



**CAMBRIDGE**  
UNIVERSITY PRESS



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge



English for Spanish Speakers

**Updated  
Second Edition**

**Teacher's  
Book**

**4**

**Andalusian Edition**

Lucy Frino  
Melanie Williams  
with Caroline Nixon  
& Michael Tomlinson







# Contents

---

Language summary	4
Introduction	6
Hello there!	14
1 Back to school	26
Maths: Measuring	38
2 Good sports	42
Sport: Ball games	54
Review 1 and 2	58
3 Health matters	62
Music: Body percussion	74
4 After school club	78
English literature: Poems, plays and novels	90
Review 3 and 4	94
5 Exploring our world	98
Science: Endangered animals	110
6 Technology	114
Technology: Robots	126
Review 5 and 6	130
7 At the zoo	134
Science: Skeletons	146
8 Let's party!	150
Science: Food	162
Review 7 and 8	166
Values 1 & 2 Value others	170
Values 3 & 4 Be kind	172
Values 5 & 6 Be safe	174
Values 7 & 8 Recycle	176
Say it with me	178
Festivals	186
Grammar reference	194
Movers practice test audioscript and key	196
Photocopiable texts and activities	198
Extra activities	214
Extra project ideas	227
Evaluations	231

# Language summary

## Key vocabulary

## Key grammar and functions

## Phonics

## Revision

### Hello there!

Character names  
Personal descriptions  
Jobs: *farmer, dentist, detective, driver, doctor, teacher*

Comparative adjectives  
Frequency adverbs: *always, sometimes, never*  
*have to*  
*like / love + -ing*  
Imperatives

Short vowel sound 'a' (*man*) and long vowel sounds 'ai' and 'ar' (*say* and *car*)

adjectives, numbers, personal information, hobbies, comparative adjectives, character names, actions, jobs, days of the week, daily routines, *was / were*

### 1 Back to school

Adjectives: *boring, busy, careful, difficult, easy, exciting, quick, slow, terrible*

Relative clauses with *who*

Short vowel sound 'i' (*quick*) and long vowel sounds 'ee' and 'ie' (*easy* and *fly*)

school, school subjects, comparative adjectives, colours, *like, have got*, prepositions, relative clauses with *who*, present continuous, actions and activities, clothes, food and drink, question forms, numbers, classroom objects, measurements

## Science Wash your hands!

### 2 Good sports

*inside, outside*  
Activities: *climb, dance, fish, sail, skate, swim*

*learn to do* (something)  
Relative clauses with *where*  
Adverbs of manner: *badly, carefully, easily, happily, quickly, quietly, slowly, well*

Silent consonants (*island*)

weather, prepositions, present continuous, adjectives, *can, have got*, sports and activities, jobs, sports equipment, *want to, must, have to, need*, question forms, present simple, action verbs, impersonal *you*, adverbs

## Science Healthy habits

## Review



### 3 Health matters

Health: *eye test, have a test, ill, see the doctor, take some medicine*  
*have a dream*

Past simple irregular verbs  
Clauses with *because*

Consonant sounds 'b', 'f' and 'v' (*ball, phone* and *village*)

days of the week, *was / were*, school subjects, illnesses, food, time, town, family, prepositions, adjectives, countable and uncountable nouns, sports and activities, past simple, *have got*, physical descriptions, parts of the body

## Music Body percussion

### 4 After school club

Activities: *carry the chairs, do a musical, help a friend, play chess*  
*start to snow*  
Ordinal numbers: *first–twentieth*

Endings  
Past simple regular verbs

-ed endings 'd', 'id' and 't' (*called, wanted, kicked*)

*can / can't, have to, want*, activities and actions, houses and flats, adjectives, sports, past simple, animals, food, clothes, prepositions, weather, descriptions

## History The Roman conquest of Iberia

## Review



## Key vocabulary

## Key grammar and functions

## Phonics

## Revision

### 5 Exploring our world

Exploring: *Antarctica, continents, exhibition, museum, school trip, expedition, explorer, ice, make a camp, ship*

Past simple irregular verbs  
Clauses with *so*  
Comparative of two- and three-syllable adjectives  
Comparative adverbs

Long vowel sound 'er' (*nurse*)

actions, weather, animals, adjectives, prepositions, connectors, numbers (years), past simple, question forms, days of the week, *must, need, Let's ...*, comparatives

### Science Endangered animals

### 6 Technology

Technology: *button, computer, DVD, email, the internet, mobile phone, mouse, MP3 player, screen, text message, turn on, video*

Past simple irregular verbs: affirmative and interrogative

Long vowel sound 'or' (*daughter*)

*have to*, present simple, comparative adjectives, questions, technology, numbers, *have got*, daily routines, prepositions, clothes, past simple, household chores, relative clauses with *which*, parts of the body

### Technology Robots

### Review



### 7 At the zoo

Animals: *blue whale, dolphin, elephant, giraffe, lion, snake, tiger*

Superlative of two- and three-syllable adjectives  
Past simple irregular verbs  
Prepositions: *into, out of, round*

The short vowel sound 'oo' and the long vowel sound 'oo' (*look* and *tooth*)

animals, prepositions, adjectives, size, weight, distance, questions, family, *can / can't*, wild animals, definitions, past simple, town, country, *have to*, superlative adjectives, parts of the body, numbers, action verbs

### Science Skeletons

### 8 Let's party!

Containers: *bag, bowl, bottle, box, cup, glass*  
Food: *cheese, pasta, sandwich salad, soup, vegetables*

Expression of quantity: *a bag / bottle / bowl / box / cup / glass of*  
*want someone to do* (something)  
Superlative adverbs: *the most quickly*

One-, two- and three-syllable words

food and drink, *Would you like ... ?*, polite requests, containers, parties, colours, adverbs, adjectives, present continuous, question forms, jobs, *have to, need, should, must*, weights and measures, sequencing, relative clauses, describing people, sports and activities, superlative adjectives, present continuous, past tense

### Science Food

### Review



### Values 1 & 2 Value others

### Values 3 & 4 Be kind

### Values 5 & 6 Be safe

### Values 7 & 8 Recycle

### Say it with me

### Festivals

### Grammar reference

### Movers practice test

# 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 Star family and their friends. 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 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](http://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* exams.

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 4 of *Kid's Box English for Spanish Speakers Updated Second Edition* consists of:

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

There are also Flashcards and Wordcards.

### Pupil's Book

This 112-page full-colour book consists of eight main units, plus an introductory unit. Each main unit is eight pages, with each page providing sufficient material for one lesson. At the end 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 Review section, which reviews the language from the

two previous units. At the end of the book, there are four Values pages to develop pupils' social awareness, four Say it with me pages, four Festivals pages and two Grammar Reference pages. The festivals covered in level 4 are Thanksgiving, Pancake Day, Father's Day and International Children's Book Day. Lessons include a variety of interesting and motivating activities. The series' strong cast of characters appears throughout the book. The antics of the popular Lock and Key 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 with the new language and to help them consolidate their understanding. 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* exam practice activity for each unit (Movers 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, 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 Pupil's Book and Activity Book pages interleaved) 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 needed 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. **M** towards these activities introduce children to the Movers test tasks to gain confidence in aspects of the task types.

