarah and her three children walked to their favourite spot near the sand dunes where there weren't many tracks. They had bats and balls in their hands and caps on their heads; the sun was very hot. Sarah got a rug out of her bag and put it on the sand. She took out the cups and buns, and put them on the rug. Then she got out a fan and a magazine for herself; she wanted to relax. She sat down on the rug and was opening her magazine when she saw lots of bugs – there were bugs everywhere! Bugs in her bag, bugs on the rug, bugs on the buns, bugs in the cups. Sarah jumped up and the children came running. Oh, what a fuss!

Functions What a fuss!

48 Phonics The sounds /ʌ/ and /æ/ Functions What a fuss!

say it with me /ʌ/ /æ/

1 Listen and write the word you hear twice.

1 cup 4 _____
2 _____ 5 _____
3 _____ 6 _____

2 Read and answer.

1 What are the children's names?
Their names are Jan and Gus.
2 What are they running for?

3 What three things does the boy ask the girl to do?

4 Does the girl want to run?

5 What kind of weather does she like?

3 Read and correct the story.

It was a very sandy day. The children had heavy bugs on their backs as they walked on the sun towards the sea. There were wearing cups on their heads because it was very hot. They sat down on their rag and started to eat their hum sandwiches.

It was a very sunny day.

48

Objectives: By the end of the lesson, pupils will have reviewed and practised two of the short vowel sounds: /ʌ/ and /æ/.

Target language

- **Key language:** *cup, cap, rug, far, bun, truck, track, bug*
- **Additional language:** *a gusty, blustery day, fuss, sand dunes, to jump up*
- **Revision:** *sun, fun, bus, cat, cut, bag*

Pupil's Book page 48

Spanish specific

- The neutral /ʌ/ sound doesn't exist in Spanish so words such as *sun*, are pronounced using a /u:/ sound. As Spanish speakers have difficulties in saying the /ʌ/ correctly, they also tend to find it difficult to distinguish between the /ʌ/ and /æ/ sounds. This distinction is essential in English as many words are differentiated by the two sounds for example *bug* and *bag*.

Warmer

- Demonstrate the sounds /ʌ/ and /æ/ and also the position of the mouth where necessary. Point out that they are both short vowel sounds.

1 Look, listen and say.

- Tell pupils to open their Pupil's Books at page 48. Focus them on the pictures. Elicit what they can see.
- Play the audio, pausing after each word to allow pupils to repeat.
- Pupils work in pairs. One pupil says the word and the other points to the picture.

CD 2, 31

As in Pupil's Book

2 Listen and read. Sing the song.

- Focus pupils on the picture. Check understanding by asking questions about the picture. Give pupils the opportunity to share ideas and agree/disagree.
- Play the audio. Stop after each verse and the pupils repeat. Play the audio again and this time pupils join in.
- Focus pupils on the words of the song in their books. Tell pupils to find the words with the /ʌ/ and /æ/ sounds. Write two columns on the board: /ʌ/ and /æ/. Divide the class into two groups. One pupil from each group comes to the board and writes a word from the song in the correct column.

CD 2, 32

As in Pupil's Book

3 Listen and read.

- Focus pupils on the picture and ask *Where is the family?* Elicit *at the beach*. Play the audio while pupils follow in their Pupil's Books. Focus on the Functions box. Read the exclamation aloud. Elicit different situations when to use it.
- Check comprehension by asking questions, e.g.:
Is it hot or cold? (it's hot and sunny)
What is the mother's name? (Sarah)
How many children are there? (three)
What is their favourite spot? (near the sand dunes)
What toys did the children have? (bats and balls)
What things did Sarah take out of her bag? (a rug, cups, buns, a fan, a magazine)
What did she see? (lots of bugs)
- Pupils practise reading in pairs. Pupils take turns to read the text aloud around the class.

CD 2, 33

As in Pupil's Book

Activity Book page 48

1 Listen and write the word you hear twice.

- Tell pupils to open their Activity Books at page 48. Play the audio. Pupils listen. Play the audio again. Pupils write the word they hear twice. Check answers as a class.

Key: 2 fan, 3 trucks, 4 sand, 5 bug, 6 rag

CD 2, 34

Cup, cup, cap	Sand, sun, sand
Fun, fan, fan	Bug, bug, bag
Tracks, trucks, trucks	Rug, rag, rag

2 Read and answer.

- Remind pupils about the song in the Pupil's Book. Demonstrate the activity with the example.
- Pupils work individually and write the answers to the questions. Monitor and help/correct where necessary. Check with the class. Praise correct pronunciation.

Key: 2 They're running for the bus. 3 He wants her to follow his tracks, not look back and carry his sack. 4 No, she doesn't. She wants to follow the sun. 5 She likes the sun/sunny weather.

3 Read and correct the story.

- Focus pupils on the picture. Tell them that it shows the funny things that can happen when words are not pronounced correctly and the meaning is misunderstood. Remind them of the words they have already practised. Ask questions to elicit what they can see in the picture. *Where are the children?* (at the beach) *Where are they walking?* (on the sun) *What is on their backs?* (bugs) *What have they got on their heads?* (cups) *Say Let's see what else is wrong.*
- Read the text aloud. Pupils put their hands up and say what the mistake is then correct it in their books. Pupils then write the corrected paragraph in their Activity Books.
- Pupils practise reading in pairs. Praise correct pronunciation.

Key: The children had heavy bags on their backs as they walked on the sand towards the sea. They were wearing caps on their heads because it was very hot. They sat down on their rug and started to eat their ham sandwiches.

Ending the lesson

- Tell pupils to open their Pupil's Books at page 48. In pairs, pupils act out the song in Activity 2 as a dialogue. They both say the first verse together, then one (the boy, Gus) says the second verse and the other (the girl, Jan) says the last verse.



Get it right!

Get it right! English for Spanish speakers

1 Look and say the answers.

Grammar

I'm going to fly to Paris next week. I ~~going to fly to Paris next week~~.
 Is your mum going to cook dinner tonight? Your mum ~~going to cook dinner tonight~~?
 My friends ~~are~~ going to play tennis tomorrow. My friends ~~going to play tennis tomorrow~~.

1 How do you say these sentences in your language?
 2 Is it the same or different in English?

2 Ask your friend.

tonight tomorrow
 next week next month

What are you going to do tonight?
 I'm going to do my homework tonight.

3 Look and say the answers. Test your friend.

Vocabulary

place / square bookshop / library school / college café / coffee car park jogging

1 How do you say these words in your language?
 2 Do they mean the same?
 3 Can you think of words which are similar in your language?

Do you want a cup of ... ?
 ... coffee?

4 Look and spell. Test your friend.

Spelling

million football small

million llamas football syllable collect small
 volleyball tall

Spell 'million'.
 M-I-L-L-I-O-N

Grammar Present continuous Vocabulary False friends Spelling The double ll

49

Get it right!

1 Complete the sentences. Use 'going to' and the verbs in the box.

fly see go visit teach not watch

1 Tomorrow Mary ~~is going to fly~~ to Paris.
 2 On Thursday John ~~the~~ dentist because he's got a toothache, so he isn't going into his office.
 3 At the weekend I ~~my~~ grandparents in their new flat.
 4 We ~~TV~~ tomorrow. My granddad ~~me~~ how to fly a kite.
 5 Tonight we ~~to~~ a football match at seven o'clock, so I must finish my homework before then.

2 Think and write. What are you going to do this weekend?

3 Complete the sentences.

school place café library coffee college bookshop

1 Stratford-upon-Avon is the ~~place~~ where Shakespeare was born.
 2 My mum went to the ~~to~~ to buy me a Harry Potter book.
 3 Tom is 11 years old and he goes to primary ~~primary~~.
 4 Tom's sister is 19 and she is studying at ~~studying~~.
 5 Mr Wells went to a ~~and~~ and had a cup of ~~cup~~.
 6 You can borrow books and DVDs at the ~~at~~.

4 Find the spelling mistakes in the text.

Last Saturday I went to London with my family. In the morning we ~~at~~ went to the zoo. We saw lamas, lions and giraffes. Giraffes are very tal; their legs and necks are very llong. I liked the monkeys best. The babies are very smal and they ride on their mothers' backs. In the afternoon we colected insects and then we played voleybal in the park.

5 Now write it correctly in your notebook.

49

Objectives: By the end of the lesson, pupils will have practised and consolidated using 'going to' for future plans. They will also have learnt some more *false friends* and about words spelt with 'll'.

Target language

- **Key language:** *going to, tonight, tomorrow, next week, next month, place, square, college, car park, million*
- **Additional language:** *jogging, llamas, collect, toothache, borrow*
- **Revision:** *bookshop, library, school, café, coffee, football, volleyball, small, tall, kite, office, grandparents, zoo, lions, giraffes, side*

Pupil's Book page 49

Warmer

- Review time expressions by asking about things pupils did yesterday, last week, etc. Make sure they always use the same time expression in their answers. Write *yesterday* on the board. Ask pupils to come up and add other past time expressions.

Grammar

1 Look and say the answers.

- Draw a line on the board marked Past Present Future. Circle *Past*. Say and write *Last summer I went to Italy*. Circle *Present*. Say and write *Today I am in class*. Circle *Future*. Say and write *Next week I'm going to fly to Paris*. Check understanding.
- Tell pupils to open their Pupil's Books at page 49. Focus them on the Grammar box. Ask pupils to read the sentences. Ask them questions 1 and 2. Discuss as a class referring to the sentences in the Grammar box. Compare with pupils' own language.

2 Ask your friend.

- Write the future time expressions on the board: *tonight, tomorrow, next week, next month*. Check understanding. Do the example with the class by asking two pupils to read the speech bubbles. Check pupils know what to do. Pupils work in pairs. They ask and answer questions about future plans, using *going to* and the prompts. Encourage pupils to answer as in the example. Monitor and help/correct.

Key: Pupils' own answers

Vocabulary

3 Look and say the answers. Test your friend.

- Focus pupils on the Vocabulary box. Invite pupils to read and answer the questions. Discuss as a class. Pupils work in pairs. Pupil A starts a sentence and Pupil B finishes the sentence with the correct word. Pupils swap and repeat until all the words have been practised.

Spelling

4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Focus them on the spelling of words with 'll'. Say *These words sound as if they only have one 'l', like your language, but in English we write them with two 'ls'*. Write *million* on the board. Point to each letter and ask pupils to spell the word aloud. Underline the 'll'. Pupils work in pairs taking turns to say a word while the other spells it.

Activity Book page 49

Grammar

1 Complete the sentences. Use 'going to' and the verbs in the box.

- Tell pupils to open their Activity Books at page 49. Focus pupils on the rubric. Say *What structure do we use to talk about future plans?* Elicit *going to*. Say *What must we remember to put before 'going to'?* Elicit *be*. Pupils work individually to complete the sentences. Check with the class.

Key: 2 is/s going to visit/see, 3 am/'m going to see/visit, 4 are not/aren't going to watch, is/s going to teach 5 are/'re going to go

2 Think and write.

- Ask pupils *What are you going to do this weekend?* Give pupils the opportunity to share their ideas. Check that pupils are using *going to*. Tell pupils to write five sentences about what they are going to do. Monitor and help/correct where necessary. Pupils take turns to read their sentences to the class.

Vocabulary

3 Complete the sentences.

- Elicit what pupils remember about the *false friends* they learned in Activity 3 in their Pupil's Books. Pupils work individually to complete the sentences. Check the answers by asking pupils to take turns to read the sentences aloud.

Key: 2 bookshop, 3 school, 4 college, 5 café, coffee, 6 library

Spelling

4 Find the spelling mistakes in the text.

- Tell pupils this text has seven mistakes. They read the text silently and find the mistakes. Don't check answers at this stage.

5 Now write it correctly in your notebook.

- Pupils write the text correctly. They work individually and then check together.

Key: 2 llamas, 3 (tal) tall, 4 (llong) long, 5 (smal) small, 6 (collected) collected, 7 (voleybal) volleyball

Ending the lesson

- Tell pupils they are about to talk about what they are going to do at different times in the future. Write future time expressions on the board, e.g. *the day after tomorrow, next weekend, next year, next Christmas, next summer holiday*. Give different pupils one of the time expressions and ask them to think of a *going to* sentence using that expression. Repeat, giving as many pupils as possible the opportunity to think of a sentence.

5 Material things

Show what you know! What materials can you remember?

Listening 1 Listen and repeat the materials you hear.



2 Listen again. Say 'yes' or 'no'.

- 1 The children go to a pet shop. **No.**
- 2 The mice are made of milk.
- 3 The teeth are made of sugar.
- 4 The snakes are made of paper.
- 5 The spiders are made of chocolate.
- 6 Dan's afraid of spiders.

3 Read the sentences with the right words.

- 1 The shopping centre is made **on** / **of** brick.
- 2 The mice **is** / **are** made of white chocolate.
- 3 The teeth **is** / **are** made of sugar.
- 4 The snake is made of **rubber** / **bone**.
- 5 The small black spiders are **made** / **make** of fur.
- 6 The spider on Dan's shoulder **is** / **isn't** real.

Grammar

The mice **are** made of chocolate.
The spider **isn't** made of fur.
What **are** they made of?

50

Grammar Describing objects

5 Material things

Grammar Made of

We use *made of* to describe materials.

Affirmative	Negative (n't = not)	Question
It's made of chocolate.	It isn't made of paper.	Is it made of sugar?
They're made of stone.	They aren't made of wood.	Are they made of leaves?

1 Match the words with the pictures.

grass leaves paper
bone stone brick

1



bone

2



3



4



5



6



2 Read and order the words.

- 1 made / This / is / jacket / fur. / of
This jacket is made of fur.
- 2 isn't / skirt / That / made / chocolate. / of
- 3 your / of? / sweater / made / What's
- 4 T-shirt / your / Is / of / made / fur?
- 5 made / of / their / shoes / Are / wood?
- 6 paper. / clothes / made / are / of / His

3 Answer the questions.

What are they made of?

1



They're made of chocolate.

2



2 _____

3



3 _____

4



4 _____

5



5 _____

6



6 _____

4 Correct the sentences.

- 1 My hat ~~is~~ made of fur.
- 2 The spider has made of paper.
- 3 The cake aren't made of chocolate.
- 4 Is his jacket made off rubber?
- 5 Are their houses makes of stone?
- 6 My sweets is made of sugar.

50

Objectives: By the end of the lesson, pupils will be able to talk about objects and what materials they are made of.

Target language

- Key language: materials: *brick, white chocolate, sugar, rubber, fur, paper, bone, wood, stone, grass, leaves, leather; made of*
- Revision: food, animals, adjectives

Materials required

- Classroom objects and clothes made of different materials
- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: Grammar reference Unit 5 *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95)

Pupil's Book page 50

Warmer

- Put several classroom objects on the desk and say, e.g. *This ruler's glass*. Pupils correct you (It's wood). Do the same with other objects and clothes. Tell pupils the theme of Unit 5 is *Material things* and write it in the centre of the board.

Show what you know! What materials can you remember?

- Draw a circle around *Materials* on the board and write one word from the warmer to start the mind map. Say *Show what you know ... about materials*. Brainstorm materials and create a mind map on the board. Pupils copy it into their notebooks.

1 Listen and repeat the materials you hear.

- Tell pupils to open their Pupil's Books at page 50. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are. Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 3, 02

SHARI: This is a great new shopping centre. It's all made of brick. Look at this sweet shop!

DAN: Wow! Look at those mice! They're made of white chocolate.

ALVIN: Let's go and buy some sweets.

DAN: Ahah! Do you like my new teeth?

SHARI: Ugh. They're horrible. What are they made of?

ALVIN: Ha ha! They're made of sugar. They're great. Nice one, Dan!

DAN: Hee hee hee.

SHARI: Ooh, look! These snakes are made of rubber. They're fantastic!

ALVIN: Yeah! Ooh, I'm going to buy one of these spiders. They're made of fur.

DAN: Really? I don't think anybody's going to be afraid of those.

SHARI: Ah! Look out, Dan! There's a big black spider on your shoulder!

DAN: No, there isn't.

ALVIN: Oh, yes, there is. That spider isn't made of fur, Dan. It's real!

DAN: Aagghhh!

ALVIN AND SHARI: Ha ha ha!

ALVIN: It's OK. We were only joking!

DAN: Hmph. Well, let's go and find out what things are made of for our next ezine.

2 Listen again. Say 'yes' or 'no'.

- Focus pupils on the sentences. Play the audio. Pupils whisper the answer to their friend. Play the audio again and check, eliciting full-sentence answers for the 'no' answers. Add new words to the mind map.

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes

CD 3, 03

See previous recording

Presentation

- Elicit sentence 3 again from Pupil's Book Activity 2 and write it on the board. Underline *made of* in the sentence. Elicit what this tells us. Elicit from the class if *of* is stressed or unstressed (unstressed). Make sure they say it like this: /əv/. Show some objects from the warmer again. Say *What's it made of?* / *What are they made of?* Elicit answers.
 - Play the audio from Activity 1 again. When pupils hear sentences with *made of*, they put their hands up. Stop the audio and elicit what was said. At the end, elicit a story summary.
 - Focus pupils on the Grammar box.
- ### 3 Read the sentences with the right words.
- Focus pupils on the instruction. Remind them to read the complete sentence first. Check with the class.

Key: 1 of, 2 are, 3 are, 4 rubber, 5 made, 6 isn't

Extra activity 1: see page 219 (if time)

Activity Book page 50

1 Match the words with the pictures.

- Tell pupils to open their Activity Books at page 50. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative. Then pupils do activity 1.

Key: 2 grass, 3 stone, 4 paper, 5 brick, 6 leaves

2 Read and order the words.

Key: 2 That skirt isn't made of chocolate. 3 What's your sweater made of? 4 Is your T-shirt made of fur? 5 Are their shoes made of wood? 6 His clothes are made of paper.

3 Answer the questions. What are they made of?

Key: 2 They're made of wood. 3 It's made of stone. 4 It's made of fur. 5 It's made of paper. 6 It's made of grass.

4 Correct the sentences.

Key: 2 has is, 3 aren't isn't, 4 off of, 5 makes made, 6 is are

Extra activity 2: see page 219 (if time)

Optional activities

- Grammar reference Unit 5 from *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Say, e.g. *Name something that's made of wood*. A pupil answers, e.g. *The door's made of wood*. Continue with other materials.

4 Ask and answer. What's the school made of? I think it's made of stone.



5 Listen and check.

Is your new schoolbag made of leather? Yes, it is. That's 'c'.

6 Read and say the picture that corresponds to each text.

- This is my favourite hat. I can wear it every day because it changes with the weather. When it's raining, it's got two pieces of plastic to cover my ears.
- When it's cold, a special scarf which is made of fur comes out to cover my neck.
- When it's sunny, I turn it inside out and I've got a sun hat which protects me from the sun. It's got some sunglasses made of special plastic to protect my eyes.



- These are my favourite shoes. I wear them at the weekend. They are lots of different colours.
- When I touch one of the colours, the shoes change to that colour. Look!
- If I jump or drop the shoes on the floor, they bounce. The shoes can help me to jump very high – up to two metres! This is because they are made of a special rubber called 'bounce-a-lot'. I'm going to bounce to the park. Goodbye.

7 Read again and find the mistakes. Say the correct sentences.

- The hat changes every day.
- When it's raining, it's got two pieces of plastic to cover his eyes.
- The sunglasses are made of special rocks.
- The shoes can help her swim.
- If you drop the shoes, they dance.
- The shoes are made of wood.

51

5 Write the correct sentences.

Our house	made	of paper.
The boat is	is made	of rubber.
My book's	are made	of stone.
Their tyres	made of	wood.

- _____
- _____
- _____
- _____

6 Read, look and label the picture.

My house is made of trees and it's got grass on the roof. Grass is really good because it's very green. The house stays hot in the winter and cold in the summer. When it snows, I can ski on it! The door is made of wood. The windows are made of water bottles. When it rains, the water from the roof goes into the window bottles. I use it to water my plants. There are leaves over the balcony. I can sit under these when it's sunny.



7 Read and complete the text.

bottles bridges thousand materials stone gold

The Romans were the first people to use a lot of different (1) materials, both for building and in their everyday life. They were very good at making things from a lot of different metals, including (2) _____ and silver.

They made a lot of things with glass, like (3) _____ and glasses for drinking.

The Romans made houses from wood, (4) _____ and concrete. They also built 50,000 kilometres of roads and were the first people to be really good at making (5) _____. The first bridge with a name was the Pons Fabricius, made of stone. They built it over the River Tiber in Rome in 62 BC and it is there today, two (6) _____ years later.



51

Objectives: By the end of the lesson, pupils will have had further practice using *made of* for different objects and materials.

Target language

- Key language:** materials: *rock, plastic; cover (v), special, bounce, inside out, protect, drop, gold, made of, made from, tyre*
- Revision:** materials

Materials required

- Extra activity 1: Photocopiable activity 5 (see page 208), one copy for each pupil
- Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Reinforcement worksheets 1 and 2* (pages 43, 44 and 45)

Pupil's Book page 51

Warmer

- Give pupils one minute to write a list on a piece of paper of all the materials they remember from the previous lesson. Pupils swap pieces of paper and check their partner's work, using the mind maps in their notebooks. They award one point for materials correctly spelt.

4 Ask and answer.

- Tell pupils to open their Pupil's Books at page 51. Focus them on the speech bubbles and on the pictures. Draw pupils' attention to the use of *I think* in the answer and elicit that it shows the person is not sure. Point out that the bicycle is made of metal, but the seat is plastic or leather and the tyres are rubber. Write tyre on the board and ask a pupil to spell it out loud. Pupils work in pairs, taking turns to ask and answer about the pictures. Check using open pairs. Write any new materials on the board.

5 Listen and check.

- Focus pupils on the Activity 5 instruction. Play the audio. They listen and check. Play the audio again. Check with the class.

Key: 2 Snow. That's 'f'. 3 Bricks. That's 'g'. 4 Fur. That's 'h'. 5 Rubber. That's 'e'. 6 Stone. That's 'a'. 7 Metal. That's 'b'. 8 Wood. That's 'd'.

CD 3, 04

- GIRL:** Is your new schoolbag made of leather?
BOY: Yes, it is.
- BOY:** When did you make the snowman in this picture?
GIRL: We made it the last time it snowed a lot. You can only build snowmen in very cold winters because they're made of snow.
- GIRL:** What is this wall made of?
MAN: It's made of bricks. I always use bricks when I build walls.
- WOMAN 1:** I love your hat. Is it new? It looks very warm.
WOMAN 2: Thank you. It is new and it is very warm because it's made of fur!
- GIRL:** What's this? Is it made of plastic?
WOMAN: No, it's called an eraser and it's made of rubber. Look! It feels soft and you can use it if you make a mistake when you write with a pencil.
GIRL: I know that!
- GIRL:** What's your school like?
BOY: It's nice! It's very big and it's got old, stone walls.
- GIRL:** Where's your old, metal bike? You usually ride it to school.
BOY: My brother is using it today.
- BOY:** Can I buy a pencil made of glass?
WOMAN: No! Our pencils are made of wood, like this one.

6 Read and say the picture that corresponds to each text.

- Focus pupils on the Activity 6 pictures and elicit what they can see (hats and shoes). Ask a pupil to read the first part of the text aloud. Elicit which picture it matches with (c). Pupils work individually. They then check their ideas in pairs. Check answers from the class and elicit the key words each time (the words in the text that helped them complete the match).

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

7 Read again and find the mistakes. Say the correct sentences.

- Focus pupils on the Activity 7 instruction and check understanding. Pupils do the task individually and then check in pairs. Check with the class.

Key: 1 The hat changes with the weather. 2 When it's raining, it's got two pieces of plastic to cover his ears. 3 The sunglasses are made of special plastic. 4 The shoes can help her jump. 5 If you drop the shoes, they bounce. 6 The shoes are made of rubber.

Extra activity 1: see page 219 (if time)

Activity Book page 51

5 Write the correct sentences.

Key: 1 Our house is made of stone. 2 The boat is made of wood. 3 My book's made of paper. 4 Their tyres are made of rubber.

6 Read, look and label the picture.

Key: 2 windows made of water bottles, 3 roof made of grass, 4 roof over balcony made of leaves, 5 door made of wood

Extra activity 2: see page 219 (if time)

7 Read and complete the text. **F** towards

Key: 2 gold, 3 bottles, 4 stone, 5 bridges, 6 thousand

Optional activities

- Unit 5 Reinforcement worksheets 1 and 2 from *Kid's Box Teacher's Resource Book 5* (pages 43, 44 and 45).

Ending the lesson

- Write some of the materials from this and the previous lesson in jumbled letter order for pupils to unscramble. Check by asking pupils to name something that's made of this material, e.g. *My bicycle tyres are made of rubber.*

Reading 8 Read and think. What's the most important material? Why?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home reports games world email

★ Materials can be manmade or natural. We make manmade materials in factories. We get natural materials from rocks in the ground, animals or plants. Here are some interesting things made of different materials.

Kid's Box reports Materials

a Most houses are made of bricks, stone or wood, but Edouard Arsenaull used 12,000 glass bottles to build this amazing house.

c Card and paper come from trees. Card is stronger than paper. This tower is made of thin card and the bridge is made of paper.

d

b Gold and silver are precious metals. This car is made of 80 kilograms of gold and 15 kilograms of silver. You have to drive it very carefully!

e Most animals have fur, but sheep have wool. We use wool to make clothes. This dress is made of wool. It's got animal teeth and bones on it to make it beautiful.

f Lots of things are made of plastic. Today we use plastic more than any other material in the world. We must recycle plastic. 'Recycle' means use it again in a different form. This chair is made of recycled plastic.

wood gold glass card paper wool metal silver plastic

9 Listen. Repeat the word and say what's made of it.
▶ 1 Glass.
Glass. That's the house.

10 Read again and say the answers.
1 Where do we make manmade materials?
2 How much gold is in the car?
3 How many glass bottles did Arsenaull use to build his house?
4 Where does paper come from?
5 What has the dress got on it?
6 What does 'recycle' mean?

8 Choose words from the box to label the pictures.

metal silver plastic wood glass card paper wool gold

1 2 3 4 5 6 glass

9 Find and write 8 materials.

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

1 gold 5 c ---
2 s --- 6 p ---
3 p --- 7 m ---
4 w --- 8 w --- l

10 Write the words.
1 A manmade material. We make it from oil. plastic
2 An expensive white metal. _____
3 Animal hair. _____
4 Windows are made of this. It can break easily. _____
5 We get this material from sheep. _____

11 Look at the letters on the clock and write the words.

1 It's twenty-five past twelve. gold
2 It's ten to three. _____
3 It's twenty-five to one. _____
4 It's half past four. _____
5 It's quarter to eleven. _____
6 It's twenty to two. _____

ld at rd od tal go me co ca sil wo ver

Objectives: By the end of the lesson, pupils will have read about different manmade and natural materials from around the world.

Target language

- **Key language:** materials, *manmade*, *factory*, *natural*, *wool*, *recycle*, *precious metal*, *minerals*, *card*, *bracelet*
- **Revision:** comparative adjectives, present simple

Materials required

- Warmer: A leather, plastic and wooden bracelet and/or some metal/silver bracelets
- Two objects: one made of a natural material (wooden ruler), and another made of a manmade material (plastic bag)
- Optional: *Kid's Box Teacher's Resource Book* 5 Unit 5 Extension worksheet 1 (pages 43 and 46)

Pupil's Book page 52

Warmer

- Write *Materials* on the board. Hold up two objects, one made of a natural material, e.g. a wooden ruler, and another made of a manmade material, e.g. a plastic bag. Elicit from pupils what the two objects are made of, and ask them if they can think how the two materials are different. Show the bracelets you have brought in. Say bracelet, write the word on the board and ask a pupil to spell it. Use the bracelets to provide other examples of manmade and natural materials to help them. When they guess (in L1), provide the words *manmade* and *natural* and write them on the board.

8 Read and think. What's the most important material? Why?

- Tell pupils to open their Pupil's Books at page 52. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the texts and elicit that it's a webpage for *Kid's Box* ezine and that it's about materials. Pupils read the introduction aloud around the class.
- Focus pupils on the different materials at the bottom of the webpage, read them through with the class and elicit which are manmade and which are natural. Pupils read the texts silently and think about their answers to the question at the top. Focus on each text in turn and discuss why each material is important. Discuss their ideas and opinions as a class. After discussing each text, elicit from the class what they think the most important material is and why. Finally, give pupils further reading time, check general comprehension and answer any questions they have.

9 Listen. Repeat the word and say what's made of it.

- Focus pupils on the Activity 9 instructions and on the example. Elicit the objects mentioned in the text, e.g. *house* and what it's made of (glass). Play the audio. Pause after each word for pupils to find the information in the texts. They point to the object the first time. Play the audio again. Elicit a choral answer each time.

Key: 2 Card. That's the tower. 3 Paper. That's the bridge.
4 Wool. That's the dress. 5 Plastic. That's the chair.
6 Gold and silver. That's the car.

CD 3, 05

1 glass, 2 card, 3 paper, 4 wool, 5 plastic, 6 gold and silver

10 Read again and say the answers.

- Focus pupils on the Activity 10 questions. Pupils work in groups of three and find the answers to the questions. Elicit answers from the class and provide any new vocabulary on the board. Discuss with pupils what things they recycle and where they recycle them (recycling bins at school / in the supermarket, separating their rubbish at home, etc.).

Key: 1 In factories. 2 80 kilograms. 3 He used 12,000 glass bottles. 4 Paper comes from trees. 5 Animal teeth and bones. 6 'Recycle' means use it again in a different form.

Extra activity 1: see page 219 (if time)

Activity Book page 52

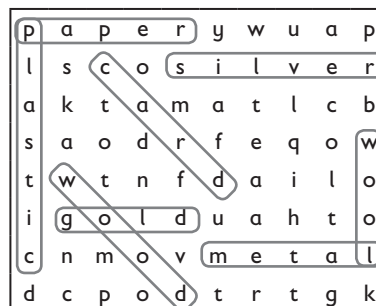
8 Choose words from the box to label the pictures.

Note: There are two extra words in the box.

Key: 2 wool, 3 card, 4 gold and silver, 5 paper, 6 plastic

9 Find and write 8 materials.

Key: 2 silver, 3 plastic, 4 wood, 5 card, 6 paper, 7 metal, 8 wool



10 Write the words.

Key: 2 silver, 3 fur, 4 glass, 5 wool

11 Look at the letters on the clock and write the words.

Key: 2 wood, 3 coat, 4 meal, 5 silver, 6 card

Extra activity 2: see page 219 (if time)

Optional activity

- Unit 5 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (pages 43 and 46).

Ending the lesson

- Play a game similar to the one in the Pupil's Book Activity 9. Say a material, e.g. *Gold*. Pupils give the name of something that's made of gold, e.g. *A ring*. Repeat for other materials. Pupils take turns to call out materials, too.

11 Read and say the sentences with the right words.

- Paper and card are made from **wood / wool / metal**.
- Gold comes from **animals / the ground / trees**.
- Wood comes from the **ground / trees / flowers**.
- Fur comes from **trees / sand / animals**.
- Glass is made from **leaves / sand / wood**.
- Wool comes from a **sheep / cow / bear**.

12 Listen and say the verses in order. Check and sing.

a This table's made of wood,
And that skirt's made of grass.

b From rocks, plants or animals,
Or from a factory.

c This scarf is made of wool,
And I wear it when it's cold.

d This chair is made of metal,
That bowl is made of glass.

e Some things are made of plastic,
Which can be strong and hard.

f This box is made of silver,
That watch is made of gold.

g Everything's material,
Everything we see.

h Books are made of paper,
Their covers are made of card.

13 Close your book. What can you remember from the song?

What's the bowl made of?
It's made of glass.

Grammar
Where does wood come from?
Wood comes from trees.

14 Play the game in pairs.

wood	metal	glass	plastic	paper
pencil				

Grammar Describing objects

12 Read. Change one letter to write a new word.

face Part of our body, on the front of our head.
race A competition to see who's the fastest.
 _____ Something we eat.
 _____ Good, lovely.
 _____ A number between eight and ten.
 _____ My things, something I've got.
 _____ A straight mark on a page or drawing.
 _____ The opposite of *don't like*.
 _____ Where do you ... ?
 _____ The opposite of *hate*.
 _____ We do this with our body when we dance.
 _____ Gold is ... expensive than silver.
 _____ The past of *wear*.
 _____ The opposite of *play*.
 _____ Part of a sentence.
 _____ We get this material from trees.
 _____ We get this material from sheep.
pool Somewhere we can go to swim.

14 Find 8 mistakes in the text.

Glook's from a different world. He's doing a project about Earth and there are a lot of mistakes. Can you help him to correct his homework?

People on Earth use things which are made of different materials. Plastic, wood and (dictionaries) are all different materials. Bottles are made of glass or paper. Tables and chairs can be made of fog, cloud or metal. People on Earth like reading books, comics and volcanoes. These are made of card and wool. Earth people get wool from parrots. I'm going to visit Earth next November. I want to get a lovely big bracelet made of water. I can wear it when I go to parties.

13 Now write the clues for this puzzle.

well	The opposite of 'badly'.
wall	
ball	
tall	
talk	
walk	

15 Now write the text correctly.

People on Earth use things which are made of different materials. Plastic, wood and card are all different materials.

Objectives: By the end of the lesson, pupils will have had further practice using *made of* and *come from* and sung a song.

Target language

- **Key language:** materials, *made from/ made of, come from, the ground, sand, bear, bracelet*
- **Additional language:** jewellery
- **Revision:** adjectives, clothes, everyday objects

Materials required

- Extra activity 1: Encyclopaedia for each group of four / the Internet for researching how many different things can be made from different materials, a large sheet of paper for each group of four
- Extra activity 2: Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book* 5 Unit 5 Song worksheet (pages 43 and 48); *Kid's Box Interactive DVD* 5, *The music room*, Unit 5 'Everything is material' song

Pupil's Book page 53

Warmer

- Pre-teach *jewellery*. Explain through example, show your watch or a ring, etc. and ask pupils to give you further examples, eliciting bracelet, earring, etc. Write *jewellery* on the board and ask a pupil to spell it.
- Draw a triangle on the board and write each of these words at one of the points: *jewellery, gold, the ground*. Elicit the connection between the three, providing *come from* if necessary. Write the sentences under the triangle: *The jewellery's made of gold. Gold comes from the ground*. Check pupils understand the concept of *come from*. Write one or two other groups of three words. Pupils provide the sentences for, e.g. *ruler, wood, trees; sweater, wool, sheep*. Elicit pupils' own ideas.

11 Read and say the sentences with the right words.

- Tell pupils to open their Pupil's Books at page 53. Focus them on the Activity 11 instruction and tell them to think again about the sentences as in the warmer. Pupils work individually to try to complete the sentences. They check in pairs. Check with the class, discussing the processes for certain materials if pupils don't know where they come from. For sentences 1 and 5, elicit where these materials come from. For the other sentences, elicit everyday things which are made of these materials.

Key: 1 wood, 2 the ground, 3 trees, 4 animals, 5 sand, 6 sheep

12 Listen and say the verses in order. Check and sing.

- Focus pupils on Activity 12 and on the verses of the song. Give them reading time. Play the audio. Pupils listen and order. They check in pairs. Play the audio again. Check with the class.
- Play the audio again for pupils to repeat section by section. When they are confident in their singing, sing the song right through with the class. Divide the class into eight groups. Give each group a pair of lines to sing. Repeat two or three more times, with different groups singing different lines. Play the first version on the audio and then the karaoke version.

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

CD 3, 06

As in Pupil's Book and key

CD 3, 07

Now sing the song again. (Karaoke version)

13 Close your book. What can you remember from the song?

- This is a memory game. Focus pupils on the Activity 13 instructions and on the speech bubbles. Check pupils know how to ask the question. Focus them on the Grammar box too to review the question with 'come from'. They close

their books and take it in turns to ask and answer about the objects in the song. Tell them that there are eight objects mentioned. When one pupil makes a mistake, pupils exchange roles.

14 Play the game in pairs.

- This is a guessing game. Ask pupils to copy the table into their notebooks. They secretly think of five things made of each material and write them in their table.
- Use *wood* as an example of the game. Ask pupils to guess things made of wood: table, bookcase, boat and baseball bat. Give them a minute to do this. The class gets a point for each word.
- Pupils take turns to play the game in pairs. Extend the game by choosing other materials from the song.

Extra activity 1: see page 219 (if time)

Activity Book page 53

12 Read. Change one letter to write a new word.

Key: rice, nice, nine, mine, line, like, live, love, move, more, wore, work, word, wood, wool

13 Now write the clues for this puzzle.

Key: Pupils' own answers

14 Find 8 mistakes in the text.

Key: See Activity 15 key

15 Now write the text correctly.

Key: Bottles are made of glass or plastic. Tables and chairs can be made of wood, plastic or metal. People on Earth like reading books, comics and magazines/newspapers. These are made of card and paper. Earth people get wool from sheep. I'm going to visit the Earth next November. I want to get a lovely big bracelet made of gold/silver/wood/plastic/metal. I can wear it when I go to parties.

Extra activity 2: see page 219 (if time)

Optional activities

- Unit 5 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 43 and 48).
- *The music room*: Unit 5 'Everything is material' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from the beginning of the lesson again with pupils.

15 Dan's phonics

Clare: It's time to **take a break**.
Dean: Let's sit on the **chairs** and eat our **pears**.
Clare: Great! But **wait!** Look behind that **gate** ...
Dean: Run, **Clare!** Those **bears** want our **pears!**

Speaking 16 Play the game. Choose words to make six sentences.

meet	knows	right	would	some	red	ate
sun	write	wood	read	sum	wait	sea
hour	bored	meat	pair	where	pear	hear
son	board	for	see	there	here	weight
their	four	nose	eight	our	wear	

My mum knows I like chocolate. Knows. That's K-N-O-W-S.

Writing 17 Work with your friend. How many sentences can you write?

1. I like writing on the board.
 2. Where are you going this weekend?

Joke Corner
 What did the snowman say to the other snowman?
 "I can smell carrots!"

54 Phonics Rhyming words

16 Match the rhyming words.

1 wool	a where	6 box	f bricks
2 near	b wood	7 six	g goes
3 stone	c pull	8 wear	h socks
4 pear	d here	9 nose	i ate
5 could	e bone	10 great	j hair

17 Listen, check and say.

18 Read and underline 4 adjectives. Then match.

When we describe an object, we can explain what it is, what it is made of, its parts and how we can use it. To make this description clearer, more attractive and personal, we can use adjectives.

Write it right!

My dream house

1 My dream house is made	a food in it.	<input type="checkbox"/>
2 I can use it	b I like playing football.	<input type="checkbox"/>
3 I can cook my favourite	c of hard stone.	<input checked="" type="checkbox"/>
4 It's got a big garden because	d so I can run around them.	<input type="checkbox"/>
5 There aren't any spiders in my house	e to sleep in.	<input type="checkbox"/>
6 There are ten comfortable rooms	f because I'm afraid of them.	<input type="checkbox"/>

19 Write about your dream house.

My dream house
 My dream house is made of

54

Objectives: By the end of the lesson, pupils will have practised identifying the phonemes /ei/ and /eə/ and recognising alternative spellings for these sounds. They will also have completed a writing activity.

Target language

- **Key language:** the phonemes /ei/ and /eə/; describing objects
- **Revision:** house and household objects, numbers, adjectives, rhyming words

Materials required

- Extra activity 1: A sheet of card marked out into 16 squares for each pupil, an envelope for each pair of pupils
- Sheets of paper
- Optional: *Kid's Box Interactive DVD 5: 'Junk music' episode (The school hall)*

Pupil's Book page 54

Warmer

- Write the following words on the board: *chair, old, take, ate, gold, bear, where, cold, break, told*. Ask pupils to put them into three groups of three or four, according to their sounds. Pupils work in pairs, saying the words aloud to help them. Monitor and give support as necessary. Elicit the three groups (*chair, bear, where; take, ate, break; old, gold, cold, told*). Tell pupils that they will be practising two of these vowel sounds, /ei/ and /eə/, in today's lesson. Say the sounds for pupils to repeat. Draw attention to the variety of spellings for the two sounds.

15 Dan's phonics

- Tell pupils to open their Pupil's Books at page 54. Elicit that this is the pronunciation activity. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils pronounce the vowel sounds correctly. In pairs, pupils practise the rhyme.

CD 3, 08

As in Pupil's Book

Extra activity 1: see page 219 (if time)

16 Play the game. Choose words to make six sentences.

- Focus pupils on the Activity 16 instructions and check understanding. Demonstrate the game in open pairs, with one or two more examples. Point out that there are two words with different spellings each time, e.g. *knows, nose*. When they hear a word, they must spell it correctly, as in the example.
- Pupils then play the game in pairs. Give them time to think of sentences before the game starts. Monitor and help/correct where necessary.

17 Work with your friend. How many sentences can you write?

- Make sure pupils know what to do for Activity 17. They use the words from Activity 16 to make sentences. Tell them to make interesting sentences. They can make the sentences into a story if they wish. Pupils work together and write the sentences in their notebooks.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 3, 09

As in Pupil's Book

Activity Book page 54

16 Match the rhyming words.

- Tell pupils to open their Activity Book at page 54. Check they know the meaning of all the words. Go through the example and make sure pupils know that they have to match numbers 1 to 5 with a to e and 6 to 10 with f to j. Pupils complete the activity in pencil. Tell them to say the words aloud again to help and not to focus on the spelling.

17 Listen, check and say.

- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

Key: 2d, 3e, 4a, 5b, 6h, 7f, 8j, 9g, 10i

CD 3, 10

1 wool – pull, 2 near – here, 3 stone – bone, 4 pear – where,
5 could – wood, 6 box – socks, 7 six – bricks,
8 wear – hair, 9 nose – goes, 10 great – ate

18 Read and underline 4 adjectives. Then match.

- Before pupils do the activity, focus them on the Write it right! box and check they understand the different points relating to describing objects.

Key: Adjectives: favourite, big, comfortable, hard
2e, 3a, 4b, 5f, 6d

19 Write about your dream house.

- After completing the activity, pupils draw their house. Pin the pictures up round the room. Pupils then read their description to the class, who listen and guess which picture matches the description.

Key: Pupils' own answers

Extra activity 2: see page 219 (if time)

Optional activity

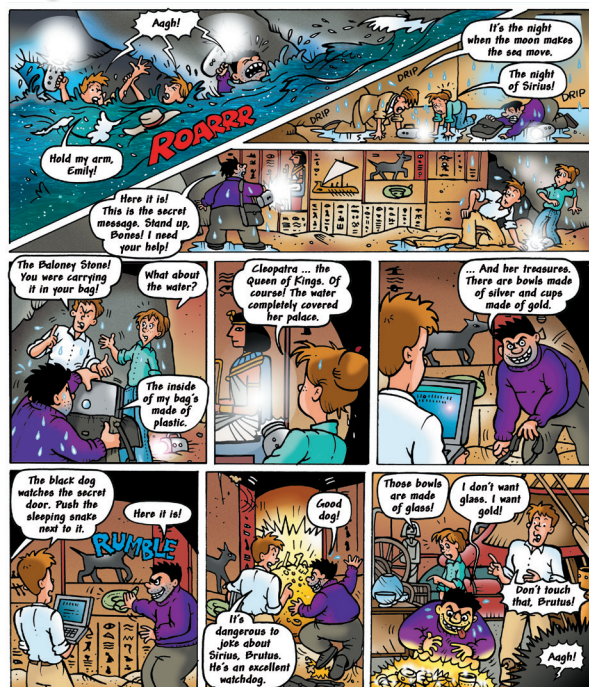
- The school hall*: The 'Junk music' episode from *Kid's Box Interactive DVD 5*. See pages 5-6, 16-19 of the *Teacher's Booklet*.

Ending the lesson

- Do the rhyme again from the beginning of the lesson.

DIGGORY BONES

19 Listen to the story.



19 What kind of writing is there on the wall?

55

DIGGORY BONES

20 Read and answer.



- 1 What was Brutus carrying in his bag? The Baloney Stone
- 2 What's the inside of Brutus's bag made of? _____
- 3 What did Brutus push? _____
- 4 Why's it dangerous to joke about Sirius? _____
- 5 What are the bowls made of? _____
- 6 What does Brutus want? _____

21 Read and order the text.

- | | | | |
|--|--------------------------|---|--------------------------|
| in his bag, but The Baloney Stone's safe | <input type="checkbox"/> | because the inside's made of plastic. Diggory | <input type="checkbox"/> |
| Brutus is carrying the computer | <input type="checkbox"/> | the instructions. Brutus pushes the picture | <input type="checkbox"/> |
| Cleopatra's treasure from her underwater palace. | <input type="checkbox"/> | of the snake and a secret door opens. They | <input type="checkbox"/> |
| find a lot of treasure behind the wall. It's | <input type="checkbox"/> | understands the writing on the wall and reads | <input type="checkbox"/> |

Do you remember?

- 1 Trees are made of wood.
- 2 Scarves are made of _____.
- 3 Gold and silver are precious _____.
- 4 My friend is afraid _____ spiders.
- 5 A word which rhymes with 'pear' is '_____';
- 6 Two words that rhyme with 'great' are '_____' and '_____';

Can do

- I can talk about materials.
- I can talk about what things are made of.
- I can write a description of a dream house.



55

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- Key language: language in the story, *palace, watchdog*
- Additional language: *Cleopatra*
- Revision: language from the unit

Materials required

- Extra activity 2: Six strips of paper for each pair
- Optional: The animated version of the Unit 5 story from *Kid's Box Interactive DVD 5 (The school library)*; Playscript 5 from *Kid's Box Teacher's Resource Book 5* (pages 76 and 82); Evaluation 5 from *Kid's Box Teacher's Book 5* (page 236)
- *Kid's Box Language Portfolio 5* (page 11)

Pupil's Book page 55

Warmer

- Review the story so far with pupils. Elicit if they remember what *Sirius* is and what the date was in the last episode. Ask pupils what time of day it was, where the heroes were at the end of the story and what Diggory shouted to Emily and why. Elicit their predictions.

Story

18 Listen to the story.

- Tell pupils to open their Pupil's Books at page 55. Focus them on the story and pupils check if their predictions were right about the noise (water rushing in / it was the beginning of the Ancient Egyptian year). Set the gist questions: *What's the inside of Brutus's bag made of? Why is this important? What does Brutus push? What are the bowls made of?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Plastic, Because The Baloney Stone was in it, The sleeping snake button (to open the secret door), Glass).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Who was Cleopatra? What do you know about her? What does Brutus think her treasures were made of? What's a watchdog? Ask What can you see in the treasure (in the last picture)?* to elicit *bowl, cups, bracelet, jewellery*.

CD 3, 11

As in Pupil's Book

19 What kind of writing is there on the wall?

- Focus pupils on Activity 19 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the writing on the wall (frame three).

Key: hieroglyphic

Extra activity 1: see page 219 (if time)

Activity Book page 55

20 Read and answer.

Key: 2 It's made of plastic. 3 The sleeping snake. 4 Because he's an excellent watchdog. 5 They're made of glass. 6 He wants gold.

21 Read and order the text.

Key: From left to right: 2, 3, 1, 5, 8, 6, 7, 4

Extra activity 2: see page 220 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 wool, 3 metals, 4 of, 5 where, Clare, bear, chair, 6 take, break, wait, gate

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about materials. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked and found out about what things were made of. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the dream houses they wrote descriptions of.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- *The school library*: The animated version of the Unit 5 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 55. Hand out a copy to each student of Playscript 5 from *Kid's Box Teacher's Resource Book 5* (page 82). See notes on page 76.
- Evaluation 5 from *Kid's Box Teacher's Book 5* (page 236). See notes on page 231.

Language Portfolio (online)

- Pupils complete page 11 of *Kid's Box Language Portfolio 5* (How ... is / are made).

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.

Science Recycling plastic

FACT It takes 450 years for plastic bottles to decompose if they are put under the ground.

1 Read and do.

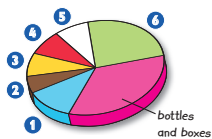
- Say the heading that corresponds to each paragraph.
 - What do we use plastic for?
 - Why do we need oil?
 - What are some of the different plastics?
 - What happens to plastic when we throw it away?
- Now say the answers to the questions.

2 Read again and choose a title.

- Different plastics
- Recycling plastic
- About plastic

3 Listen and say the words that correspond to each number.

building bottles-and-boxes
farming house electrics
transport other



1 Every day we throw a lot of plastic into our bins. This is a problem because plastic does not change. This means that it uses a lot of space if we don't reuse it or recycle it. Did you know that half of the rubbish on our beaches is made of plastic?

2 Making plastic also uses a lot of oil. We need to use oil for two things. First we use it as the basic material for plastic and second we use oil for energy to make the plastic. Because

of this it is important to try to recycle different plastics.