**M** these activities are closer in format and content to the Movers test tasks.

### **Photocopiable activities**

There is a photocopiable page for each unit on pages 198-213 of the Teacher's Book. These pages provide you with a range of activities: word cards, a survey and an information gap activity.

### **Extra activities & Extra project ideas**

There are one or two Extra activities provided for most lessons. They only appear in the Teacher's Book (on pages 214-226) and there are suggestions in the teaching notes as to when each activity should be used in the lesson. This section is followed by some Extra project ideas, on pages 227-230.

### **Evaluation pages**

At the end of the book there are seven Evaluation pages, one page to be used after each main unit or Review. The format and design of the Evaluation pages is similar to the tasks in the *Cambridge English: Young Learners* exams (Movers level). The teaching notes for the Evaluation pages can be found on pages 231 and 232 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 Playscripts and Song, Story and Topic worksheets for further exploitation. The Teacher's Resource Book also includes extra *Cambridge English: Young Learners* type exams with listening content on the bonus Audio CDs.

### **Posters**

These colourful posters aid revision by giving pupils the chance to practise unit language in a different and fun context. There are eight posters with clear teaching notes available online.

### **Flashcards and Wordcards**

There are 108 flashcards and 108 wordcards to accompany level 4. The full-colour flashcards illustrate the key vocabulary items of each unit, and the wordcards cover the same vocabulary. The cards are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

### **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.

### **Kid's Box At Home**

The website [www.kidsboxapps.es](http://www.kidsboxapps.es) includes songs with karaoke version and animations of the stories. These materials will allow parents to continue practising English with their children at home in a fun way. The texts of the songs and the scripts of the stories can also be downloaded directly from this website.

### **Cambridge Kid's Box website**

The dedicated website [www.cambridgekidsbox.es](http://www.cambridgekidsbox.es) offers information to the teachers about the course and all its components. It also includes access to all the teaching and learning resources available for this course, including programaciones, tests, letters to parents, language portfolios, character masks, and many more..

### **Interactive DVD**

As you navigate your way through the Star family house on our interactive DVD, you will find video documentaries in The living room, the songs with animation and video in The music room, interactive games in Simon's room, four quizzes in Stella's room and animated versions of the stories in Suzy's room.

### **Digital Box**

The interactive whiteboard software, available online and in DVD-ROM, includes all the resources you need to make your class a dynamic, fun and engaging experience: **Digital Pupil's Book** and **Digital Activity Book** with answers, plenty of extra interactive activities, integrated audios and animated stories, flashcards, wordcards, posters and teacher's notes.



## 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, for example 'My star card' and the 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, the flashcards and the drawing and colouring activities.

## Cross-curricular lessons

After 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 Science, Maths, Sport, English literature, Technology and Music, 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. 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.
- 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. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- 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 change of seating prepares them for the oral work they are about to begin.

### 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. 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, young learners can use language to practise English, and work very hard, 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 for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will 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. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- 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 English for Spanish Speakers Updated Second Edition* 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 in the classroom 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. 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 if you video or photograph your pupils, 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 photocopyable 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 4 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 and Evaluation 7 after Unit 7.

You will notice that the Evaluation pages use similar task-types to those in the *Cambridge English: Young Learners Movers* 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 general encouragement.
- At the end of the activity, collect their work.
- Give each pupil feedback on their work, by colouring in the stars at the end of the sheet and drawing a smiley face. The smiley face is important for encouragement: the stars give pupils an idea of how they have done. 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 231 and 232.

## 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 Updated Second 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 particular learning situation. The following features and components are new to the Updated Second Edition:

## **Extra Cambridge English: Young Learners exam preparation**

In the Activity Book, there is always a page practising one of the parts of the *Cambridge English: Young Learners* exams in every unit. These pages have been designed to replicate the look and feel of the real exams, but are carefully graded.

## **New Grammar sections**

The new edition has an enhanced grammar syllabus, and the Activity Book contains a Grammar reference section with practice activities.

## **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 in the Teacher's Resource Book, along with teaching notes providing various ideas on how to use them in class.

## **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 Stella's phonics. 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.

## **Wordcards**

In addition to the flashcards, the new edition also has 108 new wordcards, covering all the core vocabulary.

The following popular features from the previous edition have been retained and improved:

## **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.

In addition, the needs of mixed ability classes have been taken into account to ensure full participation from all pupils. 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, such as science. With this in mind, the *Kid's Box 4 English for Spanish Speakers Updated Second Edition* offers lessons focusing on the following areas of the curriculum: sport, English literature, technology, science, maths and music.

## **Social awareness 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, and in response to educational beliefs worldwide, four areas have been specifically highlighted in the *Kid's Box English for Spanish Speakers Updated Second Edition* with the aim of reinforcing good habits and promoting tolerance and respect. In the new edition, these pages benefit from an improved design, some additional vocabulary and more relevant values. These lessons help pupils develop their interpersonal skills and make them more aware of the social behaviour expected of them in everyday situations, while at the same time introducing useful language that the pupils will encounter in the real world. The four social awareness areas covered in *Kid's Box 4 English for Spanish Speakers Updated Second Edition* are:

- Moral and civic education: Value others (Units 1 & 2), Be safe (Values 5 & 6).
- Education for peace: Be kind (Values 3 & 4).
- Environmental education: Recycle (Values 7 & 8).

## **Pronunciation extension for Spanish speakers**

The series has a strong focus on pronunciation from the very beginning. In each unit, there is a 'Stella's phonics' feature, which focuses on either vowel or consonant sounds or rhyming words. In addition to this regular practice, there is a special section at the end of the book entitled 'Say it with me'. This section has been given an improved design for the Updated Second Edition. The 'Say it with me' section in *Kid's Box 4 English for Spanish Speakers Updated Second Edition* focuses on the following vowel sounds which may prove to be particularly difficult for Spanish speakers. These are: /əʊ/ and /aʊ/, /i:/ and /i/, *tr*, *sp* and *st* and 'flour / flower'. These extra activities can be found on pages 86–89 of both the Pupil's Book and the Activity Book. Facsimiles of the 'Say it with me' pages, plus full teaching notes, audio script and answer key, can be found on pages 178–185 of the Teacher's Book.

## **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 4 English for Spanish Speakers Updated Second Edition* provides material for seven festivals in total:

- **Thanksgiving** (Pupil's Book and Activity Book page 90, with teaching notes on page 187 of the Teacher's Book)
- **Pancake Day** (Pupil's Book and Activity Book page 91, with teaching notes on page 189 of the Teacher's Book)
- **Father's Day** (Pupil's Book and Activity Book page 92, with teaching notes on page 191 of the Teacher's Book)
- **International Children's Book Day** (Pupil's Book and Activity Book page 93, with teaching notes on page 193 of the Teacher's Book)

These pages have been given a new and improved look, and some new vocabulary and functional language have been added. In addition, there are six extra worksheets in the *Teacher's Resource Book 3*, covering three further festivals: **Halloween** (pages 74–75), **Christmas** (pages 76–77) and **Easter** (pages 78–79), with accompanying teaching notes on pages 71–73.

In these lessons, pupils will learn the origins and the current traditions of these festivals.



## CD-ROM

*The Kid's Box 4 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.

### *Space invaders*

This vocabulary game focuses on eight key words from the unit. The pupils first listen to the word, then use the arrows to move the can of paint. They use the space bar to spray the column of pictures with paint. They have to watch out for the drops of water as they have only got three lives! They can click on the can of paint to hear the word again.

### *Catching balloons*

This game works on structures and word order in sentences. First they listen to the question and look at the picture clue. Then they catch the words in the correct order to make sentences by using the arrows to move Lock, and the space bar to make him jump. If they hit the space bar twice, they can make Lock jump higher to reach the balloons at the top.

### *Shooting stars*

This sounds and pronunciation game helps to reinforce the target sounds receptively and encourages pupils to repeat the sounds aloud when they hear them. First they listen to the sound or the word, which they can also see in the cloud at the bottom of the screen. Then they click on a shooting star with the same sound. The target sounds are repeated to give more opportunities for practice. The pupils can click on the cloud to hear the sound again.

### *Movie flash*

In this game the pupils work on their listening and observation skills. First they watch the cartoon. Then they read and listen to a question and click on the correct character to answer it. They can only click on a character when he/she is lit up.

### *Shuffle puzzle*

This game helps the pupils remember what they have learned in the content-based lessons in each unit. There are two stages: first they click on a square with a question mark to hear a sentence. They have to decide if it is 'true' or 'false'. If they answer all the questions correctly, the puzzle pieces will be revealed and they can do the puzzle.

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:

**Activities 1 and 2** 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.

**Activity 3** features a short reading text, using language from the unit, and a simple comprehension activity.

**Activity 4** is a writing activity. Using the model in activity 3 as support, children write a similar text, using some of the language they have been learning in the unit.

**Activity 5** 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 for your child to translate the key words into their own language. There is also a special section entitled 'Spelling' to review and practise the key sounds and spellings that were worked on in the Pupil's Book.

### Answer key

#### Unit – Hello there! (pages 6-7)

- 2 detective (b), 3 driver (f), 4 dentist (d), 5 teacher (a), 6 doctor (c)
- 2 The red car is bigger than the blue car. 3 The woman is older than the man. 4 The boy is happier than the girl.
- 1 My brothers always have breakfast at seven o'clock.  
2 Our teacher sometimes goes to work in the evenings.  
3 She never has to get up early on Sundays.
- 4 1 yes, 2 no, 3 no, 4 yes

#### Unit 1 – Back to school (pages 8-9)

- 2 easy, 3 boring, 4 exciting, 5 difficult, 6 busy, 7 Terrible  
You must be **careful** when you ride your bike to school.
- b Number 2 is the girl who's wearing glasses. c The boy who's got black hair is number 1. d The girls who've got brown hair are numbers 4 and 8. e The boy who's wearing glasses is number 6. f Number 4 is the girl who's got short hair. g The boy who's sad is number 7. h Numbers 1 and 3 are the boys who are wearing black shorts.
- 1 No, she doesn't. 2 Basketball. 3 Yes, she does. 4 Lunchtime.

#### Unit 2 – Good sports (pages 10-11)

- 2 skating badly, 3 fishing quietly, 4 sailing outside, 5 dancing quickly, 6 climbing happily
- 2 A school is a place where children learn to read and write. 3 The road is a place where you mustn't skate.  
4 A swimming pool is a place where you can learn to swim.  
5 A library is a place where you can read books. 6 Your kitchen is a place where you can learn to cook dinner!
- fish [✓], play football [?], dance [✓], swim [X], climb [✓]

#### Unit 3 – Health matters (pages 12-13)

- 1 nurses, 2 eye test, 3 medicine, 4 doctor, 6 hospital
- 2 gave, 3 go, 4 have, 5 take, 6 saw
- 2 doctor, 3 medicine, 4 drew a picture, 5 book

#### Unit 4 – After school club (pages 14-15)

- (table-tennis) Did you play table-tennis at the weekend?  
Yes, I did. / No, I didn't.
- 2 What did she cook for dinner? cooked, 3 What film did she watch? watched, didn't watch 4 Who did she visit? visited,  
5 Where did she dance? danced
- 3 2 Emily, 3 Dan, 4 Dan, 5 Emily

### Unit 5 – Exploring our world (pages 16-17)

- 1 2 Antarctica, 3 expedition, 4 ice, 5 camp, 6 so, 7 school trips, 8 exhibitions
- 2 2 My book is smaller than yours. 3 I talk more quietly than my friends. 4 Dogs move more quickly than cats. 5 My sister rides her bike more carefully than my brother. 6 She's older than him.
- 3 1 false, 2 true, 3 false, 4 true

### Unit 6 – Technology (pages 18-19)

- 1 2 screen, 3 mouse, 4 internet, 5 emails, 6 DVDs, 7 MP3 player, 8 mobile phone, 9 text messages
- 2 2 What did she eat at quarter past twelve? She ate lunch/sandwiches. 3 Who did she see at half past two? She saw her grandma. 4 Where did she go at nine o'clock? She went to bed.
- 3 the internet [✓], a screen [✓], buttons [✓], a mouse [X]

### Unit 7 – At the zoo (pages 20-21)

- 1 1 dolphin, blue whale, 2 lion, elephant, 3 tiger, monkey, 4 bird, giraffe, 5 kangaroo, lizard, snake
- 2 2 I think the (...) is the most beautiful animal. 3 I think the (...) is the happiest animal. 4 I think the (...) is the most intelligent animal. 5 I think the (...) is the quickest animal. 6 I think the (...) is the fattest animal.
- 3 lives in Africa, can live for 45 years, good at running and swimming, more than 60 teeth

### Unit 8 – Let's party! (pages 22-23)

- 1 2 bag (e), 3 bottle (h), 4 glass (d), 5 box (c), 6 cup (b), 7 bowl (g), 8 plate (f)
- 2 1 My friend is jumping the most quickly. 2 The girls with black hair are dancing the best. 3 That man is riding the most carefully. 4 My parents are walking the most slowly. 5 The boys are shouting the most loudly.
- 3 1 birthday cake, 3 boxes of biscuits, 2 bowls of salad

### Spelling

#### Hello there! (page 28)

- 1 a A cat in a bag. b A snake in the rain. c A farmer in his car.  
The farmer's taking the cat and the snake to the market today.