What do you recycle?

3 Celluloid was one of the first plastics. It is made from cotton (the material which jeans are made of) and two other materials. People use celluloid to make films.

Another important plastic is nylon which people use in lots of different kinds of clothes. The word nylon comes from the names of two cities, New York and London.

Today the plastic which we use most is called polyethylene. We use it for bottles and boxes.

4 We use plastic for almost everything. Think about what is around you and what you use every day. How many plastic things can you think of?



TIP Look at these words. Don't forget a letter!

- because
- beaches
- jeans
- people



56

Vocabulary The process of recycling

Science Recycling plastic

1 Look at the recycling facts. Read and write 'true' or 'false'.

Recycling can't take the colours from plastics, so we can't use them for transparent containers.

When you put plastic bottles in recycling banks, or even in your bin, always take the bottle top off. If you take the top off, it is easier to make them smaller.

Every year in the United Kingdom, supermarkets give out 17,500,000,000 plastic bags. That is over 290 for every person in the UK.

A lot of things are made from recycled plastic. These include polyethylene bags to put in bins, PVC floors and windows, video and CD boxes, furniture and waterproof clothes.

- Take the top off bottles when you recycle them. true
- We use recycled plastic for bin bags. _____
- Recycling takes the colours from the plastic. _____
- In the United Kingdom, supermarkets give out 17.5 million plastic bags a year. _____
- PVC windows can be made of recycled plastic. _____
- Supermarkets give people 50 bags a year. _____

2 What should we do? Put the information in the table.

~~Throw plastic toys away~~ Give toys to friends or playgroups
Use plastic containers and bags again Make containers into something else
Throw plastic containers away Use a bag if you don't need one
Look for products made from recycled plastic Use lots of plastic

Things we should do	Things we shouldn't do
	Throw plastic toys away

3 Write about what plastic things you use in your school and the changes you are going to make.

Plastic in my school

56

Objectives: By the end of the lesson, pupils will have read about different kinds of plastics, how they are made and why they are recycled.

Target language

- Key language:** *plastic, decompose, recycle, throw away, reuse, basic material, celluloid, nylon, polyethylene, biodegradable, diagram*
- Revision:** materials, present simple

Materials required

- Extra activity 1: sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Topic worksheet* (pages 43 and 49)

Pupil's Book page 56

Warmer

- Write *Plastic* on the board and brainstorm with pupils things that are made of plastic. Ask them if they think all plastic is the same (e.g. *plastic bag, chair*). Ask pupils if they remember what plastic is made of.

Fact

- Tell pupils to open their Pupil's Books at page 56. Ask a pupil to read the fact. Elicit/Check understanding of *decompose*. Tell pupils that there are types of plastic that decompose more quickly. Ask for examples (biodegradable carrier bags). Elicit why it might be a problem if plastic takes so long to decompose.

1 Read and do.

- Focus pupils on the Activity 1 instructions and on the pictures. Ask different pupils to read the headings in 'a' aloud. Tell them 'b' refers to the questions in the text. Pupils read the text quickly (and silently) to match. They reread the text to answer the questions for 'b'. Check with the class.
- Read the first section through with the class. Elicit what they think the heading is. Discuss the information in the section, check key vocabulary and check their opinions about the heading again. Tell them if they are correct or not. Discuss the question at the end of the section with pupils.
- Repeat the procedure for the other sections.

Key: 1 What happens to plastic when we throw it away?
2 Why do we need oil? 3 What are some of the different plastics? 4 What do we use plastic for?

2 Read again and choose a title.

- Focus pupils on the Activity 2 instruction and on the three titles. They reread the text silently and then in pairs choose the best title. Discuss choices and reasons with the class.

Key: About plastic

3 Listen and say the words that correspond to each number.

- Focus pupils on the diagram. Elicit that it shows the amount of plastic which is used for different things. Check they understand the concept of the pie chart before they do the listening.

Key: 1 other, 2 farming, 3 electrics, 4 house, 5 transport, 6 building

CD 3, 12

WOMAN: Today we have with us Dr Simon Carter who is going to talk to us about how we use plastic in Britain.

DR CARTER: Hi. That's right. Today we use plastic for almost everything. I'm going to tell you what we use it for, and how much we use.

WOMAN: Right. Well, I see you've got a diagram here to help us understand the numbers.

DR CARTER: Yes. Now, can you see this circle has different parts? Look at the biggest part which is pink. That's a third of all the plastic we use. This part is for packaging. Packaging means all the bottles and boxes we get when we buy things from the shops and supermarkets.

WOMAN: Wow! That's a lot.

DR CARTER: Yes, it is. Now look at the second biggest part.

WOMAN: Is that the green one?

DR CARTER: Yes. That is for all the plastic we use in building. In our houses, plastics are very important in windows, doors and the water system.

WOMAN: I see. What are the three that are the same size?

DR CARTER: The white one is for use in transport. You know – cars, planes and motorbikes. The red one is for things around the house and furniture, and the yellow one is for electrics.

WOMAN: OK. What about the last two?

DR CARTER: The brown part is for farming, and the blue one next to it is for a lot of other different things. These include toys, shoes, mechanics and hospitals.

WOMAN: Well, Dr Carter, we really do use plastics for almost everything, don't we?

DR CARTER: Yes, we do.

Extra activity 1: see page 220 (if time)

Activity Book page 56

- Look at the recycling facts. Read and write 'true' or 'false'.

Note: 17,500,000 = 17.5 million; 17,500,000,000 = 17.5 billion.

Key: 2 true, 3 false, 4 false, 5 true, 6 false

- What should we do? Put the information in the table.

Key: Things we should do: Give toys to friends or playgroups, Use plastic containers and bags again, Make containers into something else, Look for products made from recycled plastic
Things we shouldn't do: Throw plastic containers away, Use a bag if you don't need one, Use lots of plastic

- Write about what plastic things you use in your school and the changes you are going to make.

Key: Pupils' own answers

Extra activity 2: see page 220 (if time)

Optional activity

- Unit 5 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (pages 43 and 49).

Ending the lesson

- Review with pupils what they have done and what they have learned about in today's lesson.

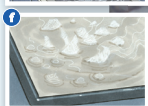
4 Read and say the correct order of the pictures.



Recycling plastic

It's not easy to recycle plastic because there are hundreds of different types. Here are the steps to recycle plastic.

- 1 First, a special machine sorts the bottles so that all of the bottles made from the same materials are together.
- 2 Then another machine squashes the bottles.
- 3 Next, another machine cuts the bottles into very small pieces.
- 4 Then they wash the pieces.
- 5 Next, they put the plastic into bags, ready for recycling.
- 6 Finally, they melt the plastic and use it to make lots of new things. Sometimes they use it to make new plastic bottles!



5 Talk in pairs. Tell the class.

Another thing we can do is reuse our plastic. How can you reuse some of your plastic things?

Project Reuse plastic.

You need:

- An empty CD box
- A photo
- Scissors and glue or sticking tape
- Things to decorate the frame with

How to make a photo frame:

- 1 Open your CD box and take out the paper and the plastic piece where the CD goes.
TIP: Take the cover off the CD box and turn the base where the CD goes upside down. Then put the cover back on the base. The box will now stand up on its own.
- 2 Cut the photo to the right size.
- 3 Decorate the front of your frame by gluing different objects onto it. You can use stamps, old toys, flowers or anything you want.
- 4 Put your photo inside the cover.



57

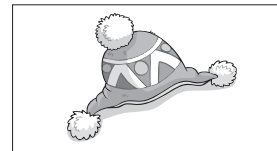
Flyers Listening, Part 3

4 Whose things are these?

Listen and write a letter in each box. There is one example.

Sarah ☒ ERobert ☐Emma ☐Richard ☐Katy ☐Michael ☐

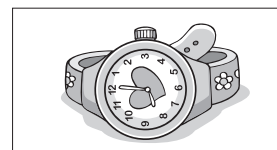
A



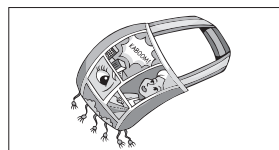
B



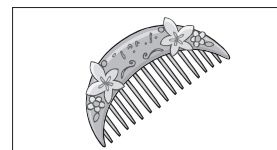
C



D



E



F

57

Objectives: By the end of the lesson, pupils will have read more about recycling of plastics and completed a project.

Target language

- **Key language:** *piece of, sort (v), squash, dry (v), melt, should, shouldn't*
- **Additional language:** *tip, frame, base, upside down*
- **Revision:** materials, sequencing

Materials required

- Extra activity 1: sheets of paper
- Project: For each pupil, an empty CD box, scissors, glue or sticking tape, material for decoration. Pupils bring in a photo that they would like to frame or can choose a picture they like from a magazine
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Extension worksheet 2* (pages 43 and 47); Extra project idea, Unit 5 'Recycling bins' from *Kid's Box Teacher's Book 5* (page 228)

Pupil's Book page 57

Warmer

- With books closed, review with pupils what they learned about in the previous lesson. Review some of the key vocabulary.
- 4 Read and say the correct order of the pictures.
- Tell pupils to open their Pupil's Books at page 57. Focus them on Activity 4 and tell them they are going to find out how plastic is recycled. Invite three pupils to take turns to read the introductory paragraph aloud. Check pupils have read the activity instruction and know what to do. They read the text quickly and silently and match the steps in the process with the pictures. They check in pairs. Check with the class. Then focus on each paragraph in turn and check understanding of new vocabulary, e.g. *sorts, squashes*.

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

5 Talk in pairs. Tell the class.

- Focus pupils on the Activity 5 instructions and explanation. Elicit some ideas for how plastic items can be reused (rather than recycled). Pupils work in pairs. They think of all the plastic items they regularly use at home and at school and how they have reused them. Elicit ideas from pupils for a class discussion. If appropriate, produce a class poster with their suggestions.

Project Reuse plastic.

- Tell pupils that they are going to do a project where they reuse a common plastic object. Hold up the audio case to show them. Show and name the other materials you have brought for the project. Read the project information through with the class before handing anything to the pupils, showing the materials as they are mentioned. Hand out the materials to individual pupils. They follow the instructions to make their photo frame. Monitor and help where necessary.

Extra activity 1: see page 220 (if time)

Activity Book page 57

Flyers Listening, Part 3.

- 4 Whose things are these? Listen and write a letter in each box. There is one example. **F** towards

Key: Robert A, Emma F, Richard B, Katy D, Michael C

CD 3, 13

T: Hello everyone. Sarah's got some things to show us today. Tell us what you've got, Sarah.

S: Well, I asked my family to give me some things. All the things are made of different materials. The first thing I've got here today is a handbag. This is mine. It's different from other bags because it's made of paper. I made it from some old comics and put plastic on the outside. Can you see the letter E? Now you listen and write a letter in each box.

T: That's very interesting. What else have you got?

S: I asked my grandma for her gold watch, but she said it was very expensive. So I've got Katy's watch. Katy is my sister. She's only four years old so it isn't real, it's a toy. It's made of plastic. It isn't expensive, but she really likes it.

T: Yes, look after it! Did your grandmother give you anything?

S: Yes, of course she did! She gave me her comb. It's very old and really beautiful. It's made of wood and the inside of shells. She got it for her eighteenth birthday, when she was much younger. It had her name on it. It said, 'Emma', -that's my grandmother's name - but we can't read it now.

T: No, but you're right. It is really beautiful. Now, who gave you that money?

S: The money! It isn't real because it isn't made of metal. It's chocolate money! My younger brother Robert gave it to me. He's ten. My brother loves chocolate. He said he wants it back. He's going to eat it in the break with his friends.

T: Now what about that ball? It isn't made of rubber or plastic, is it?

S: No, it isn't. It's made of glass. That's my dad's. His name's Michael. My mother gave it to him as a present. It's quite heavy. He puts it on the papers on his desk.

T: I see. ... What about the hat? Is that your father's too?

S: No! My dad hates that hat! It's my older brother Richard's.

It's made of wool and it's got a lot of colours. He wears it all the time in winter, even with his school uniform! He's sixteen and he wants to play the guitar in a pop group. He sometimes wears really strange clothes.

Extra activity 2: see page 220 (if time)

Optional activities

- Unit 5 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (pages 43 and 47).
- Extra project idea, Unit 5 'Recycling bin'. See notes on *Kid's Box Teacher's Book 5* (page 228).

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

6 Senses

6 Senses

Show what you know! What sense words can you remember?

Listening 1 Listen and repeat the sense words you hear.



2 Listen again. Who said it?

- What does it feel like? (Shari)
- It feels like fur.
- It sounds like somebody falling downstairs.
- What does this smell like, Shari?
- It smells like Alvin's socks.
- What does this taste like, Alvin?

3 Read and order the words.

- a / lorry. / sounds / My / car / like
- feels / like / His / jacket / fur.
- does / taste / What / like? / that / soup
- your / mother / look / Who / like? / does
- bananas. / cake / That / smells / like
- does / your / What / scarf / feel / like?

Grammar

What does it look / feel / taste / smell / sound like?
It looks / feels / tastes / smells / sounds like coffee.

58 Grammar Describing sensations

6 Senses

Grammar What ... like?

We use verb + like to describe things.

Affirmative	Negative (n't = not)	Question
It looks like a ball.	It doesn't sound like a car.	What does it feel like?
It smells like a lemon.	It doesn't taste like chocolate.	What does it look like?

1 Read and order the words.

- blue cheese / smells / That / old / horrible. *That old blue cheese smells horrible.*
- it's / rain. / going to / It / looks / like
- mobile phone. / That / like / your / sounds
- like? / does / this / toy mouse / What / feel
- Her / cake / coffee. / tastes / like
- look / like? / What / my picture / does

2 Correct the sentences.

- Your mobile phone sound like a radio.
- My sweater doesn't feels like fur.
- That pen look likes a banana.
- This biscuit don't taste like chocolate.
- What does that cheese smells like?
- I doesn't look like my dad.

3 Read and complete the email.

hear Saturday feel exciting felt quickly shouting


Hi Frank,

How was your weekend? I had a really good one because on (1) Saturday we went to a new theme park. It's really (2) _____ and has got lots of things to do. Can you see the picture of the rollercoaster? It's amazing! That's me (3) _____ loudly. I thought it looked dangerous, but I didn't (4) _____ afraid. It sounded very loud, though - I couldn't (5) _____ anything.

I also went on a big wheel. You sit in a chair and it goes round and round very (6) _____. At first I felt excited, but then I felt sick. When I got off I didn't feel very well. I (7) _____ ill, but I liked it.

Let's speak soon.

Richard



58

Objectives: By the end of the lesson, pupils will be able to name and talk about the five senses.

Target language

- Key language:** senses: *touch, taste, smell, sight, hearing*; *What does it feel/taste/smell/look/sound like? It feels/tastes/smells/looks/sounds like ... , explore*
- Revision:** adjectives, materials, *science club*

Materials required

- Extra activity 1: A feely bag, some objects for pupils to feel which they won't immediately guess, e.g. a nut, an orange, a furry spider, a sock, a grape, a leaf, a wig
- Extra activity 2: Photocopiable activity 6 (see page 209), one copy for each pupil
- Optional: Grammar reference Unit 6 *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95)

Pupil's Book page 58

Warmer

- Elicit from pupils the different ways we can experience the world around us, e.g. *We can see it*. Pupils give you the other senses. Tell pupils the theme of Unit 6 is *Senses* and write it on the board.

Show what you know! What sense words can you remember?

- Draw a circle around *Senses* on the board. Draw five lines from this and write the five senses. Say *Show what you know ... about senses*. Brainstorm with the class the things they experience through the different senses and create a mind map on the board. Pupils copy it into their notebooks.

1 Listen and repeat the sense words you hear.

- Tell pupils to open their Pupil's Books at page 58 and look at the Activity 1 pictures. Elicit the names of the characters and where they are. Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 3, 14

(SHARI: Yeah, I thought so too.)

TEACHER: In this week's science club we're going to look at the five senses. First we're going to look at the sense of touch.

SHARI: Put your hand into this box, Dan. What does it feel like?

DAN: It's very soft. It feels like fur. Is it an animal?

ALVIN: No, Dan. It's my toy spider.

DAN: Not again!

ALVIN AND SHARI: Ha, ha, ha!

SHARI: I didn't know we had to do the sense of hearing too.

ALVIN: That's horrible! It sounds like somebody falling downstairs.

TEACHER: That's my new CD.

DAN: That's cool!

ALVIN AND SHARI: Dan!

TEACHER: Now we're exploring the sense of smell. What does this smell like, Shari?

SHARI: Phoargh! That smells terrible! It smells like Alvin's socks.

ALVIN: Well, it's strong blue cheese, Shari.

TEACHER: And now the sense of taste. What does this taste like, Alvin?

ALVIN: Mmm. It ... it tastes like pizza. It's great! I didn't think I liked pizza.

DAN: You do now!

ALVIN: Let's find out how to make the perfect pizza for our next ezine.

SHARI AND DAN: Yes!

2 Listen again. Who said it?

- Read the sentences. Play the audio. Pupils check in pairs.

Key: 2 Dan, 3 Alvin, 4 Teacher, 5 Shari, 6 Teacher

CD 3, 15

See previous recording

Presentation

- Write sentences 1, 2, 4 and 5 from Pupil's Book Activity 2 on the board. Ask what they are talking about in question 1 (a toy spider). Elicit the answer and if it is really made of fur (yes). Elicit how we know (it feels like fur). Check the concept of *feels like*. Repeat for 4 and 5. Ask pupils if it is really Alvin's socks (no). what it is (cheese).
- Play the audio from Activity 1 again. When pupils hear *feels/tastes/smells/sounds like*, they put their hands up. Stop the audio and elicit what was said (question and/or answer). At the end, elicit the story in summary from pupils.
- Focus pupils on the Grammar box.

Extra activity 1: see page 220 (if time)

3 Read and order the words.

- Pupils complete the activity in pairs. Pairs check with pairs. Check with the class. For the questions, elicit possible answers.

Key: 1 My car sounds like a lorry. 2 His jacket feels like fur. 3 What does that soup taste like? 4 Who does your mother look like? 5 That cake smells like bananas. 6 What does your scarf feel like?

Activity Book page 58

1 Read and order the words.

- Tell pupils to open their Activity Books at page 58. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative. Then pupils do activity 1.

Key: 2 It looks like it's going to rain. 3 That sounds like your mobile phone. 4 What does this toy mouse feel like? 5 Her cake tastes like coffee. 6 What does my picture look like?

2 Correct the sentences.

Key: 2 feels feel, 3 look likes looks like, 4 don't doesn't, 5 smells smell, 6 doesn't don't

3 Read and complete the email. **F** towards

Key: 2 exciting, 3 shouting, 4 feel, 5 hear, 6 quickly, 7 felt

Extra activity 2: see page 220 (if time)

Optional activities

- Grammar reference Unit 6 from *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Tell pupils to put their heads down on their desks and close their eyes. Make some different sounds, e.g. scrunch up some paper or write on the board. Then ask pupils what they all sounded like.

4 Listen. What does it sound like?

It sounds like a car.



6 Ask and answer. What does it look like?

What do you think number one looks like?

So do I.



7 Ask and answer. What does it feel like?

What does number one feel like?

It feels soft and furry.



5 Play the game. What does it sound like?

- Think of five things which make different sounds.
- Write the words on five small pieces of paper.
- Give your pieces of paper to your teacher.
- Play the game with the class. Make the sounds and guess.
- Now play the game in groups.

Tick tick tick tick.



It sounds like a clock.

4 How do they look? Write the answers.



1 She looks pleased.

2

3

4

5

6

5 Read. What are they?



- 1 It looks like an apple, but it isn't round. It's green and yellow. What is it? a pear
- 2 It looks like a bean, but it isn't. It's green, small and round. What is it? _____
- 3 It's a fruit and it tastes like a lime, but it isn't green. It's yellow. What is it? _____
- 4 It's a hot drink. Some people have it with sugar and milk. It sometimes looks like coffee, but it doesn't taste like coffee. What is it? _____
- 5 They sometimes taste like burgers. They are long and thin. What are they? _____
- 6 This sounds like a lion, but it isn't. It's got orange fur and black stripes. What is it? _____

6 Senses quiz. Read and answer.

- 1 Which part of the body do we use to taste? Our tongue
- 2 Which part of the body do we use to smell? _____
- 3 Which parts of the body do we use to see? _____
- 4 Which parts of the body do we use to hear? _____
- 5 Which parts of the body can we use to touch things? _____
- 6 What are your favourite sounds? _____
- 7 What smells make you hungry? _____
- 8 Which of your senses do you think is the strongest? _____

Objectives: By the end of the lesson, pupils will have had more practice talking about the five senses and what things feel, look, taste, sound, smell like.

Target language

- **Key language:** senses, *What does he/she feel/look like? He/she feels/looks + adjective, tongue, furry*
- **Revision:** food and drink, the body, adjectives

Materials required

- Extra activity 2: sheets of paper
- Five small pieces of paper for each pupil, an envelope
- Five objects in numbered plastic bags, one which feels soft, one hard, one light, one heavy, etc. (for Activity 7)
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 6 Reinforcement worksheet 1 and/or Extension worksheet 1 (pages 50, 51 and 53)*

Pupil's Book page 59

Warmer

- Elicit some of the nice things pupils wrote for their mind maps in the previous lesson. Cover all five senses.
- 4 Listen. What does it sound like?
 - Tell pupils to open their Pupil's Books at page 59. Focus them on the Activity 4 picture and elicit some of the things they can see. Ask a pupil to read the activity instructions aloud. Play the first one as an example and ask another pupil to read the speech bubble response. Check pupils understand what to do.
 - Play the audio. Pupils say the answer quietly to each other (in pairs). Play the audio again. Check with the class. Make sure they answer with the complete sentence, e.g. *It sounds like rain / someone's playing tennis.*

Key: It sounds like ... 2 a cat, 3 a train, 4 a lion, 5 someone's playing tennis, 6 a door, 7 someone's playing basketball, 8 rain

CD 3, 16

Sounds: 1 a car, 2 a cat, 3 a train, 4 a lion, 5 playing tennis, 6 a door, 7 playing basketball, 8 rain

5 Play the game. What does it sound like?

- Focus pupils on Activity 5 and ask pupils to read the activity instructions aloud. Focus on each step of the activity and check they know what to do. Brainstorm ideas with the class for the first bullet point and help with the English words if necessary. Pupils secretly write their ideas and give you the pieces of paper. Put all of the small pieces of paper into a large envelope. Make two teams. A pupil from one team comes to the front of the class, takes a piece of paper from the envelope, looks at the word on it and makes a sound to describe it. The other team listens and guesses what the sound comes from. Only one team member answers. Repeat for the other team. Continue, giving teams alternate turns. Award one point for a correct guess and one for the correct sound.

6 Ask and answer. What does it look like?

- Focus pupils on the Activity 6 pictures. Use the question and answer prompts to talk more about the first picture. Elicit other ideas. Pupils work in pairs, taking turns to ask and answer about the pictures (they don't have to discuss them in order). Check with the class, using open pairs. Encourage them to give a variety of answers for each one, not just guess one thing.

Key: 2 flower, 3 hairbrush, 4 computer keyboard, 5 umbrella, 6 telescope, 7 watch / clock, 8 mobile phone

7 Ask and answer. What does it feel like?

- Focus pupils on the Activity 7 instruction and remind them of the Feely bag game if you did it in the previous lesson. Teach/Elicit *It feels (soft/hairy/furry/cold)*. Say *hair-hairy, fur-furry*. Continue with *cloud, rain, fog, wind, water, dirt*, etc. Practise the new structure with pupils, using objects in the room (bag, desk, hair, shoes, window, etc.) before pupils do the activity as a class or in groups.

Extra activity 1: see page 220 (if time)

Activity Book page 59

4 How do they look? Write the answers.

Key: 2 They look cold. 3 He looks ill/sick. 4 She looks hot. 5 He looks frightened. 6 She looks thirsty.

5 Read. What are they?

Key: 2 a pea, 3 a lemon, 4 tea, 5 sausages, 6 a tiger

6 Senses quiz. Read and answer.

Key: 2 our nose; 3 our eyes; 4 our ears; 5 our hands/fingers; 6, 7 and 8 Pupils' own answers

Extra activity 2: see page 220 (if time)

Optional activities

- Unit 6 Reinforcement worksheet 1 and/or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (pages 50, 51 and 53).

Ending the lesson

- Pupils stand up. Say the different senses quickly one after another, repeating some and saying each one more than once. When pupils hear the sense, e.g. *Touch*, they point to or wiggle their fingertips.

Reading 8 Read and think. What would you put on your pizza?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine! home reports games world email

★ We wanted to learn how to make pizza, so we went to Luigi's Italian restaurant and spoke to Mario, the cook. Before we started, we washed our hands.

Kid's Box reports

Pizza

a First we made the base. The base is made of dough. We put some flour, yeast, salt and water into a bowl and mixed them well. Then we left the dough for an hour so it could grow.

b Then we put tomato, cheese, salami sausage, olives and onion on top of the base. Then we added some black pepper and cooked it in the oven for 15 minutes.

c When it was ready, we put the pizza onto a plate. Mario uses special plates in the restaurant. They're very big and they're made of wood.

d You can eat pizza with your hands, but you need to cut it with a knife first. This one is round but pizzas can also be square.

e We had the pizza with salad. We used a big spoon and fork to mix it. Here's a picture of our delicious meal. It looks good, but it tasted even better!

flour pizza salt pepper knife fork spoon plate

9 Listen. Repeat the word and find it in the text. 1 Salt. Salt.

10 Read and find the mistakes. Say the correct sentences.

- Before they started, they washed their feet.
- They put some flour, yeast, salt and milk into a bowl.
- They put some black chocolate on top of the pizza.
- The plates are very big and they're made of glass.
- Mario used a spoon to cut the pizza.
- They mixed the salad with a knife and fork.

60 Vocabulary Cooking

7 Choose words from the box to label the pictures.

flour knife salt fork pepper spoon plate pizza

1 2 3 4 5 6

pepper

8 Look and find the words.

chipsaltateatomatoforkknifeggetupeppericenjoyoghurtakeofflourestaurantellemonsmeil

There are 20 words.
 Nine are food words. What are they? chips
 Seven are verbs (two of the verbs have two words). What are they? _____
 Two are things we eat with. What are they? _____
 One is a preposition. What is it? _____
 One is somewhere we go to eat. What is it? _____

9 Read and write the answers in the puzzle.

- We put this on our food. It's black or white. pepper
- We use this with a knife when we eat. _____
- We use this in cooking. It's white. We get it from the sea or the ground. _____
- Famous Italian food. _____
- We put our food on this when we eat. _____
- Bread is made of this. _____
- We use this to cut meat. _____
- We use this to eat ice cream. _____

What's the mystery vegetable? _____

60

Objectives: By the end of the lesson, pupils will have read about how to make pizza and followed a recipe.

Target language

- Key language:** *recipe, flour, salt, pepper, knife, fork, spoon, plate, salami, sausage, onion, looks good, delicious, yeast, mix, dough, base, topping, olives, oven*
- Revision:** food

Materials required

- Optional: *Kid's Box Teacher's Resource Book* 5 Unit 6 Reinforcement worksheet 2 and/or Extension worksheet 2 (pages 50, 52 and 54); Extra project idea, Unit 6 'Menus' from *Kid's Box Teacher's Book* 5 (page 228)

Pupil's Book page 60

Warmer

- Describe a pizza for pupils to guess, e.g. *I'm thinking of some food. It smells yummy when it's cooking. You usually eat it with your fingers. It looks like a flat plate or a circle.* Ask if they like pizza and if any of them have made pizza at home. Tell them they're going to learn how to do it. Pre-teach *recipe*.

8 Read and think. What would you put on your pizza?

- Tell pupils to open their Pupil's Books at page 60. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding and supply the words *topping, olives, oven* and *delicious*.
- Focus pupils on the texts and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the words at the bottom of the webpage. Read the introduction first with the class. Then pupils read the texts silently and think about their answers to the question. Elicit the toppings mentioned in the texts and discuss what pupil's favourite ones would be. Supply other food words if necessary. Check comprehension of the key vocabulary by referring pupils back to the texts. Focus on each stage of the recipe / instructions in turn, giving pupils reading time and then checking general comprehension by discussing what ingredients are used and what is happening at that stage.
- Listen. Repeat the word and find it in the text.
- Focus pupils on the Activity 9 instructions and on the example. Check they know what to do. Play the audio. Pause after each one for pupils to find the word in the text. Play the audio again. Elicit a choral answer each time.

Key: 2 pizza, 3 fork, 4 pepper, 5 plate, 6 flour, 7 knife, 8 spoon

CD 3, 17

1 salt, 2 pizza, 3 fork, 4 pepper, 5 plate, 6 flour, 7 knife, 8 spoon

10 Read and find the mistakes. Say the correct sentences.

- Focus pupils on the Activity 10 instruction and on the sentences. Check they know what to do. They cover the texts first with paper and try to correct the sentences without looking at the texts. They check in pairs. Then they look at the texts and check their answers. Check with the class.

Key: 1 Before they started, they washed their hands. 2 They put some flour, yeast, salt and water into a bowl. 3 They put some black pepper on top of the pizza. 4 The plates are very big and they're made of wood. 5 Mario used a knife to cut the pizza. 6 They mixed the salad with a spoon and fork.

Extra activity 1: see page 220 (if time)

Activity Book page 60

7 Choose words from the box to label the pictures.

Note: There are two extra words in the box.

Key: 2 salt, 3 knife, 4 fork, 5 spoon, 6 plate

8 Look and find the words.

Key: Food words: salt, tomato, egg, pepper, rice, yoghurt, flour, lemons

Verbs: taste, eat, get up, enjoy, take off, tell, smell

Things we eat with: fork, knife

Preposition: off

Somewhere we go to eat: restaurant

9 Read and write the answers in the puzzle.

Key: 2 fork, 3 salt, 4 pizza, 5 plate, 6 flour, 7 knife, 8 spoon
Mystery vegetable: potatoes

Extra activity 2: see page 220 (if time)

Optional activities

- Unit 6 Reinforcement worksheet 2 and/or Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (pages 50, 52 and 54).
- Extra project idea, Unit 6 'Menus'. See notes on *Kid's Box Teacher's Book 5* (page 228).

Ending the lesson

- With books closed, elicit the ingredients Mario used to make his pizza at the beginning of the lesson.
- For Extra activity 1 in the following lesson: Tell pupils to bring their favourite recipe (in L1) to the next lesson.

- 11 Listen and say the pictures that correspond to each stanza. Check and sing.

My name's Mario, I'm an Italian cook. If you want to make a pizza, Then listen to me and look.

Take salt, yeast, flour and water, Put them in a bowl. Mix them all together, And wait for it to grow.

When the base is bigger, Throw it in the air. Use your hands to turn it, Don't get it in your hair.

Now you choose your topping. Tomato, pepper and cheese. You can choose anything, Sausage, onion and meat.

Cook for 15 minutes, Then put it on a plate. Cut it with a knife and fork, Mmm. Now that tastes great!

- 12 Listen and repeat the words.

- 13 Read and say the words to complete the recipe.

Ingredients

For the pasta:

- Put the onto the table.
- Make a hole in the centre of the . Break the into the hole.
- Mix the with a . Slowly mix the with the .
- When you've got a ball of dough, mix it with your hands.
- Roll the ball of dough to make it thin. Cut it into long thin pieces with a .

To serve:

- Put some in hot water and cook the pasta for about ten minutes.
- Take the pasta out of the water and put it onto a big .
- Add some , some and . Mix it with a .
- Put some black on top.
- What does it taste like?

- 10 Read and complete the text.

900 metres cook meal cheese largest flour
made Italy people pizzas top taste

The (1) people from Naples (Napoli) in (2) _____ were the first to make (3) _____. Their pizzas are (4) _____ of a bread base, with (5) _____, tomato and olives on top. Pizzas are people's favourite (6) _____ all over the world, not only in Italy, because they (7) _____ delicious. Some pizzas can have extra things on (8) _____. They can have thicker bases and sometimes the (9) _____ can fold the pizza in half and fill it with more cheese and things. They cook pizzas in an oven. The (10) _____ pizza ever made was in South Africa in 1990. It was enormous. It was 37.4 (11) _____ across and was made with 500 kg of (12) _____, 800 kg of cheese and (13) _____ kg of tomatoes. Amazing!



- 11 Read and order the text.



- ☐ programmes. When his family came home, it looked like the kitchen was on
☐ were out. He decided to cook sausages and potatoes. He turned on the
☐ 1 Tom's 14. Last Saturday he decided to make lunch for his family while they
☐ into the hot water. He did this because sugar looks like salt and he didn't read
☐ 6 the label on the box. Then he went into the living room to watch TV while he
☐ to turn on the clock. Then he started to cook the potatoes, but he put sugar
☐ was waiting for the food to cook and started to watch one of his favourite
☐ 9 fire. When they opened the cooker, the sausages looked small and black. The
☐ potatoes were OK, but they tasted sweet. Tom's mum said he invented sweet potatoes!
☐ oven and when it felt hot, he put the sausages inside, but he forgot

61

Objectives: By the end of the lesson, pupils will have had more practice following a recipe and will have sung a song.

Target language

- **Key language:** *topping, ingredients, pasta, hole, mix, imperatives*
- **Revision:** food, comparatives, language from previous lesson

Materials required

- Extra activity 1: Recipes (in L1) pupils have brought in
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 6 Song worksheet* (pages 50 and 55); *Kid's Box Interactive DVD 5, The music room*, Unit 6 'My name's Mario' song

Pupil's Book page 61

Warmer

- Write lots of different ingredients on the board (the ones for pizza and others too, for example, *milk, eggs, chocolate, potatoes*). Elicit from pupils which ones Mario used for his pizza recipe.

11 Listen and say the pictures that correspond to each stanza. Check and sing.

- Tell pupils to open their Pupil's Books at page 61. Focus them on the pictures, rather than on the lyrics of the song. Elicit that this is Mario who they read about in the previous lesson. Focus pupils on the activity instructions and check understanding.
- Play the audio. They match the pictures with the text. They check in pairs. Check with the class. Elicit what Mario looks like and what he is doing in each picture.
- Play the audio again, line by line and verse by verse, for pupils to repeat. When pupils are confident with the song, they add mimes to the verse according to the pictures. Make five groups. Groups take turns to sing a verse and mime. Pupils swap groups and repeat. Play the first version on the audio and then the karaoke version.

Key: 1 e, 2 a, 3 b, 4 d, 5 c

CD 3, 18

As in Pupil's Book

CD 3, 19

Now sing the song again. (Karaoke version)

12 Listen and repeat the words.

- Focus pupils on the Activity 12 instruction. Play the audio. Pupils listen and repeat the words. Play the audio again. Elicit the word and then the spelling. Write them on the board.

Key: 1 plate, 2 fork, 3 flour, 4 pizza, 5 salt, 6 pepper, 7 knife, 8 spoon, 9 olives, 10 oven

CD 3, 20

1 p-l-a-t-e	5 s-a-l-t	9 o-l-i-v-e-s
2 f-o-r-k	6 p-e-p-p-e-r	10 o-v-e-n
3 f-l-o-u-r	7 k-n-i-f-e	
4 p-i-z-z-a	8 s-p-o-o-n	

13 Read and say the words to complete the recipe.

- Focus pupils on Activity 13 and elicit that this is a recipe for making pasta. Tell them it's not pasta from a packet, but pasta 'from scratch'! Elicit what the pictured ingredients are (flour, eggs, salt, oil, olives, cheese, black pepper). Elicit what *to serve* means. Give them a hint: *You need more words than the ingredients at the top*. Pupils work individually. They read the steps of the recipe and whisper the words to their partner. Remind them to look before and after the word to help them with their predictions. They check/discuss their answers in pairs. Check with the class, discussing each step in turn to make sure they understand the process.

Key: flour, flour, eggs, eggs, fork, flour, eggs, knife, salt, plate, oil, olives, cheese, spoon, pepper

Extra activity 1: see page 221 (if time)

Activity Book page 61

10 Read and complete the text.

Key: 2 Italy, 3 pizzas, 4 made, 5 cheese, 6 meal, 7 taste, 8 top, 9 cook, 10 largest, 11 metres, 12 flour, 13 900

11 Read and order the text.

Key: (from top to bottom) 8, 2, 1, 5, 6, 4, 7, 9, 10, 3

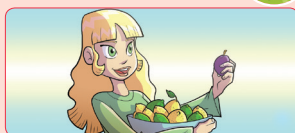
Extra activity 2: see page 221 (if time)

Optional activities

- Unit 6 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 50 and 55).
- The music room:* Unit 6 'My name's Mario' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

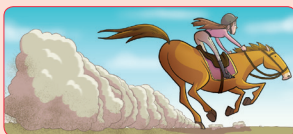
- Sing the song from the beginning of the lesson with the class again. This time, everyone mimes as groups take turns to sing their verse.



Daisy loves limes, lemons and plums.
She enjoys music and playing the drums.



Lucy likes rice, salad and sport.
She also likes science and riding her horse.



Speaking 15 Plan a party. Ask and answer.

You and your friends are going to have a party.
Talk about it. Use these words to ask questions.

Where?
When?
How many?
What time?

What time / finish?
What / eat?
What / drink?
What / need?

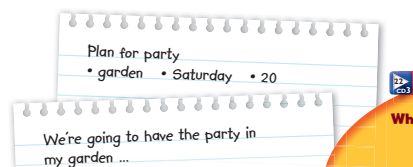
Where are we going to have the party?

We can have it in the playground.

(Or we can have it in my garden.

OK.

Writing **16** Write about your plans for the party.



Joke Corner

Why do fish live in salt water?

Because they don't like pepper.

Phonics Consonant sounds: 's' (*rice, salad*) and 'z' (*music, loves*)

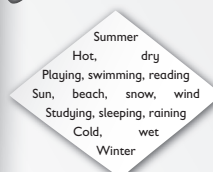
12 Write the words in the columns.

Daisy Lucy scarf chips amazing dangerous
words animals centre cheese smell potatoes

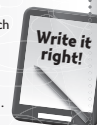
s (plants)	z (legs)
Lucy	Daisy

 Listen, check and say.

14 Read this diamante poem and answer the questions.



Diamante poems always have seven lines. Each line is called a 'verse'. A diamante poem is always divided in two halves: each verse has a specific number of words. In this order: one, two, three, four, three, two, one. They use the same kinds of words and if you count the number of syllables in each verse, it is also repeated. This gives rhythm to the poem.

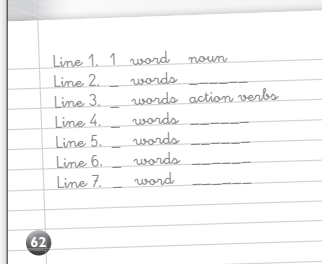


1 What's it about? It's about summer and

2 How does it make you feel?

15 Look at the poem again and complete.

16 Write your diamante poem.



Objectives: By the end of the lesson, pupils will have practised the phonemes /z/ and /s/, planned a party and completed a writing activity.

Target language

- **Key language:** the phonemes /z/ and /s/, *going to*, *wh-* questions, *poem*, *diamond*, *diamante*, *halves*, parts of speech
- **Revision:** food, clothes, adjectives, *party*, *need*, *start*, *finish*

Materials required

- Extra activity 2: sheets of paper

Pupil's Book page 62

Warmer

- Ask pupils to give you some food and eating words. Write them randomly on the board. If they give you words in the singular form, change it to the plural (*plates, forks, etc.*). Ask pupils to read the words on the board out loud. Put the words into two columns, one for the words containing /s/ and one for the words containing /z/. For example:
/s/ *rice, salt, spoon, forks, plates*
/z/ *olives, limes, lemons, cheese, eggs, knives*
Ask pupils why they think they are in two separate columns. Prompt to elicit the difference between the two sounds. Write the phonemes at the top of the relevant columns.

14 Dan's phonics

- Tell pupils to open their Pupil's Books at page 62. Focus them on Activity 14. Elicit that this is the pronunciation activity. Play the audio. Say the rhyme while pupils follow it silently in their books. Emphasise the /z/ and /s/ sounds. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils say the /z/ and /s/ sounds correctly. In pairs, pupils practise the rhyme.

CD 3, 21

As in Pupil's Book

Extra activity 1: see page 221 (if time)

15 Plan a party. Ask and answer. **F** towards

- Focus pupils on the Activity 15 instructions. Ask them if they like parties and when they last went to a party. Ask a pupil to read the prompts for the activity aloud and check pupils realise they will use *going to* because they are talking about plans. Read through the prompt words with the class and elicit some examples for each to give them ideas for their discussions.
- Make pairs. Pupils first decide the reason for the party (birthday, end of the week, exam results, etc.). Then they take turns to ask and answer/discuss the questions and to make plans. They write notes in their notebooks as they decide. At this stage, they don't need to write full sentences – only notes. Go round the class as they are working and find out about their ideas. Provide any useful vocabulary to pairs at this stage.

16 Write about your plans for the party.

- Focus pupils on the Activity 16 instruction and on the examples and check they know what to do. Pupils work individually to write their plans. They swap their first draft with their partner. They check through each other's work and make suggestions for improvement/correction. They can also remind each other what they decided about the party. Pupils write a final draft of their own text in their notebooks.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 3, 22

As in Pupil's Book

Activity Book page 62

12 Write the words in the columns.

- Tell pupils to open their Activity Book at page 62. Check they know the meaning of all the words in the box. Point out the example answers and make sure pupils concentrate on the sounds of the underlined letters. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

13 Listen, check and say.

- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

Key: See audioscript

CD 3, 23

s sound: Lucy, scarf, chips, dangerous, centre, smell
z sound: Daisy, amazing, words, animals, cheese, potatoes

14 Read this diamante poem and answer the questions.

- Before pupils do the activity, focus them on the Write it right! box and check they understand what *poems* are and, in particular, what *diamante poems* look like.

Key: 1 It's about summer and winter. 2 Pupils' own answers

15 Look at the poem again and complete.

Key: 2 words: adjectives; 3 words: action verbs;
4 words: nouns; 3 words: action verbs; 2 words: adjectives;
1 word: noun

16 Write your diamante poem.

Key: Pupils' own answers

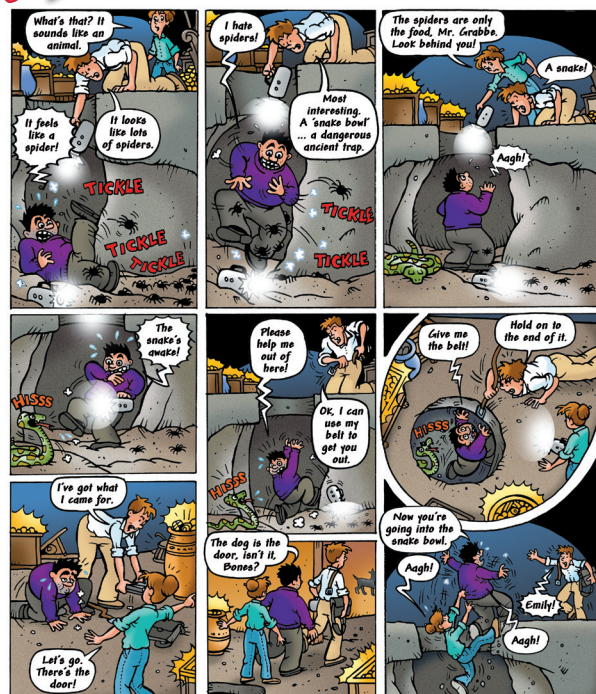
Extra activity 2: see page 221 (if time)

Ending the lesson

- Do the Phoneme rhyme again from the beginning of the lesson.

DIGGORY BONES

17 Listen to the story.



18 Who woke the snake up?

63

DIGGORY BONES

17 Read and answer.



- 1 Where does Brutus fall? He falls into a snake bowl.
- 2 What's inside the snake bowl?
- 3 What does Diggory use to get Brutus out?
- 4 Who's got The Baloney Stone now?
- 5 What is the dog?
- 6 Who does Brutus push into the snake bowl?

18 Correct the sentences.

- 1 At first, Brutus thought that the animals felt like a mouse.
At first, Brutus thought that the animals felt like a spider.
- 2 The dangerous ancient trap is called a snake plate.
- 3 Brutus loves spiders.
- 4 The snake was sleeping.
- 5 Diggory used his scarf to help Brutus out of the snake bowl.
- 6 Brutus thought the dog was the window.

19 Do you remember?

- 1 A lemon sometimes looks like a lime.
- 2 Pizza doesn't smell like spaghetti.
- 3 You need a spoon and a fork to mix salad.
- 4 You need an oven to cook pizza.
- 5 Two words which end with 's' (as in 'plants') are grass and leaves.
- 6 A diamante poem has 14 lines.

Can do

- I can talk about the five senses.
- I can plan a party.
- I can write a poem.



63

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- Key language: language in the story, *a trap*
- Revision: language from the unit, imperatives

Materials required

- Extra activity 2: A black canvas or cotton bag, some objects for pupils to feel (different from the ones you used at the beginning of the unit) which they won't immediately guess, e.g. a wooden hinged snake, a belt, a doll's shoe
- Optional: *Kid's Box Teacher's Resource Book 5* Unit 6 Topic Worksheet (pages 50 and 56); the animated version of the Unit 6 story from *Kid's Box Interactive DVD 5* (The school library); Playscript 6 from *Kid's Box Teacher's Resource Book 5* (pages 76 and 83)

Pupil's Book page 63

Warmer

- Make groups of four. With books closed, pupils recap the story so far. Elicit a sentence from each group of four in chronological order. If they give too little information at any time, say, e.g. *But what happened before that? How did they/he get there?*

Story

17 Listen to the story.

- Tell pupils to open their Pupil's Books at page 63. Focus them on the story. Tell them to look quickly to find the animals in the story and the sounds they are making (spiders – tickle, snake – hiss). Set the gist questions: *Look at the first picture. Does Brutus feel pleased? (No, he doesn't.) How does Brutus feel? (frightened/scared/afraid) Why does Brutus feel frightened? What wanted to eat the spiders? What did Diggory use his belt for? What's the dog? In the final frame, who fell into the snake bowl first? How do you think Emily felt? (afraid/scared/angry) How do you think Diggory felt? (angry/worried) How do you think Brutus felt? (pleased/ happy)*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (The snake, To get Brutus out of the snake bowl, It's the door, Emily).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What do you think a trap is? Why did Brutus want to get out of the snake bowl? Why did they fall into the snake bowl at the end of the episode?*

CD 3, 12

As in Pupil's Book

18 Who woke the snake up?

- Focus pupils on Activity 18 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the snake awaken (frame four).

Key: Mr Grabbs

Extra activity 1: see page 221 (if time)

Activity Book page 63

17 Read and answer.

Key: 2 Spiders and a snake, 3 His belt, 4 Diggory, 5 It's the door, 6 Emily

18 Correct the sentences.

Key: 2 The dangerous ancient trap is called a snake bowl. 3 Brutus hates spiders. 4 The snake woke up. 5 Diggory used his belt to help Brutus out of the snake bowl. 6 Brutus thought the dog was the door.

Extra activity 2: see page 221 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 like, 3 fork, 4 oven, 5 Pupils' own answers, 6 seven

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means, with examples, and elicit/remind them of the activities they did in this unit when they talked about the five senses. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activity when they talked about how to plan a party. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they remember about the diamante poem structure and the poems they wrote.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- Unit 6 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (pages 50 and 56).
- *The school library*: The animated version of the Unit 6 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 63. Hand out a copy to each student of Playscript 6 from *Kid's Box Teacher's Resource Book 5* (page 83). See notes on page 76.

Ending the lesson




- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.



Science

Food chains

FACT The Iberian lynx is the most endangered wild cat species in the world. In 2015, there were less than 400 living in Andalucía.

1 Can you name these animals?

2 Read and say 'true' or 'false'.

1 The Sierra Morena is the highest mountain range in Spain.

2 Bañuela peak is over 1,000 kilometres high.

3 The Iberian lynx is a small predator.


4 The rabbit is an example of a producer.

5 When one link in a food chain is in danger, it affects the rest of the chain.

The Sierra Morena is a mountain range in southern Spain. It is one of the largest in the Iberian Peninsula, but it is not the highest. It is more than 300 kilometres from east to west, and its highest peak is Bañuela at 1,332 metres.

All living things need food to produce energy. This means that animals need to be part of a **food chain** to survive. There are many animals in the Sierra Morena. The Iberian lynx is a small wild cat that lives there. It is a **secondary consumer** which eats other animals. Its main **prey** is the rabbit. Rabbits are consumers too, but they are **primary consumers** because they eat plants. Plants are **producers** because they make their own food. A disease has killed many rabbits in the Sierra Morena and this has affected the Iberian lynx. This is because when a **predator** can't find its main source of food, it becomes endangered.