### Unit 1 – Back to school (page 28)

- 1 Six busy insects. A smiling crocodile. Sixteen teeth. It's easy to clean a smiling crocodile's teeth.

### Unit 2 – Good sports (page 28)

- 1 1 A scientist is listening to music. 2 His daughter is eating a sandwich. 3 They mustn't climb on this island!

### Unit 3 – Health matters (page 29)

- 1 2 phone (f), 3 volleyball (h), 4 friends (a), 5 beach (b), 6 village (c), 7 boat (d), 8 photo (g)
- 2 The frog and her friends are playing volleyball at the beach.

### Unit 4 – After school club (page 29)

- 1 't' – helped: stopped, kicked, danced. 'd' – called: played, rained, snowed. 'id' – invited: needed, started
- 2 1 played, 2 kicked, 3 needed

### Unit 5 – Exploring our world (page 30)

- 1 The nurse got a shirt for her birthday. 2 On Thursday the shirt got dirty. 3 The nurse worked in her purple shirt.
- 2 2 girl, 3 curly, 4 Birds, 5 learn, 6 skirts

### Unit 6 – Technology (page 30)

- 1 1 Paul caught a short fish. 2 His daughter bought a small ball. 3 The fish played with the ball in the water.
- 2 (possible answers) a – small, talk, call, hall; augh – caught, daughter, taught; or – short, sport, forty, more; ough – bought, brought; oor – floor, door; our – four

### Unit 7 – At the zoo (page 31)

- 1 short 'oo' sound: good, took, balloon  
long 'oo' sound: moon, tooth, food
- 2 1 Sue's a kangaroo at the zoo. 2 She's looking in her cookbook. 3 Look! The animals at the zoo love Sue's blue juice!

### Unit 8 – Let's party! (page 31)

- 1 One syllable: milk, soup, glass  
Two syllables: bottle, water, presents  
Three syllables: beautiful, lemonade, carefully



# Hello there!

**Hello there!**

1 Look, think and say the answers.

- What does Stella want to be?
- Who's a farmer?
- What's Simon reading?
- Who's riding Suzy's bike?

Mr Star Mrs Star Grandma Star Aunt May Stella Simon Uncle Fred Suzy

2 Listen and check.

3 Listen again. Choose the right words.

- Stella's **twelve** / **twenty** / **ten**. Stella's **ten**.
- Simon's older than **Suzy** / **Stella** / **May**.
- Fred is Simon's **father** / **brother** / **uncle**.
- Simon wants to be a **farmer** / **detective** / **dentist**.
- Grandpa Star's **funny** / **young** / **sad**.
- Aunt May's **younger** / **older** / **smaller** than Suzy.

**Grammar**

Stella's **older** than Simon.  
Simon's **younger** than Stella.

4 Grammar Comparative adjectives

**Hello there!**

1 Read and circle.

- Their dog's **dirtier** / cleaner than their cat.
- Grandpa Star's younger / older than Mr Star.
- Stella's taller / shorter than Suzy.
- Aunt May's hair is shorter / longer than Uncle Fred's hair.
- Mr Star's smaller / bigger than Simon.
- Grandma Star's happier / sadder than Mrs Star.

2 Complete the sentences.

- Lily wants to play badminton.
- Jim wants to go \_\_\_\_\_.
- Vicky and Peter want to \_\_\_\_\_.
- Sally wants to \_\_\_\_\_.
- Daisy wants \_\_\_\_\_.
- Fred and Paul \_\_\_\_\_.
- Charlie \_\_\_\_\_.

**Objectives:** By the end of the lesson, pupils will have reviewed introductions and how to ask for and give personal information.

## Target language

- Key language:** greetings, jobs (*teacher, doctor, dentist, farmer, detective*), family, comparative adjectives (*older than*), *want to be*
- Additional language:** character names
- Revision:** adjectives, numbers, personal information, hobbies (*go fishing, play table tennis*)

## Materials required

- Star family flashcards (1–9) and wordcards (1-9), sticky tack, Lock and Key flashcards (13-14)

- Extra activity 1: Write the following on a large piece of paper before the lesson:  
name your what's?  
old you how are?  
you where do live?  
got pet you have a?  
want be to you dentist a do?  
your food what's favourite?
- Extra activity 2: CD of quiet music
- Optional: Grammar reference Hello there! Unit *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94); *Kid's Box Teacher's Resource Book 4* Hello there! Unit Reinforcement worksheet 1 (pages 8 and 9),
- Kid's Box Language Portfolio 4* (pages 1 and 2)



## Pupil's Book page 4

### Warmer

- Introduce yourself and greet the class. Show the Star family flashcards (1–9) and say the names. Hand out the flashcards and the wordcards. Say each character, e.g. *Suzy*. The two pupils with Suzy's picture and her name stick them on the wall. Repeat for the other characters.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 4 and to look at the picture. Elicit where the characters are. Ask a pupil to read the activity instruction and others to read the four questions. Pupils compare their predictions in pairs, looking for clues in the picture.
- Ask pupils to point out the *grown ups* and the *children* in the picture.
- Ask pupils to say yes or no. *Mrs Star's the cook. Suzy's younger than Simon. Simon wants to be a dentist. Uncle Fred's a farmer. Aunt May's a detective. Stella wants to be a doctor.*

### 2 Listen and check.

- Play the audio for pupils to listen and check. Elicit complete sentences for the answers. Let pupils provide more information if they can, e.g. about Lock and Key. Use flashcards 13 and 14 to present/revise the characters.

**Key:** 1 Stella wants to be a doctor. 2 Uncle Fred's a farmer. 3 Simon's reading a comic, *Lock and Key*. 4 Grandpa Star's riding Suzy's bike.

### CD 1, 02

**MR STAR:** Hello there, everybody. We're the Stars.

**STELLA:** Hello. I'm Stella and I'm ten. This is my Aunt May. She's a doctor, and I want to be a doctor too.

**SIMON:** Hi. I'm Simon and I'm nine. This is my Uncle Fred. He's my mum's brother. He's a farmer. This is my favourite comic, *Lock and Key*. It's about two detectives. I want to be a detective.

**SUZY:** Hello. I'm Suzy. I'm six. This is my grandfather, Grandpa Star. He's funny. He knows lots of good games. I want to be funny too!

### 3 Listen again. Choose the right words.

- Focus pupils on Activity 3. Play the first part of the audio and go through the example. Play the rest of the audio. Pupils work individually and then check in pairs. Play the audio again. Check with the class. Check understanding of question 2 by asking how old Suzy is (six), and of question 5 by asking why Grandpa Star is funny (he's riding Suzy's bike). Focus pupils on the Grammar box and use it to review comparative adjectives.
- In pairs, pupils write two more sentences with options. They swap with another pair, answer each other's and then check together.

**Key:** 2 Suzy, 3 uncle, 4 detective, 5 funny, 6 older

## Extra activity 1: see page 214 (if time)

## Activity Book page 4

### 1 Read and .

- Tell pupils to open their Activity Books at page 4 and to look at Activity 1. They read the instruction. Check they know what to do, using the example. Pupils do the activity individually and then check in pairs. Check with the class.

**Key:** 2 older, 3 taller, 4 longer, 5 bigger, 6 happier

### 2 Complete the sentences.

- Focus pupils on the pictures. Elicit the sports / hobbies and tell pupils to choose *go / play*. Go through the example. Make sure pupils realise they need to provide more parts of the sentences as they go along. They complete the sentences individually and then compare in pairs. Check with the class.

**Key:** 2 fishing, 3 go cycling / go for a bike ride, 4 play hockey, 5 to fly a kite, 6 want to play table tennis, 6 wants to go swimming / wants to swim

## Extra activity 2: see page 214 (if time)

### Optional activities

- Grammar reference Hello there! Unit from *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94). See answer key on *Kid's Box Teacher's Book 4* (page 195).
- Hello there! Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 8 and 9).

### Language Portfolio (online)

- Pupils complete the cover and pages 1 and 2 of *Kid's Box Language Portfolio 4* (*About me* and *My English language skills*).

### Ending the lesson

- Say *Goodbye* or *Bye* to different pupils. Add *See you* (on day of next lesson). Pupils do the same to you and say *Goodbye* to each other.



**4** Read and say the correct description for each person. 1–h

- 1 His hair is white and curly. He's funny.
- 2 He's got short black hair and he's wearing sunglasses. He's hungry.
- 3 She's got straight grey hair. She's thirsty.
- 4 She's got short brown hair and she's young. She's little, but loud.
- 5 She's got very long blonde hair and she's beautiful. She's quiet.
- 6 He's got short straight red hair. He's happy.
- 7 She's got straight blonde hair and she wears glasses. She's clever.
- 8 He's got curly red hair, a beard and a moustache. He smiles a lot.
- 9 She's got straight black hair. She's tired.

**5** Listen and say the name.

1 Who smiles a lot? Uncle Fred.

**6** Play the game.

Has he got red hair? Yes, he has.

Is he younger than Stella? No, he isn't.

Is he Uncle Fred? Yes, he is.

Vocabulary Character names Personal descriptions

**3** Sort and write the words.

**4** Kid's Box File.

My name's \_\_\_\_\_  
 I'm \_\_\_\_\_ years old. I've got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.  
 There are \_\_\_\_\_ people in my family.  
 They are called \_\_\_\_\_  
 I like \_\_\_\_\_ and \_\_\_\_\_  
 I don't like \_\_\_\_\_  
 My favourite \_\_\_\_\_ is \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have reviewed personal descriptions.

## Target language

- **Key language:** personal description, *have got, wear*, adjectives, definitions
- **Revision:** comparative adjectives, adjectives, character names, personal information

## Materials required

- Star family flashcards (1–9)
- Extra activity 1: The following adjectives each written on a small piece of card/paper: *funny, hungry, thirsty, loud, quiet, happy, clever, tired, young, old, beautiful, sad*
- Extra activity 2: A blank sticker or piece of paper and safety pin for each pupil, CD of quiet music
- Optional: *Kid's Box Teacher's Resource Book 4 Hello there! Unit Reinforcement worksheet 2* (pages 8 and 10)

## Pupil's Book page 5

### Warmer

- Review personal descriptions. Describe someone in the class using the language as in Pupil's Book page 5 Activity 4. The other pupils guess who it is. Repeat for another two or three pupils.
- 4 Read and say the correct description for each person.**
- Tell pupils to open their Pupil's Books at page 5. Elicit who the people are in the pictures by asking, e.g. *Who's c?* Use the Star family flashcards to review some of the names if necessary. Check they have read and understood the activity instruction. Do number 1 as in the example with the class. Pupils work in pairs. They take turns to read the sentences quietly to each other and match them with the person. They say the name of the person. Elicit answers from pairs. They read the sentences and then say the letter and who it is. Check understanding of the final adjectives by eliciting an appropriate mime/definition. Ask, *Is Suzy big or little?* to elicit *little*. Explain that *little* is the same as *small*. Continue, *Is a panda big or little? Is a bat big or little?* Ask pupils to tell you the names of animals/insects that are little. Do number 1 as an the example with the class.

**Key:** 2 c, 3 f, 4 i, 5 g, 6 b, 7 e, 8 a, 9 d

### 5 Listen and say the name.

- Focus pupils on the activity instruction and the example and check understanding. Review the character names again. Tell them to whisper the name to their partner the first time they listen. Before listening, pupils make sure they remember the names of all the characters in the pictures. Play the audio. Pupils listen and whisper. Play the audio again. Pause after each question to elicit the answer from the class.
- Ask, *Is Suzy big or little?* to elicit *little*. Explain that *little* is the same as *small*. Continue, *Is a panda big or little? Is a bat big or little?* Ask pupils to tell you the names of animals/ insects that are little. Do number 1 as in the example as a class.

**Key:** 2 Simon, 3 Mrs Star, 4 Mr Star, 5 Suzy, 6 Grandpa, 7 Aunt May, 8 Grandma, 9 Stella

### CD 1, 03

- |                     |                  |
|---------------------|------------------|
| 1 Who smiles a lot? | 6 Who's funny?   |
| 2 Who's happy?      | 7 Who's tired?   |
| 3 Who's quiet?      | 8 Who's thirsty? |
| 4 Who's hungry?     | 9 Who's clever?  |
| 5 Who's loud?       |                  |

### 6 Play the game.

- Focus pupils on Activity 6 and tell them this is a game. Demonstrate the activity first. Tell pupils you're thinking of one of the characters. They ask questions as in the example to try and guess. They can only ask three questions. Pupils then play the game in pairs. Pupil A writes a letter from *a* to *i* in a secret place (the letter of the person). Pupil B then asks three questions to guess. Help with appropriate questions.

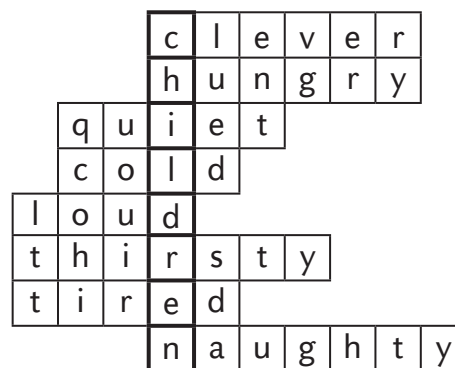
## Extra activity 1: see page 214 (if time)

## Activity Book page 5

### 3 Sort and write the words.

- Focus pupils on Activity 3 and elicit what this is (a crossword) and that the words are anagrams. Point out the example answer written below the picture of the clever girl. First pupils solve the anagrams and write the words correctly on the line provided. Elicit answers. Then, in pairs, they work out where the words go (point out the example answer in the grid). Check with the class.