In the Sierra Morena, there are other examples of food chains. The Spanish imperial eagle feeds on small mammals, and the wild boar eats eggs, mice and sometimes fruit. There are scavengers in the Sierra Morena too, such as vultures. **Scavengers** eat animals that are already dead. There are also wild mushrooms and other **decomposers**, especially in the autumn. Decomposers break down dead plants and animals. This adds important nutrients to the soil.



64 Vocabulary Food chains in the Sierra Morena

Objectives: By the end of the lesson, pupils will have read about animals in Andalucía and food chains in the Sierra Morena.

Target language

- **Key language:** *food chain, producer, primary consumer, secondary consumer, prey, predator, scavenger, decomposer*
- **Additional language:** *red deer, Iberian lynx, Iberian wolf, Spanish imperial eagle, wild boar, tertiary consumer*
- **Revision:** *blue whale, dolphin, elephant, tiger, panda*

Materials required

- A T-chart drawn on the board or on a large sheet of paper, with the heading 'Carnivores and herbivores'

Pupil's Book page 64

Warmer

- Draw a T-chart on the board with the heading 'Carnivores and herbivores'. Encourage pupils to give examples of both and write them in the correct column.
- Explain that all animals are either carnivores or herbivores, making them **consumers**. Herbivores are **primary consumers** and carnivores are **secondary consumers** (or **tertiary consumers**, depending on where they are on the food chain).

Fact

- Tell pupils to open their Pupil's Books at page 64. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit if they know this fact.
- Ask them if they know the names of other endangered species (e.g. giant panda, blue whale, Bengal tiger, snow leopard, gorilla, Asian elephant, brown spider monkey).

1 Can you name these animals?

- Tell pupils to look at Activity 1. Focus them on the photos. Give pupils time to think about the task. They write down their answers in their notebooks. Then check as a class. Ask, e.g. *What animal can you see in the first photo?* and so on.
- Pupils check how many animals they got correct. Point out that all these animals live in Andalucía.

Key: 1 deer, 2 Iberian lynx, 3 Iberian wolf, 4 Spanish imperial eagle, 5 a wild boar

2 Read and say 'true' or 'false'.

- Tell pupils to look at Activity 2. Read each section with the class, stopping to discuss key words and ideas. Explain that 'predator' is an animal that hunts and 'prey' is the animal that is caught.
- Pupils reread the text silently. Encourage them to ask about words they don't understand. Ask questions to check comprehension. Ask, e.g. *How wide is the Sierra Morena?* (more than 300 kilometres) *What animals live in the Sierra Morena?* (Iberian lynx, rabbits, Spanish imperial eagle, wild boar, mice, vultures)
- Ask volunteers to read and answer one of the statements. Encourage pupils to read out the corresponding sentence in the text to back up their answer.

Key: 1 false, 2 true, 3 true, 4 false, 5 true

Ending the lesson

- Review what the pupils have learnt in the lesson. Ask them what other mountain ranges they know in Andalucía.

3 Read the text on page 64 again. Choose the right words.

- Plants are the **producers** / **secondary consumers** in a food chain.
- Primary consumers** / **Decomposers** eat producers.
- A **prey** / **predator** eats other animals.
- The Spanish imperial eagle is a **consumer** / **producer**.
- Secondary consumers** / **Scavengers** feed on animals that other living things have killed.

4 Read and guess the animal.

- It looks like a horse but it's got stripes. It's a primary consumer and likes to eat grass and leaves.
 a a zebra b an anteater c a cheetah
- It looks like a mouse but it can fly. It can't see very well – it uses sound to get about.
 a a vulture b an eagle c a bat
- It looks like a whale but it's black and white. It eats secondary consumers.
 a a dolphin b a penguin c an orca
- It looks like a crocodile but it's wider and shorter. It's got scales and large teeth.
 a an alligator b a frog c a snake
- It looks like a dog but it's more dangerous. It lives in the wild.
 a a tiger b a wolf c a lynx




Project Make a food chain.

You need:

- White cardboard
- Scissors
- Pencils and markers
- Red card (for the arrows)

How to make a food chain:

- Cut out pieces of cardboard.
- On one end, draw the producer, consumers and decomposer in your food chain. Use about half the cardboard.
- Fold each piece of cardboard in half so the pictures stand up.
- Cut out red arrows from the rest of the cardboard. Use these to join the parts of the food chain.
- Show the class your food chain and explain what happens. Think about what would happen if one thing disappeared from the food chain.



Natural Science 5 Unit 4:
The biosphere

65

Objectives: By the end of the lesson, pupils will have had further practice with food chains and written definitions of animals.

Target language

- Key language:** *food chain, producer, primary consumer, secondary consumer, prey, predator, scavenger, decomposer*
- Additional language:** *scales, dangerous, the wild, mushroom, hyena*
- Revision:** *grass, zebra, lion*

Materials required

- Photos of a mushroom, hyena, zebra, lion and grass
- Project: For each pupil, white cardboard, scissors, pencils and coloured markers, red card
- Optional: Extra project idea, Unit 6 'Animals and plants of Andalucía' from *Kid's Box Teacher's Book 5* (page 228)

Pupil's Book page 65

Warmer

- Review what pupils learnt in the previous lesson. Put the photos on the board in a line: *mushroom, hyena, grass, zebra, lion*. Invite pupils to come to the board and write *decomposer, secondary consumer, producer, scavenger* or *primary consumer* under the correct photo.

3 Read the text on page 64 again. Choose the right words.

- Tell pupils to open their Pupil's Books at page 65. Focus them on the and ask *What part of the food chain is a mushroom?* (decomposer) Ask a pupil to read the instructions for Activity 3.
- Tell pupils to look back at the text on page 64 and to read it silently. Encourage them to ask about any words they may have forgotten.
- They work in pairs, reading the sentences and choosing the right words to complete the sentences. Check as a class.

Key: 1 producers, 2 Primary consumers, 3 predator, 4 consumer, 5 Scavengers

4 Read and guess the animal.

- Focus pupils on Activity 4. Ask *What animal can you see?* (an orca) *What is it in the food chain?* (a secondary / tertiary consumer)
- Ask a pupil to read out the first sentence and the options to the class. Pupils then choose which they think is the correct answer. Ask *Do you agree?* Confirm the correct answer (a zebra). Repeat with all the sentences.
- Ask pupils to write their own definitions as in Activity 4 on paper. Collect in the definitions and read them out for the pupils to guess the animal.

Key: 1 a zebra, 2 a bat, 3 an orca, 4 an alligator, 5 a wolf

Project Make a food chain

- Focus pupils on the project. Read the project information through with the class. Check their understanding of the procedure. Hand out materials.
- Pupils work individually to make their food chains. Remind pupils they can ask their friends if they are stuck.
- Note: Pupils can use the elements of the food chain in the example or they can investigate and make a food chain of their own. They must check that the food chain is correct before they start.

Ending the lesson

- Review what the pupils have learnt in the lesson. Encourage pupils to say which thing they found most interesting and why.

Review Units 5 and 6

Review Units 5 and 6

1 Read the text. Say the right words to complete the blog entry.


Kid's Blog

Hi all,

Here are a few lines to tell you about **our** football team. We're **1** the Cambridge Flyers. We **2** indoor football at the weekends and we play against other teams from towns near ours. There **3** seven of us in the team. We always change players **4** only five can play at a time.

5 week we played against the team from Oldcastle. They played really **6** and they won 4-1. We **7** the first goal but then they scored the next four. We're going to win our next game though.

That's all for now, Lenny



1 called calling call
2 plays playing play
3 is am are
4 but because so

5 Next Every Last
6 well good beautiful
7 marked scored do

2 Listen and say the answer to each question.

1 When is David's birthday?



2 What is he going to do on Saturday?



3 What time is the party?



4 Where are they going to go?



5 What was his favourite present last year?



6 What would he like to get this year?



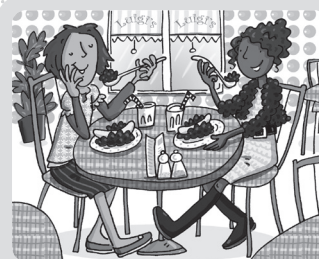
66

Vocabulary Materials Senses Cooking

Review Units 5 and 6

1 Read the story. Choose words from the box to complete the text.

pizza flour sounded plastic like felt
were competition touch film made



Friendly

Last November Sue won an important art (1) competition for her painting *Modern Girl*, which she said looked (2) like Jenny. The prize was a meal for two in Luigi's, the town's best Italian restaurant. Sue invited Jenny to have lunch with her. Jenny felt very pleased. She bought a new dress which was (3) made of bright yellow wool. She wore it with a big brown (4) belt and a dark brown jacket. She looked like a 'Modern Girl' and she (5) sounded like a film star. The two friends felt hungry when they arrived at the restaurant. The waiter put their (6) order on the table and they agreed it smelled like the best in the world. When they were eating it, they said it tasted like nothing on Earth – it was delicious. After the pizza, Luigi came out of the kitchen and carefully put the second course on the table. It was his most famous sweet, 'Banana and Chocolate Surprise'. Sue and Jenny felt very surprised. It looked just like Jenny's clothes!

2 Choose a title for this episode of *Friendly*.

a The cook's famous clothes b A sweet dress c Jenny looks like a pear

3 Find the odd one out.

1 silver metal gold plastic 4 spoon bracelet knife fork
Plastic isn't a metal.
2 salt olives wool pepper 5 wool hair stone fur
3 eyes feel taste smell 6 wood paper card glass

66

Objectives: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and done a listening activity.

Target language

- Key language: vocabulary and language from Units 5 and 6, *blog*
- Revision: sport, past tenses, *going to*

Materials required

- Extra activity 1: A sheet of card marked out into 8 squares for each pupil, an envelope for each pair of pupils
- Key vocabulary from Units 5 and 6, each word written on a small piece of paper, enough for each pupil in the class

Pupil's Book page 66

Warmer

- Make groups of six. Hand out a word to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.
- 1 Read the text. Say the right words to complete the blog entry. **F** towards
 - Tell pupils to open their Pupil's Books at page 66. Focus them on the text and elicit that it's an internet page and that it's a *blog*. Teach/Check understanding of *blog*. Ask pupils if any of them have written blogs on the Internet. Focus pupils on the picture and tell them this is the topic of the blog. Check pupils have read the activity instructions and know what to do. They read the text individually and choose which word is best for each gap. Remind them to read the words around the gaps and to look at the pronouns, nouns and words like *Last week* before trying to choose the words.
 - Pupils check their work in pairs/small groups. Check with the class by getting different pupils to read the text aloud sentence by sentence. Where several pupils chose incorrect answers, elicit why the word they chose doesn't work in the gap. Focus pupils on collocations, e.g. *score a goal*.

Key: 1 called, 2 play, 3 are, 4 because, 5 last, 6 well, 7 scored

- 2 Listen and say the answer to each question. **F** towards

- Focus pupils on the Activity 2 instruction. Give them time to study the pictures before they listen. Play the audio and do the first question with the class. Play the rest of the audio in one go. Pupils listen and say the answers. They check in pairs. Play the audio again. Check with the class.

Key: 1c, 2a, 3c, 4b, 5b, 6c

CD 3, 25

- 1 When's David's birthday?

MISS LAKE: Good morning, David.

DAVID: Good morning, Miss Lake. Did you know it's my birthday tomorrow?

MISS LAKE: Really? What's the date then?

DAVID: It's 21 January.

- 2 What's he going to do on Saturday?

DAVID: I'm not going to have a party tomorrow, though.

MISS LAKE: Why not?

DAVID: Because we've got school tomorrow. But I am going to have a party on Saturday. All my friends are coming.

- 3 What time's the party?

MISS LAKE: That's good. What time's your party going to start?

DAVID: It's going to be in the afternoon, at half past three.

- 4 Where are they going to go?

MISS LAKE: Are you going to have the party in your house?

DAVID: No, we're not. Not this year.

MISS LAKE: What are you going to do?

DAVID: We're going to the cinema. We're going to see *Shep 5*.

- 5 What was his favourite present last year?

MISS LAKE: And do you think you're going to get a lot of presents?

DAVID: I don't know. I did last year.

MISS LAKE: Which was your favourite?

DAVID: It was this football. Do you like it?

MISS LAKE: Yes. It's lovely!

- 6 What would he like to get this year?

MISS LAKE: And what would you most like to get this year?

DAVID: I'd love a gold watch.

MISS LAKE: A gold watch?

DAVID: OK ... a silver one!

Extra activity 1: see page 221 (if time)

Activity Book page 66

- 1 Read the story. Choose words from the box to complete the text. **F** towards

Note: There are five extra words in the box.

Key: 2 like, 3 made, 4 plastic, 5 felt, 6 pizza

- 2 Choose a title for this episode of *Friendly*. **F** towards

Key: b A sweet dress

- 3 Find the odd one out.

Key (possible answers): 2 Wool because it isn't food. 3 Eyes because they aren't a verb/sense. 4 Bracelet because you don't eat with it. 5 Stone because it doesn't come from an animal. 6 Glass because it doesn't come from trees.

Extra activity 2: see page 221 (if time)

Ending the lesson

- Play a game of Time bingo. Draw 12 clocks on the board, each showing a different time. Write a number under each clock. Pupils draw a 2 x 2 bingo square in their notebooks and write a number in each square corresponding to four of the clocks. Call out the times quickly at random. Pupils cross out numbers which correspond to the clocks. The first pupil to cross out all four shouts *Bingo!* Elicit the times from the pupil before declaring him/her the winner.

Pupil's Book page 67

Warmer

- Write *Materials* on the board and brainstorm all the materials pupils can remember, with books closed, in two minutes. It is not necessary to write the words on the board.

3 Play the game.

- Tell pupils to open their Pupil's Books at page 67. Elicit that this is a board game. Focus them on the instructions and check understanding. Elicit what the seven materials are (metal, paper, wood, flour, glass, wool, plastic). Pupils play in groups of four. They take turns to throw the dice and move around the board, saying what the item is and what it is made of. The other pupils decide if the pupil has done this correctly or not. They can help each other with interpreting the instructions. If they are right, they have another turn. If they make a mistake, they stop. If they stop on something made of a material they have got, they miss a turn. The winner is the first person to get seven things made of different materials.
- Monitor pupils as they are playing the game.
Note: It is acceptable for pupils to describe *flour* as a material here.

Extra activity 1: see page 221 (if time)

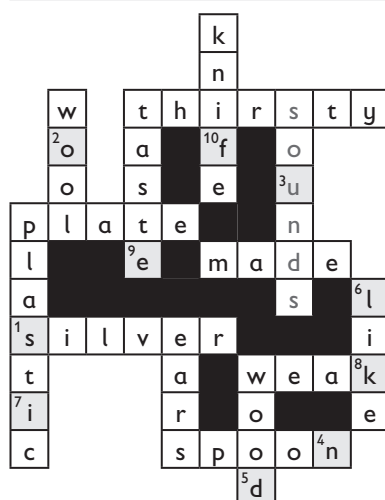
Activity Book page 67

4 Complete the sentences. Count and write the letters.

Key: 2 taste 5, 3 knife 5, 4 Wool 4, 5 weak 4, 6 like 4, 7 ears 4,
8 spoon 5, 9 Silver 6, 10 plastic 7, 11 Wood 4, 12 made 4,
13 thirsty 7, 14 plate 5

5 Now complete the crossword. Write the message.

Key: Message: Sounds like fun!



6 Quiz time!

Key: 1 Alvin's spider is made of fur. 2 It's made of glass bottles. 3 To make films. 4 Strong blue cheese. 5 It makes pizzas. 6 It looks like a woman's face and a room.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 221 (if time)

Optional evaluations

- The classroom*: Quiz 3 from *Kid's Box Interactive DVD 5*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the *Teacher's Booklet*.
- Evaluation 6 from *Kid's Box Teacher's Book 5* (page 237). See notes on page 231.
- The test for Units 5-6 from *Kid's Box Teacher's Resource Book 5* (pages 116- 130). **F** towards

Language Portfolio (online)

- Pupils complete page 5 of *Kid's Box Language Portfolio 5* (*I can ... Units 5-6*).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 5 and 6 (pages 51 and 59) and write the six statements on a large sheet of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.



Say it with me

Say it with me /s/ /z/ English for Spanish speakers

1 Listen and say /s/ or /z/.

- I cycled to the city centre and saw Sally.
- I zoomed to the zoo and there was a zebra.
- Cheese and peas, please, Louise.
- A sausage in your rice makes it taste nice.

2 Listen and repeat.

My city.
My city has got a circus.
My city has got a circus with trapezes.
My city has got a circus with trapezes and cheeses.

3 Listen and read. Say 'true' or 'false'.

This is Susanna, covering news from all over the city. Today I'm reporting for our local *Super Student News*. Last week it was the circus and this week it's the zoo. We've just discovered that the zookeeper from the Central Zoo reported a missing zigzag salamander this morning. This is the first time something like this has happened here in Zumbrota. Celine Zane, the zookeeper, told me what happened. She saw the zigzag at half past six when she passed its cage. At five past seven its keeper went in to feed it and discovered it was gone! The Zumbrota police are looking for any suspicious citizens. That's all for now! Susanna Ritz

1 Susanna is reporting from the city. (True.)
2 An amphibian has disappeared from the zoo. This is the first time this has happened in Zumbrota.
3 The zookeeper was the person who discovered the zigzag was missing.
4 The police have not found the thief.
5 Susanna Ritz is a news reporter.

68 Phonics The sounds /s/ and /z/

Say it with me /s/ /z/

1 Listen and write the words.

2 Choose two words with the same sound and write sentences.

1 I always say 'please' when I ask for more peas!
2
3
4
5

3 Look and match.

slice please

rest lends she's tends friends nice cheese knees twice price peas chest invest device rice

bends best

4 Say and ask a friend.

1 a niece 2 a peace 3 a price
b knees b peas b prize

4 a device 5 a this
b devise b these

Niece.
No, Niece.
b
Oh, sorry! a

68

Objectives: By the end of the lesson, pupils will have reviewed and practised the /s/ and /z/ sounds.

Target language

- **Key language:** trapeze, zoo, zebras, circus
- **Additional language:** citizen, suspicious, amphibian, thief, tease, twice, slice, bends, salamander, zoo keeper, peace, prize, wise, covering news, I'm reporting, last week
- **Revision:** hours, peas, knees, cheese, please, nice, friends, price, best, rest

Pupil's Book page 68

Spanish specific

- The /z/ sound is pronounced either as /s/ sound or as a /θ/ sound depending on the part of Spain. In some parts, Spanish speakers tend to apply Spanish pronunciation to words like *city* and *zebra*. They use /θ/ for *ci* and *ze*. In other parts of Spain where they don't say /θ/, /s/ would be used in both cases. In English the initial sound in *city* should be /s/ and the initial sound *zebra* should be /z/. In addition many words in English are only distinguished by the /s/ and /z/ sounds. These words tend to sound the same when said by a Spanish speaker for example *close to* /s/ and *close the door* /z/ and *peas* /z/ and *peace* /s/.

Warmer

- Demonstrate the sounds of /s/ and /z/ and the position of the mouth and tongue for both sounds. Ask pupils to make the hissing noise of a snake /s/ ssssss and then the buzzing noise of a bee /z/ zzzzzz to help them to be aware of the vibrations the different sounds make.
- Write *city* and *zebra* on the board. Ask pupils to say each word aloud noticing the difference in the /s/ or /z/ sound.

1 Listen and say /s/ or /z/.

- Tell pupils to open their Pupil's Books at page 68. Focus them on Activity 1. Play the audio. Pupils listen and say /s/ or /z/ for each sentence. Pause the audio after each sentence.
- Play the audio again and pupils repeat. Check pronunciation.

CD 3, 26

As in Pupil's Book

2 Listen and repeat.

- Focus pupils on Activity 2. Elicit what they can see. Pre-teach the word *trapeze*. Play the audio while pupils follow silently in their Pupil's Books. Play the audio again, pausing for pupils to repeat. In pairs they take turns to repeat the text.

CD 3, 27

My city. (My city.)

My city has got a circus. (My city has got a circus.)

My city has got a circus with trapezes. (My city has got a circus with trapezes.)

My city has got a circus with trapezes and cheeses. (My city has got a circus with trapezes and cheeses.)

3 Listen and read. Say 'true' or 'false'.

- Focus pupils on the picture and elicit what they can see. Tell pupils to look at the text.
- Play the audio while pupils follow in their Pupil's Books. Check understanding of any new vocabulary. Ask volunteers to read the text aloud.
- Focus pupils on the first sentence. Tell the pupils to say 'true' if it is correct and 'false' if it is incorrect. Play the audio again and then check answer around the class.

- Pupils practise reading the report in pairs. They should take turns and be sure to encourage and correct one another.

Key: 2 true, 3 true, 4 false, 5 true, 6 true

CD 3, 28

As in Pupil's Book

Activity Book page 68

1 Listen and write the words.

- Tell pupils to open their Activity Books at page 68. Focus them on the two pictures. Elicit what they can see. They listen and write the words they hear in the correct picture. Play the audio pausing to give pupils time to write. Play the audio a second time. Check with the class.

Key: /s/ words: peace, price, nice, device, niece, this, circle, circus, police; /z/ words: zoo, zebra, peas, prize, knees, these, cheese, says, friends

CD 3, 29

city, please, zoo, zebra, peace, peas, price, prize, nice, device, knees, niece, this, these, circle, circus, cheese, says, friends, police

2 Choose and write.

- Pupils work individually and write sentences with words from Activity 1. They should include two words with the same sound in one sentence wherever possible. Ask them to use words that are newer to them. Their sentences must be complete and original.
- Pupils read their sentences aloud to the class.

3 Look and match.

- Focus attention on Activity 3. Pupils read each word outside the cloud aloud as a class. Individually or in pairs they connect each word with its rhyming word inside the cloud.

Key: slice: price, device, nice, rice; please: she's, peas, cheese, knees; bends: friends, lends, tends; best: rest, invest, chest

4 Say and ask a friend.

- Read the instruction and the example. Check understanding. Pupils work in pairs.

Ending the lesson

- Pupils work in pairs and write down ten words that they have learned in this unit. They must be a mix of both /s/ and /z/ sounds. They join with another pair and say the words on their list. The other pair must say if a word is pronounced with /s/ or /z/. The pairs change over to ask and answer. Monitor and help/correct where necessary.



Get it right!

Get it right! English for Spanish speakers

1 Look and say the answers.

Grammar

- Did your mum **buy** chocolate yesterday? Did your mum **buy** chocolate yesterday?
- Did your friends **play** tennis last week? Your friends **played** tennis last week?
- Did you **watch** the film last night? Do you **watched** the film last night?

1 How do you say these questions in your language?
2 Is it the same or different in English?

2 Ask your friend.

1 you / do homework last night? 3 your family / go away on holiday last summer?
2 your dad / use a computer yesterday? 4 you / celebrate your birthday last year?

3 Look and say the answers. Test your friend.

Vocabulary

- We **write** '16th July 2012'. We **say** 'The sixteenth of July, two thousand and twelve'.
- We **write** '23rd August 1965'. We **say** 'The twenty-third of August, nineteen sixty-five'.

1 How do you say dates in your language?
2 Are they the same or different in English?

date of birth Christmas Day Halloween Discovery of America
New Year's Day Valentine's Day

When were you born? I was born on 20th August 1999.

4 Look and spell. Test your friend.

Spelling

- Yesterday I **bought** some chocolate in the supermarket.
- On Sunday Ben **caught** a big fish.
- Last week the teacher **taught** us about volcanoes.
- I **thought** I was late for school.
- The two boys **fought** in the playground.
- Sarah **brought** a friend with her to the party.

What's the past of 'buy'?

buy think fight catch teach bring
Bought. B-O-U-G-H-T

Grammar Questions in simple past Vocabulary Dates Spelling The silent letters ght 69

Get it right!

1 Read and complete the sentences.

get up have find go make wash

1 Did you find your book? Yes, I found it in the cupboard.
2 Shari had a party? Yes, she had a big party.
3 Mary had dinner yesterday? Yes, she had fish and chips.
4 John was late this morning? No, he was at half past six.
5 you went to the cinema? Yes, I went to see Shrek.
6 Charlie was his hands? Yes, he was them before lunch.

2 Read and write the questions.

1 Did you have a nice weekend?
Yes, I did. I had a lovely weekend.
2 No he didn't go to the park. He went shopping.
3 Yes, we caught the bus. It was raining.

4 Yes, I did. I saw The Simpsons.
5 Yes, she did. My sister always helps me with my homework.

3 Listen and write the words.

We write	We say
1 23 rd April 1961	the twenty-third of April, nineteen sixty-one
2	
3	
4	
5	
6	

4 Complete the sentences. Use the verbs in the box in the past.

teach buy fight bring catch think

1 My mum bought me some trainers in the sports shop yesterday.
2 Their teacher taught them History and Geography last year.
3 The police caught the bank robber last night.
4 The boxers fought to win the World Title.
5 When I was on holiday, I thought about my friends a lot.
6 When my grandmother came to visit, she brought a cake she had made.

69

Objectives: By the end of the lesson, pupils will have had more practice with questions in the past simple. They will also have learned how to write and say dates correctly and have practised spelling irregular past verb forms which end in 'ght'.

Target language

- Key language:** past simple of regular and irregular verbs, *Did ... ?*
- Additional language:** *yesterday, last night, last Saturday, born, late for school, boxer, playground, bank robber*
- Revision:** months, ordinal numbers, *play basketball, buy chocolate, thousand, Halloween, Christmas, New Year's Day, Valentine's Day, supermarket, cupboard*

Materials required

- A large sheet of paper to create a class birthday chart

Pupil's Book page 69

Warmer

- Write the infinitive of about 12 verbs that pupils have learned at the top of the board, (*buy, wash, go*, etc.). Draw a line down the centre of the board. Mark the columns *A* and *B*. Divide the class into two groups, *A* and *B*. Two pupils from each group come to the board. Call out a verb. Pupil 1 writes it down in their column adding *R* (regular) or *I* (irregular) next to it. Then pupil 2 writes the past form. Repeat for all the verbs. The group with the most correct answers wins.

Grammar

1 Look and say the answers.

- Tell pupils to open their Pupil's Books at page 69. Focus them on the Grammar box. Ask pupils to read the questions in the Grammar box. Then ask questions 1 and 2. Discuss as a class referring to the questions in the box. Compare with pupils' own language.

2 Ask your friend.

- Demonstrate the activity using the first prompt.
- Pupils work in pairs to ask and answer questions in the past, using *Did* and the infinitive form. Encourage them to give full answers and add extra information.

Key: 1 Did you do your homework last night? 2 Did your dad use a computer yesterday? 3 Did your family go away on holiday last summer? 4 Did you celebrate your birthday last year?

Vocabulary

3 Look and say the answers. Test your friend.

- Review the months. Focus pupils on the Vocabulary box. Write *20 August* on the board. Say *the twentieth of August*.
- Review ordinal numbers by saying numbers between 1 and 31. Pupils say the ordinal numbers, *first, second*, etc.
- Ask pupils questions 1 and 2. Discuss as a class.
- Pupils work in pairs to ask and answer about dates with their friend using the days on the page. Pupils continue with *Mother's Day, Christmas Eve, April Fool's Day*, etc.

Key: When is Halloween? It's on 31 October. When is Christmas Day? It's on 25 December. When is New Year's Day? It's on 1 January. When is Valentine's Day? It's on 14 February. When was the discovery of America? It was in 1492. When were you born?

Spelling

4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Elicit that all the underlined words contain 'ght'. Write the alphabet on the board. Circle *g, h ... t*. Say *Remember the order of the letters in the alphabet and it will help you spell correctly*.
- Ask pupils to read the sentences aloud and spell the past forms of the verbs. Pupils work in pairs to say a verb in the present and give the past form and spelling.

Activity Book page 69

Grammar

1 Read and complete the sentences.

- Tell pupils to open their Activity Books at page 69. Pupils work individually to complete the questions and answers. Remind them they have to use *did* with the infinitive form of the verb. Check with the class.

Key: 2 Did, have, had, 3 Did, make, made, 4 Did, get up, got up, 5 Did, go, went, 6 Did, wash, washed

2 Read and write the questions.

- Focus pupils on Activity 2. Tell pupils this is an answer. Say *What is the question?* Elicit *Did you have a nice/lovely weekend?* Write it on the board above the answer.
- Tell pupils to read the answers to the questions before writing the questions. Check answers as a class.

Key: 2 Did he go to the park? 3 Did you catch the bus? 4 Did you watch TV (yesterday)? 5 Did your sister help you with your homework?

Vocabulary

3 Listen and write.

- Focus pupils on the example. Tell pupils to listen to the audio and write the date they hear in the column under *We write*. Then pupils complete the column *We say*. Check answers.

Key:

We write	We say
2 1 October 1773	the first of October, seventeen seventy-three
3 31 July 2004	the thirty-first of July, two thousand and four
4 25 January 1942	the twenty-fifth of January, nineteen forty-two
5 2 August 1628	the second of August, sixteen twenty-eight
6 13 December 1998	the thirteenth of December, nineteen ninety-eight

CD 3, 30

1 23 April 1961	4 25 January 1942
2 1 October 1773	5 2 August 1628
3 31 July 2004	6 13 December 1998

Spelling

4 Complete the sentences. Use the verbs in the box in the past.

- Focus pupils on Activity 4. Pupils complete the sentences with the past form of the verbs.

Key: 2 taught, 3 caught, 4 fought, 5 thought, 6 brought

Ending the lesson


- Use the large sheet of paper. Pupils ask each other when their birthday is, then write the name and date in the correct row on the paper to prepare a class birthday chart.

7 Natural world

7 Natural world

Show what you know! What nature words can you remember?

Listening 1 Listen and repeat the nature words you hear.



2 Listen again. Say 'yes' or 'no'.

- They've got five days to write their ezone project. **No.**
- Dan thinks they should put some sun cream on.
- A man's taking glass bottles and plastic bags out of the lake.
- He has to do this every day.
- People should put their rubbish in the bins.
- The kids shouldn't tell their friends about the problem.

3 Read and say the complete sentences.

- It's very hot. **1-e** a do to help?
- When the sun is strong b our rubbish on the grass.
- We shouldn't leave c rubbish into lakes or rivers.
- We should always d clean up after a picnic in the countryside.
- We shouldn't throw our e so we should put our hats on.
- What should we f we should use sun cream.

Grammar Giving advice: should / shouldn't

Grammar People **should** take their rubbish with them. They **shouldn't** leave it on the grass. What **should** we do about this?

7 Natural world

Grammar Should

We use *should* to give and ask for help or advice.

Affirmative	Negative (not = n't)	Question
I should look after the countryside.	You shouldn't throw rubbish on the ground.	Should he help his mum in the garden?
She should tidy up her room.	We shouldn't forget that we only have one world.	Should they drive a big car?

1 Read and match.

1 What should you wear if you go for a long walk?	You should wear a coat and scarf.
2 What should you wear outdoors on a sunny day?	You should stop and look both ways.
3 What should you wear when it's very cold?	1 You should wear strong shoes.
4 Who should you ask if you get lost in a big city?	To protect your skin from the sun.
5 What should you do when you cross the road?	You should ask a police officer.
6 Why should you use sun cream?	You should wear a hat.

2 Think and write 'should' or 'shouldn't'.

- It's a sunny day and Emma's at the beach. She should wear a hat.
- Michael's got a headache. He shouldn't watch TV.
- Betty's got a terrible toothache. She should go to the dentist.
- David wants to cross the road. He should stop and look both ways first.
- Katy shouldn't eat chocolate because she's got a stomach-ache.
- Harry's got an important exam tomorrow, so he should study this afternoon.

3 Correct the sentences.

- We ~~we~~ should look after the countryside. We should look after the countryside.
- We should to walk on the paths. We should walk on the paths.
- We should drop our rubbish. We should drop our rubbish.
- We always should use bins. We should always use bins.
- We shouldn't of play with animals in fields. We shouldn't play with animals in fields.
- We's shouldn't drink water from rivers. We shouldn't drink water from rivers.

Objectives: By the end of the lesson, pupils will be able to talk about the natural world and give advice using *should* and *shouldn't*.

Target language

- Key language:** advice: *should/shouldn't*; *natural world, nature, rubbish, path*
- Revision:** materials, country, clothes, weather, *sun cream, lake, have to*, suggestions: *let's / shall*

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 5* Unit 7 Reinforcement worksheet 1 (pages 57 and 58); Grammar reference Unit 7 *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95)

Pupil's Book page 70

Warmer

- Introduce the topic of the natural world by eliciting from pupils what kind of things they can see in the country. Tell pupils the theme of Unit 7 is the *Natural world* (nature) and write it in the centre of the board.

Show what you know! What nature words can you remember?

- Draw a circle around *Natural world* on the board and write one or two of the words pupils said in the warmer to start the mind map. Say *Show what you know ... about the natural world*. Brainstorm with the class in two minutes the nature words and create a mind map on the board. Pupils copy the mind map into their notebooks.

1 Listen and repeat the nature words you hear.

- Tell pupils to open their Pupil's Books at page 70 and look at the Activity 1 pictures. Elicit the names of the characters and where they are. Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 4, 02

DAN: This is great! A day in the country!

ALVIN: Yeah, but we've only got two more days to write our next ezine project and we haven't got a topic. What shall we write about?

SHARI: I don't know, but it's very hot, so we should put our hats on.

DAN: Phew! You're right. The sun is strong. I think we should put some sun cream on, too. Here you are.

SHARI: Thanks, Dan. Do you want some, Alvin?

ALVIN: Er. Eh? Look! What's that man doing? Let's go and see.

ALVIN: Excuse me. Can you tell me what you're doing?

MAN: Sure. I'm taking the glass bottles and plastic bags out of the lake because they're dangerous for wild birds. I have to do this every week.

DAN: That's terrible! People should put their rubbish in the bins. They shouldn't leave it on the grass or throw it in the lake.

SHARI: What should we do about this? Can we do anything to help?

MAN: Well, most people don't know that this is a big problem for birds and other animals, so you should tell your friends and family about it.

ALVIN: Yeah. We should write about it in the ezine.

DAN: Come on! We've got a job to do.

2 Listen again. Say 'yes' or 'no'.

- Focus pupils on the Activity 2 instructions and on the sentences. Play the audio. Pupils whisper the answer to their friend. Play the audio again and check, eliciting full-sentence answers from the class for the 'no' answers.

Key: 2 yes, 3 yes, 4 no (He has to do this every week.), 5 yes, 6 no (They should tell their friends.)

CD 4, 03

See previous recording

Presentation

- Elicit sentences 5 and 6 again from Activity 2 and write them on the board. Underline *should/shouldn't* in each sentence. Elicit what this tells us. Say the sentences for pupils to repeat. Elicit other things we should or shouldn't do in the country.
- Play the audio from Activity 1 again. When pupils hear sentences with *should/shouldn't*, they put their hands up. Stop the audio and elicit what was said. Elicit the question *What should we do?* and write it on the board. Elicit a story summary.
- Focus pupils on the Grammar box.

Extra activity 1: see page 222 (if time)

3 Read and say the complete sentences.

- Focus pupils on the Activity 3 instruction. Pupils do the activity in pairs. Check and replay the audio if necessary.

Key: 2f, 3b, 4d, 5c, 6a

Extra activity 2: see page 222 (if time)

Activity Book page 70

1 Read and match.

- Tell pupils to open their Activity Books at page 70. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative. Then pupils do activity 1.

Key: (from top to bottom) 3, 5, 1, 6, 4, 2

2 Think and write 'should' or 'shouldn't'.

Key: 2 shouldn't, 3 should, 4 should, 5 shouldn't, 6 should

3 Correct the sentences.

Key: 2 ~~to~~, We should walk on the paths. 3 ~~should~~ shouldn't, We shouldn't drop our rubbish. 4 ~~always-should~~ should always, We should always use bins. 5 ~~of~~, We shouldn't play with animals in fields. 6 ~~We's~~ We, We shouldn't drink water from rivers.

Optional activities

- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 58).
- Grammar reference Unit 7 from *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Ask pupils *What should you do at the end of the lesson?* Pupils respond with sentences, using *should* and *shouldn't*.

4 Listen and say the words to complete the song. Check and sing.

go drop jump run clean walk put

You shouldn't **drop** your rubbish.
You should **put** it in a bin.
You shouldn't leave it on the ground.
You should **jump** up everything.
Here comes the bear, here comes the bear!
It's coming for your tea!

Should I move or should I stop?
Should I climb that tree?
I should do something now.
That bear / cow is after me.

You shouldn't **run** across the field.
You should **walk** around.
You shouldn't go too near that cow.
It can push you to the ground.
You should **put** ...
You should **go** quickly!



5 Look and say the right answers. 1-a



- a They shouldn't play near a busy road.
b They should play carefully.



- a He should brush his teeth.
b He should go to the dentist.



- a They should go home.
b They should wait under a tree.



- a They should put their rubbish in the bin.
b They shouldn't eat sandwiches outdoors.



- a They should walk quietly through the field.
b They shouldn't go into the field.



- a She should wash her hands before she eats.
b She should wash her hands after she eats.

6 Play the 'should' game.

I've got an exam tomorrow.

You should go to bed early.

You should study.

You should eat a healthy breakfast.

71

4 Match the problems with the correct advice.

Pamela's Problem Page

1. Dear Pamela, I saw my friend copying in an exam. What should I do?

2. Dear Pamela, I'm having real problems with Maths at school. What should I do?

3. Dear Pamela, My friends are going to go to the cinema on Saturday, but my parents say I can't go. What should I do?

4. Dear Pamela, I want to have a dog for my birthday, but my mum and dad say I can't have one. What should I do?

5. Dear Pamela, I want to learn to climb, but I don't live near the mountains. What should I do?

6. Dear Pamela, I don't like vegetables, but my mum says I have to eat carrots and peas every day. I hate dinner time. What should I do?

a. Why don't you talk to them and ask to go to see the film another day? You should ask them to come with you.

b. If you don't understand something, you should always talk to your teacher. She'll be pleased to help you.

c. You should look on the Internet for a climbing club in your nearest city. You can climb up special climbing walls.

d. You should ask your mum if you can try a different vegetable every day until you find some that you like.

e. It's important to remember if your parents say no, they know why. Ask them to talk to you about it.

f. You should talk to your friend and tell him not to do it again. If that doesn't work, then tell your teacher.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

5 Think and write advice.

- 1 Someone who's going to the beach on a hot day.
2 Someone who's got a headache.
3 Someone who wants to learn English.
4 Someone who wants to try a new hobby.
- 5 Someone who wants to learn more about the past.
6 Someone who is always fighting with their brother.

1 You should take a hat and sun cream.
You shouldn't lie in the sun all day.

6 Answer the questions.

- 1 Do your friends talk to you when they have a problem? _____
2 Do you help your friends? _____
3 Do you think you should always keep secrets? _____
4 Who do you talk to when you have a problem? _____
5 What are the biggest problems for you and your friends? _____
6 When should you tell your teacher about a problem? _____

71

Objectives: By the end of the lesson, pupils will have had more practice giving advice for protecting of the natural world and sung a song.

Target language

- **Key language:** advice: *should/shouldn't*; question form: *Should ... ?*; things/animals in the natural world: *bull, bear, cow, tree, field; problem*
- **Additional language:** *is after me*
- **Revision:** action verbs, adverbs

Materials required

- Extra activity 2: One piece of paper for each pupil
- One piece of A4 card for each group of four
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Song worksheet* (pages 57 and 62); *Kid's Box Interactive DVD 5, The music room*, Unit 7 'Should I move?' song

Pupil's Book page 71

Warmer

- Elicit the title of the unit (Natural world) and elicit some of the things people should and shouldn't do to protect the environment. Remind pupils of the impersonal use of *you*. Write two of the examples they give on the board: one positive and one negative. Focus pupils on the verb following *should/shouldn't* and elicit what kind of word it is (infinitive without *to*).
- 4 Listen and say the words to complete the song. Check and sing.
- Tell pupils to open their Pupil's Books at page 71. Focus them on the song and the words in the box. Elicit that these are all infinitives without *to* which pupils use to complete the song. Give pupils time to read through the song silently and to try to predict some of the words before playing the audio.
- Play the audio. They listen, look and think. They then discuss the song in pairs and add any words they can remember. Play the audio again for pupils to complete the song. They check again in pairs.
- Play the audio, stopping after each verse to check the verbs and understanding of key vocabulary.
- Play the audio a fourth time, line by line and then verse by verse, for pupils to repeat. Make two groups: one which asks the questions and one which answers. They sing the song in role. Play the first version of the song on the audio and then the karaoke version. Repeat, with groups changing roles.

Key: 1 put, 2 clean, 3 stop, 4 climb, 5 go, 6 walk, 7 run, 8 jump

CD 4, 04

As in Pupil's Book and key

CD 4, 05

Now sing the song again. (Karaoke version)

5 Look and say the right answers.

- Focus pupils on the Activity 5 instruction. Check they know what to do. In pairs, they look at each picture, choose the correct answers. (The aim of the questions is to trigger discussion. The right answer isn't always clear.) Pairs check with pairs. Check with the class. If pupils have different ideas, elicit their reasons. Elicit another sentence of advice (positive or negative) for each picture from pupils.

Key: 2b, 3a, 4a, 5b, 6a

6 Play the 'should' game.

- Tell pupils they are going to play a game. Focus them on the Activity 6 instruction and on the speech bubbles. Elicit other situations/prompts where someone responds with advice, e.g. *I'm hungry/thirsty/tired. We're having a picnic in the country. I've got toothache / a headache. English is difficult. I don't understand this word. The sun's very strong. It's my mum's birthday tomorrow.*
- Make groups of four. Hand each group a piece of A4 card. They cut it into eight pieces and write a different prompt on each. Encourage them to include their own ideas.
- Groups take turns to read a prompt card aloud for another group to respond. Give marks for a) grammatically correct answers and b) appropriate ones.

Extra activity 1: see page 222 (if time)

Activity Book page 71

4 Match the problems with the correct advice.

Key: 2b, 3a, 4e, 5c, 6d

5 Think and write advice.

Key: Pupils' own answers

6 Answer the questions.

Key: Pupils' own answers

Extra activity 2: see page 222 (if time)

Optional activities

- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 62).
- *The music room*: Unit 7 'Should I move?' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from the beginning of the lesson again with the pupils.

Reading 7 Read, think and write your answer. What should you do to help?

http://www.cambridge.org/elt/kidsboxezine

Kid's Box Ezine! home reports games world email

★ There are about 1,000 endangered species of animals and birds, and even more species of insects in danger, like butterflies. We should protect them so that they do not become extinct.

Kid's Box reports Nature watch

a Two of the world's most famous endangered animals are also famous for their stripes. They are mountain zebras and Siberian tigers. They need big forests to live in, but these forests are smaller nowadays because people cut trees down for wood.

b  To help protect the tigers in Russia they made two National Parks. These also protect them from people who want to catch them for their beautiful striped fur.

c  This is the nine-spotted ladybug beetle. It has four black spots on each wing and one in the middle of its body. It lives in North America and it is an endangered species.

The Lost Ladybug Project asks people to take photos of this beetle if they see it.

d  Frogs are in danger all over the world. The frog in the picture is Lehmann's poison frog. It is found in Colombia. It has red, orange or yellow stripes.

People named 2008 the 'Year of the Frog'.

Butterflies are beautiful, flying insects. This butterfly is the purple spotted butterfly. It has white spots on its purple wings. Every year millions of butterflies fly to a different place. Some die when cars hit them.

In 2007 the Taiwanese government closed a busy motorway to protect the purple spotted butterfly!

extinct wings spots spotted stripes striped butterfly insect beetle

8 Listen. Repeat the word and find it in the text. 1 Wings. Wings.



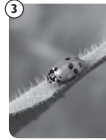


9 Read again and say the answers.

- How many endangered species are there?
- Which animal has red, orange or yellow stripes?
- Which animal has a spotted body and wings?
- Where does the Lehmann's poison frog live?
- Which animal has got white spots on its wings?
- What did they do to protect butterflies in Taiwan?

72 Vocabulary Nature Describing species

7 Choose words from the box to label the pictures.

Lehmann's poison frog Purple spotted butterfly
Mountain zebra Siberian tiger Nine-spotted ladybug beetle

1  **2**  **3**  **4**  **5** 

Mountain zebra

8 Sort and write the words.

1 signw wings 4 opst 7 iatl
2 erttflbyu 5 pitser 8 dboy
3 tsnce 6 ufr 9 tbeele

9 Now match the words with the definitions.

- beetle This insect has got two hard wings and two soft wings.
- _____ The hair an animal has on its body.
- _____ The parts of an insect or animal which it uses to fly.
- _____ Lions, tigers, elephants and mice all have one of these. It comes out of the back part of their bodies.
- _____ The part of an animal or insect which has the arms and legs on it.
- _____ An insect with two beautiful wings, six legs and two antennae.
- _____ A small animal with a body, six legs and two eyes.
- _____ A small coloured circle on a different colour.
- _____ An area between two lines which is a different colour.

10 Now classify the words.

through become funny spot extinction recycle wing into
appear extinct spotted over across explore stripe warm

adjectives	verbs	prepositions	nouns
funny	become	through	spot

72

Objectives: By the end of the lesson, pupils will have read and talked about endangered species.

Target language

- Key language:** *endangered species, stripes, spots, zebra, forest, protect, beetle, wing, extinct, butterfly, national park, poison, in danger*
- Additional language:** *Siberia, Russia, China, North America, Colombia, Taiwan, spotted, extinction, motorway*
- Revision:** *should/shouldn't, animals, comparative adjectives, adjectives, parts of speech*

Materials required

- Extra activity 1: A large world map, an A4 photocopy of a world map for each pupil
- Extra activity 2: Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Reinforcement worksheet 2* (pages 57 and 59)
- Kid's Box Language Portfolio 5* (page 12)

Pupil's Book page 72

Warmer

- Pre-teach *spotted* and *striped*, using pupils' clothes or other objects in the room. Then ask pupils to think of any animals they know which are spotted or striped. Ask different pupils to write the words on the board and to spell them out.

7 Read, think and write your answer. What should you do to help?

- Tell pupils to open their Pupil's Books at page 72. Focus them on Activity 7. Tell them to skim the text quickly to find any spotted or striped animals they mentioned in the warmer. Elicit from the class.
- Focus pupils on the activity instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the texts and elicit that it's the webpage for *Kid's Box* ezine and that it's about animals and nature. Read the introduction aloud to pupils and use the context to elicit what they think *endangered species* means. Teach the meaning of this phrase. Pre-teach *motorway*. *It's a big road where cars can drive fast.*
- Focus pupils on the words at the bottom of the webpage, read them through with the class. Check understanding. Pupils read the texts silently and think about their answers to the question for each situation. They briefly compare their ideas in pairs. Focus on each text in turn. Discuss what the problem is, what has happened and what advice they would give. Discuss their opinions as a class. Finally, give pupils further reading time, check general comprehension and answer any questions they have.

8 Listen. Repeat the word and find it in the text.

- Focus pupils on the Activity 8 instructions and on the example. Play the audio. Pause after each one to give pupils time to find the word in the texts. They point to the word in the text. Play the audio again. Elicit a choral answer each time.

Key: 2 extinct, 3 spotted, 4 insect, 5 striped, 6 spots, 7 stripes, 8 butterfly, 9 beetle

CD 4, o6

1 wings, 2 extinct, 3 spotted, 4 insect, 5 striped, 6 spots, 7 stripes, 8 butterfly, 9 beetle

9 Read again and say the answers.

- Focus pupils on the Activity 9 questions. Pupils work in groups of three and find the answers to the questions. Elicit answers from the class and provide any new vocabulary on the board. Discuss with pupils other endangered animals that they know of, what they look like and what, if any, steps are being taken to protect them. Focus on local species if possible.

Key: 1 About 1,000. 2 Lehmann's poison frog. 3 The nine-spotted ladybug beetle. 4 In Colombia. 5 The purple spotted butterfly. 6 They closed a busy motorway.

Extra activity 1: see page 222 (if time)

Activity Book page 72

7 Choose words from the box to label the pictures.

Key: 2 Siberian tiger, 3 Nine-spotted ladybug beetle, 4 Lehmann's poison frog, 5 Purple spotted butterfly

8 Sort and write the words.

Key: 2 butterfly, 3 insect, 4 spot, 5 stripe, 6 fur, 7 tail, 8 body, 9 beetle

9 Now match the words with the definitions.

F towards

Key: 2 fur, 3 wings, 4 tail, 5 body, 6 butterfly, 7 insect, 8 spot, 9 stripe

10 Now classify the words.

- Pupils can write more words for each group in their notebooks.

Key:

adjectives	verbs	prepositions	nouns
extinct	recycle	into	extinction
spotted	appear	over	wing
warm	explore	across	stripe

Extra activity 2: see page 222 (if time)

Optional activity

- Unit 7 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 59).