**Key:**



### 4 Kid's Box File.

- Focus pupils on the Kid's Box File. Elicit ideas for the information they can put in the file. Remind pupils that they need to complete the sentences with information about themselves. Pupils note ideas in pencil first. Check around the class as they are doing this and help/suggest/prompt if there are problems. Supply English words if pupils need them. Pupils complete the fact file. They then draw a picture in the box to illustrate one piece of information in the fact file. They make groups of four and take turns to read out their fact files. The other pupils listen for two things they have in common with the reader, e.g. age / number of people in the family.

## Extra activity 2: see page 214 (if time)

### Optional activity

- Hello there! Unit Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 8 and 10).

### Ending the lesson

- Pupils open their Pupil's Books and cover the page with paper so that they can only see the pictures of the characters at the top. Say, e.g. *Tell me about Suzy*. Pupils describe her from the picture.



### 7 Read and say the answers.

- 1 Where does Aunt May work?
- 2 What does she like doing?
- 3 Where does Uncle Fred live?
- 4 What time does he get up?



Aunt May's a doctor. She works in a big hospital in the city. She sometimes works during the day and she sometimes has to work at night. She doesn't like working at the weekend. She likes listening to music and taking photos.

Uncle Fred's a farmer. He lives on a farm in the country. He's got twenty-seven cows and forty-three sheep. He always gets up at five o'clock. Uncle Fred has to work in the morning, the afternoon and the evening. He sometimes works at night too. He loves working on his farm, and driving his lorry!



### 8 Correct the sentences.

- 1 Aunt May's a bus driver.
- 2 She works in a big school.
- 3 She never works at night.
- 4 She likes working at the weekend.
- 5 Uncle Fred lives in a flat in the city.
- 6 He's got forty-three cows.
- 7 He never gets up at five o'clock.
- 8 He always works at night.

1 Aunt May's a doctor.

#### Grammar

She **always** wears a white coat at work. He **sometimes** works at night. He **never** gets up at 10 o'clock.

**Vocabulary** farmer dentist detective driver doctor teacher

**Grammar** Frequency adverbs have to like / love + ing

### 5 Ask your friend. Complete the questionnaire.

- |   |                                 |                                    |                                |
|---|---------------------------------|------------------------------------|--------------------------------|
| 1 Do you wake up at six o'clock?        | always <input type="checkbox"/> | sometimes <input type="checkbox"/> | never <input type="checkbox"/> |
| 2 Do you have breakfast in the kitchen? | always <input type="checkbox"/> | sometimes <input type="checkbox"/> | never <input type="checkbox"/> |
| 3 Do you have lunch at school?          | always <input type="checkbox"/> | sometimes <input type="checkbox"/> | never <input type="checkbox"/> |
| 4 Do you watch TV after school?         | always <input type="checkbox"/> | sometimes <input type="checkbox"/> | never <input type="checkbox"/> |
| 5 Do you go to bed at nine o'clock?     | always <input type="checkbox"/> | sometimes <input type="checkbox"/> | never <input type="checkbox"/> |
| 6 Do you go to the park at the weekend? | always <input type="checkbox"/> | sometimes <input type="checkbox"/> | never <input type="checkbox"/> |

### 6 Write about your friend.

- 1 My friend Peter always wakes up at six o'clock.
- 2 My friend has breakfast
- 3 My has
- 4 My watches
- 5 goes
- 6

### 7 Read and match.

- 1 Hello, Jack. How are you?
  - 2 How old are you?
  - 3 What's your name?
  - 4 Who's that?
  - 5 Whose bike is this?
  - 6 Whose tractor is that?
- a It's my aunt's.      c I'm fine, thanks.      e I'm ten.
- b That's my uncle, Paul.      d It's my uncle's.      f Mary.

**Objectives:** By the end of the lesson, pupils will have reviewed using the present simple to talk about daily routines.

## Target language

- **Key language:** present simple, adverbs of frequency: *always, sometimes, never, like / love + -ing*, routine activities
- **Revision:** actions, jobs, *during the day, at night, in the morning/afternoon/evening, at work, white coat, hospital*, days of the week, *weekend, work, wear, listen to music, take photos, get up, farm, cow, sheep, flat, city, country*

## Materials required

- Jobs flashcards and/or wordcards (15-20)
- Extra activity 1: 15 pieces of paper, each with one of the following phrases written on it: *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to the park, go to sleep*
- Optional: Grammar reference Hello there! Unit *Pupil's Book 4* (page 94); *Kid's Box Teacher's Resource Book 4* Hello there! Unit Extension worksheet 1 (pages 8 and 11),
- *Kid's Box Language Portfolio 4* (page 7)



## Pupil's Book page 6

### Warmer

- Draw a circle on the board and write *Jobs* in the centre. Elicit the jobs pupils know and build up a mind map. Ask which job(s) they want to do. Leave the mind map on the board (see *Ending the lesson*).

### 7 Read and say the answers.

- Tell pupils to open their Pupil's Books at page 6 and to look at Activity 7. Use the flashcards to elicit Aunt May's and Uncle Fred's jobs (doctor and farmer).
- Ask a pupil to read the instruction aloud and two others to read the questions. Pupils read silently and find the answers. They check in pairs. Check with the class. Pupils take turns to read the texts aloud around the class.
- Ask other questions about the texts to check understanding, e.g. Aunt May: *Does she always work at night?* Uncle Fred: *When does he have to work?* Review *always*, *sometimes* and *never* using the Grammar box at the bottom of the page. You can also check Grammar reference in Pupil's Book 4 page 94.

**Key:** 1 She works in a hospital. 2 She likes listening to music and taking photos. 3 He lives on a farm in the country. 4 He gets up at five o'clock.

### 8 Correct the sentences.

- Focus pupils on Activity 8 and on the activity instruction. Check understanding, particularly of *bus driver* by showing the flashcard. They do the task orally first in pairs. Check with the class. Pupils write the corrected sentences in their notebooks, following the model.

**Key:** 2 She works in a big hospital. 3 She sometimes works at night. 4 She doesn't like working at the weekend. 5 Uncle Fred lives on a farm in the country. 6 He's got twenty-seven cows. 7 He always gets up at five o'clock. 8 He sometimes works at night.

Extra activity 1: see page 214 (if time)

## Activity Book page 6

### 5 Ask your friend. Complete the questionnaire.

- Tell pupils to open their Activity Books at page 6. Focus them on the questionnaire and on the instructions. They take turns to ask and answer and to mark the correct box with their friend's answer.