Language Portfolio (online)

- Pupils complete page 12 of *Kid's Box Language Portfolio 5* (An endangered animal).

Ending the lesson

- Brainstorm with pupils a mind map on the board of all the new words they learned about animals today.

- 10 Look at the pictures.
Describe them to your friend.

The female is brown.

The male is more beautiful than the female.



- 11 Listen and find the mistakes in Mary's project. Say the correct information.

Name of butterfly	1 Queen Alexandra's birdwing butterfly
Wings measure (Male)	2 12 cm
Wings measure (Female)	3 25 cm
Description (Female)	4 Black with white spots on its wings.
Description (Male)	5 Brown with blue spots on its wings

- 12 Read and say the words to complete the text.

stripe thousands should garden birds butterflies trees extinct did play

There are **thousands** of endangered species in the world. Endangered means there is time to help them before they disappear. They are not **1**. So, what should we do? We **2** look after our world and ask everybody to help make it a cleaner place for animals and insects to live in. We should make oceans, ponds, streams and the air much cleaner than they are now ... and you can help too!

- Help clean and protect the habitat in your **3**, near your house, or on your school ground.
- Build homes in **4**.
- Plant trees and flowers where insects like **5** can live.
- Help projects to plant riverbanks with plants which make the ground stronger and give animals a habitat.

- 13 Look at the pictures. Talk about what you should do.

I think we should recycle all bottles.

Yes, I agree.

Functions
I think we should recycle plastic.
Yes, I agree.
No, I don't agree.



Functions I agree. / I don't agree.

73

- 11 Match the pictures of endangered animals with the words.



- 1 Leatherback turtle
- 2 Orang-utan
- 3 White rhino
- 4 Iberian lynx
- 5 Whale
- 6 Giant panda
- 7 Bearded vulture
- 8 Bat



- 12 Now find out one fact about each of the endangered animals in Activity 11.

1 Leatherback turtles live in the Pacific Ocean.

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

- 14 Read and order the story.

'What is your question?' the teacher asked.

The old man said, 'I don't know either. Here are your two pounds!'

1 One day a very clever teacher went to a small village in the country.

The teacher was happy with the old man's idea because he was very clever.

The teacher thought for a long time, but he didn't know the answer.

'What animal has got three heads, two wings and one leg?' the old man asked.

He was talking to the people there when an old man spoke to him: 'I have a question for you. If you can't answer my question, you give me ten pounds. Then you ask me a question. If I can't answer it, I give you two pounds.'

After 30 minutes thinking, he gave the old man his ten pounds and said, 'I'm sorry. I don't know the answer. What is it?'

73

Objectives: By the end of the lesson, pupils will have described pictures of animals and had further practised giving advice, using *should* and *shouldn't*.

Target language

- **Key language:** measurements, descriptions, numbers, *female*, *male*, *bat*, *riverbank*, *habitat*, *ocean*, *pond*, *stream*, *disappear*, *You can ...*, *I think we should/shouldn't ...*, *I agree*, *I don't agree*.
- **Additional language:** *endangered animals*, *pound* (English money)
- **Revision:** animals, comparative adjectives, colours

Materials required

- Extra activity 1: A large sheet of paper for each group of four, coloured markers
- Extra activity 2: Word processors for groups to write their texts and reference materials / the Internet, printer, sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Extension worksheet 1* (pages 57 and 60)

Pupil's Book page 73

Warmer

- Describe one of the animals from the previous lesson for pupils to guess with books closed. Pupils can then take turns to describe an animal, in particular what it looks like, e.g. *spotted/striped*, for the class to guess.
- Write on the board: *sea, ocean, lake, stream, river*. Ask *Which do you think is bigger, the sea or an ocean?* Continue with *pond* and *lake*, then *stream* and *river*. Explain that ponds and streams are smaller than lakes and rivers. Ask pupils to make sentences with *bigger* and *smaller*, using the words on the board.

10 Look at the pictures. Describe them to your friend.

- Tell pupils to open their Pupil's Books at page 73. Focus them on the Activity 10 instructions, the pictures and the speech bubbles. Check understanding of *male* and *female*. Check pupils know what to do. They take turns to say a sentence describing their picture. Elicit descriptions from the class.

11 Listen and find the mistakes in Mary's project. Say the correct information.

- Focus pupils on the information for Activity 11. Check they realise it's about the same butterfly as in Activity 10. Give pupils reading time and check understanding of key vocabulary, e.g. *measure*. Play the audio. Pupils find the mistakes in the text. They check in pairs. Play the audio again. Check with the class.

Key: 1 birdwing butterfly, 2 20, 3 30, 4 brown with white spots on its wings, 5 brown with blue stripes on its wings

CD 4, 07

MARY: Oh, hello, Mr Burke. Can I ask you some questions? Is that OK?

MR BURKE: Hello, Mary. Yes, of course. What about?

MARY: Well, it's about a butterfly I want to do my project on. I've got some information, but I want to find out some more.

MR BURKE: OK. Which butterfly is it?

MARY: It's called the Queen Alexandra's birdwing butterfly.

MR BURKE: Oh, yes. I know the one. It's an endangered species from Papua New Guinea, isn't it?

MARY: That's right. Its habitat is getting smaller and smaller every year. Can you tell me about it, please?

MR BURKE: OK. What do you want to know?

MARY: Well, I read in a book that it's the biggest butterfly in the world. Is that right?

MR BURKE: Yes, it is. But the male is smaller than the female. From one edge of the male's wing to the other it can measure 20 cm.

MARY: 20 cm. But the female's bigger?

MR BURKE: Yes, it is. Its wings can measure 30 cm.

MARY: Wow! That's a big butterfly! What about their colours?

MR BURKE: Well, both butterflies are brown. The female has got some small, white spots on its wings.

MARY: And the male?

MR BURKE: It's brown too, but it's got blue stripes on its wings.

MARY: That's really interesting. Thanks very much, Mr Burke.

12 Read and say the words to complete the text.

- Focus pupils on Activity 12. Ask them to look at the text quickly and to tell you what it's about (advice on what people can do to make the world a better, cleaner place). Check understanding of the words in the box. Pupils do the task individually and then check in pairs. Check with the class. Check general comprehension of the text.

Key: 1 extinct, 2 should, 3 garden, 4 trees, 5 butterflies

13 Look at the pictures. Talk about what you should do.

- Focus pupils on the Activity 13 pictures. Ask two pupils to read the speech bubbles aloud. Elicit other ideas from pupils for one or two of the other pictures. Elicit/Provide an answer for disagreement and write it on the board, e.g. *I don't agree with you. I think we should ...* Then focus pupils on the Functions box. Pupils work in groups of three. They take turns to make suggestions for each picture and to respond, either in agreement, or in disagreement.

Key: Pupils' own answers

Extra activity 1: see page 222 (if time)

Activity Book page 73

11 Match the pictures of endangered animals with the words.

Key: 2c, 3e, 4g, 5d, 6b, 7f, 8h

12 Now find out one fact about each of the endangered animals in Activity 11.

Key: Pupils' own answers

13 Now make a quiz for your friends.

Key: Pupils' own answers

14 Read and order the story.

Key: (from top to bottom) 4, 8, 1, 3, 6, 5, 2, 7

Extra activity 2: see page 222 (if time)

Optional activity

- Unit 7 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 57 and 60).

Ending the lesson

- Write key words from the unit so far in jumbled form on the board. Pupils work individually with books closed to write each word correctly. They check in pairs before you check with the class. Check the meanings of the words.

14 Dan's phonics

Spots and stripes – cats and dogs;
Black and white – fish and frogs;
Pink and green – dogs and cats;
Legs and wings – birds and bats!

Speaking 15 Ask and answer.

What should you do?

- You see someone throwing paper onto the floor. What should you do?
a Tell them they dropped it. b Do nothing. c Pick it up and recycle it.
- You see a man making a fire in a field.
a Do nothing. b Telephone the fire service. c Tell an adult.
- You're going to go shopping at the supermarket.
a Take some old plastic bags. b Use lots of plastic bags from the supermarket.
c Buy lots of sweets.
- You find some money in the street.
a Put it in your bag. b Take it to the police station. c Do nothing.
- You see a strange bag on a bus.
a Tell the bus driver. b Do nothing. c Pick it up.
- You see a man climbing through the window of the house next door.
a Do nothing. b Call the police. c Stop and talk to him.

Writing 16 Write your questionnaire.

- Work in pairs and write another questionnaire.
- Think of six problems.
- Think of three possible solutions to each problem.
- Write them out like the ones above.
- Now you can ask your friends the questions.

Joke Corner

Why did the man throw the butter out of the window?

To see the butterfly.

15 Write the opposites.

white	old	long	past	cold	night	strong	last
-------	-----	------	------	------	-------	--------	------

- young and old
- hot and _____
- black and _____
- day and _____
- short and _____
- weak and _____
- present and _____
- first and _____

16 Listen, check and say.

17 Read and number the parts of the letter.

1 15, West Street
Chester
15 March 2015

Dear Mrs Smith,

I'm writing to ask you for information about recycling bins at our school.

In my class we think we should recycle all paper and bottles. There are some questions I'd like to ask. Can you bring some bins to our school, please? Also, when can I come to talk to you?

Thank you very much.

Yours sincerely,
Emily Wood

A polite letter should have:
1. Your address
2. Today's date
3. The name of the person who you're writing
4. An end.

When you write the address you have to put the house or apartment number first, then the street and the city. You don't need to use commas.

When you write a date, you don't need to use prepositions and you can write the day 15 or 15th. Remember to put the month in capital letters.

18 Now write a letter to Mrs Green about recycling. Ask her for information about the recycling bins.

Dear Mrs Green,

Objectives: By the end of the lesson, pupils will have practised saying and identifying weak forms of *and* and completed a writing activity.

Target language

- Key language:** weak form of *and*; advice: *should, shouldn't*; collocations with *and*
- Revision:** natural world, materials, clothes, school

Materials required

- Extra activity 1: Write the following words each on a piece of paper: *cats, dogs, spots, stripes, fish, frogs, bats, birds, black, white, sharks, whales, fish, chips, gold, silver, salt, pepper, knife, fork, shoes, socks*. You will need one word for each pupil. If you have more than 22 pupils, add one or more pairs of words. If you have fewer, take away pairs of words.

Pupil's Book page 74

Warmer

- Write these words on one side of the board: *black, socks, fish*, and these on the other: *chips, shoes, white*. Ask pupils to match them for you and elicit, e.g. *black and white*. Repeat for pupils, making the *and* very weak. Repeat for the other two pairs. Ask pupils what happens to the *and* between the words (it almost disappears) has the vowel sound /ə/.

14 Dan's phonics

- Tell pupils to open their Pupil's Books at page 74. Elicit that this is the pronunciation activity. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils say the pairs of words and pronounce the weak form of *and* correctly. In pairs, pupils practise the rhyme.

CD 4, 08

As in Pupil's Book

Extra activity 1: see page 222 (if time)

15 Ask and answer.

- Focus pupils on the questionnaire in Activity 15. Do the first question with the class as an example. Make sure pupils realise there is no one correct answer, so they need to think about which they would do and why. Pupils work in pairs. They take turns to read out the question and then to say which answer they prefer. Monitor and prompt the discussions by asking, e.g. *Why?* Go through the questionnaire as a class, doing a hands-up to see how many pupils have chosen the different answers and asking different pupils to give reasons for their choices.

Key: Pupils' own answers

16 Write your questionnaire.

- Focus pupils on Activity 16. Read the activity instructions through with the class. Check understanding. Brainstorm some other problems to get them started. Monitor and help pupils prepare their questionnaires in pairs. Make groups of six for pupils to ask and answer with their friend. Pupils write their questionnaire in their notebooks.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 4, 09

As in Pupil's Book

Activity Book page 74

15 Write the opposites.

- Tell pupils to open their Activity Books at page 74. Make sure they know the meaning of all the words in the box. They work in pairs and write their answers in pencil. Do not confirm answers at this stage.

16 Listen, check and say.

- Play the audio for pupils to listen and check. Check with the class. Play the audio again for pupils to listen and repeat. Make sure they are using the weak form of *and*.

Key: See audioscript

CD 4, 10

- young and old
- hot and cold
- black and white
- day and night
- short and long
- weak and strong
- present and past
- first and last

17 Read and number the parts of the letter.

- Before pupils do the activity, focus them on the Write it right! box and check they understand what the four points mean with reference to polite letters.

Key: 2 15 March 2015, 3 Mrs Smith, 4 Yours sincerely

18 Now write a letter to Mrs Green about recycling. Ask her for information about recycling bins.

Key: Pupils' own answers

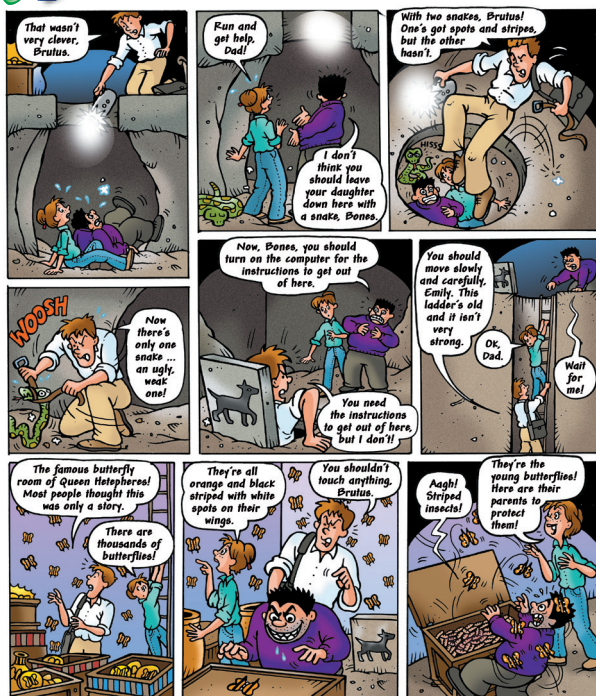
Extra activity 2: see page 222 (if time)

Ending the lesson

- Do the Pairs rhyme again from the beginning of the lesson.

DIGGORY BONES

17 Listen to the story.



18 Why should Emily be careful on the ladder?

75

19 Read and answer.



- 1 What did Diggory use to close the snake's mouth? His belt
- 2 Why should Emily go down the ladder slowly and carefully?
- 3 Where does the ladder take them? _____
- 4 Describe the butterflies. _____
- 5 What shouldn't Brutus do? _____
- 6 What's inside the box? _____

20 Read and order the text.

At the foot of the ladder there was a big room full of butterflies.

Thousands of butterflies flew off the walls to protect their young.

There was a ladder under the door. They climbed slowly and carefully down it.

Then he put his belt round the snake's mouth so it couldn't bite them.

Diggory jumped into the snake bowl to save Emily.

The box was full of striped insects, so Brutus dropped it.

Diggory knew how to get out. He opened a secret door.

When Diggory and Emily were looking at the butterflies, Brutus opened a box.

The room was the famous butterfly room of Queen Hetepheres.

Do you remember?

- 1 I've got a problem. What should I do?
- 2 You _____ throw rubbish on the floor. Put it in a bin.
- 3 The Lost Ladybug Project asks people to take _____ of these endangered beetles.
- 4 Two endangered animals which have _____ are tigers and zebras.
- 5 'Hot and _____' are opposites.
- 6 You should write your _____ in the top right corner of a letter.

Can do

- I can describe insects and animals.
- I can talk about things we should or shouldn't do.
- I can write a letter.



75

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- **Key language:** language in the story, *parents, caterpillar*
- **Additional language:** *Queen Hetepheres*
- **Revision:** language from the unit, adjectives, colours

Materials required

- Extra activity 2: Photocopiable activity 7 (page 210) copied onto thin card, one copy for each pair of pupils, scissors, envelopes
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Topic worksheet 1* (pages 57 and 63); the animated version of the Unit 7 story from *Kid's Box Interactive DVD 5 (The school library)*; *Playscript 7* from *Kid's Box Teacher's Resource Book 5* (pages 76 and 84); *Evaluation 7* from *Kid's Box Teacher's Book 5* (page 238)

Pupil's Book page 75

Warmer

- Elicit from pupils what they remember about the snake bowl from the last episode of the story: what was living there, what the animals looked like (to review *spots* and *stripes*) and who went down into the snake bowl at the end of the episode.

Story

17 Listen to the story.

- Tell pupils to open their Pupil's Books at page 75. Focus them on the story and pupils check to see who is in the snake bowl in the first frame. Set the gist questions: *Diggory says there are two snakes. Find the ugly, weak one. Why does Brutus want to turn on the computer? What are the striped insects?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Brutus, To find the instructions to get out of the snake bowl, Young butterflies / caterpillars). Write *caterpillar* on the board and check understanding.
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What advice does Brutus give Diggory about his daughter? Why doesn't Diggory need instructions to get out of the snake bowl? What's in the room? What colour are the spots on the butterflies' wings? What do the butterflies want to protect?*

CD 4, 11

As in Pupil's Book

18 Why should Emily be careful on the ladder?

- Focus pupils on Activity 18 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame six).

Key: Because the ladder is old and not very strong.

Extra activity 1: see page 222 (if time)

Activity Book page 75

19 Read and answer.

Key: 2 Because it's old and not very strong. 3 It takes them to the famous butterfly room of Queen Hetepheres. 4 They're orange and black striped with white spots on their wings. 5 He shouldn't touch anything. 6 young butterflies / caterpillars.

20 Read and order the text.

Key: From left to right: 5, 1, 9, 8, 4, 3, 2, 7, 6

Extra activity 2: see page 222 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 shouldn't, 3 keys, 4 stripes, 5 cold, 6 address

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they described insects and animals. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about things they should and shouldn't do. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the letters they wrote.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (pages 57 and 63).
- The school library*: The animated version of the Unit 7 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 75. Hand out a copy to each student of Playscript 7 from *Kid's Box Teacher's Resource Book 5* (page 84). See notes on page 76.
- Evaluation 7 from *Kid's Box Teacher's Book 5* (page 238). See notes on page 231.

Ending the lesson

- Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.



Science
Extinction

FACT Some scientists think that in the last 600 years more than 44,000 different insects have become extinct.

1 Read the text and say a title for it.

Animals can become extinct when all of their species or family die. When an animal family is in danger of extinction we call it an endangered species.

A species can become extinct because of many different things:

- more animals eat it
- sudden changes in the weather
- natural disasters
- new diseases
- the actions of people

The most famous extinct animals are the dinosaurs which died out more than 65 million years ago. People have different ideas about why the dinosaurs became extinct.

Before they disappeared there was a lot of plate movement. This means that there were volcanic eruptions, earthquakes and tsunamis, and changes in the sea level. The earth also got colder. These things killed a lot of dinosaurs, but something else happened which killed all animals over 25 kg and a lot of smaller plants and animals.

The most popular idea is that an asteroid, an enormous rock from space, hit the earth and made a big hole. It also started a lot of fires, earthquakes, tsunamis and storms. The weather became colder so a lot of plants died. Bigger animals didn't have anything to eat so they couldn't live.

2 Read again and answer.

- 1 Give three reasons why animals become extinct.
- 2 When did the last dinosaurs die?
- 3 Why did big animals disappear?
- 4 What did the asteroid do?
- 5 What happened to the weather?

3 Work with your friend. Find words that mean:

1 a family of animals	4 when the earth moves
2 when an animal family dies	5 the opposite of die
3 a big rock from space	

TIP We use the word 'species' to refer to singular and plural:

- A species can become extinct because of many different things.
- There are several species of zebras.

76 Vocabulary Dinosaur extinction and fossils

Science
Extinction

1 Make a mind map.

2 Read and write about the Diplodocus.

Name	When it died	Where	Description	Interesting facts
Diplodocus	About 145–155 million years ago	The Rocky Mountains in the USA.	Length – 27 m long Height – 5 m tall Weight – 10–20 tons	Diplodocus was enormous. It had an 8 m long neck and a 14 m long tail. Its head was not more than 60 cm long. Its front legs were shorter than its back legs, and all legs had feet like an elephant's. It was a herbivore and ate leaves from trees.

The Diplodocus was an enormous dinosaur which lived

76

Objectives: By the end of the lesson, pupils will have read about reasons for animal extinctions and about the extinction of the dinosaurs.

Target language

- **Key language:** *dinosaur, asteroid, disease, die out, disappear*
- **Additional language:** *space*
- **Revision:** natural disasters, adjectives, animals

Materials required

- Extra activity 1: Reference books on the extinction of the dinosaurs / relevant Internet sites, a large sheet of paper for each group
- Extra activity 2: Reference books on extinct animals
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 7 Extension worksheet 2* (pages 57 and 61)

Pupil's Book page 76

Warmer

- Write *Extinct animals* on the board and brainstorm with pupils some of the extinct animals that they know. For each animal, ask pupils if they know when it became extinct and why. Accept general figures for the when. Ask pupils if they think animals are becoming extinct now.

Fact

- Tell pupils to open their Pupil's Books at page 76. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit their answers to the fact, in particular the number of insects which have become extinct, and ask if they are surprised or not.

1 Read the text and say a title for it.

- Focus pupils on the Activity 1 instruction and on the pictures.
- Pupils read the text quickly (and silently) to think of a suitable title. They check and discuss their ideas in pairs. Check with the class. Write them on the board and vote for the most suitable of all.

Key: Pupils' own answers

2 Read again and answer.

- Focus pupils on the Activity 2 instruction and on the two pictures in the text again.
- Ask different pupils to read the questions aloud. Don't explain words in the text at this stage. Pupils read the text silently to find answers to the five questions. They check and discuss their answers in pairs. Check with the class.
- Read the first paragraph through with the class, with pupils taking turns to read parts aloud. Discuss the information in the paragraph and check understanding of key vocabulary. Elicit any other information they know about anything mentioned in the paragraph. Repeat the procedure for the other paragraphs.

Key: 1 Three of the following reasons: More animals eat them, sudden changes in the weather, natural disasters, new diseases, the actions of people. 2 More than 65 million years ago. 3 The most popular idea is that an asteroid hit the Earth. 4 It made a big hole and started a lot of fires, earthquakes, tsunamis and storms. 5 It became colder.

3 Work with your friend. Find words that mean:

- Focus pupils on the Activity 3 instructions and check they understand what to do. Do the first one as an example with the class. Pupils reread the text silently to find the words. Then they check in pairs. Check with the class.

Key: 1 species, 2 extinction, 3 asteroid, 4 earthquake, 5 live

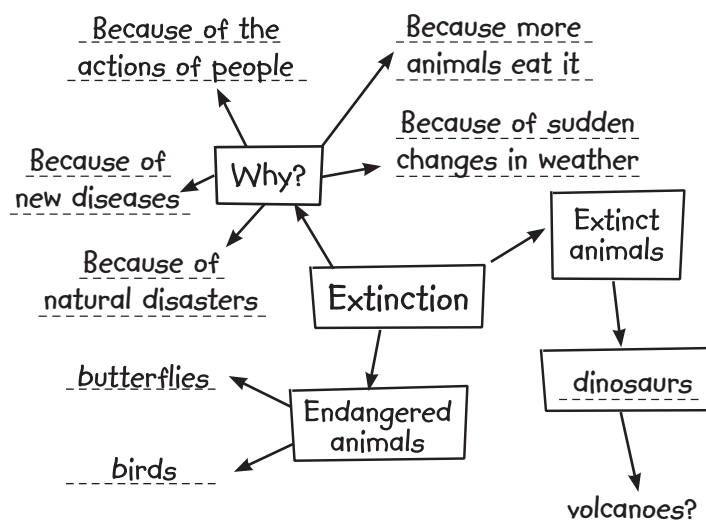
Extra activity 1: see page 223 (if time)

Activity Book page 76

1 Make a mind map.

- Focus pupils on Activity 1 and elicit what this is (a mind map). Elicit other ideas for each section, reminding pupils to look back at the text in Pupil's Book page 76 to find the information they need. Pupils develop the other sections of the mind map. Go around the class and make suggestions as to what pupils can include where necessary.

Key:



2 Read and write about the Diplodocus

Key: Pupils' own answers

Extra activity 2: see page 223 (if time)

Optional activity

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (pages 57 and 61).

Ending the lesson

- Review with pupils what they have done and what they have learned about in today's lesson.



4 Read and say the word for each picture.

We know about dinosaurs because of fossils. Fossils are made from old bones or parts of animals or plants which change into rocks over a very long time. The most important fossils are from parts of the body or from footprints.

Fossils include:
Bones: These fossils are the most important when we want to learn about dinosaurs. Archaeologists found the first dinosaur bone in 1818 and they find more and more every day.
Teeth: These tell us about what things different dinosaurs ate.
Eggs: Archaeologists found the first fossilised dinosaur eggs in France in 1869.
Skin: Some dinosaurs had hard thick skin, like crocodiles.
Footprints: Dinosaur footprints were normally made in sand. They are important because they tell us about different things, including:

- how big and how fast a dinosaur was
- if the dinosaur walked on two or four legs
- the bones in the dinosaur's foot.

5 Find out more.
 Are there any dinosaur fossils in your country?
 See what you can find out.

Project Make a fossil print.

You need:

- 2 cups of flour
- ½ cup of salt
- ¾ cup of water
- A bowl
- Things to make fossils of (leaves, shells, rocks, cooked and washed chicken leg bones)

How to make your fossil print:

- 1 Measure and mix together the flour, salt and water to make a salt dough.
- 2 Knead the dough for five minutes and make it into balls with your hands.
- 3 Press your objects into the balls of dough. Make one print in each circle.
- 4 Put your fossils in a place where they can dry and go hard.

Natural Science 5 Unit 4: The biosphere

3 Listen and draw lines. There is one example.

Betty Harry Richard George

Katy Holly Sarah

Objectives: By the end of the lesson, pupils will have read about fossils and completed a project.

Target language

- **Key language:** *fossils, fossilised, footprint, go hard, knead*
- **Revision:** animals, body parts

Materials required

- Reference books on local fossil findings, local museum information sheets, the Internet, etc. If possible, invite a local archaeologist to the class
- Project: For each pupil, flour, salt, water, a bowl; for the class, things to make fossil prints out of, e.g. leaves, shells, rocks, cooked and washed bones
- Optional: *Kid's Box Interactive DVD 5: 'Fossil hunt' episode (The school hall)*; Extra project idea, Unit 7 'Animal extinctions around the world' from *Kid's Box Teacher's Book 5* (page 229)

Pupil's Book page 77

Warmer

- With books closed, review with pupils what they learned about in the previous lesson. Review key vocabulary. Ask pupils how we know so much about dinosaurs today if they are extinct. Elicit/Pre-teach *fossil*. Ask pupils if they have seen any fossils and, if so, what they were of. Check pupils understand how fossils are made, and pre-teach what *soft* and *hard* parts of the body are.

4 Read and say the word for each picture.

- Tell pupils to open their Pupil's Books at page 77. Focus them on the Activity 4 pictures and elicit what they are (fossils). Check pupils know what to do. They read the text quickly and silently to match the pictures with the five words in bold in the text. They check in pairs. Check with the class.
- Read the text through with the class, with pupils taking turns to read parts aloud. Discuss the information and check understanding. Elicit more information about dinosaur (or other) fossils.

Key: a footprints, b eggs, c teeth, d skin, e bones

5 Find out more.

- Focus pupils on the Activity 5 instructions and tell them they are going to find out more about dinosaur fossil finds in their country. Pupils work in groups, using the reference books and/or museum information sheets and/or Internet sites to find out the necessary information. If you can, invite a local archaeologist to come and give a talk to the class. This can be done in L1 and then pupils can select relevant information to use for their presentation/posters in English.

Project Make a fossil print.

- Tell pupils that they are going to make a fossil print for their project today. Show and name the materials you have brought for the project. Read the project information through with the class before handing anything to the pupils, showing the materials as they are mentioned. Hand out the materials to individual pupils. They follow the instructions to make their fossils and then place them in a cool dry place for them to go hard. Remind pupils to write their initials on their fossils when they are still soft. Monitor and help where necessary.

Extra activity 1: see page 223 (if time)

Activity Book page 77

Flyers Listening, Part 1.

3 Listen and draw lines. There is one example. **F**

- Tell pupils to open their Activity Book at page 77. Elicit what they can see. Point out the example. Play the audio. Pupils check in pairs. Play the audio again. Check with the class. Elicit the name they didn't use (Sarah).

Key: George – next to Harry, Betty – girl eating an apple, Katy – girl drinking orange juice, Holly – next to kangaroos, spotted dress, Richard – in shorts, subject of photo

CD 4, 12

Hi, Mum. Come and look at this!

What is it, Harry?

It's a photo from our school trip. We went to the zoo.

Oh, yes. That's you – in front of the elephants. You are wearing your grey jacket.

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

1 Who is standing next to you?

With the jeans and the striped T-shirt?

Yes, who's that?

That's my friend, George.

He likes the elephants too!

2 Tell me who else is in the photo.

Well, can you see the girl who's eating an apple?

Yes, she's got a T-shirt with a butterfly on it.

That's right. She's Betty.

Ah, OK. I like her T-shirt.

3 Who's the girl with blonde hair?

The girl who's eating an apple?

No, not her. She's drinking some orange juice.

That's Katy. She's new but she's very friendly.

4 Who are these children next to the kangaroos?

You know the girl in the spotted dress!

Really?

That's Holly. She came to my party last year.

You're right. I remember now.

5 That boy looks happy.

Who? The one who's wearing shorts?

Yes.

That's Richard. The teacher is taking a photo of him.

Extra activity 2: see page 223 (if time)

Optional activities

- The school hall:* The 'Fossil hunt' episode from *Kid's Box Interactive DVD 5*. See pages 5-6, 20-23 of the *Teacher's Booklet*.
- Extra project idea, Unit 7 'Animal extinctions around the world'. See notes on *Kid's Box Teacher's Book 5* (page 229).

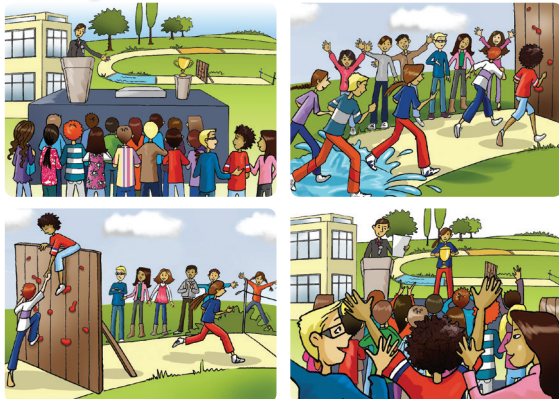
Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

8 World of sport

Show what you know! What sports can you remember?

Listening 1 Listen and repeat the sports words you hear.



2 Listen again. Say the words to complete the sentences.

- Today's the **1** prize day.
- Good luck in the race, **2**.
- He's **3** over the sand.
- He hasn't climbed over the **4**.
- He's lost the **5**.
- He's stopped to help a **6**.

3 Read and say the sentences with the right words.

- 1 **We're / We've** going to give the prize to the winners of the ezone competition.
- 2 I've **ever / never** won any prizes!
- 3 **You've / You haven't** nearly finished!
- 4 He's **cross / crossed** the water.
- 5 He **haven't / hasn't** lost.
- 6 We've **doing / done** it!

Grammar

We've done it.
He hasn't lost.
Have you ever won a prize?

78

Grammar Present perfect

8 World of sport

Grammar Present perfect

We use the **present perfect** to talk and write about things we did and do.

Affirmative	Negative (n't = not)	Question
I've played tennis.	You haven't played volleyball.	Has he played basketball?
She's been skiing.	We haven't been swimming.	Have they been running?

1 Are these verbs regular or irregular? Write 'R' or 'I'.

arrive R lose I believe make stop play
meet catch jump win finish wash

2 Make negative sentences.



- 1 I've sailed from England to Ireland.
I haven't sailed from England to Ireland.
- 2 She's won a prize.
- 3 They've played basketball.
- 4 He's climbed the highest mountain.
- 5 You've won the game.
- 6 We've made a kite.

3 Match the pictures with the text.

It's the first time she's played badminton!



This is the first time you've worked in a restaurant, isn't it?

It's the first time he's won a prize.



Is this the first time they've washed the car?

I've never made a cake before.

We've never been ice-skating before.

78

Objectives: By the end of the lesson, pupils will have reviewed sports vocabulary and will be able to talk about their experience of doing sport.

Target language

- **Key language:** present perfect to express: experience with *ever, never* / present relevance, following *It's the first time ...* ; *celebrate*, regular and irregular verbs
- **Revision:** sports and sports competitions, school, *should*

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 photocopied for every pupil in the class, the audioscript written on a large sheet of paper for display
- Optional: Grammar reference Unit 8 *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95)

Pupil's Book page 78

Warmer

- Mime one or two sports that pupils know. When they guess, write the sport, e.g. *tennis*, on the board. When there are three or four sports on the board, elicit the head word, *Sports*, and write it in the centre of the board.

Show what you know! What sports can you remember?

- Draw a circle around *Sports* on the board and write the sports from the warmer to start the mind map. Say *Show what you know ... about sports*. Brainstorm with the class sports words and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

1 Listen and repeat the sports words you hear.

- Tell pupils to open their Pupil's Books at page 78. Focus them on the Activity 1 pictures. Elicit the names of the characters, where they are and what they're doing (listening to the head teacher who is speaking from a platform outside their school). Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening. Elicit why the friends are so excited (they won the ezine competition).

CD 4, 13

TEACHER: Today's the school prize day. First we're going to have our yearly obstacle race. Then we're going to give the prize to the winners of the ezine competition. Runners should go to the starting line.

SHARI: Good luck in the race, Alvin.

DAN: Have you ever won a sports prize?

ALVIN: I've never won any prizes!

SHARI: He's doing really well.

DAN: Yeah. He's jumped over the sand and he's crossed the water, but he hasn't climbed over the wall. Come on, Alvin! You've nearly finished!

DAN: What's he doing? He's stopping. I can't believe it. He's lost the race.

SHARI: He hasn't lost, Dan. He's stopped to help a friend.

HEADTEACHER: Well done, Sarah. You've won this year's race. Now, I've got the names of the winners of the ezine competition here. They are Shari, Dan and Alvin for the *Kid's Box* ezine.

DAN: We've done it! We've done it!

ALVIN: It's the first time I've won a prize!

SHARI: Well, I think we should celebrate. Let's write one more project for the ezine. Let's do it on sport.

DAN AND ALVIN: OK.

2 Listen again. Say the words to complete the sentences.

- Focus pupils on Activity 2. In pairs, they try to predict what the missing words are. Play the audio again. Pupils listen for the missing words. They check in pairs.

Key: 1 school, 2 Alvin, 3 jumped, 4 wall, 5 race, 6 friend

CD 4, 14

See previous recording

Presentation

- Write sentences 3–6 from Pupil's Book Activity 2 on the board. Focus pupils on the new structure (present perfect) in each sentence and underline it. Focus on the form and how the tense is made (auxiliary *have* + past participle). Use concept questions to check pupils understand the meaning of each sentence. Show pupils that, e.g. *He's* in sentence 3 is a contraction of *He has*. Make sure pupils notice that the time, i.e. *when*, is not stated in any of the sentences.
- Play the audio from Activity 1 again. When pupils hear the present perfect, they put their hands up. Stop the audio and elicit what was said (question and/or answer). Elicit a story summary.
- Focus pupils on the Grammar box.

3 Read and say the sentences with the right words.

- Focus pupils on the first sentence of Activity 3. Tell them to choose the right words: *We're* or *We've*. Elicit the answer as a full sentence. Elicit what the full form of each one is (*We are* / *We have*). Pupils complete the activity in pairs. Check with the class by eliciting the full sentence.

Key: 1 We're, 2 never, 3 You've, 4 crossed, 5 hasn't, 6 done

Extra activity 1: see page 223 (if time)

Activity Book page 78

1 Are these verbs regular or irregular? Write 'R' or 'I'.

- Tell pupils to open their Activity Books at page 78. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative.

Key: R: believe, stop, play, jump, finish, wash
I: make, meet, catch, win

2 Make negative sentences.

Key: 2 She hasn't won a prize. 3 They haven't played basketball. 4 He hasn't climbed the highest mountain. 5 You haven't won the game. 6 We haven't made a kite.

3 Match the pictures with the text.

Key: From left to right: 5, 2, 1, 4, 3, 6

Extra activity 2: see page 223 (if time)

Optional activities

- Grammar reference Unit 8 from *Pupil's Book 5* (page 103) and *Activity Book 5* (page 95). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Elicit from pupils things in their lives they haven't done, but that they would like to. Start with an example, e.g. *I've never visited London, but I'd like to go and see Buckingham Palace*.

4 Say the sentences with the right verb.

wash jump paint cook walk start



5 Listen and answer.

- 1 What has she done?
- 2 What have they done?
- 3 What has he done?
- 4 What has Michael done?
- 5 What have they done?
- 6 What has Robert done?

6 Read and order the words.

- 1 this / afternoon. / visited / He's / his / grandmother
- 2 you / Have / ever / basketball? / played
- 3 never / ice skating / before. / been / She's
- 4 He / his / hasn't / done / homework.
- 5 won / first / We've / prize!
- 6 entered / the / Have / they / competition?

79

4 Answer the questions.

- 1 What's the third letter in **heard**?
- 2 What's the second letter in **climbed**?
- 3 What's the fifth letter in **stopped**?
- 4 What's the first letter in **hockey**?
- 5 What's the third letter in **skated**?
- 6 What's the first letter in **badminton**?
- 7 What's the sixth letter in **started**?
- 8 What's the fourth letter in **football**?

What's the word? _____

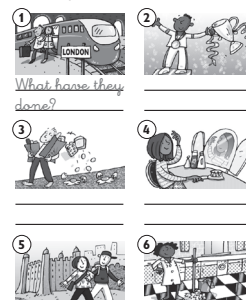
5 Now make your word puzzle.

- 1 What's the seventh letter in **basketball**?
- 2 What's the first letter in **appeared**?

6 Write the correct form of the verbs in the email.

Hi Joe,
I'm writing to tell you about the things I've
(1) done (do) in the last month or two. We haven't
(2) _____ (talk) for two months. I'm sorry, but
I've been really busy. I've (3) _____ (study) a lot
because I've got exams next week, and at last I've
(4) _____ (finish) the book which you gave me
for my birthday. It was really interesting.
Let me tell you what's (5) _____ (happen)
at the sports club. You know that I was in the hockey
team, don't you? Well, I've (6) _____ (decide)
to change sports. I've (7) _____ (stop) playing
hockey and now I've (8) _____ (start) racing my
bike. It's very difficult, but I like it. I've (9) _____
(race) twice, and I finished fifth and ninth. Not bad, really.
Look at the photo. I'm in it!
Have you ever (10) _____ (win) a race?
Write soon!

7 Look at the pictures. Write the questions.



8 Now answer the questions.

- 1 They've arrived in London.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



79

Objectives: By the end of the lesson, pupils will have had more practice with the present perfect.

Target language

- **Key language:** present perfect for actions recently completed, actions and question forms contrasting uses of *going to* future with present continuous / with present perfect
- **Revision:** sports, ordinal numbers, action verbs

Materials required

- Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Reinforcement worksheet 1* (pages 64 and 65)

Pupil's Book page 79

Warmer

- Ask pupils *What have you done today?* to review present perfect. Provide some examples to help them if necessary.

4 Say the sentences with the right verb. **F** towards

- Tell pupils to open their Pupil's Books at page 79. Focus them on the first set of pictures and speech bubbles. Pupils work in pairs and make sentences using the words in the box. Check answers, writing the examples on the board like this for pupils to copy:

Going to future *Present continuous* *Present perfect*
They're going to → *They're washing the car.* → *They've washed the car.*

- Remind pupils of the meaning of the present perfect: something has just happened (and we can see that it has just happened).

Key: 2 a They're going to wash the car. b They're washing ... c They've washed ... 3 a He's going to jump over the bar. b He's jumping ... c He's jumped ... 4 a She's going to cook pasta. b She's cooking ... c She's cooked ... 5 a She's going to paint the wall. b She's painting ... c She's painted ... 6 a They're going to walk ... b They're walking ... c They've walked ...

5 Listen and answer.

- Focus pupils on Activity 5. Give pupils time to read the questions before they listen. Play the audio. Pupils answer in pairs. Play the audio again. Check with the class.

Key: 1 She's opened the box. 2 They've closed their suitcase. 3 He's skipped for 32 hours, 23 minutes and 5 seconds / set a new world record. 4 He's answered the question correctly. 5 They've finished their exam. 6 He's climbed to the top of the climbing wall.

CD 4, 15

- GIRL:** Look at that box. It's old and made of wood. It looks really interesting. Shall we open it?
BOY: I don't think we should.
GIRL: Well, I'm going to open it.
Ooh ... It's very difficult.
It's open! Wow! Look what's inside!
- WOMAN:** Can you help me, please? I can't close this suitcase.
BOY: Oof! It's very full.
WOMAN: I know. Can you sit on it, please?
Great! That's it. We've done it. Now we can go.
- MAN 1:** He's done it. That's a new world record. He's skipped for 32 hours, 23 minutes and 5 seconds.
Congratulations! How do you feel?
MAN 2: I feel great.
- TEACHER:** Who was the first man to walk on the Moon?
Michael?
MICHAEL: Er, was it Neil Armstrong?
TEACHER: That's right, Michael. Well done!

- TEACHER:** Put your pencils down, please. You've finished your exam.

BOY AND GIRL: Yay!

- INSTRUCTOR:** OK, Robert, put your right hand up above your head. Put your left foot on the green rock. You're nearly at the top of the climbing wall. Now, put your left hand up to the top. That's it. Well done!
ROBERT: I've done it! I've climbed to the top!

6 Read and order the words.

- Focus pupils on Activity 6. Check understanding. Check with the class.

Key: 1 He's visited his grandmother this afternoon. 2 Have you ever played basketball? 3 She's never been ice skating before. 4 He hasn't done his homework. 5 We've won first prize! 6 Have they entered the competition?

Extra activity 1: see page 223 (if time)

Activity Book page 79

4 Answer the questions.

Key: 2 l, 3 p, 4 h, 5 a, 6 b, 7 e, 8 t; the word is *alphabet*.

5 Now make your word puzzle.

Key: Pupils' own answers

6 Write the correct form of the verbs in the email.

Key: 2 talked, 3 studied, 4 finished, 5 happened, 6 decided, 7 stopped, 8 started, 9 raced, 10 won

7 Look at the pictures. Write the questions.

Key: 2 What has he done? 3 What has he done? 4 What has she done? 5 What have they done? 6 What has she done?

8 Now answer the questions.

Key: 2 He's won a cup. 3 He's dropped some eggs. 4 She's brushed her hair. 5 They've visited the Tower of London. 6 She's cleaned the floor.

Extra activity 2: see page 223 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (pages 64 and 65).

Ending the lesson

- Do a Sequence of actions mime, along the lines of Pupil's Book Activity 4. Pupils give the sentences as you mime.

Reading 7 Read and think. What time of year do people do your favourite sport?

http://www.cambridge.org/elt/kidsbox/ezone

Kid's Box Ezine! home reports games world email

★ When we do some sports we need the right weather.

Kid's Box reports
Sports for all seasons

a Athletics is a sport which we usually do outside. It's difficult to do in the cold and rain so, at school, we do athletics in the summer. Lots of adults play golf in the summer, but they can play it in the winter too!

b There are other sports which you can do in any season. In England and most of Europe cycling is a very popular sport. A lot of people cycle in spring, autumn and winter, not only in the summer. Some people have racing bikes and enter competitions. The most famous bicycle race is the Tour de France, which is in the summer.

c We can only do some sports in the winter because we need snow and ice. A lot of people enjoy skiing in their winter holidays. Today a lot of young people like snowboarding too. Sledging is also very good fun in winter. You can sledge down a hill.

d The dates for the seasons are different in different parts of the world. In Europe, North America and Asia spring is from March to June, but in Australia, Africa, India and South America it is from about September to December.

golf athletics snowboarding skiing sledging hill cycling spring summer autumn winter

8 Listen. Repeat the word and say the letter.
1 Skiing. Skiing. That's 'c'.

9 Read and find the mistakes. Say the correct sentences.
1 At school they do athletics in the autumn.
2 Adults always play golf in the winter.
3 To do winter sports we need fog and rain.
4 People go sledging in the summer.
5 The Tour de France is usually in the autumn.
6 Spring comes between autumn and winter.

80 Vocabulary Sports Seasons

9 Choose words from the box to label the pictures.
golf sledging volleyball athletics ~~skiing~~ snowboarding cycling tennis

1 2 3 4 5 6

skiing

10 Write the seasons.
1 This is the hottest season. summer
2 In this season all the new flowers start growing. _____
3 This is the season when trees lose their leaves. _____
4 This is the coldest season. This season comes after the autumn. _____

11 Write the sports words in the table.

winter sports	ball sports	other sports
soccer	table tennis	sailing
cycling	horse-riding	ice-skating
	skiing	ice hockey
	tennis	athletics

12 What are the sports? Write the words in the puzzle.

1 2 3 4 5 6

What's the mystery sport? _____

80

Objectives: By the end of the lesson, pupils will have read about sports that people do in different seasons.

Target language

- **Key language:** sports: *golf, athletics, snowboarding, skiing, sledging, cycling, racing; hill, season, spring, summer, autumn, winter, tournament, adult*
- **Revision:** weather, months

Materials required

- Extra activity 2: Reference books / the Internet, a large sheet of paper for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Reinforcement worksheet 2* (pages 64 and 66)

Pupil's Book page 80

Warmer

- Elicit some sports onto the board. Ask pupils what time of year they play these sports. Review/Introduce the seasons. Ask pupils if the seasons happen at the same time of year all over the world. Review what they know about seasons in the opposite hemisphere to their own.

7 Read and think. What time of year do people do your favourite sport?

- Tell pupils to open their Pupil's Books at page 80. Focus them on Activity 7. Tell them to skim the texts quickly to find the months for spring in the two hemispheres of the world and the countries that are mentioned. Elicit from the class. Focus pupils on the activity instruction and on the question. Ask a pupil to read them aloud. Check understanding. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine and that it's about sports for all seasons.
- Focus pupils on the words at the bottom of the webpage, read them through with the class and check understanding. Pupils read the texts silently and think about their answer to the question. They briefly compare their ideas in pairs. Focus on each text in turn. Discuss what the sports are and what time of year people usually do them. Elicit if any of these sports are any pupil's favourite. Finally, give pupils further reading time, check general comprehension and answer any questions they have. Ask pupils when professional football players play football. Ask pupils to give another word for *football*, to elicit *soccer*. Explain that this is the word used in the USA for football. Ask a pupil to write it on the board and another to spell it out loud. Ask pupils to give another word for *ride a bike* to elicit *cycle*. Ask a pupil to write it on the board and another to spell it out loud. Say *Put your hand up if you like cycling. Put your hand up if you cycle to school.*

8 Listen. Repeat the word and say the letter.

- Focus pupils on the Activity 8 instructions and on the example. Play the audio. Pause after each word to give pupils time to find the picture. They point to the picture in the text the first time. Play the audio again. Elicit a choral response each time.

Key: 2 Racing bikes / Cycling. That's 'f'. 3 Snowboarding. That's 'd'. 4 Golf. That's 'b'. 5 Athletics. That's 'a'. 6 Sledging. That's 'e.'

CD 4, 16

1 skiing, 2 cycling, 3 snowboarding, 4 golf, 5 athletics, 6 sledging

9 Read and find the mistakes. Say the correct sentences.

- Focus pupils on the Activity 9 instruction and on the sentences. Check they know what to do. Pupils work individually and correct each sentence. They write the correct version in their notebooks. They check in pairs. Elicit corrections from the class and provide any new vocabulary on the board.

Key: 1 At school they do athletics in the summer. 2 Adults usually play golf in the summer. 3 To do winter sports we need snow and ice. 4 People go sledging in the winter. 5 The Tour de France is always in the summer. 6 Spring comes between winter and summer.

Extra activity 1: see page 223 (if time)

Activity Book page 80

9 Choose words from the box to label the pictures.

Note: There are two extra words in the box.

Key: 2 snowboarding, 3 sledging, 4 cycling, 5 athletics, 6 golf

10 Write the seasons.

Key: 2 spring, 3 autumn, 4 winter (Note: This does not apply to the Tropics.)

11 Write the sports words in the table.

Key:

winter sports	ball sports	other sports
ice skating sledging skiing ice hockey	soccer table tennis basketball tennis	sailing cycling horse riding athletics

12 What are the sports? Write the words in the puzzle.

Key: 2 golf, 3 soccer, 4 skating, 5 sledging, 6 cycling
Mystery sport: hockey

Extra activity 2: see page 223 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 66).

Ending the lesson

- Call out the seasons in turn (but not in order). Pupils say what sports they like doing in that season.