### 6 Write about your friend.

- Focus pupils on Activity 6. Elicit sentences from pupils about their friends. Tell them to refer to the completed questionnaire from Activity 5. Write a few examples on the board, writing the third person *s* in a different colour to remind them to use it. Elicit why they need to write the *s*. Draw a square around the adverb *too* to highlight to pupils where it goes in the sentence. Pupils write five sentences about their partner using the information from Activity 7.

### 7 Read and match.

- Ask two pupils to read the example question and answer. Pupils work individually to complete the activity. Check with the class.

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

Extra activity 2: see page 214 (if time)

### Optional activity

- Hello there! Unit Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 8 and 11).

### Language Portfolio (online)

- Pupils complete page 7 of *Kid's Box Language Portfolio 4 (Learning English)*. Help with new language and elicit sentences (e.g. *I sometimes like working in pairs and groups. I don't like doing tests*). Pupils compare their completed pages in pairs.

### Ending the lesson

- Go back to the jobs elicited at the beginning of the lesson or use the flashcards/wordcards. Elicit some ideas from pupils about the jobs, using sentences as in the texts about May and Fred, e.g. (Detective) *He works in an office. He sometimes works at night. He wears a hat and always carries a magnifying glass. She wears a white coat and a mask.* (Dentist) *She looks at our teeth.*



**9** Look at the song and say the correct order of the pictures. Listen and check. 1 - b

**1** The morning rap,  
We do it every day.  
The same routine,  
Now listen and say.

**2** It's seven o'clock,  
Wake up, wake up!  
You must get up  
And have a wash.

**3** Come on, come on,  
It's time to go.  
Get dressed, get dressed!  
Put on your clothes.

**4** Run to the kitchen,  
Sit on a chair.  
Eat your breakfast,  
Comb your hair.

**5** The morning rap ...  
It's seven o'clock ...  
Clean your teeth.  
No time to lose.  
Get your bag,  
Put on your shoes.

**6** Goodbye to Mum,  
Goodbye to Dad.  
My friends are at school,  
So I'm not sad.

**7** The morning rap.  
The morning rap.

**10** Sing the song.

**11** Write about your day.

I wake up at seven o'clock.  
I get dressed after I get up ...

Grammar Imperatives

**8** Look. Write 'before' or 'after'. Match.

**1** She gets up after she wakes up. **2**

**3** She washes before she has breakfast. **4**

**5** She gets dressed after she washes. **6**

**7** She has breakfast before she cleans her teeth. **8**

**9** She combs her hair after she gets her bag. **10**

**11** She catches the bus after she puts on her shoes. **12**

**9** Circle the odd one out.

1 trousers	teacher	doctor	dentist	farmer
2 floor	door	window	stairs	bus
3 library	hospital	supermarket	cinema	lorry
4 bear	snake	rock	lion	bat
5 river	lake	sea	blanket	waterfall
6 plant	grass	cook	tree	leaf
7 son	aunt	driver	uncle	daughter
8 sunny	hot	island	windy	cloudy
9 dentist	scarf	hat	sweater	coat
10 longer	quieter	teacher	shorter	bigger

**Objectives:** By the end of the lesson, pupils will have talked and written about their daily routines using *before* and *after* and sung a song.

## Target language

- Key language: present simple, *must*, imperatives, *routine*, *before/after*
- Additional language: *no time to lose*
- Revision: daily routines, word families

## Materials required

- Warmer and Practice: The following actions written on cards (large enough to be read by the class): *wake up*, *get up*, *have a wash*, *get dressed*, *run to the kitchen*, *sit on a chair*, *eat your breakfast*, *comb your hair*, *get your bag*
- Optional: *Kid's Box Teacher's Resource Book 4* Hello there! Unit Song worksheet (page 13); *Kid's Box Interactive DVD 4*, *The music room*, Hello there! Unit, 'The morning rap' song; *Kid's Box Interactive DVD 4*, *Simon's room* 'The Memory Game'



## Pupil's Book page 7

### Warmer

- Display the action cards on the board. Point to each one and elicit/say the instruction, e.g. *Run to the kitchen*. Write a number under each one. Mime one of the actions. Pupils answer with the number and the verb and then say, e.g. *It's number 1. Sit on a chair*.  
Note: Make sure pupils don't use the present continuous.
- 9 Look at the song and say the correct order of the pictures. Listen and check.
- Tell pupils to open their Pupil's Books at page 7. Ask what they can see in some of the pictures. Focus on picture 'e' and ask *What are they doing?* to elicit *'They're cleaning their teeth.'* Ask *What do we use to clean our teeth?* to elicit (explain if necessary) *toothbrush* and *toothpaste*. Ask further questions: *What colour is your toothpaste?* *What colour is the boy's/girl's toothbrush?* *Can you eat toothpaste?* If pupils have a different answer, ask them why to check, because they might have a good reason. Ask a pupil to read the activity instruction aloud. Focus on the example speech bubble and check pupils know what to do. Pupils work in pairs to try and order the activities. Remind them to check in the song text. Point out that there isn't a picture for every phrase in the text. Monitor pupils and prompt them to think by, e.g. pointing to a picture, but don't tell them the answers.
- Play the audio for pupils to check their answers. Elicit answers. Explain any new vocabulary in the song text. Check understanding of the different actions. Ask pupils which ones they do in the morning.

Key: 2 i, 3 f, 4 j, 5 c, 6 g, 7 e, 8 d, 9 a, 10 h

CD 1, 04

As in Pupil's Book

### 10 Sing the song.

- Play the audio. Pupils listen. Play the audio again. Pupils join in with the song, miming the actions if they want to. They can clap their hands or click their fingers in time with the rhythm of the rap if they prefer. Divide the class into 12 groups. Each group sings a pair of lines and mimes as they sing.

CD 1, 04

As in Pupil's Book

CD 1, 05

Now sing the song again. (Karaoke version)

### Practice

- Ask questions about the song using *before* and *after*, e.g. *What do we do before we eat breakfast?* *What do we do after we get up?* Check pupils understand the sequence. Use the action cards to help. Place two action cards next to each other on the board and make two sentences, one with *before* and one with *after*. Write the two model sentences

underneath. Personalise the activity by asking pupils, e.g. *What do you do after you eat breakfast?* *What do you do before you have a shower?*

### 11 Write about your day.

- Focus pupils on the activity instruction and the model text. Pupils work individually to write sentences about their daily routine in their notebooks using *before/after*. Monitor and support if necessary. This activity can be completed for homework.

Extra activity 1: see page 214 (if time)

## Activity Book page 7

### 8 Look. Write 'before' or 'after'. Match.

- Tell pupils to open their Activity Books at page 7. Ask a pupil to read the activity instruction aloud. Go through the example. They work individually and complete the activity. Check the activity carefully with the class, making sure pupils understand the sequence of the actions.