10 Listen and write the words.

11 Listen and say the verses in order. Check and sing.

- a Some like playing football,
Some like watching it.
- b We've skated in the park,
We've made a ball to throw.
- c We've played golf with grandma,
We've raced against the clock.
- d We've skied down a mountain,
We've climbed up a rock.
- e We love sport, swimming, sailing, running!
We love sport,
We love to do it all.
- f It's good to move your body,
DON'T JUST SIT!
- g We've played badminton and tennis,
We've sledged in the snow.

12 Read and say the words to complete the text. Then answer the questions.



sledding skiing mountains hill snowboarding snowboard snowball

This morning Jane is coming home from her holiday in the **mountains** with her family. She's had a great time. During the week her mother and father went **1** every morning, but Jane and her older brother Frank went **2**. After lunch Jane and her brothers played in the snow. They tried to play volleyball with a big **3**, but it was very difficult because the snow was too soft. On the last day they all went **4** together. Jane's parents and brothers kept falling and rolling down the **5**, but Jane was quite good at it. She wants to buy a **6** and go to the mountains again next year.

- Where did Jane go on holiday?
- Who did she go with?
- What did her parents do every morning?
- Which of Jane's brothers went sledding with her?
- What did they try to play volleyball with?
- What did they all do on the last day of their holiday?

81

13 Write the sports.

snowboarding ~~table tennis~~ sailing golf basketball waterskiing

- You play inside with a small ball, two bats and a table. table tennis
- This is a team game. Each team has five players. In this sport you can bounce, throw and catch the big ball. _____
- You do this sport on mountains when there is snow. You have to stand up to do it. _____
- You do this sport on water. You need a boat. _____
- You can do this on the sea or on a lake. You stand up and a boat pulls you. _____
- This is not a team game and you have to play outside. The players hit a very small ball around a course with 18 holes. _____

14 Now write definitions for six more sports.

1 You usually do this sport outside. You need a bicycle.

15 Read and complete the table.

Three friends live in houses next to each other in Ice Road and they have made a snowman. Where does each friend live? What has each child brought to put on the snowman?

Robert lives at number 3. He didn't bring a carrot for the snowman's nose. Sally brought a scarf for the snowman. Richard doesn't live next to Robert. One of the boys brought a hat for the snowman.



Name			Robert
House number			
Thing for the snowman			

16 Choose the story. Then draw your snowman in your notebook.

Last weekend it was very cold and it snowed a lot. We went outside to play in the **park / forest / garden**. First we **played / jumped / sledged** in the snow. Then we decided to make a **big / small / tall / fat / funny / thin** snowman.

When we finished making it, we gave it a **carrot / banana / pear** for a nose and some **leaves / rocks / stones** for a mouth. Then we put an old **brown / red / purple** hat on its head and a long **spotted / striped** scarf round its neck. The scarf was **blue and green / pink and purple / red and yellow**. Finally we put two **orange / grey / black** gloves on sticks and put them into its body. The gloves were made of **leather / wool / rubber**. Our snowman looked **happy / sad / surprised / angry / amazing**. We called it _____.

81

Objectives: By the end of the lesson, pupils will have had further practice reading and writing about sports and sung a song.

Target language

- Key language: *snowboard*, present perfect (experience), past simple, sports and sports equipment, definitions, *race against the clock*
- Revision: colours, seasons, adjectives, clothes

Materials required

- Extra activity 1: Small pictures from holiday brochures to enable pupils to make up stories – you will need about five pictures for each group of four
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Song worksheet* (pages 64 and 69); *Kid's Box Interactive DVD 5, The music room*, Unit 8 'We love sport' song

Pupil's Book page 81

Warmer

- Give pupils two minutes to think of as many sports as they can which begin with different letters of the alphabet. Elicit from the class.

10 Listen and write the words.

- Tell pupils to open their Pupil's Books at page 81. Focus them on the Activity 10 instruction and check they know what to do (write the words as they hear them spelt). Focus them on the example and tell them what the word group is going to be: sports and seasons. Pupils close their books. Play the audio. Pupils listen and write in their notebooks. They check in pairs. Play the audio again. Pupils open their books. Check with the class.

Key: 1 golf 2 skiing, 3 autumn, 4 sledging, 5 athletics, 6 spring, 7 cycling, 8 racing

CD 4, 17

- | | | |
|---------------|---------------------|-----------------|
| 1 g-o-l-f | 4 s-l-e-d-g-i-n-g | 7 c-y-c-l-i-n-g |
| 2 s-k-i-i-n-g | 5 a-t-h-l-e-t-i-c-s | 8 r-a-c-i-n-g |
| 3 a-u-t-u-m-n | 6 s-p-r-i-n-g | |

11 Listen and say the verses in order. Check and sing.

- Focus pupils on the first part of the Activity 11 instructions. Give them time to read the lines from the song before they listen. Play the audio. Pupils listen for the order. They check in pairs. Play the audio again. Check with the class. Check general understanding and key vocabulary, e.g. *race against the clock*, before pupils start to sing the song. Play the audio a third time, for pupils to repeat pairs of lines and then as a whole. Divide the class into seven groups. Each group sings a pair of lines. Play the first version on the audio and then the karaoke version. Groups change roles and repeat.

Key: 1e, 2d, 3c, 4g, 5b, 6a, 7f

CD 4, 18

As in Pupil's Book and key

CD 4, 19

Now sing the song again. (Karaoke version)

12 Read and say the words to complete the text. Then answer the questions.

- Focus pupils on the Activity 12 pictures. Tell the class these are pictures from Jane's holiday. Elicit where she was and what she did (using the pictures only). Focus pupils on the words in the box and the text. They read the text silently and put the correct words in the gaps, using the pictures to help them. They check in pairs. Check with the class before they move on to the questions. They write the answers to the questions in their notebooks.

Key: 1 skiing, 2 sledging, 3 snowball, 4 snowboarding, 5 hill, 6 snowboard

1 She went to the mountains. 2 She went with her family. 3 They went skiing every morning. 4 Her older brother Frank went sledging with her. 5 They tried to play volleyball with a snowball. 6 They all went snowboarding together.

Extra activity 1: see page 223 (if time)

Activity Book page 81

13 Write the sports.

Key: 2 basketball, 3 snowboarding, 4 sailing, 5 waterskiing, 6 golf

14 Now write definitions for six more sports.

Key: Pupils' own answers

15 Read and complete the table.

Key:

Name	Richard	Sally	Robert
House number	1	2	3
Thing for the snowman	carrot	scarf	hat

16 Choose the story. Then draw your snowman in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 224 (if time)

Optional activities

- Unit 8 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 69).
- The music room:* Unit 8 'We love sport' song from *Kid's Box Interactive DVD 5*. See pages 28-33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from the beginning of the lesson again with the pupils.

13 Dan's phonics

Where have they **played**?
They've **played** in the **sea**.
What have they **made**?
A cup for **tea**!

What have they **bought**?
They've **bought** a **dish**.
What have they **caught**?
They've **caught** a **fish**!



Speaking 14 Find someone who ...

Questionnaire

Find someone who ...

	Names
has been skiing.	Sally
has played golf.	Peter
has won a prize.	Tom
has climbed a mountain.	Matt
has entered a competition.	Stef
has played volleyball.	Emma

Have you ever been skiing?

No, I haven't.

Have you ever played golf?

Yes, I have.

Writing 15 Write a report about your class.

I spoke to ten people in my class about things they have done.
Three of them have been skiing ...

Joke Corner

What do you call a snowball in the summer?

No ball!

17 Match the rhyming words.

- | | | | |
|----------|-----------|-----------|----------|
| 1 wore | a through | 7 laughed | g should |
| 2 said | b bought | 8 heard | h child |
| 3 skated | c made | 9 won | i belt |
| 4 flew | d four | 10 spelt | j craft |
| 5 played | e head | 11 stood | k word |
| 6 caught | f waited | 12 smiled | l done |

18 Listen, check and say.

19 Read the text and make corrections.

To: bill@kidsbox.co.uk
Subject: _____
Hi Bill,
I'm writing you a quick email to tell you about the football match I went to at the weekend. My dad took me to see our town team in Cambridge. 😊😊😊😊😊😊 The Cambridge Flyers played against KB Rovers. **We love football! It was a great game.** Both teams scored a goal in the first half. It was really exciting! Then, five minutes before the end of the game, The Cambridge Flyers scored their second goal. I was really excited and threw my scarf up in the air. The wind caught it and it fell onto a lady's head. I said sorry, but she didn't think it was funny. 😊😊😊😊😊😊 That wasn't surprising because she was a KB Rovers supporter!
Dad and I laughed about it when we got home.
Dave

An email to a friend is normally very informal, but there are rules of politeness you should follow:

- Start saying 'Hi' or 'Hello'. Finish saying 'All the best' or 'Bye for now'.
- If you write a subject, it will make the email more interesting and easy to find.
- Don't write your message in capital letters; it is like shouting to your friend.
- Don't use too many symbols. They can be confusing.

Write it right!

20 Now write a polite email about something that happened at the weekend.

To: _____
Subject: _____
Hi _____,
I'm writing you a quick email

Objectives: By the end of the lesson, pupils will have practised rhyming words and past tense forms (regular and irregular). They will also have completed a writing activity.

Target language

- **Key language:** rhyming words, past participles, present perfect (experience) + short answers, past simple, *find someone who ...*, *enter a competition*
- **Revision:** sports, activities, action verbs

Materials required

- Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Extension worksheet 1* (pages 64 and 67)

Pupil's Book page 82

Warmer

- Elicit from pupils some of the things they have done in their lives / today. Write the sentences on the board, putting irregular verbs on one side and -ed past endings on another. Elicit that some of the verbs are irregular, some regular. Focus them on the sounds of the verb endings in the -ed columns.

13 Dan's phonics

- Tell pupils to open their Pupil's Books at page 82. Focus them on Activity 13. Elicit that this is the pronunciation activity. Play the audio. Say the rhyme while pupils follow it silently in their books. Play the audio again for pupils to join in. Repeat once or twice more, making sure pupils say the past forms correctly. In pairs, pupils practise the rhyme.

CD 4, 20

As in Pupil's Book

14 Find someone who ...

- Focus pupils on the Activity 14 questionnaire and on the speech bubbles. Ask a pupil to read the first prompt aloud (*Find someone who ... has been skiing.*) and another to read the question in the speech bubble (*Have you ever been skiing?*). Check pupils' understanding that they have to make and ask a question like this each time. Elicit what the other questions are. Check they understand *enter a competition*. Teach short answers: *Yes, I have / No, I haven't*. Pupils copy the questionnaire into their notebooks. They walk around the classroom, asking classmates the questions. Instead of *Peter* and *Sally*, they write the names of classmates who have done the activities. Monitor the activity to check pupils are asking full questions.

15 Write a report about your class.

- Focus pupils on Activity 15 and on the sample report. Elicit some of the information pupils found out, using the formula in the report, e.g. *I spoke to ... people in my class about things they have done. ... of them have ... , ... of them ...*
- Pupils work individually and write their reports in their notebooks.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 4, 21

As in Pupil's Book

Extra activity 1: see page 224 (if time)

Activity Book page 82

17 Match the rhyming words.

- Tell pupils to open their Activity Book at page 82. Check they know the meaning of all the words and elicit the infinitives of the irregular verbs. Go through the example and make sure pupils know that they have to match numbers 1 to 6 with a to f and 7 to 12 with g to l. Pupils complete the activity in pencil. Tell them to say the words aloud again to help and not to focus on the spelling.

18 Listen, check and say.

- Play the audio for pupils to listen and check. They compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

Key: 1 d, 2e, 3f, 4a, 5c, 6b, 7j, 8k, 9l, 10 l, 11 g, 12 h

CD 4, 22

1 wore - four, 2 said - head, 3 skated - waited,
4 flew - through, 5 played - made, 6 caught - bought,
7 laughed - craft, 8 heard - word, 9 won - done,
10 spelt - belt, 11 stood - should, 12 smiled - child

19 Read the text and make corrections.

- Before pupils do the activity, focus them on the Write it right! box and check they understand how to write emails and how they are different in layout and tone from letters.

Key: Pupil's own answer

20 Now write a polite email about something that happened at the weekend.

Key: Pupils' own answers

Extra activity 2: see page 224 (if time)

Optional activity

- Unit 8 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 67).

Ending the lesson

- Do the Phoneme rhyme again from the beginning of the lesson.

DIGGORY BONES

16 Listen to the story.

17 What did the Ancient Egyptians paint on the walls?

DIGGORY BONES

21 Read and answer.

- Why shouldn't Brutus open his mouth? *The butterflies are dangerous.*
- Has Diggory ever used the new door? _____
- Which sports did the Ancient Egyptians invent? _____
- Where did Diggory send the email from? _____
- What does the Ancient Story of Sirius say? _____

22 Who said it? Read and match.

- They've painted sports on these walls. ☐ 3
- It's the first time anybody's used this door. ☐
- I've waited for this moment all my life. ☐
- Now what have you done? ☐
- I haven't touched anything. ☐
- You're the treasure now, Brutus! ☐

23 Do you remember?

- Have you ever been to Egypt?
- He's _____ the race. Now he can celebrate!
- They haven't _____ badminton before.
- _____ is the season which comes after spring.
- One word which rhymes with 'said' is _____
- You can say '_____ for now' at the end of an email to a friend.

Can do

I can talk about things I have done.
I can talk about different sports.
I can write an email.

Objectives: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

Target language

- Key language: language in the story, *invent, handball*
- Additional language: *only*
- Revision: language from the unit

Materials required

- Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Extension worksheet 2* (pages 64 and 68); the animated version of the Unit 8 story from *Kid's Box Interactive DVD 5* (The school library); Playscript 8 from *Kid's Box Teacher's Resource Book 5* (pages 76 and 85)

Pupil's Book page 83

Warmer

- Review the whole Diggory Bones story so far with the class. Give them clues about each episode, e.g. *Where was the professor in the first episode? Do you remember what the bones were?* If pupils can't remember, let them open their Pupil's Books to look. Tell them this is the last episode. Elicit their ideas for how the story is going to end.

Story

16 Listen to the story.

- Tell pupils to open their Pupil's Books at page 83. Focus them on the story. Tell them to look quickly to see if their predicted endings of the story are in fact what happens. Set the gist questions: *Why does Diggory tell Brutus to close his mouth? What sports did the Ancient Egyptians invent? How did the professor know how to find Diggory and Emily?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Because the butterflies are dangerous, Hockey and handball, Diggory sent an email). Check understanding of *invent* and *handball*.
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Who found the way out of the snake bowl? Where did the water come from? Did Brutus come out with the treasure? Why not?*

CD 4, 23

As in Pupil's Book

17 What did the Ancient Egyptians paint on the wall?

- Focus pupils on Activity 17 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame four).

Key: They painted sports.

Extra activity 1: see page 224 (if time)

Activity Book page 83

20 Read and answer.

Key: 2 No, he hasn't. 3 Hockey and handball. 4 From the snake bowl. 5 It says that you can't take the treasure and live.

21 Who said it? Read and match.

Key: b3, c4, d1, e1, f2

Extra activity 2: see page 224 (if time)

Do you remember?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 won, 3 played, 4 Summer, 5 Pupils' own answers, 6 Bye

Can do

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about things they've done. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about different sports. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they remember about writing an email.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (pages 64 and 68).
- The school library*: The animated version of the Unit 8 story from *Kid's Box Interactive DVD 5*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from *Pupil's Book* page 83. Hand out a copy to each student of Playscript 8 from *Kid's Box Teacher's Resource Book 5* (page 85). See notes on page 76.

Ending the lesson

- Ask pupils which chant/song they'd like to do again from the unit. Do it together to end the lesson.

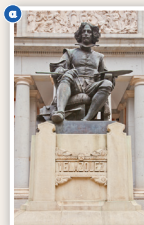
History The Spanish Golden Age

FACT The painting *Las Meninas* is very large – it measures 3.18 m x 2.76 m.

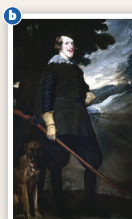
1 Look at the pictures. How are they related?

2 Read and check your answer. Then say the picture that corresponds to each paragraph.

1 Diego Velázquez was a famous Spanish **artist**. In this picture we can see the Giralda in Sevilla, which is close to where Velázquez was born in 1599. He died in Madrid in 1660 at the age of 61.



2 This is a statue of Diego Velázquez. It is outside the Prado Museum in Madrid. Fifty of Velázquez's paintings are in the Prado Museum. Velázquez painted many portraits and outdoor scenes. He was a **great master** of Spanish painting.



3 One of Velázquez's most famous paintings is *Las Meninas*, which he painted in 1656. Velázquez was a **court painter** and was paid to paint the royal family. *Las Meninas* is a portrait of the royal family of King Felipe IV. People consider it a **masterpiece**. If you look carefully, you can see Diego Velázquez in the portrait as well.



4 This is a portrait of King Felipe IV. He became king in 1621 at the age of 16. He was very interested in the arts, such as painting, music and dancing. In the portrait, King Felipe is a young man in the countryside with his dog. Diego Velázquez painted this portrait of the king.



84

Vocabulary Artists and writers of the Spanish Golden Age

Objectives: By the end of the lesson, pupils will have read about the famous painter Velázquez and identified important elements in his life.

Target language

- **Key language:** *artist, great master, court painter, masterpiece*
- **Additional language:** *portrait, countryside, the arts, statue*
- **Revision:** *museum*

Materials required

- Photos of famous Spanish painters: El Greco, Goya, Picasso, Murillo, Dalí

Pupil's Book page 84

Warmer

- Put the photos of famous painters on the board: El Greco, Goya, Picasso, Murillo, Dalí.
- Ask pupils to name the painters and say which ones belong to the Spanish Golden Age (El Greco and Murillo).

Fact

- Tell pupils to open their Pupil's Books at page 84. Focus them on the top of the page. Ask a pupil to read the fact to the class. Point out that the height of a room is usually about 2.5 metres. Ask them if they have seen the painting *Las Meninas*.

1 Look at the pictures. How are they related?

- Focus pupils on Activity 1. Ask a pupil to read the instructions. Give pupils time to think about the relation between the photos in Activity 2. Allow them to write ideas in their notebooks. Tell them to keep their notes for the next activity.
- Ask volunteers to say what is in each photo and what they think the relation is. Discuss ideas but don't confirm answers at this point. Encourage pupils to use sentences like *I think ... It looks like ... I agree ... I don't agree ...*

Key: Velázquez (a) was a painter in the Golden Age. He painted a portrait of Felipe IV (b). He also painted *Las Meninas* (c), which depicts Felipe IV's family. Velázquez was born in Sevilla (d).

2 Read and check your answer. Then say the picture that corresponds to each paragraph.

- Tell pupils to look at Activity 2. Write *Velázquez*, *Felipe IV*, *Sevilla* and *Las Meninas* on the board. Ask pupils to say what is in each photo. Confirm answers.
- Read each paragraph with the class, pausing to discuss any words the pupils don't understand.
- Check comprehension by asking questions where pupils answer with a name, a number or a date:
 - *What year was Velázquez born?* (1599)
 - *Where was he born?* (Sevilla)
 - *What is the name of the museum where Velázquez's statue is?* (the Prado Museum / El Prado)
 - *How many paintings of his are in the museum?* (50)
 - *What is the name of one of his most famous paintings?* (*Las Meninas*)
 - *When did Velázquez paint *Las Meninas*?* (1656)
 - *What is the name of the king who Velázquez painted?* (Felipe IV)
 - *When did Felipe IV become king?* (1621)
- Pupils reread the text silently and choose the corresponding photo. Check as a class.

Key: 1 – d, 2 – a, 3 – c, 4 – b

Ending the lesson

- Review what the pupils have learnt in the lesson. Ask if they know any other paintings by Velázquez.

3 Read and say 'true' or 'false'.

- 1 There were only painters in the Spanish Golden Age.
- 2 Cervantes was a famous writer who lived during the Spanish Golden Age.
- 3 Cervantes wrote *Don Quijote de la Mancha* in Sevilla.
- 4 Cervantes didn't have much money when he died.

The Spanish Golden Age was a time when many **writers** as well as painters created a lot of famous work. There were **playwrights** such as Tirso de Molina and Lope de Vega. There were also **poets** such as Francisco de Quevedo, who wrote *Obras Fiestivas*.

Miguel de Cervantes was probably the most famous of all the Golden Age writers. He was born in Madrid in 1547. His most famous work is *Don Quijote de la Mancha*. He wrote it in two parts—in 1605 and then in 1615, a year before he died. It is the story of Alonso Quijote's adventures with his servant Sancho Panza.

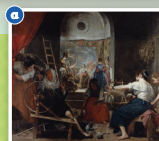
Cervantes fought in the Battle of Lepanto where he lost his left hand. People called him 'El Manco de Lepanto'. Cervantes lived in Madrid for most of his life, but he lived in Sevilla from 1596 to 1600. Today, people say he was a **genius**, but he died a poor man in Madrid in 1616.



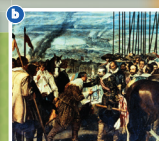
'Somewhere in la Mancha, in a place whose name I do not care to remember, a gentleman lived not long ago ...'

4 Read and say which painting.

- 1 The people in this painting are outside.
- 2 In the foreground, there are men and horses.
- 3 In the background, there are women looking at another picture.
- 4 This painting looks like the end of a battle.
- 5 Some of the women in this painting are making something.



Las Hilanderas by Diego Velázquez



La Rendición de Breda by Diego Velázquez

5 Say which painting you like best and why.

Project Draw a self-portrait.

You need:

- A mirror (or a photo of yourself)
- A large piece of paper
- Pencils and markers



How to draw a self-portrait:

- 1 Sit in front of the mirror and draw an outline of your face.
- 2 Draw your hair and then your features, such as your eyes, cheeks and mouth.
- 3 Add shading to make your portrait look realistic—along your nose or around your eyes.

Social Science 5 Unit 6:
The fall of an empire

85

Objectives: By the end of the lesson, pupils will have read about Cervantes and talked more about Velázquez's paintings. They will also have completed a project.

Target language

- **Key language:** *writer, playwright, poet, genius*
- **Additional language:** *battle, foreground, background*
- **Revision:** *adventure, self-portrait*

Materials required

- **Project:** For each pupil, a mirror, a large piece of paper, pencils and coloured markers
- **Optional:** Extra project idea, Unit 8 'Famous writers and painters from the Golden Age' from *Kid's Box Teacher's Book 5* (page 229)

Pupil's Book page 85

Warmer

- Review what pupils learnt in the previous lesson. Ask *Who was Velázquez?* (a famous Spanish artist / a great master of Spanish painting) *Why was he called a court painter?* (the king paid him to paint him and his family and life at court) *What do some people call Las Meninas?* (a great masterpiece).

3 Read and say 'true' or 'false'.

- Tell pupils to look at Activity 3. Focus them on the picture and ask *What is the first line?* (En un lugar de la Mancha) *Can you read it? What book is it from?* (Don Quijote de la Mancha) *Who wrote it?* (Cervantes)
- Focus on the Activity 3 instruction and on the true/false sentences. Pupils read the text silently and quickly to find the answers. They check in pairs.
- Check with the class, eliciting corrections, and discuss the true sentences.
- Then ask pupils to find the following words in the text. Say *The general name for someone who writes for a living* (writer). *Someone who writes plays for theatre* (playwright). *Someone who write poetry* (poet). *Someone who is very intelligent* (genius).

Key: 1 false, 2 true, 3 false, 4 true

4 Read and say which painting.

- Tell pupils to look at the paintings in Activity 4. Give them time to study the paintings. Write the following words on the board: *foreground, background, battle*. Explain the meanings.
- Ask pupils to read each description and say which painting it refers to.
- Pupils work in pairs. They come up with their own descriptions of the paintings and ask their partner to guess which painting it is.

Key: 1 b, 2 b, 3 a, 4 b, 5 a

5 Say which painting you like best and why.

- Focus pupils on Activity 5 and ask a pupil to read the instructions. Check pupils know what to do.
- Give pupils time to think of their answers, then ask volunteers to say which painting they like best and why. Encourage them to use sentences like *I like picture 'a' because there is / there are ... I can see in the foreground / background ... I like paintings that have ...*

Project Draw a self-portrait.

- Focus pupils on the project and the pictures. Read the project information through with the class. Check their understanding of the procedure.
- Hand out the materials. Pupils work individually to do their self-portraits. Remind pupils to follow the steps set out in the instructions. Tell them to do their best and not to worry if they don't feel their picture is very good.

Ending the lesson

- Review what the pupils have learnt in the lesson. Ask them which activities they liked best from this lesson and/or the previous lesson.
- Optional activity: Ask pupils to work in pairs to think of famous first lines from novels. They can be from modern literature or the Golden Age, in English or Spanish. Pupils share their opening lines with the class to test their classmates. Give an example. Say, e.g. *Mr and Mrs Dursley, of number four, Privet Drive, were proud to say they were perfectly normal, thank you very much. (Harry Potter and the Philosopher's Stone by JK Rowling © 1997, Bloomsbury Publishing).*

Review Units 7 and 8

Review Units 7 and 8

1 Look at the picture. Talk about it in pairs.



It's a sunny day.

They're outside a restaurant.

2 Look at the names and listen. Then say who is who.

Paul Daisy Sally Vicky Fred John Jack

Paul is number 6.

3 Read the story and say the correct words from the box.

kicked sandwiches water quiet have shouldn't are can clothes sand dangerous

I went to the beach with Sam and his dad last weekend. We took a picnic and a ball. We were playing football on the beach when I **kicked** the ball into the sea! It was soon far out in the **1**! 'Can you swim?' Sam asked. 'No, I've never learned to swim!' I answered. 'Can you swim?' 'Yes,' said Sam and he started swimming. The waves were huge. Sam's dad started shouting at him, '2 you seen the flag? You shouldn't

swim when there is a red flag!

Sam's dad swam towards him and pulled him back to the beach.

'Sorry, Dad' Sam said.

'The sea was **3**!'

'Err. Shall we have our picnic, now?' I said.

We went to get our picnic, but it wasn't there.

'You **4** leave food on the beach!' Sam's dad said. 'The birds always eat it. Look!'

It was true. We saw lots of big white birds

eating our **5**.



Now think of a title for the story.

86

Vocabulary Describing pictures Sports Seasons

Review Units 7 and 8

1 Read the story. Choose words from the box to complete the text.

taking was ride snowman ever were done skis coming sledge are



Friendly

Have you (1) **ever** been skiing? This is what happened to Jim and Sally when they went last winter.

Last January the five friends went skiing with the school. On the first day, Sue, Peter and Jenny decided that it was too dangerous for them, so they chose a sledge and found somewhere nice and quiet at the bottom of the mountain to (2) **ride** on it. Jim and Sally got their skis and went quickly to the ski lift which was taking the other skiers to the top of the mountain. It was Sally's first time on a ski lift, but Jim told her it was easy and she felt really excited. They sat on the thin metal seat, held the long piece of metal which was between them and the lift started. When they (3) **were** going up the mountain, Sally fell off. She fell onto her face and stomach with her skis crossed behind her and she couldn't move. The other skiers, who were coming up on the lift behind her, couldn't stop and fell off too. Sally took her (4) **skis** off to move away, but she dropped them and they fell quickly down the mountain.

Sue, Peter and Jenny, who were sledging happily at the bottom of the mountain, suddenly saw Sally's skis coming, but they couldn't do anything and the skis hit their (5) **faces**. They all fell off into the snow.

On the second day, the friends decided to do something safer. They made a (6) **snowman**!

2 Choose a title for this episode of *Friendly*.

a Snow feels cold b Snowy disaster! c Summer holidays

3 Match the questions with the answers.

- What can you catch but not throw?
- Waiter! Waiter! What's this fly doing on my ice cream?
- Where do horses go when they feel ill?
- What's worse than finding an insect in your apple?
- What goes 'Tick tock woof tick tock woof'?
- Why was 10 afraid of 7?

- ☐ A watchdog.
- ☐ Because 7 ate 9.
- ☐ I think it's skiing, sir.
- ☒ A cold.
- ☐ To a hospital.
- ☐ Finding only half an insect in your apple.

86

Objectives: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and done a speaking and a listening activity.

Target language

- Key language:** vocabulary and language from Units 7 and 8, describing pictures: *in the foreground, in the background, in the centre, on the left (of), on the right (of)*
- Revision:** descriptions, people, clothes, activities, food, directions

Materials required

- Key vocabulary from Units 7 and 8, each word written on a small piece of paper, enough for each pupil in the class
- Extra activity 1: Photocopiable activity 8 (page 211), one photocopy for each pair, cut into two parts

Pupil's Book page 86

Warmer

- Make groups of six. Hand out a word to each pupil (see Materials required). They take turns to provide a definition of their word for the other pupils in their group to guess. Regroup pupils and repeat.

1 Look at the picture. Talk about it in pairs.

F towards

- Tell pupils to open their Pupil's Books at page 86. Focus them on the picture. Use this to pre-teach/review language for picture description, e.g. *I can see ... in the foreground, in the background, in the centre, on the left (of), on the right (of)*. Write the key language on the board. Elicit some sentences from different pupils to demonstrate the activity. Pupils work in pairs and talk about the picture. Monitor and give ideas where necessary. Elicit the description of the picture from the whole class.

2 Look at the names and listen. Then say who is who.

F towards

- Focus pupils on the Activity 2 instruction and on the names. Play the audio. Pupils listen and match the names to the numbers. Pupils check in pairs. Play the audio again. Check with the class.

Key: 1 Jack, 2 John, 3 Vicky, 4 Sally, 5 Daisy, 6 Paul, 7 Fred

CD 4, 24

BOY: What are you looking at, Uncle Paul?

MAN: It's a photo of me when I was younger.

BOY: Who are you?

MAN: I'm the little boy playing with the plastic car.

BOY: Is that Aunt Daisy riding the bike?

MAN: That's right. Daisy loved her bike.

BOY: Who are the people sitting at the table next to you?

MAN: Well, the man who's eating the piece of bread is your grandfather, Jack, when he was younger. He's wearing a yellow T-shirt.

BOY: Is the woman who's drinking water my grandmother?

MAN: No, that's your grandfather's sister, Sally.

BOY: Who's the other man? The one who's putting butter on his bread?

MAN: He was a friend of Sally's, but I can't remember his name.

BOY: Is my mum in the photo?

MAN: No, she wasn't born when this photo was taken.

BOY: Do you know the names of the other people, Uncle Paul?

MAN: Well, yes, I do, or at least three of them. Can you see the man in the uniform?

BOY: The police officer standing on the corner?

MAN: Yes. His name's Fred. He was one of your grandad's school friends.

BOY: Really?

MAN: Yes. And the waiter with the striped T-shirt is John. He lived in the house next to us.

BOY: And who is the third person you know?

MAN: Well, John, the waiter, is talking to a woman with long hair. She's called Vicky. She's a teacher. She taught maths to me and your mum and your Aunt Daisy.

BOY: Wow! You know them all.

3 Read the story and say the correct words from the box. **F** towards

- Ask a pupil to read the instructions aloud. Tell pupils that they won't need all the words in the box. Do the example with the class by asking another pupil to read the first three lines of the story aloud. Briefly review how pupils know this word is correct (verb following I). Remind pupils to think carefully about which words to use by looking at the words around each gap. Give a time limit for pupils to complete the activity individually. Pupils check in pairs. Check with the class.

Key: 1 water, 2 Have, 3 dangerous, 4 shouldn't, 5 sandwiches

Now think of a title for the story.

- Focus pupils on the second part of the activity. Give them thinking time before they decide on a name. Check opinions around the class, eliciting reasons for their answers.

Key: (possible answer) A day at the beach

Extra activity 1: see page 224 (if time)

Activity Book page 86

1 Read the story. Choose words from the box to complete the text. **F** towards

Note: There are five extra words in the box.

Key: 2 ride, 3 were, 4 skis, 5 sledge, 6 snowman

2 Choose a title for this episode of *Friendly*.

F towards

Key: b Snowy disaster!

3 Match the questions with the answers.

Key: (from top to bottom) 5, 6, 2, 1, 3, 4

Extra activity 2: see page 224 (if time)

Ending the lesson

- Describe someone in the class for the other pupils to guess, e.g. *This pupil's got dark hair and is wearing ...* Pupils can then take turns to give descriptions for the class to guess.

Pupil's Book page 87

Warmer

- Display the large sheet of paper with the jumbled questions (see Materials required). Pupils work in pairs to unjumble them. Elicit the questions from pupils and write them on the board. Elicit one or more possible answers.

4 Play the game.

- Tell pupils to open their Pupil's Books at page 87 and clean the board. Elicit that this is a board game. Focus pupils on the instructions and check understanding. Their partner decides if the question is correct or not.
- Pupils play in pairs. They take turns to throw the dice and move around the board, asking the questions. Be ready to give your verdict in any disputes. Encourage pupils to be inventive with their questions – there are many different possibilities.
- Monitor pupils as they are playing the game. At the end of the game, the player with the most points in each pair is the winner.
- Fast finishers can play again, changing colour.

Key (possible questions): 1 What time / When do you go to bed? 2 What does a lime look like? 3 What should we do with plastic, glass bottles, etc.? 4 What did you have for breakfast? 5 What does it feel like? 6 What's (the name of) the eighth month? 7 How old is he? 8 How many books are there in your bag / on the table, etc.? 9 How often / many times a day do you brush your teeth? 10 Where did you go yesterday? 11 What does it taste like? 12 What colour are the socks? 13 How do you go to school? 14 Why did you phone me / leave me a message? 15 What does it sound like? 16 Can I help you? / Which book would you like? 17 Who's that/this? / your favourite teacher? 18 Who did you have lunch with yesterday? 19 How many days are there in a year? 20 How many medals have you won?

Extra activity 1: see page 224 (if time)

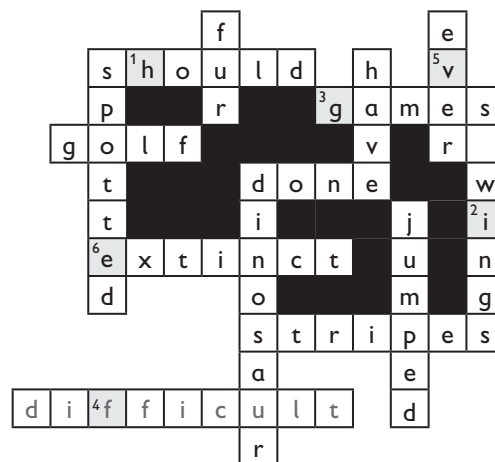
Activity Book page 87

4 Complete the sentences. Count and write the letters.

Key: 2 ever 4, 3 extinct 7, 4 done 4, 5 spotted 7, 6 have 4, 7 should 6, 8 dinosaur 8, 9 wings 5, 10 jumped 6, 11 Games 5, 12 stripes 7, 13 fur 3, 14 golf 4

5 Now complete the crossword. Write the message.

Key: Message: high five



6 Quiz time!

Key: 1 They should recycle it. 2 A beetle. 3 Because an asteroid hit the Earth. 4 He hasn't won any races. 5 In the winter. 6 In Athens, in Greece.

7 Write questions for your quiz in your notebook.

Key: Pupils' own questions and answers

Extra activity 2: see page 224 (if time)

Optional evaluations

- The classroom:* Quiz 4 from *Kid's Box Interactive DVD 5*. This quiz can be done as a whole-class activity or as a team competition. See pages 5-6, 36 and 37 of the *Teacher's Booklet*.
- Evaluation 8 from *Kid's Box Teacher's Book 5* (page 239). See notes on page 231.
- Test Units 7-8 from *Kid's Box Teacher's Resource Book 5* (pages 131-145).

Language Portfolio (online)

- Pupils complete page 6 of *Kid's Box Language Portfolio 5* (*I can ... Units 7-8*). **F** towards

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 7 and 8 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.



Say it with me

Say it with me Rhythm

English for Spanish speakers

1 Listen and read. Say 'a' or 'b'.

- a I love cats and dogs. (a)
- b I love cats and dogs.
- a I eat with a knife and fork.
- b I eat with a knife and fork.
- a Can I have some bread and cheese, please?
- b Can I have some bread and cheese, please?

2 Listen, repeat and clap.

Blue, yellow Red, green Berries, lemons Grapes, beans.	Blue and yellow Red and green Berries and lemons Grapes and beans.	Blue and yellow And red and green And berries and lemons And grapes and beans.
---	---	---

3 Play the game.

a pen pencil

b red green

c brother sister

d hat coat

e socks shoes

f bat ball

g Romeo Juliet

h War Peace

i north south

88 Phonics Rhythm

Say it with me Rhythm

1 Listen and complete the sentences.

- I like sharks and whales.
- I eat fish and _____.
- I wear shoes and _____.
- I've got cats and _____.
- Birds have got wings and _____.

2 Choose and write.

family clothes weather

colours sports animals food

school jobs free time activities

3 Write a poem. Read it aloud and draw.

88

Objectives: By the end of the lesson, pupils will have reviewed and practised sentence stress and rhythm, and will be aware of word pairs with *and* in English.

Target language

- Key language: *knife and fork, bread and cheese, war and peace*
- Additional language: *curtains*
- Revision: animals, colours, food

Materials required

- One small card or post-it note per pupil
- Sheets of paper

Pupil's Book page 88

Spanish specific

- The stress pattern in English is very important and different from the Spanish stress pattern. Many words are stressed in English and when the word 'and' comes between two stressed words, it is hardly heard. This doesn't happen in Spanish so extensive practice is needed.

Warmer

- Write the sentence stems *I love ... , I've got ... , I eat ... and Can I have ...* on the board. Ask pupils to think of their own sentences starting with these sentence stems. Choose pupils to say their sentences. Ask them to think about how they say each sentence.

1 Listen and read. Say 'a' or 'b'.

- Tell pupils to open their Pupil's Books at page 88. Focus them on the picture. Elicit what they can see.
- Focus attention on the sentences. Explain that they will listen to each sentence twice. One of the times it will be read with the stress on the correct words and the other time the stress pattern will be incorrect. Play the audio. Pause the audio after each pair of sentences for the pupils to say *a* or *b*. If the pupils get it wrong, play the pair of sentences again.

Key: 2b, 3a

CD 4, 25

As in Pupil's Book

2 Listen, repeat and clap.

- Focus pupils on Activity 2. Say *Listen to the rhythm*. Play the audio while pupils listen and follow in their books. Say *Now clap in time to the rhythm*. Play the audio again for pupils to clap in time. Focus pupils on the extra words in verses 2 and 3. They should notice that the clapping rhythm doesn't change, but more words are said!

CD 4, 26

As in Pupil's Book

3 Play the game.

- Explain that in English there are a lot of word pairs which go together and are always said in the same order. For example, in English we always say *black and white*, we never say *white and black*. Other common pairs are *knife and fork*, *fish and chips*, *night and day*. Elicit that in their language some of these pairs are said the opposite way round.
- Focus pupils on Activity 3. Write a letter from *a* to *i* on each card or post-it note. These symbolise the pairs of words. Give one card to each pupil.
- The pupils start clapping in a steady rhythm. Call out the first word in one of the word pairs. The class continues to clap steadily. The pupil(s) with that pair of words on their card/note must respond quickly with both the words, making sure the nouns are said on two consecutive claps (with the *and* shortened) e.g. Teacher: *a*; Pupil(s): *Pen 'n' pencil*.

- When the class has become more proficient, encourage pupils to think of new pairs of words and play again (e.g. *salt 'n' pepper*, *hot 'n' cold*, *in 'n' out*).

Activity Book page 88

1 Listen and complete the sentences.

- Tell pupils to open their Activity Books at page 88. Focus pupils on Activity 1. Ask pupils to guess the missing words but not to write them in yet.
- Play the audio. Pause after each sentence to allow pupils time to write the words. Check as a class.
- Pupils work in pairs and take turns to read their sentences marking stress and rhythm. Invite pupils to read their sentences to the class.

Key: 2 chips, 3 socks, 4 dogs, 5 feathers

CD 4, 27

- I like sharks and whales.
- I eat fish and chips.
- I wear shoes and socks.
- I've got cats and dogs.
- Birds have got wings and feathers.

2 Choose and write.

- Focus pupils on the categories. In pairs pupils choose two categories and brainstorm words. Give pairs a time limit to make it more exciting. Monitor but avoid helping at this stage.
- Check with the class by eliciting different possibilities. Pupils can add to their list. Tell pupils to look and see if they can make any word pairs. Pairs who have chosen the same topics could be put together to compare and add to their lists. Monitor and help/correct where necessary.

3 Write a poem. Read it aloud and draw.

- Say *Now let's write a poem*. Pupils work individually or in pairs. Ask them to choose one of the categories they have brainstormed in Activity 2 and use the words to write a short, simple poem. Pupils should look back at the poem in their Pupil's Books page 88 Activity 2. Monitor and help/correct where necessary. Pupils draw a picture for their poem. Pupils read out their poems to the class. Encourage them to read with stress and rhythm.

Ending the lesson

- Pupils write out their poems on pieces of paper and add illustrations. Display the poems around the class for everyone to read.



Get it right!

Get it right! English for Spanish speakers

1 Look and say the answers.

Grammar

- I **can** play the guitar, but I **can't** play the piano. I ~~can~~ to play the guitar, but I ~~can't~~ to play the piano.
- We **must** go to bed early. We ~~must~~ to go to bed early.
- You **should** see the dentist every year. You ~~should~~ to see the dentist every year.

- How do you say these sentences in your language?
- Is it the same or different in English?

2 Give your friend advice. Use 'can', 'must' or 'should' and the words in the box.

play football swim do your homework
drink water clean your teeth do exercise
help at home eat fruit skate

You can play football in the playground, but you can't skate.

3 Look and say the answers. Test your friend.

Vocabulary

- The book is **on** the table.
- The poster is **on** the wall.
- The ball is **in** the box.
- Madrid is **in** Spain.

- How do you say these words in your language?
- Do they mean the same?

(I spy with my little eye something beginning with 'b'. It's a book **on** the table.)

4 Look and spell. Test your friend.

Spelling

laugh weigh enough although cough through

L-A-U-G-H Laugh! Cartoons make me laugh.

Grammar Modal verbs Vocabulary Prepositions Spelling The silent letters gh

89

Get it right!

1 Cross out the incorrect words.

Hi Alvin!
Thanks for the email. You asked about my school. I can ~~se~~ ride a bike so I ride to school in the evening. We ~~mustn't~~ to eat in class but we can to eat breakfast in the school club. At lunchtime I can to play basketball with my friends or I can to study in the school bookshop, but we must to be quiet there. After school I must to do my housework and then I take the dog for a walk.
Your friend, José

2 Write sentences. Use the verbs in brackets.

- My brother / swim / not play chess (can)
My brother can swim but he can't play chess.
- We / not talk / library. We / be quiet (must)
- You / wear / your sunglasses / not look / the sun (must)
- We / not eat / too many sweets / eat / lots of fruit (should)
- Our teacher says we / do our homework / not copy (should)

3 Choose the correct word.

- Shakespeare was born **(in)** / on Stratford-upon-Avon.
- My new pencil is in / on the table in / on my bag.
- The poster is in / on my bedroom in / on the wall.
- I live in / on North Street in / on a flat in / on the first floor.
- Barcelona is in / on Spain in / on the Mediterranean coast.

4 Complete the sentences.

~~teuhgh~~ laguh wigeh egounh coguh

- Last Sunday we walked through the woods.
- Before you make a cake you must weigh the flour.
- Tony was ill last week, he had a bad cough.
- I can't make a sandwich because there isn't enough bread.
- At the circus the clowns always make us laugh.

89

Objectives: By the end of the lesson, pupils will have reviewed the modal verbs *can*, *must* and *should*. They will have also reviewed prepositions of place *on* and *in*, and practised spelling words ending in 'gh'.

Target language

- Key language:** *can, must, should, I spy ... , beginning, laugh, weigh, enough, although, cough, through*
- Additional language:** *go to bed early, do exercise, sunglasses, the woods, copy*
- Revision:** objects and places, *play the piano, dentist, drink water, clean your teeth, swim, skate, poster, flour, clowns*

Pupil's Book page 89

Warmer

- Write *can* and *can't* on the board. Ask a pupil *Can you swim?* Elicit *Yes, I can.* / *No, I can't.* Write *must* and *mustn't* on the board. Say *Must you shout in class?* Elicit *No, I mustn't.* Write *should* and *shouldn't*. Say *Should you visit the dentist if you have a toothache?* Elicit *Yes, I should.*

Grammar

1 Look and say the answers.

- Tell pupils to open their Pupil's Books at page 89. Focus them on the Grammar box. Ask them to read the sentences. Ask pupils the questions. Discuss as a class. Compare with pupils' own language.

2 Give your friend advice. Use 'can', 'must' or 'should' and the words in the box.

- Write on the board: *can/can't (able/unable to do something); must (necessary); mustn't (not allowed); should/shouldn't (a good idea to do or not do something).* Ask and answer different questions to reinforce usage (e.g. *Can you use your phone in class? Must you do your homework?* etc.).
- Ask a pupil to read the speech bubble. Check pupils know what to do. They work in pairs. Make sure they use all three modals. Monitor and help/correct.

Key: Pupils' own answers

Vocabulary

3 Look and say the answers. Test your friend.

- Focus pupils on the Vocabulary box. Ask pupils the questions. Discuss as a class. Focus pupils on the pictures and ask two pupils to read the speech bubbles. Say *Let's play I spy.* Check pupils know what to do. In pairs pupils play the game of 'I spy'. Pupils should identify the object and say where it is. If there is time, play the game with the class.

Spelling

4 Look and spell. Test your friend.

- Explain that in English we have words that are written in one way but sound very different. Focus attention on the words in the Spelling box. Say *These words all end in 'gh'. Some of them sound like f (laugh, enough, cough). Some are silent letters (weigh, although, through).* Say the words. Pupils repeat.
- Pupils work in pairs. One spells a word, the other says the word and puts it in a sentence. Monitor and help/correct where necessary. Pupils take turns to write sentences on the board.

Activity Book page 89

Grammar

1 Cross out the incorrect words.

- Tell pupils to open their Activity Books at page 89.
- Pupils work individually to correct the mistakes. Check with the class.
- Pupils write the whole of the email correctly in their notebooks.

Key: Pupils delete every instance of the word 'to' in the email. No other changes.

2 Write sentences. Use the verbs in brackets.

- Pupils work individually and write the correct sentences. Remind pupils that all the sentences, except the second one will need *and* or *but* added to link the two parts. Check the answers by asking pupils to write the sentences on the board.

Key: 2 We mustn't talk in the library. We must be quiet. 3 You must wear your sunglasses and you mustn't look at the sun. 4 We shouldn't eat too many sweets but we should eat lots of fruit. 5 Our teacher says we should do our homework and we shouldn't copy.

Vocabulary

3 Choose the correct word.

- Focus pupils on the Activity 3 sentences. Review *in* and *on* if appropriate. Pupils work individually and circle or underline the correct preposition. Check with the class.

Key: 2 My new pencil is on the table in my bag. 3 The poster is in my bedroom on the wall. 4 I live in North Street in a flat on the first floor. 5 Barcelona is in Spain on the Mediterranean coast.

Spelling

4 Complete the sentences.

- Tell pupils to look at the words in the box. Say *All the words end in 'gh'.* Focus pupils on the example word and sentence. Pupils work in pairs. First they unscramble the letters and then put the correct word in each sentence. Check answers by asking pupils to read the sentences aloud.

Key: 2 weigh, 3 cough, 4 enough, 5 laugh

Ending the lesson

- Write on the board:

Name	can	can't

- Pupils copy the table into their notebooks. Pairs go around the class interviewing other pairs to find things they can/can't do (*What can and can't you do? I can ... , but I can't ...*). They complete the tables then present the information to the class.



Values 1 & 2 Respect in the classroom

Values
Units 1 & 2 **Respect in the classroom**

1 Look at the picture. What's wrong? Talk to your friends.
Look at 'a'. What do you think is wrong? She hasn't got her book for the lesson.

2 Listen and check. Say the letter. He's worried because he's late.

3 Ask and answer.
1 What should the children do to start their lesson on time?
2 Which of the things in the picture do you never do?
3 Which of the things in the picture do you sometimes do?
4 What should you do to be a better student?

90

Values
Units 1 & 2 **Respect in the classroom**

1 Read and choose the answer.

How good a student are you?

1 How often do you have breakfast before you go to school?
a never b sometimes c always

2 What time do you go to bed on school days?
a after 11 o'clock
b at about ten o'clock
c before ten o'clock

3 When do you prepare your school bag?
a before I go to bed
b I don't prepare it
c before I leave the house

4 How often do you talk to your friends during lessons?
a never b sometimes c always

5 Is it funny to take your friend's pencil case during the lesson?
a Yes b I don't know c No

6 When do you normally arrive for your lessons?
a when you want to
b after the lesson starts
c before the lesson starts

2 Write a class contract.

1 We must arrive on time.
2 _____
3 _____
4 _____
5 _____
6 When we do all these things correctly, we can:
• _____
• _____

Class Contract

90

Objectives: By the end of the lesson, pupils will have read and talked about appropriate behaviour in the classroom.

Target language

- **Key language:** *values, respect, classroom, What do you think is wrong?*
- **Revision:** classroom objects, past simple, adjectives (*worried, late, hungry, angry, tired, happy, unhappy*), *should / shouldn't, never, sometimes, always, because, better, before, during, after, contract, must / mustn't, correctly*

Materials required

- **Extra activity 1:** The following sentences halves written on separate pieces of paper (one set of 14 pieces of paper for each pair of pupils): *I should arrive / on time. / I shouldn't forget / the things I need for class. / I should eat / a good breakfast. / I should listen / to the teacher. / I shouldn't / talk to my friends. / I should go to bed / early on school nights. / I shouldn't eat / in class.*

Pupil's Book page 90

Warmer

- Stand at the front and yawn as if you are very tired. Look around for the things you need (bags, book, board pen), saying *Where's my pen? Did I forget my books today?* etc. as if you are not ready for class. Try to make this seem serious. Stop and ask pupils in L1 what they think about your behaviour. Elicit that it isn't the right way for the teacher to start the class. Say *There are things a teacher should do before class and in the class. And there are things pupils should do, too.* Tell pupils they are going to talk about these things in today's lesson.

1 Look at the picture. What's wrong? Talk to your friends.

- Tell pupils to open their Pupil's Book at page 90. Focus on the heading *Values* and elicit the meaning. Read the lesson title and check that pupils understand *respect*. Elicit things pupils can see in the picture (e.g. *pencil case, bag, ruler*) and what the pictures in the thought bubbles show (e.g. an angry face, someone texting in bed late at night).
- Ask volunteers to read the speech bubbles. Ask how the girl who's forgotten her book feels (unhappy). Pupils work in pairs or small groups to talk about the rest of the children marked by letters. Do not confirm answers.

2 Listen and check. Say the letter.

- Play the audio. Pupils listen and check their answers to Activity 1. Play the audio again, pausing after each sentence for pupils to say the letter (as in the model speech bubble). Play the audio again and check comprehension. Ask, e.g. *How does girl 'a' feel? (unhappy) Why? (because she forgot her book).*

Key: 2a, 3j, 4b, 5h, 6i, 7f, 8g, 9e, 10c

CD 4, 28

- He's worried because he's late.
- She's unhappy because she forgot to bring her book.
- He's hungry because he didn't have breakfast.
- He's angry because they're playing with his pencil case.
- He's angry because his friend's eating in class.
- He's tired because he went to bed late.
- She's happy because she's talking to her friend.
- They're unhappy because the girls are talking.
- She's unhappy because her school bag's untidy.
- They've got his pencil case and they think it's funny.

3 Ask and answer.

- Read the activity instruction and the questions. Pupils work in pairs. They take turns to answer each question. Elicit ideas and have a brief class discussion. Elicit/Explain that even if each person only does one wrong thing, put together this makes it difficult for everyone to learn. Behaving well in class is about respect for the teacher and for the other pupils.

Extra activity 1: see page 225 (if time)

Activity Book page 90

1 Read and choose the answer.

- Tell pupils to open their Activity Book at page 90. Focus on Activity 1. Point out that this is a quiz. Go through the questions and options, reviewing the meaning of *never, sometimes, always, before* and *after*. Pupils choose their answer individually by circling a, b or c. They compare answers in pairs. Elicit recommended answers without judging or being too authoritarian and have a brief class discussion.

Key: Pupils' own answers

2 Write a class contract.

- Focus pupils on Activity 2. Read the activity instruction and check comprehension of *contract*. Ask a pupil to read the example sentence. Elicit/Explain why we use *must* or *mustn't* in a contract (these are rules, not advice).
- Work together with the class to agree on and elicit rules 2 to 5 (e.g. *We must speak English, ... listen to the teacher, ... come to class with the right things*). Point out that for sentence 6 you need to agree on the rewards pupils will get if they keep to the contract. Discuss these, agree and write them on the board – e.g. *We can play a game. We can sing the song again.*). Pupils copy the sentences for the contract into their Activity Books.

Key: Pupils' own answers

Extra activity 2: see page 225 (if time)

Ending the lesson

- Books closed. Write the title *Respect in the classroom* in the centre of the board. Elicit the things pupils should / shouldn't do to show respect in class and make a mind map.



Values 3 & 4 People who help us

Values
Units 3 & 4

People who help us

1 Read and say the answers to the questions.
 1 How did Holly break her leg? 2 Why did she hit her head? 3 Who helped her?

Holly's heroes

It's a rainy day and there are grey clouds in the sky. Holly's walking to school. She's got a history exam. A lot of young people might feel unhappy or worried, but not Holly. Holly's just happy she can walk to school. Last year Holly was in hospital for four weeks and she had to learn to walk again. We ask Holly about her heroes.

So, Holly, can you tell us what happened to you last year?

I was cycling home from my friend's house after school. It was dark and I didn't have any lights so I couldn't see clearly. I was going very quickly down a hill when suddenly a cat ran across the road in front of me. I tried not to hit it, but I fell off my bike.

How terrible! Then what happened?

Well, I can't remember. I hit my head because I wasn't wearing a helmet. People told me what happened. I fell badly and broke my leg in two places.

How did you get to hospital?

A driver saw me on the ground and stopped his car. He phoned for an ambulance and they took me to the nearest hospital. I arrived in less than ten minutes.

Wow! That was fast.

Yes. Thanks to them, the doctors and nurses could work quickly. I had an X-ray and then they had to operate for four hours but they saved my leg. Then I had to learn to walk again.

So you've got a lot of heroes: the ambulance drivers, and the team of doctors and nurses.

Yes, but also the driver who stopped to call the ambulance. I want to say thank you to everyone who helped me. When I grow up, I want to be a doctor or nurse because I'd like to help other people too.

2 Listen and say 'firefighter', 'doctor', 'police officer' or 'ambulance driver'.
91

Values
Units 3 & 4

People who help us

1 Read and order the text.

☐ his car. Firefighters had to cut the car door

☐ accident. The police officers drove Harry

☐ much better. He's going to leave

☐ had a bad car accident. His car hit a

☐ the hospital a team of doctors and

☐ officers phoned the hospital and

☐ Harry's life. Now, two weeks later, Harry is

☐ lorry and he couldn't get out of

☐ told the nurses about Harry and his

☐ to help stop the traffic. At

☐ to the hospital with the ambulance

☐ nurses worked together to save

☐ Last week William's dad, Harry,

☐ hospital and go home to his family.

☐ and pull Harry out. Police

2 Write a thank you letter.

Imagine that you are William. Write a letter to say thank you to the firefighters, police officers and doctors who saved your dad's life. Use these words to help you.

two weeks ago operate great job accident
 help save life now better Best wishes

Dear Superheroes,

91

Objectives: By the end of the lesson, pupils will have read and talked about the role of the emergency services.

Target language

- **Key language:** *break (her) leg, hit (her) head, fall off (my bike), hero(es)*
- **Additional language:** *emergency services, cycle, dark, lights, clearly, hill, suddenly, thanks to them, X-ray, operate, ambulance, accident, save (someone's) life, team, on fire, catch thieves, robbery*
- **Revision:** past simple and past continuous, *help, hospital, helmet, driver, doctor, nurse*

Materials required

- Extra activity 1: Five pieces of paper (A5 size) for each pupil

Pupil's Book page 91

Warmer

- Write *emergency services* and *999* on the board. Elicit/ Explain what emergency services are (police, fire, ambulance) and that 999 is the emergency phone number in the UK. Ask pupils if there is a similar system in their country / what number they should call in an emergency. Ask who helps us in an emergency. Elicit *police / police officers, firefighters, doctors, nurses, ambulance drivers*.

1 Read and say the answers to the questions.

- Tell pupils to open their Pupil's Book at page 91. Direct them to the article and the photograph. Elicit that the girl is being interviewed. Choose pupils to read the title and the introduction. Check comprehension of *heroes*. Read through the questions and make sure pupils understand *break her leg* and *hit her head*. Tell them not to worry about new vocabulary, but to focus on answering the questions. Pupils read the text, then talk about the questions in pairs. Check with the class and explain any new words.

Key: 1 She fell off her bike. 2 Because she wasn't wearing a helmet. 3 A car driver, ambulance drivers, doctors and nurses.

2 Listen and say 'firefighter', 'doctor', 'police officer' or 'ambulance driver'.

- Choose a pupil to read the activity instruction. Check comprehension of the four jobs and practise pronunciation. Talk briefly in English about where each person works and the things they do. Tell pupils that there may be more than one answer for each sentence. Play the audio. Pupils whisper the answer(s) to a partner. Play the audio again, pausing to elicit ideas.
- If time, organize a discussion in small groups. Write some of the following questions on the board: *When did you last see a doctor? What do police officers do? Would you like to be a firefighter? Why? / Why not? Do you know anyone who had an accident? What happened?*

Key: (Possible answers) 1 doctor, 2 firefighter, 3 police officer, 4 doctor, nurse, 5 ambulance driver, 6 police officer, 7 police officer, 8 doctor

CD 4, 29

- 1 She works with a team of nurses.
- 2 She carries people out of buildings on fire.
- 3 He looks for and catches thieves.
- 4 When she works at night, she has to sleep at the hospital.
- 5 He has to drive people to hospital quickly and safely.
- 6 He goes to schools to teach young people to use the Internet safely.
- 7 When there is a robbery at the bank he arrives quickly.
- 8 She has to operate for five hours to save people's lives.

Extra activity 1: see page 225 (if time)

Activity Book page 91

1 Read and order the text.

- Tell pupils to open their Activity Book at page 91. Focus on Activity 1. Pupils work in pairs to order the lines. Check with the class. Ask, e.g. *Who is Harry? What happened to him? What did the firefighters have to do? What did the police officers do? How long did he stay in hospital?*

Key: (from top to bottom) 4, 8, 14, 2, 11, 6, 13, 3, 7, 10, 9, 12, 1, 15, 5

Completed text: Last week William's dad, Harry, / had a bad car accident. His car hit a / lorry and he couldn't get out of / his car. Firefighters had to cut the car door / and pull Harry out. Police / officers phoned the hospital and / told the nurses about Harry and his / accident. The police officers drove Harry / to the hospital with the ambulance / to help stop the traffic. At / the hospital a team of doctors and / nurses worked together to save / Harry's life. Now, two weeks later, Harry is / much better. He's going to leave / hospital and go home to his family.

2 Write a thank you letter.

- Focus on Activity 2. Check comprehension of the instructions and the words in the box. Pupils write a first draft of their letter in their notebooks. Monitor and help as necessary. Pupils compare letters. When you have checked their drafts, pupils copy them into their Activity Books.

Key: Pupils' own answers

Extra activity 2: see page 225 (if time)

Ending the lesson

- Review what pupils have learned in the lesson. Ask if there are any other people / professions they think are heroes and why.



Values 5 & 6 Tell the truth but don't hurt

Values
Units 5 & 6 **Tell the truth but don't hurt**

1 Read and say the best answers.

1 Your friend's got a new haircut and you think it looks awful. When he asks you what you think, you say:

- 'It looks terrible. I don't like it.'
- 'It's OK but I prefer the old haircut.'
- 'It looks amazing! It's perfect for you.'

2 Your mum spent all afternoon making a special dinner, but you don't like it. What do you do?

- You eat it and ask for more.
- You make a horrible face and say you don't want to eat it.
- You tell her that it's nice, but it's not your favourite meal. Suggest a meal that she can make more quickly and easily.

3 You're shopping with a friend who wants to buy a new dress. She tries on a dress that looks awful on her. She asks you what you think. What do you do?

- You say the dress doesn't look very nice and you find a different dress for her to try.
- You say that the dress looks lovely and tell her to buy it.
- You tell her the dress looks horrible and you're bored with shopping.

4 A new boy in your class invites you to play tennis on Saturday afternoon. You'd like to go to the cinema with some friends. What do you do?

- You say, 'Sorry, I can't. I want to go to the cinema with some friends.'
- You make a horrible face and say, 'I hate tennis!'
- You smile and say, 'Thanks very much but I want to go to the cinema with some friends on Saturday. Would you like to come with us?'

5 You've got a friend who sometimes smells bad after the sports lesson. What's the best way to help him?

- Make a horrible face and say, 'You smell bad. Have a shower!'
- Give him a box of shower gel and deodorant for his birthday.
- Talk about him with the other students and laugh.

6 Your dad hasn't got a job. He lost it last year and your parents are worried about money. It's your birthday soon and you want a big party, but your parents say that you can't have one this year. What do you do?

- You tell your parents that you understand and it isn't important.
- You get angry and stay in your room all day.
- You tell your parents that you understand. You ask your friends to bring some lemonade and crisps to the park, so you can have a small party.

2 Talk about your answers with your friend. Are they the same or different?


3 Discuss these questions.

- Is it important to always tell the truth?
- Are there some situations where it's OK not to tell the truth?
- How can we say things to help our friends and not hurt their feelings?

92

Values
Units 5 & 6 **Tell the truth but don't hurt**

1 Read and answer the questions.



It is always important to tell the truth. But there are some times in life when it's not the best thing to do. These times are usually when we don't want to hurt other people's feelings. The truth can sometimes make other people feel bad or unhappy. Not telling the truth is called 'telling a lie'. When we do this because we don't want to hurt someone, it's called 'telling a little white lie' and it's OK.

- How can telling the truth sometimes make people feel? _____
- Why do we tell little white lies? _____
- Do you ever tell little white lies? _____
- When was the last time you told a little white lie? _____

2 Imagine a situation and write about telling a little white lie.

It was ...

92

Objectives: By the end of the lesson, pupils will have read and talked about telling the truth / telling white lies.

Target language

- **Key language:** *tell the truth / tell a lie, hurt someone's feelings*
- **Additional language:** *haircut, make a face, shower gel, deodorant, fragrance, tell a little white lie, kind, unkind*
- **Revision:** *look (great / horrible), smell (bad)*

Materials required

- Extra activity 1: Paper for each pair of pupils
- Extra activity 2: White chalk or white tape (for making a line on the floor)

Pupil's Book page 92

Warmer

- Say *Listen and do 'thumbs up' for 'true' and 'thumbs down' for false*. Tell pupils some things about yourself, some true, some false (e.g. *I went on holiday to London last year. I'm really good at playing volleyball. I've got five children.*). Make sure the false things are not too obvious. Pupils respond to each sentence with 'thumbs up' or 'thumbs down'. See if they all agree / if they can tell when you are lying. Reveal which sentences were false.

1 Read and say the best answers.

- Tell pupils to open their Pupil's Book at page 92. Focus on the lesson title and check comprehension. Explain that they are going to do a quiz about telling the truth. Pre-teach new vocabulary from the quiz questions and options (e.g. *haircut, make a face, shower gel*). Ask the pupils to read and answer the questions on their own by writing a letter for each question in their notebooks.
- Monitor as pupils read, and help as necessary but do not go through the answers at this stage.

2 Talk about your answers with your friend. Are they the same or different?

- Pupils reread the quiz in pairs and compare their answers for each question. Encourage them to give reasons for their choice.

3 Discuss these questions.

- Focus on Activity 3. Choose three pupils to read the questions. Check comprehension of *situation* and *hurt someone's feelings*. Pupils discuss the questions in small groups, then have a class discussion. Ask pupils which words / actions are *kind* and *unkind* and remind them to think about other people's feelings. Teach the expression (*tell a little white lie*).

Extra activity 1: see page 225 (if time)

Activity Book page 92

1 Read and answer the questions.

- Tell pupils to open their Activity Book at page 92. Focus on Activity 1. Read the activity instruction and the questions. Pupils answer individually then compare answers in pairs. Check with the class.

Key: 1 It can make them feel bad or unhappy. 2 Because we don't want to hurt someone. 3 and 4 Pupils' own answers

2 Imagine a situation and write about telling a little white lie.

- Focus pupils on Activity 2 and on the activity instruction. Remind pupils of the situations in the quiz in the Pupil's Book and the language used to describe them. Point out that they need to imagine a situation in the past where someone told a little white lie. Brainstorm other possible situations when it would be better to tell a white lie than tell the truth. Write notes on the board if necessary.
- Pupils write about their chosen situation in their notebook. Monitor and help with new vocabulary. They copy their ideas in the Activity Book individually, then compare in pairs or small groups.

Extra activity 2: see page 225 (if time)

Ending the lesson

- Write the following phrases from the lesson on the board, split into two halves and mixed up, as shown:

1 tell the	a face
2 tell a	b truth
3 tell a little	c feelings
4 hurt someone's	d lie
5 make a	e white lie

Pupils copy and match the phrases in pairs. Check with the class. Elicit an example sentence for each phrase.

Key: 1 tell the truth, 2 tell a lie, 3 tell a little white lie, 4 hurt someone's feelings, 5 make a face



Values 7 & 8 Value your friendships

Values
Units 7 & 8

Value your friendships

1 Read the letters and say the answers to the questions.

Dear Betty and Robert,

I work really hard at school and I always study a lot for my exams, but I don't get good marks. I don't fail, but I get 5, 6 or sometimes 7 out of 10.

My best friend, Emma, gets the best marks in the school, but she cheats. She takes photos of the book on her mobile phone and uses them in the exams. I'm really unhappy about this.

Should I do the same as my friend and get better marks or should I tell the teacher that she cheats in exams? Please help me to decide.

Yours,
Richard

Dear Betty and Robert

Richard,

When you work hard at school and study for your exams, you are learning things. I'm sorry that you don't get the good marks that you want. It's better to work hard and learn things than cheat and learn very little. It's not a good idea for you to do the same as Emma. You should feel good because you're passing your exams. Do your best and don't worry about other people's marks.

This situation is difficult. You don't have to tell the teacher that your friend is cheating. Emma can't always cheat – one day someone is going to catch her.

Yours,
Betty and Robert

1 Does Richard work hard at school?
2 Does he get good marks?
3 How does Emma cheat in the exams?

4 What do Betty and Robert think about cheating?
5 Do they think that Richard should get the same marks as other students?

2 Discuss these questions.

1 Is Sarah right to be unhappy? Why?
2 What do you think Katy should do?

3 What do you think Sarah should do?

Dear Betty and Robert,

I'm really unhappy because I've made a huge mistake with my best friend, Sarah. There's a group of very popular girls in my class. They're cool and funny and everyone wants to be friends with them. They asked me to go out with them last Saturday. I was really excited, but it was Sarah's birthday.

I didn't go to Sarah's party and now she's unhappy with me. Now she doesn't want to be my friend. I've started to see that the popular girls are boring and unkind, and I don't like going out with them. I want to be Sarah's best friend again. What should I do?

Yours,
Katy

93

Values
Units 7 & 8

Value your friendships

1 Write the sentences and questions.

- 1 I / help / can / my / friend? / How How can I help my friend?
- 2 tell / didn't / I / the / truth _____
- 3 speak / should / Who / he / to? _____
- 4 friend / best / in / cheats / My / exams _____
- 5 really / big / made / I've / mistake / a _____
- 6 do? / should / I / What _____

2 Read the letter and answer the questions.

Dear Betty and Robert,

I'm worried about my friend, Peter. He's got some new friends at school and they like doing bad things. Peter really wants to be part of their group. They told him to go to the shopping centre and steal some things. Peter doesn't feel that this is wrong. He has started to take little things from a small shop near home. He says he's practising because there are a lot of cameras in the big shopping centre. I told him that this group of boys aren't really his friends and that the police can catch him, but he doesn't want to listen and laughs at me. He thinks it's a joke. What should I do?

Yours,
Daisy

- 1** How can Daisy help Peter? She should
- 2** Who can Daisy talk to? _____
- 3** Should Daisy tell Peter's parents? _____
- 4** Should Daisy tell a teacher? _____

3 Write a reply to Daisy.

93

Objectives: By the end of the lesson, pupils will have read problem letters and advice. They will have discussed moral dilemmas and given advice with *should / shouldn't*.

Target language

- **Key language:** *value (v), friendship, marks, cheat (v)*
- **Additional language:** *fail / pass (an exam), out of ten, make a mistake, steal, shopping centre*
- **Revision:** *the best, should / shouldn't, You (don't) have to ..., It's better to ..., It's a good idea to ..., going to, imperatives, past simple, present perfect, adjectives*

Materials required

- Example of a 'problem page' from a magazine or newspaper (in English or L1)
- Extra activity 2: A large piece of paper or display board for a class poster, coloured markers

192 Kid's Box ESS Updated 2nd Ed. Andalusian Ed. TB5 © Cambridge University Press 2019

Pupil's Book page 93

Warmer

- Show the class an example of a 'problem page' from a magazine or newspaper. Ask pupils if they ever read these pages and point out that they are usually made up of letters and replies. Explain/Remind pupils that in English the experts who answer such letters are often called *Agony aunts (or uncles)*. Tell pupils they are going to read some letters from a problem page in today's lesson.

1 Read the letters and say the answers to the questions.

- Tell pupils to open their Pupil's Book at page 93. Focus on the lesson title and elicit a translation of *Value your friendships*. Point to the picture of Betty and Robert and explain that they are an agony aunt and agony uncle. Read the activity instruction and questions 1 to 3 aloud. Check comprehension of *marks* and *cheat*. Pre-teach *fail (an exam)* and *out of ten*. Pupils read the problem letter and answer the three questions in pairs. Check with the class. Repeat the process with questions 4 and 5.

Key: (Problem letter) 1 Yes, he does. 2 No, he doesn't.
3 She takes photos of the book on her mobile. 4 They think it's better to work hard than cheat. 5 No, they don't.

2 Discuss these questions.

- Focus pupils on Activity 2. Choose two pupils to read the paragraphs of the letter aloud. Check comprehension of new vocabulary (*make a mistake, popular, unkind*). Read through the questions with the whole class and make sure they know what they need to give their own opinions. They discuss in pairs or small groups. Monitor and encourage pupils to speak in English. Elicit ideas from pairs/groups and have a class discussion about loyalty, friendship and forgiveness. Pupils can write Betty and Robert's answer to Katy for homework.

Extra activity 1: see page 225 (if time)

Activity Book page 93

1 Write the sentences and questions.

- Tell pupils to open their Activity Book at page 93. Read the activity instruction and go through the example. Pupils work in pairs to reorder the rest of the sentences and questions. Check with the class. Check comprehension of *steal*.

Key: 2 I didn't tell the truth. 3 Who should he speak to? 4 My best friend cheats in exams. 5 I've made a really big mistake. 6 What should I do?

2 Read the letter and answer the questions.

- Focus on Activity 2. Read the activity instruction. Pre-teach *shopping centre*. Pupils read the letter individually and answer the questions. They compare answers in pairs. Elicit ideas and have a class discussion, if time.
- Ask the following questions: *Is there a difference between stealing big and little things? Why shouldn't we steal? Are cameras the only reason for not stealing, or should the 'camera' be inside us?*

Key: Pupil's own answers

3 Write a reply to Daisy.

- Focus on Activity 3. Read the activity instruction. Remind pupils of the reply letter from Betty and Robert to Richard in the Pupil's Book. Give them time to re-read this letter and write useful phrases on the board (e.g. *You (don't) have to ... , It's better to ... , I'm sorry that ... , It's (not) a good idea to ... , You should / shouldn't ... , Don't worry about ... , This situation is difficult.*) Pupils write a reply in their notebooks first. They compare with a partner. When you have checked their work, they copy their reply into the Activity Book.

Extra activity 2: see page 225 (if time)

Ending the lesson

- Ask pupils if they would ever write a letter to a problem page. Elicit reasons for their answer. Ask who they talk to if they have problems like the ones they have read about in the lesson.

PEACE DAY



PEACE DAY

1 Read and say 'true' or 'false'.

Every year, 21st September is the International Day of Peace. The idea of Peace Day is to make the world a safer, friendlier place for everyone. It is the day when conflict around the world should stop, for example a war between two countries or an argument between a brother and sister. People should exist together happily.

The first Peace Day was in 1982. In the morning, the peace bell rings at the United Nations in New York. The bell is made of coins which children from all the continents donated. There is a message on the bell that says, 'Long live absolute peace'. When the bell rang in 2007 there was a minute of silence around the world.

Every year, more and more people in countries around the world celebrate Peace Day and sometimes they do it with very noisy activities! People organise music concerts, comedy evenings, parades, poetry competitions and football tournaments. It is called Peace Day, but you don't have to be quiet.

Functions
It is made of coins.
It is called Peace Day.



2 Listen and say the letter.

a  b  c 

d  e  f 

3 Peace Day is only celebrated in the USA.
 2 This year will be the 15th Peace Day.
 3 On Peace Day you should be friendly to everyone.
 4 Every Peace Day begins with the sound of the peace bell.
 5 No one is allowed to play football on Peace Day.
 6 On Peace Day you must be very quiet all day.

Project Make a peace poster.

What symbol of peace can we use?
 World Peace Begins With Me!
 A dove. What message can we write?
 WORLD PEACE BEGINS WITH ME!

98 Functions To be + participle

Objectives: By the end of the lesson, pupils will have learned about Peace Day and discussed ideas for organising an event in their class/school.

Target language

- **Key language:** *peace, safer, friendlier, argument, donate, message, banner, freedom, one minute's silence, shaking hands, everyone, conflict, war, symbol, dove*
- **Additional language:** *bell, coins, noisy, parades, soldiers, guns, sunrise, allowed to*
- **Revision:** *world, celebrate, organise*

Materials required

- Project: Poster paper, felt-tip pens
- CDs with recordings of famous songs about peace

Pupil's Book page 98

Warmer

- Write on one side of the board *WAR* and on the other side *PEACE*. Brainstorm with the class words connected with these concepts: e.g. *WAR: soldiers, guns, unhappy people, etc.*
PEACE: freedom, happy people, love, friends, etc.

1 Read and say 'true' or 'false'.

- Elicit what pupils know about Peace Day. Tell pupils to open their Pupil's Books at page 98. Focus them on Activity 1. Pupils take turns to read the text aloud. Check understanding and pronunciation. Focus pupils on the Functions box to review the use of the passive construction. Pupils work in pairs and decide if the answer to each sentence is 'true' or 'false'. Check with the class.

Key: 1 false, 2 false, 3 true, 4 true, 5 false, 6 false

2 Listen and say the letter.

- Focus pupils on the pictures. Say *These are different activities people do around the world to celebrate Peace Day. What can you see?* Elicit answers around the class.
- Play the audio. Pupils listen and work out the correct order of the pictures. Play the audio again for pupils to check their answers. Check with the class.

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

CD 4, 32

GIRL: Do you want to celebrate Peace Day this year?
BOY: Sure. Have you got any ideas?
GIRL: Apart from shaking hands?
BOY: Yes, something more than that.
GIRL: How about something peaceful? We could try having a minute's silence at midday.
BOY: That is peaceful but I would prefer to do something else.
GIRL: We could go and watch the sun rise.
BOY: Yes, that's a nice idea but very peaceful again. I think we should have a football tournament.
GIRL: Why?
BOY: Because when you play in a team you have to work together.
GIRL: That's not a bad idea. But I don't like football.
BOY: OK, but let's do something where you have to work as a team.
GIRL: OK. What about making a Peace Day cake?
BOY: Can you cook?
GIRL: A little. We can ask some friends to help us.
BOY: Great. Let's do it. I think we should make an enormous chocolate cake!
GIRL: Good and after we can have a party. We can all sing together, I can play the guitar.
BOY: That's a great idea.

Project Make a peace poster.

- Ask pupils to discuss what they can do to make their world better at home and at school. Give pupils the opportunity to share ideas. Write their ideas on the board and ask for symbols of peace to represent them.
- In groups pupils make the peace poster. They draw symbols of peace and write peace messages on the poster. Display around the class.
- Possible ideas: Symbols of peace: a dove, a crane, a peace tree, flowers, etc. Messages of peace: a world at peace, no more wars, freedom from fighting, a wish for peace, be kind, be friendly, etc.

Website

<http://www.internationaldayofpeace.org>

Ending the lesson

- Elicit famous songs that talk about peace in the world. Invite pupils to try to bring in their own records or play some songs for them. Pupils listen and draw what comes to mind while listening. Alternatively, teach the pupils the song that is the most popular in the class.
John Lennon – Imagine
USA Africa – We are the world
Band Aid – Do they know it's Christmas?
Michael Jackson – Heal the world or Earth song



guy fawkes night

guy fawkes night

1 Read and say the correct sentences.

Every 5th November there are Guy Fawkes Night celebrations in the UK. Guy Fawkes lived a long time ago, in the 17th century. He is still famous today because in 1605 he tried to kill the King of England, King James I. He was part of a group of young men who dug a tunnel under the Houses of Parliament and planned to blow them up with gunpowder. The UK celebrates this day because Guy Fawkes did not succeed: the authorities arrested and executed him.

Guy Fawkes Night has another name, Bonfire Night, because lots of towns light enormous bonfires on this night. People carry a giant model of Guy Fawkes in a procession and then put him on the bonfire. Everyone stands around the bonfire to keep warm and there are fireworks. Sometimes people use the bonfire to cook potatoes and sausages, and for something sweet, there are toffee apples and marshmallows.

1 People all over the world celebrate Guy Fawkes Night.
2 Guy Fawkes is alive today.
3 He planned to use a bomb.
4 Guy Fawkes killed the King.

2 Listen and say the chant.

Remember, remember 5th November,
Gunpowder, treason and plot.
I know of no reason
Why the gunpowder treason
Should ever be forgot!

3 Read, think and answer.

At which festivals in your country do people ...

watch fireworks? celebrate at night? eat special food?

light a bonfire? walk in a procession? sing songs?

guy fawkes night

Characters:
Guy Fawkes Thomas Percy Robert Caseby John Wright Soldier 1 Soldier 2

1 Listen and read. Act it out.

Act 1
Robert and his three friends are in Robert's house having a meeting.

Robert: So, how about blowing up the Houses of Parliament on Saturday? That's when King James will be there.
John: Sounds like a good idea to me.
Thomas: I'm in.
Guy: Well, I'm not sure. What has King James done wrong?
Thomas: He treats us really badly!
John: Yes, and he is big-headed! He thinks he's really special because he sits on a throne.
Guy: Well, he does, doesn't he?
Robert: That's not the point.
Thomas: And he wastes money, always!
Robert: I know, it's awful, isn't it? So, the what?
Guy: The gunpowder – to blow it up!
John: I'll get it and Thomas can cook the gunpowder in the cellar on Friday.
Robert: OK. Remember you must get the gunpowder in the cellar on Friday.
Guy: So, it's all decided, then.

Act 2
Guy is in the cellar under the Houses of Parliament.

Guy: I always get the worst jobs, at night and then light this fuse. I have to get out of here as fast as I can.

There's the sound of soldiers approaching.

Guy: Oh, no! That's all I need!
Soldier 1: Hello, hello, hello! And what are you doing?
Soldier 2: I think it's someone who works in the cellar of Parliament.
Soldier 1: I can see that!
Soldier 2: Sorry.

Soldier 1: Sir, you're under arrest!
Guy: I wasn't doing anything, really!
Soldier 2: He said he wasn't doing anything. Let's go!
Soldier 1: Just a minute, Sir, how do you explain the barrels of gunpowder?
Guy: What barrels?
Soldier 1: The 36 barrels behind you!
Guy: Oh, those!
Soldier 1: You're under arrest!
Guy: Oh! That's all I need!
The soldiers take Guy Fawkes away.

Act 3
In the Tower of London, Guy is being tortured by the two soldiers. They are using horrible music to torture him: one of the soldiers is playing the violin badly.

Soldier 1: Come on, Guy, lie down on the rack. Now I'm going to have to stretch you a bit. Don't worry, this is going to hurt me more than it hurts you! Great! Thanks, Guy!
Guy: No problem – I always wanted to be taller.
Soldier 2: I can't look. I hate this bit.
Guy: Oh! That hurts but I'm not going to tell you anything.
Soldier 1: All right, that's it. You're asking for it now! No more Mr Nice Guy, Guy, Fred, start playing. Fred picks up his violin and starts to play. He plays for about five minutes.
Guy: Stop, stop! I can't stand it anymore! Please, stop playing. I'll tell you the names of the other men.
Soldier 1: OK, Fred. You can stop playing now.
Soldier 2: What a relief!
Guy: The names of the men are Thomas, John and Robert.
Soldier 1: Thanks. That's great! You can go now, Guy.
Guy: Oh! Bye then.
Soldier 1: Oh, Guy! We are going to a bonfire party tonight – we have invitations from King James! He's celebrating not being blown up. Would you like to come with us?
Guy: I don't know ...
Soldier 1: Oh, come on! It'll be fun. I hear there'll be sausages, baked potatoes and toffee apples ...
Guy: Oh, I love toffee apples! Yes, I'll come. Let me get my coat.
Soldier 2: Sir, why are you asking him to come! We don't want him to come!
Soldier 1: Of course we do. He's the guy we need for the bonfire!
Soldier 2: Oh!

Objectives: By the end of the lesson, pupils will have learned about the tradition of Guy Fawkes Night/Bonfire Night and the history behind it. They will also have read and performed an amusing, short play about the gunpowder plot.

Target language

- **Key language:** *bonfire, fireworks, torch, barrel of gunpowder, treason, plot, celebrations, the guy, explodes, to blow up, throne, cellar, century, enormous*
- **Additional language:** *bomb, How about ... ? sounds like a good idea, so full of himself, a divine right, taxes, light the fuse, you're under arrest, boss, the rack, stretch, that hurts, I can't stand it, what a relief*
- **Revision:** *days of the week, king, procession, sausages, baked potatoes, toffee apples, coat, remember*

Materials required

- Dressing-up clothes and props for the play

Pupil's Book page 99

Warmer

- Pre-teach the vocabulary from the text by drawing pictures of the following on the board: *a bonfire, a torch, fireworks*. Ask pupils what festival they think is connected to these things. Look at the pictures and the name of the festival and ask pupils if they know anything about this festival.

1 Read and say the correct sentences.

- Tell pupils to open their Pupil's Books at page 99. Focus them on the pictures. Elicit what they can see.
- Focus pupils on the text. Ask a pupil to read the text aloud. Explain any vocabulary they don't understand. Pupils focus on the sentences. Check understanding of instructions. Pupils work individually and correct the sentences. They check in pairs. Monitor and help/correct where necessary. Check understanding of the text by asking some more questions.

Key: 1 People in the UK celebrate Guy Fawkes Night. 2 Guy Fawkes is not alive today. 3 He planned to use gunpowder. 4 Guy Fawkes didn't kill the King. 5 On Guy Fawkes Night there are enormous bonfires. 6 People can use the bonfire to cook their dinner.

2 Listen and say the chant.

- Focus pupils on the activity. Tell them that there is a chant people say on Guy Fawkes Night. Play the audio while pupils follow silently in their books. Elicit or explain the meaning of any new vocabulary. Play the audio again. Chant together first loudly, then softly, slowly and fast.
- Play the audio again for the pupils to join in. Repeat several times.

CD 4, 33

As in Pupil's Book

3 Read, think and answer.

- Focus pupils on the pictures. Elicit what they can see (*fireworks, the night sky, a cake, a bonfire, a procession, musical notes*).
- Pupils work in pairs or small groups and talk about festivals in Spain which involve the pictures. When they have finished, elicit their ideas and write them on the board. Give pupils the opportunity to discuss their ideas and agree or disagree.

Pupil's Book pages 94 & 95

1 Listen and read. Act it out.

- Tell pupils they are going to listen to a play about Guy Fawkes and the gunpowder plot. Tell them to open their Pupil's Books at pages 94 and 95. Pre-teach key words and phrases: *throne, taxes, light a fuse, barrels, the worst job, the rack, stretch, I'm in, What a relief!*
- Pupils listen to the audio and follow in their books.
- Divide up the roles. The groups can be six people (one pupil per role plus the narrator). Alternatively, the groups can be made up of four people (one pupil can be Robert and Soldier 1, another pupil can be John and Soldier 2, another can be Thomas, and one pupil can be Guy).
- Once the roles are divided up, play the audio again pausing so pupils can practise their parts. Check pronunciation. Pupils rehearse the play in their groups. They should learn their roles by heart. They perform for the rest of the class. Encourage pupils to bring in props and some dressing-up clothes for the performance.

CD 4, 30

As in Pupil's Book

Ending the lesson

- Tell pupils to open their Pupil's Books at page 99. Focus on the picture of fireworks (Activity 3). Elicit how we should use fireworks safely and write the pupils' ideas on the board, e.g. *Never light a firework while you are holding it.*
- In pairs, pupils make a *DO/DON'T* list in their notebooks. Monitor and help/correct as required.

The Edinburgh Festival

The Edinburgh Festival

1 Read and say the corresponding picture for each paragraph.

1 The Edinburgh Festival, the largest arts festival in the world, is celebrated every August. It is not one festival but a collection of lots of small festivals which all happen at the same time. The original festival, called the Edinburgh International Festival, began in 1947 and as it became more popular, more and more different festivals started to appear.

2 There are so many festivals to choose from in Edinburgh so there is something for everyone: comedy shows, jazz and blues concerts, plays, opera, classical music concerts, film festivals, hundreds of books, traditional dances from around the world, magic shows, modern music, art exhibitions, puppet shows and poetry readings.

3 For the whole month of August, British newspapers are full of festival guides and reviews, and thousands of tourists from all over the world visit the city, looking for fantastic entertainment. Nobody is disappointed. The festival performances often happen in very unusual locations around the city which helps to make the Edinburgh experience even more memorable.

2 Listen and point.

3 Read and think. Ask and answer.

- The Comedy Bus (Saturdays from 7p.m., £10)**
See a different world-famous comedian every week as the comedy bus drives you up to Edinburgh Castle and back.
- Poems in the Pool (every afternoon, free)**
Come to the city's swimming pool to hear famous poems about water read by the people who swim there every day.
- The King's Theatre (3p.m. and 8p.m., £7.50)**
Watch a play about Shakespeare's life and works, with a mystery Hollywood star.
- Punch and Judy Return (Monday – Friday 1p.m., £1)**
A modern version of the classic puppet show for adults and children to enjoy.
- Scottish Country Dancing (Sundays 11a.m., free)**
Bristo Square in the city centre invites you to come and see the most famous traditional Scottish dances. There are free dance classes after the show.

Functions

I would love to go on the Comedy Bus. Why? What would you like to do?
I would like to see a comedian.
I would love to go on the Comedy Bus.

I think it's fun.

Romeo and Juliet

Characters:
Sampson (Capulet servant) Abraham (Montague servant) Prince of Verona
Romeo of the Montague family Juliet of the Capulet family Friar Lawrence
Juliet's nurse People at the ball

1 Listen and read. Act it out.

Act 1
Scene 1
There are two servants in a square in Verona. They work for different families. One walks into the other and they start arguing.
Sampson: Watch where you're going!
Abraham: Why should I? I can walk where I want!
Sampson: Don't talk to me like that! I'm a Capulet servant.
Abraham: So what? I'm a Montague servant.
Sampson draws his sword.
Abraham: Oh, be careful with that. You might hurt yourself.
Sampson: Ha! I hate all Montagues!
Abraham draws his sword.
Abraham: Well, if you insist.
Prince: I am sick and tired of your two families fighting. You will be punished to death.
Scene 2
People from the two families are dancing across a crowded room.
Romeo: What a beautiful girl! I wonder.
Juliet: Who is that handsome boy?
They walk through the crowd and meet.
Romeo: I'm Romeo Montague. What's your name?
Juliet: Oh, no! I'm Juliet Capulet.
Romeo: Oh, no!
Juliet: Our families hate each other.
Romeo: I know, but I think I love you!
Juliet: And I love you. This must be love.
Romeo: I don't know.
They embrace.

Act 2
Scene 1
Romeo goes to Juliet's house at night. She is on the balcony.
Romeo: Juliet! You look great!
Juliet: Romeo! So do you!
Romeo: Marry me, my darling.
Juliet: I would love to but when, where, how?
Romeo: Tonight! I'll go and find Friar Lawrence. He can marry us.
Juliet: Yes, good idea! I'll meet you in the garden in two hours.
Romeo: 'Til then, my darling!
Juliet: 'Til then, my love!
As Romeo leaves he blows Juliet a kiss.
Scene 2
Romeo and Juliet are in the garden waiting for Friar Lawrence. He arrives out of breath.
Romeo: We thought you weren't coming!
Friar: Yes, sorry I'm late. Anyway, shall we get on with it, then?
Juliet: Yes, please.
Friar: Romeo, do you take Juliet to be your wife?
Romeo: Yes, I do.
Friar: Great! Juliet, do you take Romeo to be your husband?
Juliet: Yes, I do.
Friar: That's fantastic! You are now husband and wife.
Romeo: Thanks!
Juliet: I hope my mum doesn't find out!

Act 3
Scene 1
Juliet and her nurse are in Juliet's bedroom talking. The nurse is brushing Juliet's hair.
Nurse: I hear you are going to marry Paris!
Juliet: Who told you that?
Nurse: Your father.
Juliet: I can't marry Paris. He's not my type at all.
Nurse: I know, but your father has made up his mind.
Juliet: Oh, dear! What can I do?
Nurse: Take this sleeping potion. Friar Lawrence gave it to me. Your family will think you're dead and then you can run away with Romeo.
Juliet takes the potion and falls into a deep sleep.
Scene 2
Juliet is lying in the family burial chamber. Romeo comes running in, crying.
Romeo: Oh, my darling! I can't live without you!
He drinks some poison and dies. Juliet wakes up. She sees that Romeo is dead.
Juliet: Oh, Romeo, my love! I can't live without you!
She takes a knife and stabs herself. Romeo and Juliet are lying dead in each other's arms.

Objectives: By the end of the lesson, pupils will have learned about the famous Edinburgh Festival. They will also have read and performed a short version of Shakespeare's *Romeo and Juliet*.

Target language

- Key language:** *puppet show, festival guide, review, performance, I would love/hate to go/see ... , a play, tourists, traditional dances, entertainment, location, poetry reading, country dancing*
- Additional language:** *nobody is disappointed, unusual locations, memorable, comedian, watch a play, mystery, free, watch where you're going, so what! I'm not joking, love at first sight, 'til then, Shall we get on with it?, run away*
- Revision:** *celebrated, comedy, jazz, opera, concerts, castle, swimming pool*

Materials required

- A map of the UK showing Edinburgh (optional)
- Typical photos/postcards of Scotland, showing famous places and traditional dress, etc. (optional)
- Dressing-up clothes and props for the play

Pupil's Book page 100

Warmer

- Ask pupils what they know about Scotland and Edinburgh. If you have brought a map and photographs, show them to the pupils. Ask them to imagine what happens at the Edinburgh Festival. Tell them that it is an arts festival and ask them to make more guesses.

1 Read and say the corresponding picture for each paragraph.

- Tell pupils to open their Pupil's Book at page 100. Focus them on the photos. Elicit what they can see. Tell pupils they are going to read a text about the famous Edinburgh Festival.
- Pupils read the text silently and decide which pictures match the paragraphs. Ask volunteers to read the text aloud. Check answers with the class.

Key: 1b, 2c, 3a

2 Listen and point.

- Focus pupils on the photos. Elicit what they can see. Pupils share their opinions. Play the audio and pause after each clip. Pupils work in pairs and point to the corresponding photograph.
- Play the audio again. This time when you pause after each clip, elicit what each one is. Encourage pupils to use paragraph two of the text if they need help with vocabulary.

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

CD 4, 34

- 1 *A few bars of operatic music.*
- 2 And now I will make the rabbit disappear. (Drum roll) Ta da! (Applause)
- 3 Tiger, Tiger burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?
- 4 O Romeo, Romeo! Wherefore art thou, Romeo?
Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.
- 5 *A rock band.*
- 6 *A few bars of Mozart.*

3 Read and think. Ask and answer.

- Focus pupils on Activity 3 and ask *What can you see?* Elicit *a guide to performances at the Edinburgh Festival*. Pupils read the guide extract and say numbers to show how much or little they want to see each performance (1 = *would love*, 5 = *would hate*).
- Focus on the Functions box. Read the questions and answer aloud.
- Check pupils know what to do. In pairs or small groups they talk about which performances they think are the best and the worst. Encourage them to give reasons.
- In pairs pupils imagine their own strange performance and location. Pairs take turns to describe their idea to the class and the class votes on the best idea.

Pupil's Book pages 96 & 97

1 Listen and read. Act it out.

- Tell pupils to open their Pupil's Books at pages 96 and 97. Ask if the pupils have heard of Shakespeare and if they know when he lived (16th century; 1564–1616). Ask if they know what he did (*actor and playwright*). Ask if they know the names of any of his famous plays? (*Romeo and Juliet*, *Hamlet*, *Macbeth*, etc.)
- Pupils listen to the audio and follow in their books. Check understanding. Tell pupils they will now read the play in groups. Divide up the roles. The groups can be made up of eight people (one pupil for each part, plus the narrator). Alternatively the groups can be made up of five people (one pupil could play Sampson and Friar Lawrence, another pupil could be Abraham and the nurse, another could play the Prince and also be the narrator, and one pupil as Romeo and another as Juliet).
- Once the roles are divided up, play the audio again pausing so pupils can practise their parts. Check pronunciation. Pupils rehearse the play in their groups. They should learn their roles by heart. They perform for the rest of the class. Encourage pupils to bring in props and some clothes for the performance.

CD 4, 31

As in Activity Book

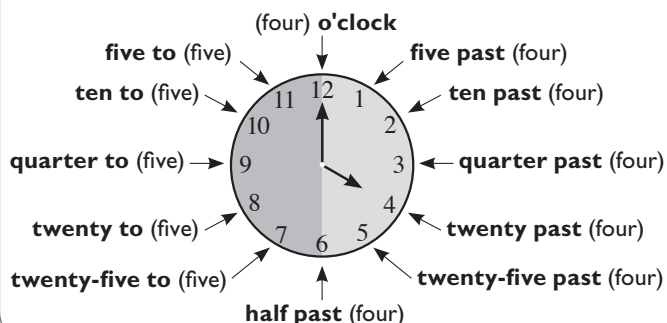
Ending the lesson

- Pupils act out their own modern-day version of *Romeo and Juliet* using their own words and ideas.

Grammar reference

Pupil's Book

- 1 What's the time?
It's 6 o'clock.



- 2 We use *going to* to talk and write about the future.

Affirmative	Negative (n't = not)	Question
I'm going to work hard.	I'm not going to work hard.	Am I going to work hard?
She's going to work hard.	She isn't going to work hard.	Is she going to work hard?
They're going to work hard.	They aren't going to work hard.	Are they going to work hard?

- 3
- right She turned **right**.
 - left They took the second street on the **left**.
 - across They looked and listened carefully before they walked **across** the street.
 - along We walked **along** the street.
 - straight on He didn't turn. He drove **straight on** to the end of the road.
 - corner I turned at the **corner**.
 - past You have to walk **past** the park.

- 4 We use the past continuous to describe what was happening in the past.

Affirmative	Negative (n't = not)	Question
I was reading a book.	I wasn't reading a book.	Was I reading a book?
We were reading a book.	We weren't reading a book.	Were we reading a book?

- 5 We use *made of* to describe materials.

Affirmative	Negative (n't = not)	Question
It's made of metal.	It isn't made of metal.	Is it made of metal?
They're made of metal.	They aren't made of metal.	Are they made of metal?

- 6 We use verb + *like* to describe things.

Affirmative	Negative (n't = not)	Question
It sounds like a train.	It doesn't sound like a train.	Does it sound like a train?
They sound like cats.	They don't sound like cats.	Do they sound like cats?

- 7 We use *should* to give and ask for help or advice.

Affirmative	Negative (n't = not)	Question
I should tell my teacher.	I shouldn't tell my teacher.	Should I tell my teacher?
He should tell his teacher.	He shouldn't tell his teacher.	Should he tell his teacher?

- 8 We use the *present perfect* to talk and write about things we did and do.

Affirmative	Negative (n't = not)	Question
They've visited London.	They haven't visited London.	Have they visited London?
She's visited London.	She hasn't visited London.	Has she visited London?

Grammar reference

Activity Book

ANSWER KEY

AB94. 1. *Write the times.*

Key: 2 quarter to eight, 3 five to eight, 4 five past eight, 5 twenty-five past eight, 6 ten to nine

AB94. 2. *Read and write.*

Key: 2 No, she isn't. She's going to eat some meat. 3 No, he isn't. He's going to have lunch at home. 4 No, we aren't. We're going to get up late. 5 No, I'm not. I'm going to buy a new comic. 6 No, it isn't. It's going to snow.

AB94. 3. *Read and choose the right words.*

Key: 2 past, 3 right, 4 across, 5 left, 6 corner

AB94. 4. *Read and order the words.*

Key: 2 Was Sarah skiing in the mountains? 3 I wasn't having a bath. 4 David was sailing to an island. 5 Emma and Harry were running through the park. 6 Were you waiting at the bus stop?

AB95. 5. *Answer the questions.*

Key: 2 It's made of paper. 3 They're made of leather. 4 It's made of wool. 5 They're made of glass. 6 It's made of gold.

AB95. 6. *Complete the sentences.*

Key: 2 like, 3 cheese, 4 feel, 5 It

AB95. 7. *Read and write 'Yes, you should.' or 'No, you shouldn't.'*

Key: 2 No, you shouldn't. 3 Yes, you should. 4 No, you shouldn't. 5 Yes, you should. 6 No, you shouldn't.

AB95. 8. *Write questions and answers.*

Key: 2 Have they ever entered a competition? No, they haven't. 3 Has he ever played table tennis? No, he hasn't. 4 Have they ever made a snowman? Yes, they have. 5 Have you ever seen the Olympics? No, I haven't.

Photocopiable activity 1

1 Peter and Sally are in different classes at the Park Road School. Complete their timetables for Monday. Use these words.

English
maths
science
geography
history
computer studies
art
music

	Peter	Sally
8.15		
9.10		
10.30		
11.25		
1.30		
2.25		
3.20		
4.15		

2 Ask and answer. Complete.

What has Peter got at quarter past eight?

He's got Music.

	Peter	Sally
8.15		
9.10		
10.30		
11.25		
1.30		
2.25		
3.20		
4.15		

Photocopiable activity 2A

Find someone who ...

- 1 ... is going to clean their room tomorrow afternoon.
- 2 ... is going to brush their teeth before they go to bed.
- 3 ... is going to play football after school.
- 4 ... is going to watch TV this evening.
- 5 ... is going to go to the cinema next weekend.
- 6 ... is going to visit their friends next Saturday.
- 7 ... is going to do an exam next week.
- 8 ... is going to clean their teeth after breakfast tomorrow.



Write the questions.

1 *Are you going to clean your room tomorrow afternoon?*

2

3

4

5

6

7

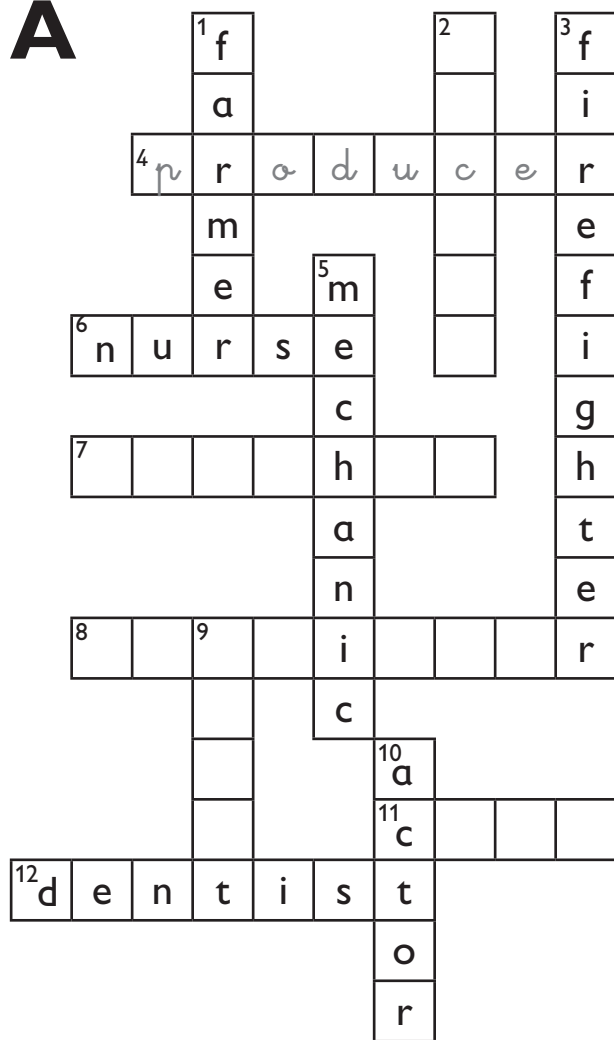
8



Now ask your friends.

Photocopiable activity 2B

A



Ask your friend questions to complete your crossword.

Example:

A: What's 4 across?

B: Someone who produces television programmes.

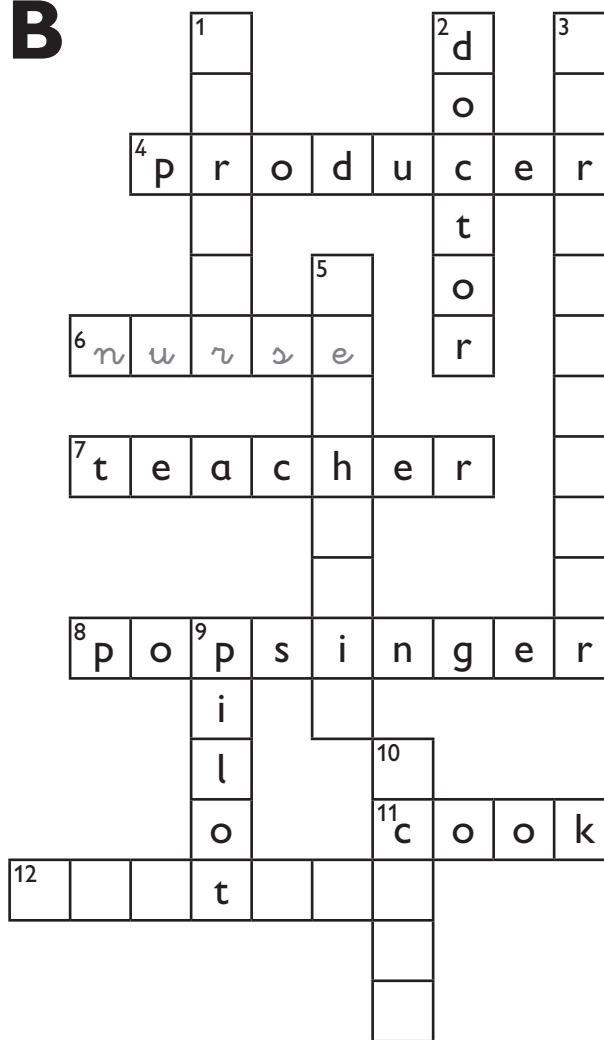
Across →

- 6 Someone who helps a doctor.
- 12 Someone who looks after people's teeth.

Down ↓

- 1 Someone who works on a farm.
- 3 Someone who puts out fires.
- 5 Someone who repairs cars.
- 10 Someone who acts in films or plays.

B



Ask your friend questions to complete your crossword.

Example:

B: What's 6 across?

A: Someone who helps a doctor.


Across →

- 4 Someone who produces television programmes.
- 7 Someone who teaches children.
- 8 Someone who sings pop songs.
- 11 Someone who prepares food in a kitchen.

Down ↓

- 2 Someone who works in a hospital.
- 9 Someone who flies planes.

Photocopiable activity 2C

 <p>I'm going to play volleyball on Wednesday afternoon. I'm going to do my homework on Saturday morning.</p>	<p>I'm going to play volleyball on Wednesday afternoon. I'm going to have a party on Saturday morning.</p>	<p>I'm going to play volleyball on Wednesday afternoon. I'm going to go shopping on Saturday morning.</p>
<p>I'm going to play volleyball on Wednesday afternoon. I'm going to read a comic on Saturday morning.</p>	<p>I'm going to read a comic on Wednesday afternoon. I'm going to go shopping on Saturday morning.</p>	<p>I'm going to read a comic on Wednesday afternoon. I'm going to do my homework on Saturday morning.</p>
<p>I'm going to read a comic on Wednesday afternoon. I'm going to get up late on Saturday morning.</p>	<p>I'm going to read a comic on Wednesday afternoon. I'm going to go shopping on Saturday morning.</p>	<p>I'm going to go shopping on Wednesday afternoon. I'm going to play volleyball on Saturday morning.</p>
<p>I'm going to go shopping on Wednesday afternoon. I'm going to get up late on Saturday morning.</p>	<p>I'm going to go shopping on Wednesday afternoon. I'm going to read a comic on Saturday morning.</p>	<p>I'm going to go shopping on Wednesday afternoon. I'm going to watch TV on Saturday morning.</p>
<p>I'm going to have a party on Wednesday afternoon. I'm going to get up late on Saturday morning.</p>	<p>I'm going to have a party on Wednesday afternoon. I'm going to watch TV on Saturday morning.</p>	<p>I'm going to have a party on Wednesday afternoon. I'm going to read a comic on Saturday morning.</p>

Photocopiable activity 3

A The _____ made _____ _____ in London over
_____. The bridge fell _____
_____ different times, but _____
_____ bridge over the Thames _____ the new
Westminster _____ London Bridge was _____
_____ it had houses _____
_____. There were about _____ the old bridge.
_____, a new London Bridge _____
_____ from the old _____. _____
_____ opened in 1831 _____
_____ the old bridge. _____, _____ bridge was
opened. _____ 1831 bridge and took
_____ Havasu _____ Arizona, _____.
Today lots of people _____ London
Bridge in _____.









B _____ Romans _____ the first bridge _____
_____ the River Thames. _____ into the river
at _____, _____ it was the only _____
_____ until they opened _____
Bridge in 1750. _____ also important because
_____ and shops on it. _____
_____ 400 shops on _____.
In the 1820s, _____ was built up
the river _____ one. This new bridge _____
_____ and they pulled down _____
_____. In 1968, another _____. An American
bought the _____ it to Lake
_____ in _____, USA.
_____ go to visit the _____
_____ Arizona.

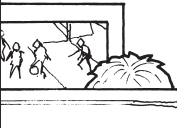





Photocopiable activity 4

Pairwork information gap

A B: What was Harry doing when the earthquake struck?
A: He was watching TV when the earthquake struck.

	watch TV 	sing in the shower 	talk on the phone 	do homework 	read a book 	use the computer 
Harry	✓					
Katy						
William and Betty						
me						
my friend						

B A: What was Harry doing when the earthquake struck?
B: He was talking on the phone when the earthquake struck.

	watch TV 	sing in the shower 	talk on the phone 	do homework 	read a book 	use the computer 
Harry			✓			
Katy						
William and Betty						
me						
my friend						

Photocopiable activity 5

1 Write the words in the boxes.

	ring	gloves	shoes	belt	coat
Richard					
Sarah					
Katy					

2 Ask and answer and complete.

What's Richard's ring made of?

It's made of plastic.

	ring	gloves	shoes	belt	coat
Richard					
Sarah					
Katy					

Photocopiable activity 6

Ask three friends. Write your friends' answers.

1 What does this look like?



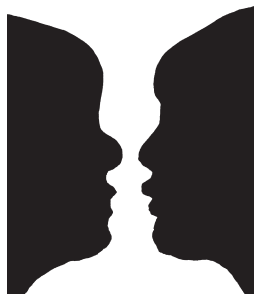
2 What does this look like?



3 What does this look like?



4 What does this look like?



5 What does this look like?



6 What does this look like?

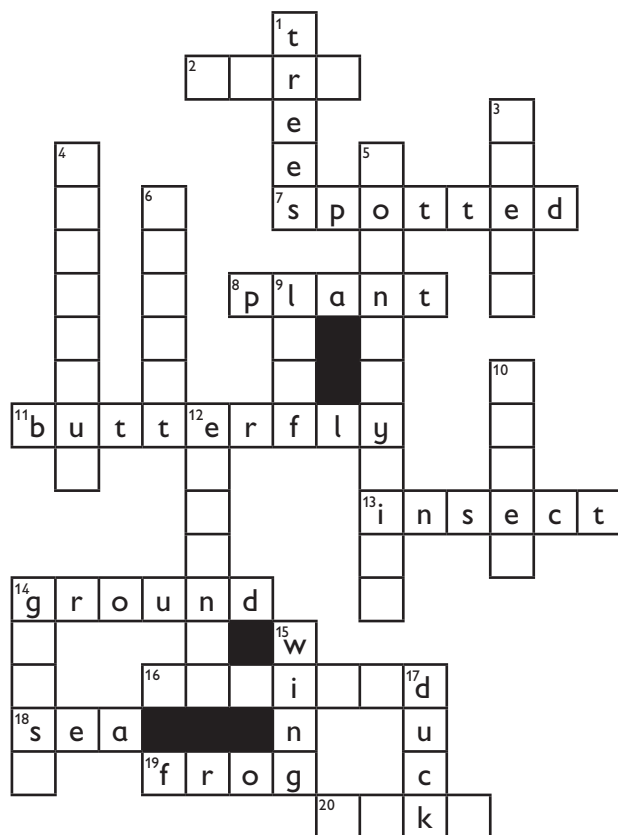


Photocopiable activity 7

hair	fur	cats	dogs
spots	stripes	fish	frogs
bats	birds	teeth	tails
black	white	sharks	whales
fish	chips	gold	silver
salt	pepper	knife	fork
shoes	socks	pencil	paper

Photocopiable activity 8

A



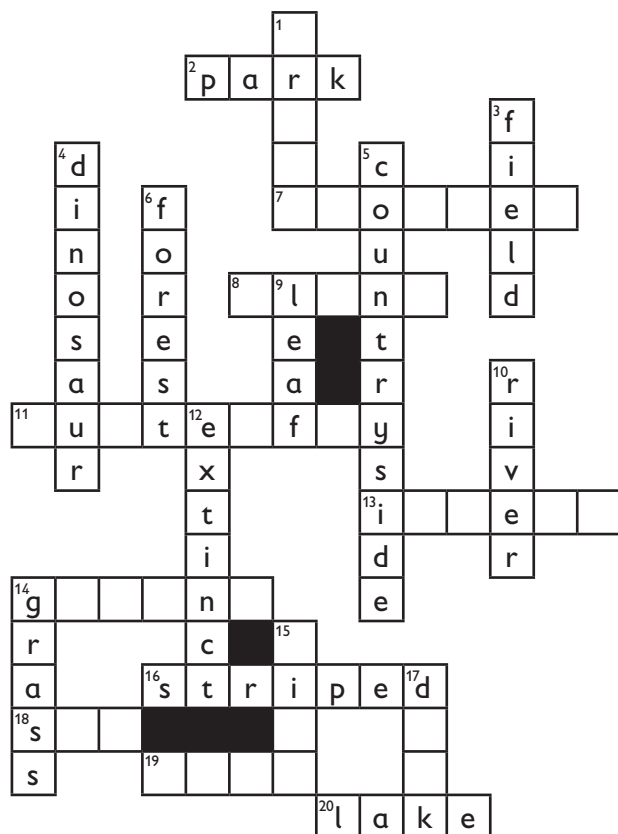
Across →

- 7 An adjective to describe an insect with spots.
- 8 It lives and grows, but it isn't an animal. A flower's one.
- 11 It can fly, but it isn't a bird. It's beautiful and it loves flowers.
- 13 This isn't an animal or a plant. Lizards like to eat them.
- 14 This is the floor when we're outside.
- 18 A very big area of salt water.
- 19 This animal can swim and jump very well. It lives near rivers and lakes.

Down ↓

- 1 Very big plants. There are lots in a forest.
- 15 Most birds and insects use this to fly.
- 17 A bird which loves water. It lives near rivers and lakes.

B



Across →

- 2 In a town or a city, we can play here.
- 16 An adjective to describe an insect with stripes.
- 20 There's water here, but it isn't a river or the sea.

Down ↓

- 3 There's a lot of grass here. Cows and sheep are usually in one.
- 4 This animal was called 'The terrible lizard'. It's extinct now.
- 5 Not in the city. We can go here for a picnic.
- 6 There are lots of trees here.
- 9 This is green. We can see it on a plant.
- 10 There's water here, but it isn't the sea or a lake.
- 12 An adjective to describe plants or animals which don't exist any more.
- 14 Cows eat this.

Extra activities

Welcome to our ezine

Page 4

● Extra activity 1: Making friends

Make pairs. If possible, pair pupils who don't know each other very well. Elicit some questions to find out personal information, e.g. *When's your birthday? Where do you live? Have you got brothers and sisters? What's your favourite band?* Either do this orally, or write the questions on the board. Individually, pupils choose and write six questions to ask their partner on a piece of paper. They then take it in turns to ask and answer. They write the answers under the questions. They write their friend's name at the top of the paper, decorate it and then display it on the board.

● Extra activity 2: Word race

This is an extension of Activity Book page 4 Activity 1. Divide the class into groups of four. Give a large piece of paper to each group. They divide it into four. Tell pupils you will give them time limits to write other lists, as in Activity 1. Each time you say a category, give pupils two minutes to write as many words as they can think of in one part of the paper. Remind them to do it quietly so the other groups don't hear. At the end of the activity, groups swap papers with other groups. Brainstorm mind maps onto the board for each category. Pupils can be creative, but you must decide if their words are acceptable or not. The groups with the most words in each of the categories are the winners. Suggested categories: *things we eat, things we drink, things we carry, things we ride, things we play, things we look after.*

Page 5

● Extra activity 1: Profiles

Pupils use the information they found out about in Pupil's Book Activity 6 to write a short profile of their partner. They use the texts in Pupil's Book Activity 4 as a model. Remind them to use the third person, e.g. *She likes riding ...*. Pupils display their texts.

● Extra activity 2: Mime game

Introduce the game by miming one of the activities from the lesson, e.g. *playing the guitar*. Choose eight pupils to come to the front. Together they very quietly choose eight activities to mime to the class. They take it in turns to mime the activities (they can include activities which are not from the lesson). The class watch and silently write the activities in their notebooks. They don't speak. Pupils swap notebooks. The eight pupils redo their mimes in turn and the class says the activity. Pupils correct their partner's work. Repeat with another eight pupils and eight new activities.

Page 6

● Extra activity 1: Ezine page

Pupils work in groups of four to create their own ezine page about the school, using the texts and pictures on the Pupil's Book page as a model. They should include drawings and text. Display the posters around the class. Decide who wins 'the prize'.

● Extra activity 2: Dictionary game

Elicit all the school words from the lesson (including school subjects) and write them as a mind map on the board. Pupils copy the mind map into their notebooks. In pairs, pupils write each word from the mind map on a separate piece of paper. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, pupils place one set of word cards down on their desks. Hand out dictionaries: one for each pair. Pairs take turns to turn over a word. Both pairs then race to find the word in the dictionary. The pair who find the word first read out the definition and 'win' the word. The game continues until all the words have been won.

Page 7

● Extra activity 1: School song

Pupils work in groups of four to write a new verse for the School song. Monitor and help the different groups. Some groups may only want to change a few words; others may feel confident enough to rewrite the verse. Groups perform their verses, e.g. Group A sing their verse; the whole class sings a chorus; Group B sing their verse; the whole class sings a chorus, and so on around the class.

● Extra activity 2: Word poems

Demonstrate the activity for the class. Choose a subject and write the word vertically on the board with the first letter at the top and the last at the bottom. Elicit/Write a word or phrase for each one so the poem looks like this:

Multiply
Add
That's
Hard for
Some people

Pupils work in groups of four to create their own poems using other subjects. Groups display their poems for the class.

Page 8

● Extra activity 1: About our timetables

Pupils work in groups of four. They put their timetables on their desks and look for similarities and differences. They all stick their timetables on a large sheet of paper and write sentences underneath about what they found, e.g. *We all have two lessons of maths a day. No one has science lessons on Monday. Only (name) has tennis on their timetable.* Groups take it in turns to come to the front, hold up their poster and read out their sentences to the class. Display the posters on the wall.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

Page 9

● Extra activity 1: Role play

Make groups of three. Pupils read through the Pupil's Book story in their groups. They take turns to be the three different characters. More confident pupils can role play the story for the whole class.

● Extra activity 2: Fill in the words

Pupils close their Activity Books. Display a large sheet of paper with the following gapped text on the board:

Egyptian hieroglyphics were one of the first kinds of _____, but modern people couldn't _____ them. Ancient people wrote important things on the _____ Stone in three different _____. In 1822 a very clever man called Jean-François Champollion used two of the _____ to _____ the third, the Egyptian hieroglyphics. The _____ Stone helped us to _____ the _____ better.

Pupils work in pairs to complete the text with the key words. Give them a time limit. They write the missing words in a list in their notebooks. Pupils swap notebooks with other pairs for correcting. Check with the class.

Unit 1 Time for television

Page 10

● Extra activity 1: Matching game

Dictate the following times to pupils: 2.15, 10.30, 4.10, 5.40, 6.45, 12.30, 11.25, 7.55. Hand out two sheets of coloured paper/card one white, one blue, to each pair. They divide and then cut each one into eight squares. On the white paper/card they write each time in words, e.g. *quarter past two*; on the blue one they draw clocks to show the different times.

Make groups of four. Pupils put their cards face down on the table and mix them around. They take turns to turn over one white and one blue card. The pupil says the time on each one aloud. If they match and the pupil has said them correctly, he/she keeps the pair. If they are not a match or if the pupil has made a mistake, then he/she turns the cards face down again. Play continues until all the cards have been matched.

● Extra activity 2: My day

Pupils work individually and write a sequence similar to Activity Book Activity 3 for their day in their notebooks. They write the sentences on different lines. At the end of each sentence, they draw a clock showing the time. They swap their notebooks with a partner and check each other's work.

Page 11

● Extra activity 1: School times

Hand out a copy of Photocopiable activity 1 (see page 202) to each pupil. Pupils complete the timetable information in the top section of the photocopy.

Make pairs. Pupils don't look at each other's papers. They take turns to ask and answer about Peter and Sally and complete the timetable at the bottom of the photocopy with their partner's information. Remind them to use the prompts in the speech bubbles. When they have finished, pupils look at each other's work to check.

● Extra activity 2: Talking about yesterday

Write *Today* in a box on the board with the following verbs underneath: *have, start, catch, finish, get dressed, go, begin, come, wake up, get up, eat, drink, put, take*. Write *Yesterday* in a box on the board and elicit one example from the list, e.g. *have-had*, and write *had* in the box. Pupils work in pairs to write the other words in the past. Elicit from pairs and complete the box on the board.

In their pairs, pupils write four sentences on strips of paper about the time they do/did things in the day: two in the present and two in the past. Collect the strips of paper. Make four teams. They line up, with the pupil at the front facing the board. Clean the board and write only *Yesterday* on one side and *Today* on the other. Read out a sentence at random. According to whether the sentence is in the present or the past, the pupils at the front of each team run and touch the correct word on the board. The first to do so wins a point for their team. The runners go to the back of the line. Continue with the other sentences until everyone has had at least one turn.

Page 12

● Extra activity 1: TV programme survey

Elicit the question for finding out favourite programmes from pupils (*What's your favourite TV programme?*). Elicit possible responses, e.g. the name of the programme or *I don't have one*. Pupils prepare a five-column x seven-row survey table. They write *Question* at the top of column 1, and *Name* at the top of the other four columns. Down the left-hand side they write six questions to ask their friends. Make sure they notice that we say *What's your favourite TV sports / cartoon / news / quiz programme?* But we say *What's your favourite TV series / documentary?* (without using *programme*).

Pupils move around the class, asking the six questions of four friends. They note their answers. Discuss with the class which their favourite programmes are.

● Extra activity 2: Making a TV programme

Pupils work in groups of four. They choose a TV programme they know well, e.g. a series, a quiz, a comedy or a news programme. They write a short script, to include all four pupils in the group. They rehearse their scripts. Monitor and help groups at this stage, providing input on language and content. When all the groups are ready, they perform their programme extracts for the class. Photograph or film their efforts.

Page 13

● Extra activity 1: Reading race

Make groups of four. Give each group their questions (see Materials required page 32) and give them reading time. Put the TV schedules on the wall where groups cannot read them from their desks. Tell the class the rules and demonstrate the race with an example question.

Rules: Pupils take turns to go and find answers to the questions. They have to remember the answer, come back to their group, tell them and they write it on their paper. Only one pupil can be away from the group at any one time. Pupils take turns to write the answers on the sheet. Start the race. Note the time that each group finishes (let them all finish). Groups swap papers. Correct as a class for groups to mark each other's answers. The group with the most correct answers (including spelling) is the winner.

● Extra activity 2: Presentations

Pupils use the information from Activity Book Activity 14 to prepare and give short oral presentations to the class (one to two minutes). They should make notes before their presentation and can use these when they are speaking, but they shouldn't write the complete text to read aloud. You can spread the presentations over several days or pupils can present in small groups.

Page 14

● Extra activity 1: Comparing information

Make new groups of four which do not contain any of the pairs from Pupil's Book Activity 16. Pupils use their notes about their friend to report to the group. They take turns to report one piece of information, e.g. *Luca watches TV seven times a week*. If another pupil has found out the same information about their friend, they can add it, e.g. *Oh, Gemma watches TV seven times a week too*. After they have all orally reported about their friends, tell groups to put away their notebooks. Hand out large sheets of paper to each group. They prepare group posters about their friends' TV habits, using the information from Activity 16. They can organise / present the posters in whatever way they like, apart from writing texts (which they are going to do for Activity 17). Pupils display their posters on the wall.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book page 14 Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

Page 15

● Extra activity 1: Role play

Make groups of six. Pupils decide on their roles and then read through the Diggory Bones story in their groups. They extend parts of the story as they wish, e.g. the interview with Diggory. They prepare and practise their role plays as a group and perform their stories for the whole class.

● Extra activity 2: The news

Pupils work in pairs. They use the information from the previous episode, this episode and their imagination to extend the news item about the professor and the Baloney Stone, so that it lasts about one minute. Set up a news desk at the front of the class for one of each pair to read their news items. Vote as a class for the best, funniest, most imaginative news item.

Page 17

● Extra activity 1: My personal timeline

Pupils work individually to make a timeline about their own lives. Brainstorm with the class some key points in pupils' lives, e.g. *starting school, moving house, learning to walk, learning to swim, starting English*. Pupils draw their own timeline on a large piece of paper, with the heading *My personal timeline*, divide it into years and then write the information above or below the relevant sections. They illustrate the information. Pupils compare timelines.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on cartoons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Cartoons*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about how cartoons are made. I made my own flipbook*. If time, pupils can illustrate the page.

Unit 2 People at work

Page 18

● Extra activity 1: Sentence parts

Pupils work in pairs. They write at least six sentences using *going to*, to include questions, negatives and affirmatives. They write each one on a strip of paper and cut it up, as in Pupil's Book Activity 3. They swap their sentences with another pair, who try to sequence them correctly.

● Extra activity 2: Find someone who ...

Hand out Photocopiable activity 2A (see page 203) to each pupil. Give them reading time and then elicit the questions for each one. Check understanding of the vocabulary. Pupils write the questions on the lower half of the paper. They move around the room, asking questions of at least four friends. When a friend answers Yes to a question, the pupil writes their friend's name in the box. Discuss answers as a whole class by asking, e.g. *Tell me, (name), did you find someone who's going to (go to the cinema next weekend)?* Elicit a complete sentence using *going to* each time, e.g. *Yes, (name) is going to go to the cinema next weekend, or No, I didn't find anyone who's going to go to the cinema next weekend*.

Page 19

● Extra activity 1: Song time

Brainstorm ideas for other verses for the song, e.g. *going to work all night, and do it right / teach them sums, and make it fun*. Pupils work in threes. They rewrite a verse and illustrate it with an amusing picture. Groups sing their verses and display their work.

● Extra activity 2: My diary

Pupils write their own imaginary diaries (using Sam's in Activity Book Activity 7 as a model) for the next weekend. They include times and also add their own ideas. Pupils work in new pairs. Pupils take turns to ask and answer about each other's diaries and write a note in their diary about what their friend is doing when.

Page 20

● Extra activity 1: Disappearing text

This activity uses one of the texts from Pupil's Book Activity 8. Either write one of the shorter texts or part of one of the longer texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (books closed). Erase the jobs from the text. Ask pupils to read it aloud again, filling in the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns).

● Extra activity 2: Crossword

Hand out Photocopiable activity 2B (see page 204) to each pair: part A to one pupil and part B to another. They take turns to ask their friend for a clue / to provide a definition. Remind pupils of useful language, e.g. *How do you spell that? Can you say that again, please?*

Page 21

● Extra activity 1: Predictions

Pupils work in groups of six. They draw a table like the one in Pupil's Book Activity 15, putting their name at the top of the list and then their friends' names down the side. They have an extra column on the right (for the jobs). Brainstorm ideas onto a mind map about what pupils love doing, to give them ideas. Pupils write what they love doing in the column next to their own name. Elicit/Provide the questions: *What do you love doing? What are you good at?* Pupils take turns to ask the questions of the others in their group and to note the answers in the middle column. Pupils use the information to complete the third column alone. Then they discuss their predictions as a group, e.g. *I think you're going to be ...*. Discuss pupils' predictions for each other as a class.

● Extra activity 2: Guess the job

Play the audio from Pupil's Book Activity 11 again (CD1.31). Pupils work in pairs. They write a short dialogue, which gives clues about a job, but which doesn't say exactly what it is. Encourage pupils to be creative and funny. Pairs role play their dialogues for the class to guess the job.

Page 22

● Extra activity: Guess the job

Pupils use the texts they wrote for Activity Book Activity 18 in a guessing game. They look back through their texts and cross out the actual job. Ask for six volunteers. They come to the front. The pupils take turns to read their texts aloud. The rest of the class listen in silence and write down what they guess the job is. They do this for all six. At the end, check the answers with the pupils at the front. Repeat with six more volunteers.

Page 23

● Extra activity 1: Role play

Make groups of five. Pupils decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g. Sir Doug can go to the library too. They prepare and practise their role plays as a group and perform their stories for the whole class.

● Extra activity 2: Job alphabet

Pupils divide a piece of paper into 26 squares. They write a letter of the alphabet in the corner of each square. The squares should be big enough to write at least one word in. At the top of the page, they write *Jobs*. Pupils look back through the unit to find all the jobs they can which begin with different letters of the alphabet. They write the words in the appropriate places. Pupils discuss and compare.

Page 24

● Extra activity 1: Draw and label

Pupils copy the diagrams from Pupil's Book Activity 2 into their notebooks and label them. Underneath, they write about their own teeth, saying how many incisors, canines, premolars and molars they have actually got.

● Extra activity 2: Other animals and their teeth

Make groups of four. Pupils use reference books and/or the Internet to find out other amazing facts about animals and their teeth. Before the activity, brainstorm some animals and questions with the class to give them ideas, e.g. *Do snakes have teeth? How big was a dinosaur tooth? Do any other animals clean their teeth? Can any animals regrow their teeth? What animals have tusks?*

Pupils find out the information in their groups and transfer it onto a poster. They can draw pictures of the animals. Display the posters on the wall. Pupils walk around the room and look at all the posters. They find what they think is the most amazing fact and write it in their notebooks.

Page 25

● Extra activity 1: Brushing my teeth

Pupils write the text on brushing their teeth from Pupil's Book Activity 4 in the correct order in their notebooks. Once they have done this, they rehearse brushing their teeth in this way, allocating timings to the different activities.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on teeth onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Teeth*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I did an experiment. I learned about the different teeth people have. I know how to brush my teeth properly.*

Review Units 1 and 2

Page 26

● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants from Units 1 and 2.

● Extra activity 2: Telephone conversation

Tell pupils they are going to write the telephone conversation between Sarah and Peter (see Pupil's Book Activity 1). Give them time to re-read the conversation in the Pupil's Book first and elicit the things that Sarah needs to ask Peter. Write the beginning of the phone call on the board:

Peter: Hello?

Sarah: Hi, Peter. It's Sarah. ...

Pupils work in pairs to continue the conversation. Tell them to use their imagination. (Will Peter say 'yes' or 'no'? Has he got a different suggestion about where to go?) Monitor and help with language. Pupils practise their phone call. Ask volunteer pairs to perform their call for the class.

Page 27

● Extra activity 1: Vocabulary review

Pupils look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *TV programmes* and *Jobs*.

● Extra activity 2: Games

Pupils choose one of the games from Units 1 and 2 to play.

Unit 3 City life

Page 30

● Extra activity 1: Following directions

Organise the tables in the classroom so that there are 'roads' for pupils to walk along and corners and turnings. Place labels on some of the tables, e.g. *museum, station, supermarket*. Demonstrate the activity by giving simple directions for a pupil to follow. In pairs, pupils write a short set of directions for another pupil to follow around the class. All pupils start with *You are outside / at the (place)* and they have to take the person to a certain place in the 'city' (classroom). They can choose where to start. Write prompts on the board, e.g. *Take the ... , Turn ...*. Pairs take turns to give directions to another pupil.

● Extra activity 2: Now draw the map

Pupils work in pairs and draw and label a map of the part of the city as described in Activity Book Activity 1. They can add to the map, but all the features mentioned in the text must be there and correct. Pupils swap maps. Read the text aloud to the class. They follow on the friend's map as if they are the bus driver to check.

Page 31

● Extra activity 1: Correct the mistakes

Focus pupils on the map in Pupil's Book Activity 4. Tell them you are going to give them some directions to follow. Display the large sheet of paper (see Materials required page 68). Pupils read and follow the directions to find the mistakes. They check in pairs. Check with the class.

● Extra activity 2: How to get there

Tell pupils that a friend is going to visit their house or school and needs directions from, e.g. the train station, or the bus stop. Provide a simple email format on the board for them to complete:

Hi (name)

It's great that you are coming to visit. Here are the directions so you can find my house/school easily.

You start at ... (lines for directions)

Here's my mobile number in case you get lost.

Good luck and see you soon

(Name)

Page 32

● Extra activity 1: Pair dictation

Hand out Photocopiable activity 3 (see page 206) to each pair, part A to Pupil A, part B to Pupil B. Pupil A starts reading until he/she comes to a gap, and then Pupil B takes over. They continue like this until the end of the text. The first time, they don't try to write anything, but just read and listen to get the general sense of the text. The second time, they complete their text, writing in the words their partner says. At the end, they look at each other's texts to check. See below for completed text:

London Bridge

The Romans made the first bridge in London over the River Thames. The bridge fell into the river at different times, but it was the only bridge over the Thames until they opened the new Westminster Bridge in 1750. London Bridge was also important because it had houses and shops on it. There were about 400 shops on the old bridge. In the 1820s, a new London Bridge was built up the river from the old one. This new bridge opened in 1831 and they pulled down the old bridge. In 1968 another bridge was opened. An American bought the 1831 bridge and took it to Lake Havasu in Arizona, USA. Today lots of people go to visit the London Bridge in Arizona.

● Extra activity 2: London posters

Review what pupils thought were the most exciting things about London from the warmer and from the reading. Tell pupils they are going to make a poster, in groups of four. The poster is to promote London and to make people of their age want to go there, so it has to be exciting, colourful and interesting. Pupils can use reference books and the Internet to find information. They can print pictures off the Internet, but they have to write their own text. Give them planning and research time and then time to prepare their posters. Display the posters around the classroom or the school.

Page 33

● Extra activity 1: Drawing a map

Pupils draw a map to illustrate their directions from Pupil's Book Activity 14. They then write the directions underneath it.

● Extra activity 2: Ten questions

In pairs, pupils make a quick mind map of all the jobs they can remember, then secretly choose one of them. Pairs take turns to come to the front. The rest of the class can ask ten *yes / no* questions to guess their job. If the class do not guess in ten, the pair of pupils gains 1 point. If the class do guess, the pair who guess correctly win 1 point.

Page 34

● Extra activity 1: Spelling

Pupils work in pairs. Pupil A closes his/her book. Pupil B says a word from Activity Book Activity 18. Pupil A says the word and tells Pupil B if it has the sound /s/, /ʃ/ or /tʃ/. Pupil A then writes the word in his/her notebook, thinking carefully about the spelling. Pupil B checks Pupil A's spelling. Then they swap roles. Repeat two or three times.

● Extra activity 2: Pelmanism

Pupils close their books. Hand out a photocopy of the words to pairs of pupils. They cut them into 12 cards. They put the cards face down on the desk. Pupils take turns to turn over two cards and say the words. If the words have the same sound (the ones that are underlined), he/she keeps the pair. If not, he / she turns them face down again. When most or all of the cards are paired up, pupils check with another pair.

Page 35

● Extra activity 1: Role play

Make groups of four. Pupils decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g. Sir Doug can go to Egypt too / Brutus is doing a different job. They prepare and practise their role plays as a group and perform their stories for the whole class.

● Extra activity 2: Following directions

Organise the tables in the classroom so that there are 'roads' for pupils to walk along and corners and turnings (similar to Extra activity 1 for page 30). Pupils make labels for places in the city and place them on some of the tables, e.g. *museum, station, supermarket*. Demonstrate the activity by giving simple directions for a pupil to follow. In pairs, pupils write a set of directions for another pupil to follow around the class. Pupils can start the directions wherever they like, e.g. *You are outside the museum / at the school*, and they have to take the person to a certain place in the 'city' (classroom). Write prompts on the board, e.g. *Take the ... , Turn ...*. Pairs take turns to give directions to another pupil.

Page 36

● Extra activity 1: Cavemen

Brainstorm with the class what they know about cavemen: what they wore, where they lived, what they ate, how they hunted, what they looked like, etc. Pupils use the information to write a short text in their notebooks about cavemen. They can personalise, e.g. imagine they are a caveman for a day.

● Extra activity 2: The Industrial Revolution

Use pictures to brainstorm key aspects of the Industrial Revolution with the class (trains, factories, mechanisation, farming, cities, speed and ease of travel). Pupils work in groups of four. They choose one aspect of the Industrial Revolution, e.g. the railways / the first steam train, and find out about it, using reference books / Internet. They present their information on a poster with pictures and a short text and groups take turns to talk to the class about what they learned.

Page 37

● Extra activity 1: What we did for the project

Pupils reflect on and then write about what they did for the project: what they talked about, how they decided what to include and why, the process of drawing the city plan (was it difficult?), the name they chose and why.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on cities onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Cities*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about the history of cities. I learnt about the Industrial Revolution. I created a plan for a new city in my group.*

Unit 4 Disaster!

Page 38

● Extra activity 1: Role play

Display the audio script from Pupil's Book Activity 1 on the board or on a large sheet of paper. Make groups of four. Pupils take turns to be the different characters and role play the story.

● Extra activity 2: Timeline

Pupils put the sentences from Activity Book Activity 3 on timelines, using the colours in the Presentation.

Page 39

● Extra activity 1: Palms up or down?

Pupils work individually and write six sentences about things they were doing / that happened to them during the previous week. Some must be true; others can be false. Make groups of four. Pupils take turns to read their sentences to the group. The pupils guess true or false, but they don't say it. They put one hand down on the table, palm up for true, palm down for false. Correct guesses win a point.

● Extra activity 2: Survey

Pupils prepare a five-column x seven-row survey chart in their notebooks. Pupils write six questions in the left-hand column, beginning *What were you doing at ... ?* and adding times. They interview four people, write their names at the top and then write their answers using the past continuous.

Page 40

● Extra activity 1: Important dates in my life

Draw a life timeline on the board for an imaginary pupil (Sylvia). Mark six dates along the timeline, e.g. *Born on 27 June 1995, Baby brother born in 1998, Started school in September 2000, Learnt to swim in February 2001, Moved house on 31 October 2003, Got my pet dog Frankie on 25 December 2005*. Elicit sentences from the class about Sylvia's life. Check they say the days correctly (use of *in, on*, pronunciation of months, ordinals, years, etc.). Pupils work individually. They draw a timeline for themselves in their notebooks and mark six points along it. Make groups of four. Pupils take turns to tell each other about the events in their lives. They find out if they have any dates or events in common. Pupils write sentences about the six events in their lives under the timeline.

● Extra activity 2: Date bingo

Write 16 complete dates on the board, e.g. *15 October 2003*. Pupils draw a 2 x 2 bingo grid in their notebooks and choose four dates. They write one in each square in their notebooks. Call out the dates at random. Pupils cross ones out that they hear. The first pupil to cross out all four is the winner, if they can then say all four dates correctly.

Page 41

● Extra activity 1: The other hemisphere

Display a world map or show pupils a globe. Teach *the northern hemisphere* and *the southern hemisphere*. Ask pupils if they have ever visited friends or relations in the other hemisphere. Write the months of the year horizontally on the board. Above the months (for the northern hemisphere), mark in the seasons. Below the months (for the southern hemisphere), mark in the seasons. Ask pupils, e.g. *When it's summer for us, what season is it in the southern / northern hemisphere? (winter). What do you think people do then?* Repeat for another season. Pupils copy the chart into their notebooks. In pairs, they discuss what people do in the different months in the other hemisphere.

● Extra activity 2: Pairwork information gap

Hand out Photocopiable activity 4 (see page 207), one copy cut in half for each pair. Demonstrate the activity on the board. Pupils work individually, keeping their work secret. They tick one thing they were each doing when the earthquake struck (including themselves in the 'me' row). Make new pairs. Pupils take turns to exchange information about Harry, Katy, William and Betty and to ask and answer about themselves. Then they look at each other's papers to check.

Page 42

● Extra activity 1: Recording survey information

Pupils write sentences about what they were doing in their notebooks using the questions in the survey in Pupil's Book Activity 15, e.g. *At 8.45 yesterday morning, I was walking to school with my brother.*

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

Page 43

● Extra activity 1: Role play

Make groups of three. Pupils decide on their roles. Play the audio of the Diggory Bones story. Pupils repeat in role. They read through the story in their groups. They change roles.

● Extra activity 2: Birthday chart

Display the birthday chart (see Materials required page 92). Tell pupils when your birthday is, write the date and your name on a piece of paper and stick it in the appropriate segment of the birthday chart. Pupils work in pairs. They ask their friend when their birthday is and write their name and the date on a small piece of paper. Pupils then stick the paper in the correct part of the birthday chart. Discuss with the class, e.g. *Look. There are no birthdays in February. How many of you have birthdays in April?*

Page 44

● Extra activity 1: Catch me if you can

Pupils work in pairs. Pupil A closes his/her book. Pupil B starts reading one of the texts from the Pupil's Book page 44. He/She makes a deliberate mistake, e.g. *The plates under the earth are always moving quickly*. When Pupil A correctly spots the mistake, he/she gains a point. Pupil B continues until the end of the text. Then pupils swap roles.

● Extra activity 2: My own wordsearch

Pupils look back through Unit 4 to find ten words connected with disasters. They make a wordsearch including the ten words and write the words underneath (scrambling the letters). Pupils swap wordsearches with their partner and find the ten words. Pairs then review the words from both wordsearches together.

Page 45

● Extra activity 1: Write about your volcano

Pupils write a personal report on how they made the volcano in the lesson, including what was easy and what was difficult. They use the connectors *First, then, next, lastly*. Pupils write the first draft and then swap with a partner for correction. Pupils then write a revised draft.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on the Earth onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *The Earth's surface*. They write the new words, phrases and expressions, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt how volcanoes got their name. I know what the Richter Scale measures. I made a volcano.*

Review Units 3 and 4

Page 46

● Extra activity 1: Project Part 2

Complete the project on volcanoes with the class.

● Extra activity 2: Songs and chants

Sing one of the songs or do one of the chants or rhymes from Units 3 and 4.

Page 47

● Extra activity 1: Vocabulary review

Pupils look back through Units 3 and 4, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: city life and disasters.

● Extra activity 2: Games

Pupils choose one of the games from Units 3 and 4 to play.

Unit 5 Material things

Page 50

● Extra activity 1: Role play

Display the audio script from Pupil's Book Activity 1 on the board or on a large sheet of paper. Make sure all the pupils can see it. Make groups of three. They take turns to role play the story, using mime, e.g. for the spider.

● Extra activity 2: What's it made of?

Pupils work in groups of four. They each select six things (from their bags, their clothes, etc.) to ask questions about using *made of*. If they are not sure what the object is made of or how to say it in English, they can check with you / their dictionaries. Pupils take turns to ask their friends in their groups about the objects they have chosen, e.g. *What's my watch made of?* At the end of the activity, elicit what was the most common material in their group.

Page 51

● Extra activity 1: Information exchange

Hand out Photocopiable activity 5 (see page 208) to each pupil. Check they remember the clothing words. Individually, each pupil completes the table at the top of the page with materials that the different children's clothes are made of. Make new pairs. Pupils don't look at their partner's table. They take turns to ask and answer and to complete the table at the bottom of the page. Each time they have the same information as their partner, they call out *Snap!* Pupils check and compare their tables at the end.

● Extra activity 2: My imaginary house

Brainstorm ideas with pupils as to what houses are made of. Explore many different possibilities from around the world with the class. Individually, pupils draw a picture of an imaginary house or one from somewhere in the world and write a text about it, using the text from Activity Book Activity 6 as a model. Pupils swap texts and read about their partner's house.

Page 52

● Extra activity 1: Natural or manmade

Pupils each make a list of the clothes and objects that they are wearing e.g. *watch, jewellery, glasses*. Next to the object, they write what it's made of. Then they categorise the information into two columns: *manmade* and *natural*, and see which they have more of. Pupils compare with their friends.

● Extra activity 2: Odd ones out

Demonstrate the activity for pupils. Write on the board: *car, jewellery, ruler, shoes*. Elicit which is the odd one out: there may be more than one answer, e.g. *shoes can't be made of metal, but the others can; cars can't be made of wood, but the others can*. Pupils work in pairs. They write a list of six odd ones out (four choices in each line) on paper. In their notebooks, they write their answer for each one. They swap papers with another pair and take turns to say which they think is the odd one out for each line. Encourage pupils to be inventive. Monitor and help.

Page 53

● Extra activity 1: Finding out

Write a source material on the board, e.g. *wool*. Ask the class how many things they can think of that are made of wool, or have wool as part of their content. Elicit their ideas, e.g. *clothes, mattresses, blankets*. Make groups of four. Each group needs an encyclopaedia and / or access to the Internet or school library. Give each group a source material to research: they have to find as many things as they can that are made of / contain that material. Suggested source materials: metal, trees, wool, animals – but not their fur/hair, plants or parts of plants (not trees). Pupils have about ten minutes to do their research. They collate their information onto a poster and present their findings to the class.

● Extra activity 2: Material chains

Pupils work in groups of three to make material chains. They work on one piece of paper. They start with a material, e.g. wood, and draw an oval around it like a link in a chain in the centre of the paper. Pupils take it in turns to make another link, either to the left or to the right, with something that's made off/from the material, e.g. paper, or that the object comes from. For example, the link from paper could be plants (leaves – papyrus) as paper can be made from that too. Give pupils thinking time as they play the game. Provide suggestions.

Page 54

● Extra activity 1: Picture a sound

Elicit words from the lesson with the phonemes /eɪ/ and /eə/. Write them on the board, including *take, break, great, wait, gate, ate, chair, pear, Clare, bear, wear* and *where*. Pupils work in pairs. Hand out eight pieces of card to each pair. They choose four of the words on the board. For each of the four words, one pupil writes the word on a piece of card and the other pupil draws a picture representing the word (e.g. Pupil A writes *bear* on a card, Pupil B draws a bear on a different card). Make sure pupils swap so that they each do two drawings and write two words.

Make groups of four. Pupils put their cards together so they have 16 cards. They mix them up, turn them face down and play a game of matching pairs: pupils take turns to turn over two cards. If they get a matching word and picture they say the word and take the two cards, then have another turn. If the cards don't match, they turn them over and it is the next pupil's turn.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

Page 55

● Extra activity 1: A different ending

Make groups of three. Play the audio of the Diggory Bones story. Pupils repeat in role. Pupils then work together to rewrite the final two frames. They write the new story in their notebooks. They then practise the role play. Groups perform their role plays for the whole class.

● Extra activity 2: Who said it?

Pupils look back through the episodes of the Diggory Bones story. In pairs, they find six short phrases that people said. They write the phrases on six strips of paper. Collect the strips from pupils. Make four teams. Teams allocate numbers to their team members, starting from 1. If the smallest team has, e.g. six members, and the others have seven, then the larger teams will number 1–6 and then start at 1 again. Select a strip and call a number at random, e.g. *Four*. A team member with that number has to answer. Read out the quotation from the story. The first to answer correctly with the name of the speaker wins a point for their team. Repeat, calling a different number and reading a new quotation each time. If there are two number 1s in a team, only one can answer.

Page 56

● Extra activity 1: Alternatives to plastic

Refocus pupils on the question at the end of the text in the Pupil's Book (*How many plastic things can you think of?*). Put pupils into groups of four. Tell them to think about the time between when they got up this morning and now and to list all the plastic things they have used during that time. Pupils draw a line vertically down a sheet of paper. They head one side *Plastics* and list the plastic objects there. They head the other side *Alternatives*. They try to think of an alternative material or object for each plastic one. For example, in the *Plastics* column they have written *cup*. In the *Alternatives* column they could write *glass*. At the end of the activity, elicit how many plastic objects they couldn't find alternatives for. Ask other groups for their ideas.

● Extra activity 2: The most useful plastics

If pupils did Extra activity 1, they work in the same groups of four. They look at the list of plastic items they wrote and rank them in order of how useful they are (1 is the most useful; 5 is the least useful). They should come to a group decision. If they didn't do Extra activity 1, pupils work in groups of four. They brainstorm all the plastic things they have used that day and then allocate them to the number scale 1–5. Elicit ideas from groups and compare their rankings.

Page 57

● Extra activity 1: Our ideas for reusing plastic

Pupils write a personal report on the making of the photo frame. They can use the instructions to provide them with a framework. On a piece of paper, pupils write up at least one more idea for reusing a plastic item. They write it as a set of instructions with simple pictures. Make a class book of ideas. Display the book and encourage pupils to try out their friends' ideas.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on plastics onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Plastics*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt the names for different plastics. I know how plastic is recycled. I made a photo frame from recycled plastic.*

Unit 6 Senses

Page 58

● Extra activity 1: Feely bag

Put objects in a feely bag before the lesson so pupils don't see them. Invite pupils to the front in turn. They put their hand in the feely bag (without looking) and feel for one object. They describe it using the key language, e.g. *It feels like an animal.*

● Extra activity 1: What does it look like?

Hand out a copy of Photocopiable activity 6 (page 209) to each pupil. They study the pictures individually and think about their own answers to the questions. After about three minutes, divide pupils into groups of four for a discussion. Remind them of the structure to use, e.g. *I think it looks like a face*. Encourage them to discuss the drawings in detail, e.g. *These look like eyes and this looks like a nose*. Monitor groups as they are working. They write their friends' ideas on the lines. Go through the worksheet with the class, discussing each one.

Page 59

● Extra activity 1: What things sounded and looked like

Pupils review what they and the class said for Pupil's Book Activities 5 and 6. In their notebooks, they write sentences for each picture in each activity, e.g. *I think picture 6 looks like (a door handle).*

● Extra activity 2: More riddles

Write the prompts for a riddle on the board like this:

I look / sound / taste / feel like
I am
I come in (colours).
You can
I always / sometimes / never
What am I?

Pupils work in pairs. They write a riddle on a piece of paper. Pairs put their riddles on the walls. Number them. Pupils go around the classroom, reading the riddles and writing the number of the riddle and their guess of the answer in their notebooks. At the end of the activity, the pair who wrote each riddle give the correct answer so the class can check.

Page 60

● Extra activity 1: My favourite pizza

Pupils use the model in the reading text in Pupil's Book Activity 8 sections a, b and c to write an account of how to make their favourite pizza. They can illustrate their writing with a picture of their pizza.

● Extra activity 2: Pizza role play

The pupils are going to order their favourite pizza over the phone. Elicit a sample conversation onto the board for pupils to use, e.g.

Hello. Ace Pizzas here.

Hi. I'd like to order a pizza, please.

Fine. Go ahead.

Well, I'd like (mushrooms, green pepper) and lots of (cheese) but no (onions). I don't like (onions).

Right. That's (repeats order but with a mistake).

No, I'd like (repeats again).

Got it. (repeats correctly)
 Do you want anything to drink?
 Yes, please. (An orange juice.)
 And what's the address for delivery?
 (gives address)
 Fine. It'll be about quarter of an hour.

Pupils prepare and then do their role plays in pairs. They can swap roles if time. More confident pupils can role play their conversations for the class.

Page 61

● Extra activity 1: My favourite recipe

Elicit and write up the key words from the recipe, e.g. *mix*, *put*, *roll*, *take*, *add*, *cut*. Add other words pupils might need, e.g. *weigh*. Ask pupils to get out the recipes they brought with them. Go around the room, looking at the different recipes. Choose the least complex ones. Pupils work in groups of four. They work together to write one or two of the recipes from their group in English. Help the groups with key words and simplify recipes if necessary. Groups swap their recipes with other groups and read the different recipes.

● Extra activity 2: Recipe word maps

Write *Ingredients* on one side of the board and *Processes* on the other. Draw a circle round each one. Elicit one or two ingredients from this and the previous lessons, e.g. *flour*, *eggs*, and start a mind map for *Ingredients*. Do the same for *Processes*, eliciting, e.g. *mix*, *cut*. In pairs, pupils make mind maps of all the ingredients and processes from this and previous lessons in their notebooks.

Page 62

● Extra activity 1: /z/ and /s/ words

Pupils copy the /z/ and /s/ columns from the board into their notebooks. They make pairs. One pupil (A) closes their book. Pupil B says a word from one of the lists, for their partner to say *Daisy* or *Lucy*. Pupil B says six more words. Then they swap roles.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the poems each of them wrote for Activity Book Activity 16 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own poems on a piece of paper for display.

Page 63

● Extra activity 1: Role play

Make groups of three. Pupils decide on their roles. Play the audio of the Diggory Bones story. Pupils repeat in role. They then read through the story in their groups. They repeat twice more, changing roles each time. Pupils decide on final roles and practise their role plays as a group and/or perform their role plays for the whole class.

● Extra activity 2: Feely bag

Play the Feely bag game again with pupils. See Extra activity 1 for page 58.

Page 65

● Extra activity 1: Write about your optical illusion

Pupils write a personal report on how they made their optical illusion and what the trick was at the end. If they understand how it worked, they can write about this too in their report. They structure their report using the connectors *First*, *then*, *next*, *lastly*. Pupils write the first draft of their texts on paper and then swap with a partner. They correct and give suggestions to each other. Pupils then write a revised draft in their notebooks.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on optical illusions onto the board. In their vocabulary books, pupils write the heading *Optical illusions*. They write the new words, phrases and expressions from the lesson, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I looked at pictures by different artists and saw optical illusions in their pictures. I made my own optical illusion.*

Review Units 5 and 6

Page 66

● Extra activity 1: Picture a sound

Pupils play the Picture a sound game again. See Extra activity 1 for page 54.

● Extra activity 2: Songs and chants

Sing one of the songs or do one of the chants from Units 5 and 6.

Page 67

● Extra activity 1: Vocabulary review

Pupils look back through Units 5 and 6, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally they create mind maps for the unit themes: material things and senses.

● Extra activity 2: Games

Pupils choose one of the games from Units 5 and 6 to play.

Unit 7 Natural world

Page 70

● Extra activity 1: Role play

Display the audio script from Pupil's Book Activity 1 on the board or on a large sheet of paper. Make sure all the pupils can see it. Make groups of four. Play the audio again as they read silently. Pupils take turns to role play the story in their groups. More confident groups can perform their role plays for the class.

● Extra activity 2: More sentence halves

In pairs, pupils use the sentence stems from Pupil's Book Activity 3 and complete them with their own ideas. For sentence 1, they need to add *so* to the stem so it reads: *It's very hot, so ...*. Make groups of four (two pairs). Pupils take turns to read their *should* / *shouldn't* sentences to the other pair.

Page 71

● Extra activity 1: Written advice

Elicit and write the eight situations / prompts you used for Pupil's Book Activity 6 on the board. Pupils copy the prompts into their notebooks. For each prompt, they write one piece of advice with *should* and one with *shouldn't*.

● Extra activity 2: Helping each other

Elicit some other problems, using the ideas in Activity Book Activity 4 as examples. Using the texts from Activity Book Activity 4 as a model, pupils individually write a *Dear Pamela* letter on a piece of paper, leaving room for the answer at the bottom. Pupils fold their letters in half and swap letters with another pupil in the class. They write answers to each other's letters at the bottom of the paper, using *should* or *shouldn't*. Pupils swap letters again and read the answers.

Page 72

● Extra activity 1: Where do they live?

Display a map of the world and elicit the names of the countries pupils read about in Pupil's Book Activity 7. Write them on the board. Ask pupils to come and show you where the countries are on the map. Hand out a A4 world maps to pupils so they can find the countries on their maps. Pupils work individually. They write simple facts about each endangered animal from Pupil's Book Activity 7 on a small piece of paper. E.g.

<i>Animal: Siberian tiger</i>	<i>Habitat: forests in Russia</i>
<i>Description: striped fur</i>	<i>Status: endangered</i>

Pupils do the same for each animal that's mentioned in the text. They stick the paper on the edge of the map and draw a line from the paper to the country on the map.

● Extra activity 2: Guessing game

Provide a definition of an animal for pupils to guess, e.g. *I'm thinking about a small animal. It's not an insect. It's got eight legs. It lives in houses and outside. Sometimes these animals are very hairy.* (spider). Pupils then work in pairs to write a definition on paper of another animal. They write the animal in brackets. Collect the pieces of paper for a team game. Make three teams. Pupils number the people in their team, starting at 1. Choose a definition and call out a number at random. The pupils with that number in the teams can answer. The others must keep silent.

Read the definition and give the three pupils ten seconds to answer. Award one point for the first team member to answer correctly. Repeat with other definitions.

Page 73

● Extra activity 1: The school environment

Focus pupils on the suggestion section of Pupil's Book Activity 12. Tell them to imagine they have to make suggestions about the school. Elicit some ideas for protecting habitat, recycling, etc. Pupils work in groups of four. They produce a poster for display in the school about ways of looking after the natural world in the school and protecting the environment. They present their ideas as in the model, i.e. *You can ...*. Groups present their posters to the class before they are displayed.

● Extra activity 2: Endangered animals

Divide the class into eight. Give each group one of the endangered animals from Activity Book Activity 11. They use reference books / the Internet to find out as much as they can about it. They co-write a short text on the computer about the animal (description, habitat, why it's endangered, etc.) and insert a picture. Print out all the texts to make a class booklet.

Page 74

● Extra activity 1: Find your partner

Hand out the pieces of paper to the pupils (see Material required page 154). Tell them not to shout out their word to the class or show their word to anyone. Clap your hands. Pupils walk around the room, whispering their word to pupils as they pass them. When they find their partner, they stand together at the side of the room. When everyone has found their partner, go quickly round the room asking pupils to say their word pairs. Tell them they must say the weak form of *and* and put the words in the right order, e.g. *fish and chips*, not *chips and fish*.

● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the letter each of them wrote for Activity Book Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own letters on a piece of paper.

Page 75

● Extra activity 1: Role play

Make groups of three. Pupils decide on their roles. Play the audio of the Diggory Bones story. Pupils repeat in role. They read through the story in their groups twice more, changing roles each time. Pupils decide on final roles and practise their role plays as a group and / or perform their role plays for the whole class.

● Extra activity 2: Word pairs

Hand out Photocopiable activity 7 (see page 210) to each pair of pupils. They cut out the wordcards and place the cards face down on their desks. They take turns to turn over two cards. The pupil who turned over the cards says the two words aloud. If they are a pair, he/she keeps them. If not, he/she turns them face down again and the other pupil has a turn. At the end, the pupil in each pair with the most pairs is the winner. Pairs put their cards in envelopes at the end of the lesson. Collect the envelopes so the class can play the game again.

Page 76

● Extra activity 1: The extinction of the dinosaurs

Elicit from pupils what the text in the Pupil's Book tells us about the extinction of the dinosaurs. Remind pupils that this is 'the most popular idea' or theory, but that there are others too. Tell them they are going to find out about some of the other ideas or theories. Make groups of four and give each group a reference book / list of relevant internet sites and a large sheet of paper. Give groups a fixed time to do their research. They make notes on what they find out. Groups then prepare another mind map, but this time with *Extinction of the dinosaurs* at its centre. They present the information they found out on their mind maps and display them around the class. Give groups time to read other groups' information and then discuss the main findings as a class.

● Extra activity 2: Find out and write about an extinct animal

Elicit any extinct animals that pupils know. If they say *dinosaurs*, elicit different types and some information about them, e.g. what they looked like, what they ate. Find out if pupils know the names of any animals which have become extinct more recently, e.g. the dodo. Elicit and then write points on the board to help pupils with their research: *animal's name, type of animal, where it lived, what it looked like, what it ate, why it became extinct*. Hand out reference books. Pupils can work individually or in pairs. They write notes for each point about an extinct animal. Then they use their notes to write a text about the animal in their notebooks.

Page 77

● Extra activity 1: Write about your fossil prints

Pupils write a personal report on how they made their fossil prints, what they used to make them, what was easy and what was more difficult. They use the connectors *First, then, next, lastly*. Pupils write the first draft and then swap with a partner for correction. Pupils then write a revised draft.

● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on extinct animals onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Extinct animals*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt some of the reasons for animal extinctions. I read about fossils. I made some of my own fossil prints.*

Unit 8 World of sport

Page 78

● Extra activity 1: Find the present perfect

Hand out the photocopies of the audio script (see page 163) from Pupil's Book Activity 1. Tell pupils to underline all the uses of the present perfect in the text. They work in pairs. Display a large sheet of paper with the audio script on it and go through the answers carefully with the class, underlining the examples on the paper.

● Extra activity 2: In my life

Brainstorm with pupils some of the more unusual things they have done in their lives, e.g. won a swimming prize, climbed a mountain, been snowboarding. Pupils head the page in their notebooks *In my life* and then write at least six things they've done in their lives. Pupils then make groups of three and take turns to tell their friends things they've done. Discuss as a class by asking one pupil in a group to tell you some of the things the other pupils in their group have done, using *He/She has ...*

Page 79

● Extra activity 1: Talking about actions

Refer back to Pupil's Book page 73 Activity 4 and say that you're going to play a game. Demonstrate, e.g. pick up a board pen to elicit *You're going to write on the board*. Write on the board to elicit *You're writing on the board*. Move away from the board to elicit *You've written on the board*. In groups of three, pupils think of at least two mimes they can do to practise this sequence of structures. They work quietly so the other groups don't hear. Groups take turns to mime one of their sequences. Then elicit sentences from the rest of the class for each stage of the action.

● Extra activity 2: What we've done in the lesson

Pupils work in pairs and write at least six sentences about what they have done in the lesson. Tell them to start at least one sentence with *I*, one with the name of one friend, one with the name of two or more friends and another with *We*. All the sentences should be in the present perfect. Put two pairs together so they can compare sentences.

Page 80

● Extra activity 1: When people do sports

Pupils transfer the information in Activity 7 into a table in their notebooks, showing when people do different sports.

● Extra activity 2: Unusual sports

Find out if pupils know about any unusual sports from their region or from other parts of the world. Tell them they are going to research an unusual sport. Pupils work in pairs. Give each pair a reference book / access to specific Internet sites. Pupils find out information about their sport, e.g. which countries/seasons it's played in, how many people play it, where it's played, e.g. on a court, if it's a team sport, if it's played with rackets and/or balls, how it's scored. They write the name of the sport at the top of a poster and find a picture of the sport to put in the centre. Then they write the information they found out around the picture. Pupils display their posters.

Page 81

● Extra activity 1: Holiday stories

Tell pupils you have some pictures for them about holidays and that they have to make up a story using the pictures. They can add scenes in between the pictures if they like (they don't need to draw them). Put pupils into fours and hand out a set of pictures to each group. They invent a story around the pictures, adding characters and names. They practise telling the story using the past. Go round the class and listen to the groups' stories.

- **Extra activity 2: Mind maps**

Pupils extend the sports mind maps they started at the beginning of the unit to include all the sports words they learned in the subsequent lessons.

Page 82

- **Extra activity 1: Writing together**

Put pupils into pairs or groups of four. They read through the reports each of them wrote for Pupil's Book Activity 15 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own reports in their notebooks.

- **Extra activity 2: -ed endings**

Pupils work in pairs. They look back through the lesson and find all the verbs in the Pupil's Book and in the Activity Book which have 'ed' at the end of the past simple or past participle. For each verb, they work out whether the letters 'ed' are pronounced 't', 'd' or 'id'. They check their lists in pairs and then as a class.

Page 83

- **Extra activity 1: Role play**

Divide the class into nine groups. Each group takes one of the episodes of the Diggory Bones story from the Pupil's Book to review and to role play. If possible, let each group come up to the audio player in turn and listen to their episode again at low volume. Pupils practise and prepare their performance. Groups perform their role plays in sequence for the rest of the class.

- **Extra activity 2: Diggory's email**

Brainstorm ideas with the class about Diggory's email, e.g. it told the professor what was happening, where they were, about Brutus, to come quickly, to bring the police. Remind pupils about 'Write it right!: Emails' from the previous lesson. Pupils work in pairs to write the email from Diggory.

Page 85

- **Extra activity 1: My medal**

Pupils use the reading text from the Pupil's Book as a model and write about the front and the back of their medals, describing what is on each side and why. They draw a picture of the designs for the front and back of their medal under the text.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on Olympic Games onto the board. In their vocabulary books, pupils write the heading *Olympic Games*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. They write some of the things they did in the lessons, e.g. *I read about the Olympic Games in different countries. I designed an Olympic logo with my friends. I learnt about the Paralympic Games. I designed a medal to match my logo.*

Review Units 7 and 8

Page 86

- **Extra activity 1: Crossword**

Hand out Photocopiable activity 8 (see page 211) to each pair of pupils (one part to each pupil). Remind pupils how to do the crossword: they have to provide the definition for their partner and ask their partner for definitions to complete all the clues. Make pairs. Hand part A to one pupil and part B to the other. Remind them not to look at each other's crosswords. Monitor and help where necessary. Pupils compare completed crosswords at the end.

- **Extra activity 2: Songs and chants**

Sing one of the songs or do one of the chants from Units 7 and 8.

Page 87

- **Extra activity 1: Vocabulary review**

Pupils look back through Units 7 and 8, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: Natural world and World of sport.

- **Extra activity 2: Games**

Pupils choose one of the games from Units 7 and 8 to play.

Values Units 1 & 2

Respect in the classroom

Page 90

- **Extra activity 1: Make rules**

Give out sentence halves (see Materials required page 186) to each pair of pupils (one set of 14 pieces of paper per pair). The pupils put the sentences together. Early finishers can write the completed sentences in their notebooks. Check with the class.

- **Extra activity 2: Contract for the teacher**

Pupils work in pairs. They write a contract for the teacher, based on the one they wrote for Activity Book Activity 2. Monitor and help with new vocabulary. Choose your favourite sentences from the contracts and invite pupils to share them with the class.

Values Units 3 & 4

People who help us

Page 91

- **Extra activity 1: Which job?**

Give five pieces of paper to each pupil. Tell them to write a different job from the lesson on each piece of paper as follows: *doctor, nurse, ambulance driver, police officer, firefighter*. Say a sentence about one or more of the jobs. Pupils hold up one or more of their pieces of paper to match the sentence. Example sentences (answers in brackets): e.g. *They work in a hospital.* (*nurse, doctor*); *They sometimes work at night.* (*all the jobs*); *They rescue people from traffic accidents.* (*ambulance driver, firefighter, police officer*); *They have to drive quickly for work.* (*ambulance driver, firefighter, police officer*); *They operate on people.* (*doctor*); *They aren't afraid of heights.* (*firefighter*); *They run after thieves.* (*police officers*); *They interview people.* (*police officers*)

- **Extra activity 2: Role play emergency call**

Write the first line of an emergency phone call on the board, as follows: *Hello. Which service do you need – police, fire or ambulance?*

Pupils work in pairs to write the rest of the conversation. Tell them that the operator (the first person to talk) needs to find out what has happened and where the person lives. Write some useful phrases for the operator on the board, e.g. *Don't worry. Please calm down. It's going to be OK.* Monitor and help with the writing. When you have checked their work, pupils role play their conversation in the same pairs. Ask volunteers to perform their role play for the class.

Values Units 5 & 6

Tell the truth but don't hurt

Page 92

- **Extra activity 1: Quiz question**

Pupils work in pairs. They write a question about a moral dilemma, with three options (a, b, c), similar to the ones in the quiz in Pupil's Book Activity 1. Monitor and help with language. Pairs swap their questions with another pair, who decide which option they would choose. They exchange ideas.

- **Extra activity 2: Truth or white lie?**

You will need a large space such as a gymnasium for this activity. Draw a long white line or use white tape to separate the space into two halves. The pupils all stand on the line. Point to one side of the line and say *This side is for telling the truth*. Point to the other side and say *This side is for telling a little white lie*. Remind pupils what *white lie* means.

Describe a situation, similar to the ones in the Pupil's Book quiz (Activity 1) e.g. *Your grandmother gives you a hat she has made for your birthday. You don't like it.* The pupils have to decide if they would tell the truth or tell a white lie in that situation, and jump to the appropriate side of the line. See how many pupils end up on each side of the line and ask individuals to explain their choice. Repeat with different situations.

Values Units 7 & 8

Value your friendships

Page 93

- **Extra activity 1: Ask Betty and Robert**

Pupils do a role play in groups of three. One pupil plays the role of an interviewer on a TV programme. The other two pupils are Betty and Robert (the agony aunt and uncle from the Pupil's Book). Give pupils time to prepare for the role play – the 'interviewer' thinks of questions to ask Betty and Robert (about their lives, their work, the advice they give). Betty and Robert invent a personal life (Are they husband and wife, brother and sister or do they just work together? What did they study? Do they always agree on advice?). Monitor and help with the planning stage. Pupils then act out the interview in their groups.

- **Extra activity 2: Posters**

Remind pupils of the subject of Richard's problem letter in the Pupils' Book (cheating). Pupils work in groups of three or four. Give each group a large piece of paper. Ask them to design a poster with the title *Don't cheat*. They draw a picture to illustrate a situation where someone is cheating (at school, in a game or a sport). They write a caption in English, e.g. *It's better to work hard*. Display the finished posters in the classroom.

Extra project ideas

Unit 1 Making a model windmill

You will need:

Cardboard cylinders (e.g a paper towel roll), card, lollipop sticks, straws, drawing pins, coloured modelling clay.

For this project, pupils work in pairs to make a model windmill and talk about the use of wind energy in Andalucía. Pupils take turns to present the history of using wind in Andalucía for energy and power.

Tell pupils what the focus of the project is (making a traditional windmill and talking about wind energy). Say there are many wind farms in Andalucía that have wind turbines to produce electricity. If you have time, make an example of a traditional windmill. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs.*
- Step 2: Research where there are traditional windmills and modern wind turbines in Andalucía. Make notes.*
- Step 3: Cover the cylinder with card or paint to make it look like a windmill.*
- Step 4: Make the blades using the lollipop sticks and attach them to the straw with a drawing pin.*
- Step 5: Cut a circle of black card to make the roof of the windmill.*
- Step 6: Place some modelling clay at the bottom of the cylinder and place the straw into the clay. Attach the roof around the straw.*
- Step 7: Present your project to the class. Remember to say some sentences about wind energy today.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their windmills and presentations. Encourage pupils to write simple sentences about the history of wind energy in Andalucía.

Each group should have time to make their presentation to the rest of the class. Leave the windmills on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 2 Find out what's good for your teeth

You will need:

Reference books, the Internet, large sheets of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research food which is good for their teeth / less good for their teeth. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell pupils what the focus of the project is (food that is good for their teeth and food that is less good for their teeth). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs / small groups.*
- Step 2: Plan your project as a group. Think about what you want to find out and how you want to display the information.*
- Step 3: Research different foods and dental health using the Internet and reference books. Make notes about what you find out.*
- Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.*
- Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*
- Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*
- Step 7: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 3 City research project

You will need:

Reference books, the Internet, paper, stapler, glue, coloured pencils and markers, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research another famous city in the world and its history. They produce a booklet which they display as they make their class presentation. Booklets should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell pupils what the focus of the project is (a famous capital city and its history). If you have time to make a booklet of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks. Brainstorm capital cities if appropriate.

Step 1: Make pairs / small groups.

Step 2: Decide which capital city to research.

Step 3: Research the city using the Internet and reference books.

Make notes about what you find out. Don't forget to find out about its past as well as its present.

Step 4: Plan the booklet (how many pages, order of information, cover, etc.). Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information.

Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.

Step 6: Write or word process final versions of the texts. Arrange and make the booklet.

Step 7: Present your booklet to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Give them ideas for how to sequence the information in their booklets and for the covers. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to present their information and booklet to the rest of the class. Leave the booklets on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 4 A local disaster

You will need:

Reference books, the Internet, large sheets of paper, glue, coloured pencils and markers, scissors, dictionaries.

Note: This may be a topic that needs treating with sensitivity.

For this project, pupils work in pairs or small groups to research a disaster that has affected their country or region in the last 100 years. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell pupils what the focus of the project is (a disaster that has affected their country or region in the last 100 years). If you have time to make a poster of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks. Provide information on disasters in the region for the class at the beginning of the lesson for them to choose and research. If groups particularly want to research a disaster that happened in another part of the world, they can do that.

Step 1: Make small groups.

Step 2: Decide which disaster to research.

Step 3: Research the disaster using the Internet and reference books. Make notes about what you find out, including facts and figures.

Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.

Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.

Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.

Step 7: Present your poster to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 5 Recycling bins

You will need:

Cardboard boxes, strong glue, paints, coloured pencils and markers.

For this project, pupils work in pairs or small groups to produce a recycling bin for their school. They produce a bin which they display as they make their class presentation. The bins will then be placed around the school for actual use.

Tell pupils what the focus of the project is (making recycling bins for the school). If you have time to make a bin of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks. You will need to check that there is a local company (private or public) that will come and take the recycled material away.

Step 1: Make pairs / small groups.

Step 2: Decide what your recycling bin is for and what it is going to look like.

Step 3: Decide where your bin is going to be placed in the school and check with the teachers / head teacher that this is OK.

Step 4: Divide up the tasks into the number of people in your group. It is important that each person takes part in making the bin, its lettering and logo and its decoration. You can use pictures to decorate your bin as well. Make your bin.

Step 5: As a group, write a draft of a text about the bin and about the importance of recycling, which will be displayed next to the bin. Check the text carefully for content and grammar.

Step 6: Write a final version of your text on paper.

Step 7: Present your bin to the class.

Step 8: Site your bin in the school and display the text. If possible, present your bin to the school beforehand, for example at a school assembly.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their draft texts. Provide models for texts on the board or on paper, as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the bins on display in the classroom for a short period before they are sited around the school.

Arrange for the bins to be checked and emptied regularly.

Unit 6 Animals and plants of Andalucía

You will need:

Coloured modelling clay, reference books or the Internet, the lid of a shoe box or something similar.

For this project, pupils work in small groups to make animals and plants from one area of Andalucía. They choose an area and find out about the animals and plants that live there. In their groups, they take turns to present their area, animals and plants.

Tell pupils what the focus of the project is (making the animals and plants that belong to a certain area). Write possible places in Andalucía that pupils could use on the board. If you have time, make a model animal from modelling clay. Give a brief description of the animal. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make small groups.

Step 2: Decide which area of Andalucía to research.

Step 3: Research the animals and plants that live in the area.

Step 4: Decide who will make which animal or plant from modelling clay. Draw a quick sketch first before making the models if this helps. One person also prepares the shoe box lid as the ground/base to put the animals and plants on.

Step 5: Each person then writes a short description of their animal or plant – what it looks like, what it eats, and so on.

Step 6: Swap descriptions and check each other's work. Examine each other's models and give helpful comments.

Step 7: As a group, plan how you are going to present your area of Andalucía. Include the order you are going to talk about the animals or plants.

Step 8: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Remind them of ecosystems and food chains within their area. Help pupils with their models and descriptions. Encourage pupils to give as much detail as possible with their presentations.

Each group should have time to make their presentation to the rest of the class. Leave the areas on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 7 Animal extinctions around the world

You will need:

Reference books, a world map, the Internet, large sheets of paper, glue, coloured pencils and markers, a printer, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research animal extinctions, including highly endangered animals in different continents of the world. Each group will focus on a different part of the world. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the Internet / reference books).

Tell pupils what the focus of the project is (animal extinctions, including highly endangered animals in different continents of the world). If you have time to make a poster of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make small groups.*
- Step 2: Decide which part of the world you are going to focus on. Your teacher will tell you what the choices are.*
- Step 3: Research the part of the world, using the Internet and reference books to find out about animals in the region which have recently become extinct or which are highly endangered. Make notes about what you find out. Choose one or two animals.*
- Step 4: Divide up the information into the number of people in your group. Each person finds out more about their animal, e.g. what it eats / ate, its habitat, why it became extinct / is endangered.*
- Step 5: Share ideas, find pictures and plan the poster.*
- Step 6: Either alone or in groups, write a draft of the text for each animal, including what should be done to protect the animal now or to stop similar extinctions in the near future. Check the texts carefully for content and grammar.*
- Step 7: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*
- Step 8: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Unit 8 Famous writers and painters from the Golden Age

You will need:

Reference books, the Internet, colour printer, A3 card and paper.

For this project, pupils work in pairs. They choose a famous painter or writer from the Golden Age and one of their most famous works. They display and talk about the person of their choice and the work of art.

Tell pupils what the focus of the project is (choosing and writing about a famous writer or painter from the Spanish Golden Age). Write the names of possible writers and painters on the board for pupils to choose from. Point out that they can choose people with links to Andalucía but it's not essential. If you have time, prepare an example or review the information about Velázquez in the Pupil's Book. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs.*
- Step 2: Decide which painter or writer to research.*
- Step 3: Research the painter or writer using reference books or the Internet. Make notes about their life and famous works. Try to find a link to Andalucía. Choose one of their famous works to include in the presentation.*
- Step 4: Print out a picture of the painter or writer and a copy of their painting or the front cover of their written work. Discuss the painting or written work. Try to think of interesting facts.*
- Step 5: Decide who does which task – one person writes about the painter or writer's life, the other writes about their painting or written work. Write your texts on paper. Check the content of the descriptions in your pairs.*
- Step 6: Display the photos and descriptions on card. Note: Keep a separate copy of the description for each person to read during the presentation. It's easier than trying to read from the poster. Practise your presentation.*
- Step 7: Present your project to the class. Allow classmates to ask questions.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Remind them of useful language to help with the description of their painter or writer. Help pupils with their writing – make suggestions for how to make it interesting and help with vocabulary and grammar.

Each group should have time to make their presentation to the rest of the class. Leave the descriptions on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Evaluation teaching notes and key

Evaluation 1

Instructions: Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 1. Say *Read the instructions and look at the example.* Give them time to read. Say *Are you ready? Remember, there are two extra letters that you do not need to use. Use the example to help you.* Pupils work individually. Give them about seven minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

Feedback: There are five stars on the right of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: 1 D, 2 A, 3 E, 4 C, 5 H

Evaluation 2 towards

Instructions: Tell pupils to take out a pencil and their crayons and put them on their desks. Hand out Evaluation 2. Say *Read the instructions.* Give them time to read. Say *Are you ready? Remember you are going to hear the audio twice. The first one is an example.* Play the audio twice through without a pause. At the end, tell pupils to write their names. Collect the papers from pupils.

Feedback: There are five stars at the end of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

TRB CD 2, 22

NARRATOR: Look at the picture. Listen and look. There is one example.

MAN: Hello, Jenny. Would you like to colour this picture?

JENNY: Yes, please. They're making a TV programme!

MAN: Yes. What would you like to colour first?

JENNY: Um, the man who's holding a paint brush, I think.

MAN: The one who's talking to a journalist. Colour his hat.

JENNY: OK. I'll colour it black.

NARRATOR: Can you see the man's black hat? This is an example. Now you listen and colour and write.

NARRATOR: 1

JENNY: What shall I colour now?

MAN: Let me think. Can you see the children over there?

JENNY: Yes, I can. They're watching the police dog.

MAN: Well, look at the girl who's taking a photo.

JENNY: Shall I colour her T-shirt yellow?

MAN: OK. I like that colour.

NARRATOR: 2

MAN: Can you see the chairs? There are two on the stage, near the big camera.

JENNY: Shall I colour one?

MAN: No. Write on the smaller one. Write the word 'actor' on it.

JENNY: I'm writing that now.

NARRATOR: 3

MAN: Would you like to write something else?

JENNY: Yes, please. I like writing.

MAN: Can you see the poster on the wall?

JENNY: The one above the clock?

MAN: Yes. Write 'Television' under the letters A B C.

JENNY: That's a good idea.

NARRATOR: 4

MAN: I think you should colour something now.

JENNY: OK.

MAN: There are two people looking at a poster on the wall.

JENNY: Shall I colour the woman's hair?

MAN: Yes. What colour, do you think?

JENNY: I think red.

MAN: Do that colour then.

NARRATOR: 5

MAN: Last thing now. There are two men sitting next to the photographer.

JENNY: Yes. One of them's wearing glasses. Shall I colour his jacket?

MAN: Yes. Colour it blue.

JENNY: OK. Is that all?

MAN: Yes. It looks good, doesn't it?

That is the end of the evaluation.

Evaluation 3

Instructions: Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 3. Say *Read the instructions and look at the example.* Give them time to read. Say *Are you ready? Remember, there are some words you do not need to use. Use the example to help you.* Pupils work individually. Give them about seven minutes to complete the evaluation. At the end, tell pupils to write their names. Collect the papers from pupils. Make sure they have written their names.

Feedback: There are ten stars at the end of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: 1 stamps, 2 a play, 3 traffic lights, 4 a cave, 5 queen, 6 a library, 7 continents, 8 black cabs, 9 foreground, 10 outside

Evaluation 4

Instructions: If you are working with one pupil at a time, show them Parts A and B, but then take back Part B and tell them this is your copy. Ask questions using the past simple to elicit the information the pupil has on their sheet e.g. *When did you go on holiday?* Then the pupil asks the questions to find out the information you have. Alternatively pupils can do the activity in pairs.

Feedback: There are ten stars at the end of the page. Colour each one according to how well the pupil completed the task. Draw a smiley face in the circle to the right.

Evaluation 5

Instructions: If you are working with one pupil at a time, keep picture B on the table in front of you and place picture A on the table in front of the pupil. Tell the pupil that you are going to say something about your picture and that you want them to tell you how their picture is different. Use the following prompts:

- 1 In my picture there is a man throwing away a plastic bottle.
- 2 In my picture there is a dog with a bone in its mouth.
- 3 In my picture there is a boy wearing a T-shirt. On his T-shirt is a picture of a bear.
- 4 In my picture there are leaves on the ground in one corner.
- 5 In my picture there are lots of flowers.
- 6 In my picture there is a palace in the background.
- 7 In my picture there is a bridge. It is made of brick.
- 8 In my picture there is a bench. It is made of wood.
- 9 In my picture there is a spider on the boy's knee. The boy looks scared.
- 10 In my picture there is a thief taking a woman's handbag.

Alternatively, pupils can do the activity in pairs. Give them an example and tell them not to look at their partner's picture.

Feedback: There are ten stars at the end of the page. Colour each one according to how well the pupil completed the task. Draw a smiley face in the circle.

Key (possible answers): 1 The man is recycling the bottle. 2 The dog has got a shoe in its mouth. 3 The boy's T-shirt has got a picture of a tree. 4 There are rocks not leaves. 5 There are no flowers but grass. 6 There is a factory in the background. 7 The bridge is made of metal/wood. 8 The bench is made of stone. 9 The spider is on the boy's hand and he is not scared. 10 There is no thief.

Evaluation 6

Instructions: Hand out Evaluation 6. Say *Read the instructions*. Give them time to read. Say *Are you ready? Remember you can use one, two, three or four words for your answers. Use the example to help you*. Pupils work individually. Give them about seven minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

Feedback: There are seven stars at the end of the page. Colour each one according to how well the pupil completed the task: one star for each correct answer. Draw a smiley face in the circle.

Key (possible answers): 1 cages, 2 the rabbits, 3 kitchen, 4 played with Jerry, 5 close the door, 6 carrots and cheese, 7 in his bowl

Evaluation 7

Instructions: Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 7. Say *Read the instructions and look at the example*. Give them time to read. Say *Are you ready? Remember you are going to hear the audio twice. The first one is an example*. Play the audio twice through without a pause. At the end, tell pupils to write their names. Collect the papers from pupils.

Feedback: There are five stars at the end of the page. Colour one for each correct answer. Draw a smiley face in the circle.

Key: 1 b, 2 a, 3 c, 4 c, 5 b

TRB CD 2, 23

Look at the pictures. Listen and look. There is one example.

What can Betty see out of the window?

BETTY: Look at that bird, Dad.

MAN: Where? Is it in the tree?

BETTY: No, there! On the riverbank.

MAN: It's got beautiful black and white wings.

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

1 How many cows are in the field?

MAN: Is the cow with the black spots in the field today?

BETTY: Yes, it is. It's sitting down. I think it's sleeping.

MAN: How many cows are there?

BETTY: Four and the one with the spots, so five in total.

Yesterday there were more, about six.

2 Which is Betty's book?

MAN: Is that a new book, Betty?

BETTY: Yes. It's about endangered animals.

MAN: Oh, yes. Look at the tiger.

BETTY: That's not a tiger, Dad! It's a zebra.

MAN: Oh. I didn't know zebras were an endangered species.

BETTY: Mm. I wanted a book with bears but the library didn't have any.

3 What other animals are in the book?

MAN: Are there any snakes in your book?

BETTY: No, there aren't. But there are some poison frogs.

They're very dangerous!

MAN: Frogs? Do they have big spots?

BETTY: Yes, they have them on their backs.

4 What did Betty's brother paint?

MAN: Did you see the picture your brother painted yesterday?

BETTY: The caterpillar? Yes, it was really ugly.

MAN: Oh. But you like butterflies, don't you?

BETTY: I love them.

MAN: Well, every butterfly has to start as a caterpillar.

BETTY: I know. But I don't like caterpillars.

5 Where are Betty and her dad going tomorrow?

BETTY: Can we go and see some animals tomorrow, please?

MAN: Great idea. But there aren't many wild animals near here.

BETTY: Yes, there are. Not lions or elephants but the national park is full of animals.

MAN: Sorry. The national park is closed tomorrow.

BETTY: Oh. Can we go to the forest for a walk?

MAN: Of course we can.

Now listen again.

Evaluation 8

Instructions: Hand out Evaluation 8. Say *Read the instructions*. Give them time to read. Say *Are you ready? Remember to read the whole letter before you start and to write one word in each gap. Use the example to help you*. Pupils work individually. Give them about seven minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

Feedback: There are five stars at the end of the page. Colour each one according to how well the pupil completed the task: one star for each correct answer. Draw a smiley face in the circle.

Key: 1 by, 2 best, 3 that/which, 4 won, 5 soon

Evaluation 1

Reading and Writing Part 2

Name: _____

David is talking to his friend Helen. Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.

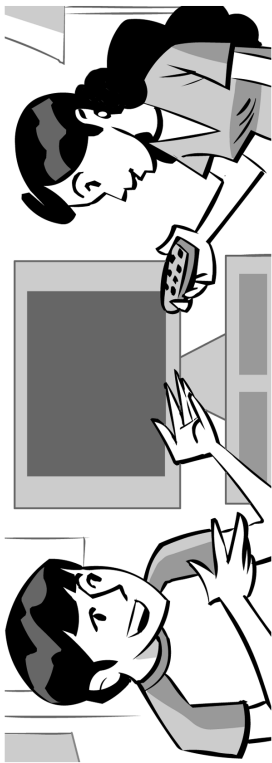
Example

David: Shall we watch some TV? There's a good action film on tonight, isn't there?

Helen: B

Questions

- David: Oh, of course. It's Saturday. Do you want to watch some music videos?
Helen: _____
- David: I see. What TV programmes do you prefer?
Helen: _____
- David: Me too. Let's watch a cartoon.
Helen: _____
- David: What time is it now?
Helen: _____
- David: I think it's a new episode.
Helen: _____

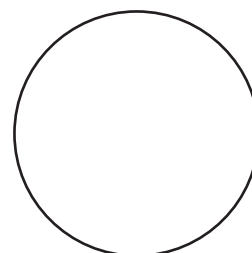


- A I love comedy series and cartoons.
B ~~No, it was on last night. I watched it with my brother.~~
C It's half past seven.
D Um. Sorry, they're not my thing.
E OK. The Simpsons starts at eight o'clock.
F No, I didn't.
G The news is the most boring TV programme.
H Great! The new ones are funnier.

Name: _____



Listen and colour and write. There is one example.



Evaluation 3

Reading and Writing, Part 1

Name: _____

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

queen

traffic lights

trade

black cabs

This is the opposite of *top*.

bottom

a library

1 You can buy these at the post office.

2 You go to a theatre to see this.

Romeo and Juliet is a very famous example.

~~bottom~~

a play

3 They have three lights with different colours and tell drivers when to stop and go.

4 This is a dark place. People lived here in the Stone Age.

continents

5 A woman from the royal family. In England her name is Elizabeth.

turn

6 You can borrow books from this place.

7 Asia and Africa are examples of this.

a bookshop

8 This is a type of transport. You see lots in London.

cavemen

9 This is the front part of a picture.

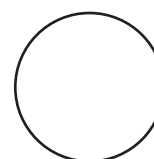
10 This is the opposite of *inside*.

foreground

stamps

outside

a cave



Evaluation 4

Speaking, Part 2

Name: _____

Summer holidays

Boy's name	Jim
When / go on holiday	August
What / like best	swimming
Holiday fun / exciting	fun
What date / come home	24

A



Winter holidays

Girl's name	
When / go on holiday	
What / like best	
Holiday fun / exciting	
What date / come home	



Summer holidays

Boy's name	
When / go on holiday	
What / like best	
Holiday fun / exciting	
What date / come home	

B



Winter holidays

Girl's name	Susie
When / go on holiday	January
What / like best	snowboarding
Holiday fun / exciting	exciting
What date / come home	13



Name: _____

A



B



Name: _____

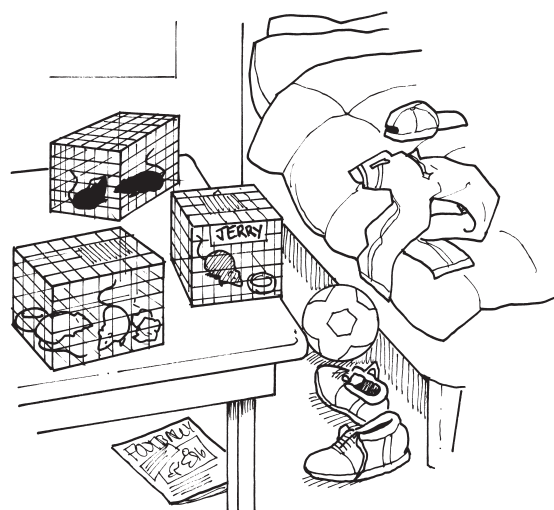
Look at the picture and read the story.
Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Sam and his pet mice

My name is Sarah and I have an older brother called Sam. He loves animals and he has lots of pets. He's got five mice and three rabbits. The rabbits live in the garden. They are black and their fur feels very soft. Sam keeps the mice in cages in his bedroom. His favourite mouse is grey. It's called Jerry. I like the rabbits, but I don't like the mice.

Last Saturday morning, Sam was in his bedroom playing with his mice. Suddenly, he came running downstairs into the living room. 'Mum, Dad, Sarah!' he shouted. 'I can't find Jerry.' Dad came in from the kitchen. 'Oh, dear,' he said. 'Tell us what happened.' 'I played with Jerry,' said Sam. 'And then I put him in his cage. After a few minutes, I looked for him in his cage and he wasn't there. I think I forgot to close the door.'

'I've got an idea,' I said. 'Jerry's favourite things to eat are carrots and cheese. Let's put a carrot and some cheese in his cage. When he gets hungry, he'll go home.' 'That's a good idea,' said Dad. Sam went into the kitchen and got some cheese and a carrot. He went to his bedroom to put them in the bowl in Jerry's cage. Then we heard a noise. It sounded like Sam was laughing. 'Jerry's in his cage and his bowl is already empty. Now he's waiting for his dinner!'

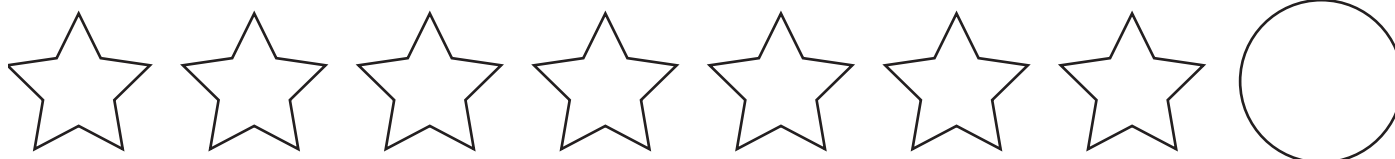


Examples

Sarah has an older brother called Sam.
Jerry is Sam's favourite mouse.

Questions

- 1 Sam's mice live in his bedroom in _____.
- 2 Sarah prefers _____.
- 3 Dad was in the _____ when Sam ran downstairs.
- 4 After Sam _____, he put him back in the cage.
- 5 Sam didn't remember to _____.
- 6 Jerry loves eating _____.
- 7 Sam said that Jerry was in the cage and there was nothing in _____.

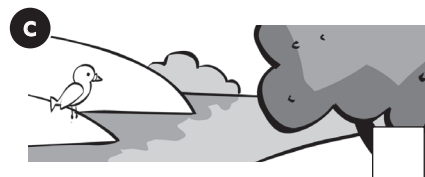
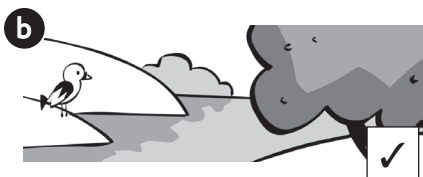
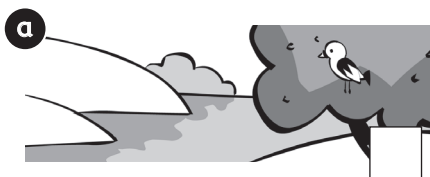


Name: _____

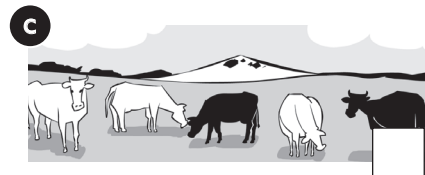
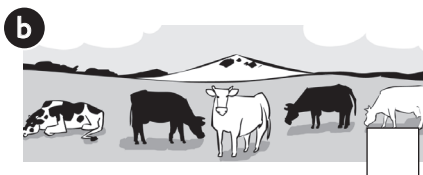


Listen and tick (✓) the box. There is one example.

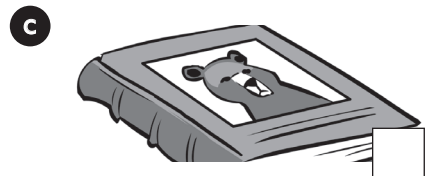
What can Betty see out of the window?



1 How many cows are in the field?



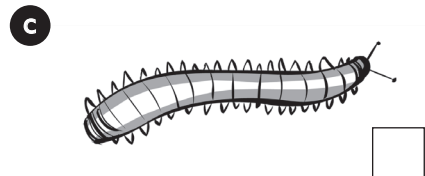
2 Which is Betty's book?



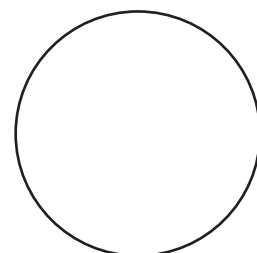
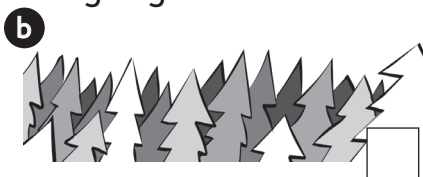
3 What other animals are in the book?



4 What did Betty's brother paint?

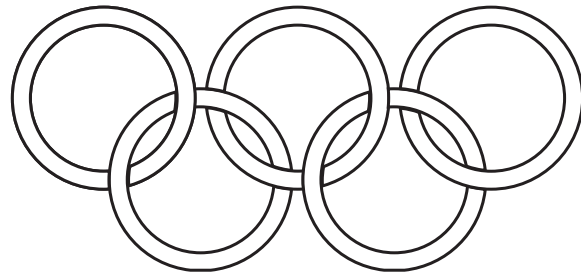
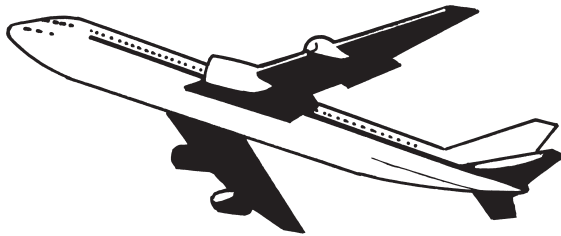


5 Where are Betty and her dad going tomorrow?



Name: _____

Read the letter and write the missing words. Write one word on each line.



Example

Dear Aunty Mary,

I am writing to tell you about my trip to the Olympic Games. I went with my friend's family and we travelled there _____ plane. Everything was very exciting, but I liked the athletics _____. I am sending you a photo _____ shows a medal ceremony. You can see that our country _____ all three medals: gold, silver and bronze. I had a fantastic time.

See you _____.

Paula