Key: 2 before (d), 3 after (c), 4 before (a), 5 before (f), 6 after (e)

### 9 Circle the odd one out. **M** towards

- Focus pupils on Activity 9. Ask what they can see in some of the pictures. Ask a pupil to read aloud the activity instructions and the first line. Elicit from pupils why *trousers* is different (clothes). Pupils complete the activity individually and then check in pairs. Check with the class, eliciting reasons for the answer each time.

Key: 2 bus, 3 lorry, 4 rock, 5 blanket, 6 cook, 7 driver, 8 island, 9 dentist, 10 teacher

Extra activity 2: see page 214 (if time)

### Optional activities

- Hello there! Unit Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 8 and 13).
- *The music room*: Hello there! Unit from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.
- *Simon's room*: Play 'The Memory Game' from *Kid's Box Interactive DVD 4*. See page 34 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song from the Pupil's Book again.



**12 Stella's phonics**

A cat in a bag.

A snake and a snail in the rain.

A farmer in his car.

The farmer's parking the car in the car park.

**13 Make questions. Ask and answer.**

have / got / younger cousin      Have you got a younger cousin?      Yes, I have.

like / snails      Do you like snails?      No, I don't.

can / play basketball      Can you play basketball?      Yes, I can.

catch / bus / school

can / swim

have / got / older brother

wake up / eight o'clock

have / got a pet

want to be / doctor

**8 Phonics** Short vowel sound 'a' (mgn) and long vowel sounds 'ai' and 'ar' (say and cgr)

**10 Write. Listen, check and say.**

name bag start play stand farmer straight  
catch dance have grey father man take aunt

sad	rain	car
	name	

**11 Change one letter to make new words.**

- A colour.
- You sleep in this.
- Not good.
- This animal sleeps during the day.
- This animal likes eating fish.
- We can drive this.
- We listen with this.
- When you're hungry you ...
- You wear this on your head.

red
hat

**JOKE BOX**

Ha! Ha! Ha!

What do you call a fish with no eyes?

**8**

**Objectives:** By the end of the lesson, pupils will have practised identifying the phonemes /æ/, /eɪ/ and /aɪ/ and recognising alternative spellings for these sounds. They will also have completed a communication activity.

## Target language

- Key language:** Words with the phonemes /æ/, /eɪ/ and /aɪ/ (e.g. cat, snake, farmer), family, routines, questions and short answers
- Revision:** Pronunciation of words with the target phonemes from *Kid's Box* Levels 1–3

## Pupil's Book page 8

### Warmer

- Say *Look and think. Make three groups.* Write these words on the board: *sad, last, dad, name, dance, say, make, bag, start*. Say the words aloud, emphasising the vowel sounds. If pupils still can't do it, write down one of the groups (*sad, dad, bag*). Elicit the other groups and write them on the board (*last, dance, start* and *name, say, make*). Say the words in groups. Pupils repeat.

### 12 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 8. Elicit Stella's name. Explain that the Stella's phonics activities help with pronunciation. Focus on the smaller pictures. Elicit *cat, bag, snake, rain, farmer* and *car*. Focus on the larger picture and ask, e.g. *What animals can you see?* Review *market*.
- Point to the sentences. Say *Listen and read*. Play the audio for pupils to listen only. Play the audio again. Pupils repeat the sentences.  
Note: Distinguishing between the /æ/ and /ɑ:/ phoneme can be difficult when words with the /ɑ:/ phoneme don't follow the spelling pattern (e.g. *father* and *aunt* in this unit). Pupils need help recognising spelling patterns for the /eɪ/ phoneme (*ay* and *a\_e*), as well as irregular spellings (e.g. *eight, straight*).

#### CD 1, 06

**STELLA:** Hi, I'm Stella! Repeat after me!

/æ/, /æ/, cat

/eɪ/, /eɪ/, snake

/ɑ:/, /ɑ:/, farmer

A cat in a bag.

A cat in a bag.

A snake and a snail in the rain.

A snake and a snail in the rain.

A farmer in his car.

A farmer in his car.

The farmer's parking the car in the car park.

The farmer's parking the car in the car park.

### 13 Make questions. Ask and answer.

- Focus pupils on Activity 13. Practise the questions and answers in the speech bubbles. Check pupils know how to form questions correctly, as in the examples, and to give the appropriate short answers. If necessary, write the questions on the board. Pupils work in pairs. A asks all the questions for B to answer first, and then they swap. Pupils write the answers in their notebooks. Pupils tell the class about their partner, e.g. *Claude doesn't catch the bus to school*.

Extra activity 1: see page 214 (if time)

## Activity Book page 8

### 10 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 8. Check they know the meaning of all the words in the box. Point out the words at the top of each column. Say the words, emphasising the vowel sounds. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns 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:** **sad:** bag, stand, have, man, catch; **rain:** play, straight, grey, take; **car:** start, farmer, father, aunt, dance

#### CD 1, 07

/æ/, bag, stand, have, catch, man

/eɪ/, name, play, straight, grey, take

/ɑ:/, start, farmer, dance, father, aunt

### 11 Change one letter to make new words.

- Write *book, boot, foot* on the board. Show pupils how only one letter has changed each time. Point out the two examples and solve the second with the class. Pupils do the activity in pairs. Check on the board.

**Key:** 2 bed, 3 bad, 4 bat, 5 cat, 6 car, 7 ear, 8 eat

### Joke box

- Focus pupils on the Joke box. Elicit what a joke is (something that makes you laugh). Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary by writing *fish* on the board and crossing out the *i*. Elicit the meaning of *joke* in pupils' L1.

Extra activity 2: see page 214 (if time)

### Ending the lesson

- Write the long sentence from Pupil's Book Activity 12 on the board. Say it as a tongue twister. Pupils repeat and then practise in pairs.



**LOCK & KEY**

**14** Listen to the story.

**15** Act out the story.

**12** Write the numbers and join the dots.

Start at number 68. Find another picture with the same thing in it. Look, there's a plant in 68 and there's a plant in 39. Write number 39 in the box.

68	39								
----	----	--	--	--	--	--	--	--	--

Now join the dots.

What is the picture? \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have read a story and reviewed numbers.

## Target language

- **Key language:** language in the story, numbers, joke box
- **Revision:** functional language, *was/were*, *Lock and Key*, *magnifying glass*

## Materials required

- Flashcards of Lock and Key (13–14)
- Make a simple but striking poster which reads:  
*Lock and Key Detective Agency.*  
*We're here to help you, night and day.*  
*Call us on 01449 228000.*  
*Email: lockandkey@detectives.com*
- Playscript Hello there! from *Kid's Box Teacher's Resource Book 4* (pages 80-81)
- Optional: *Kid's Box Teacher's Resource Book 4* Hello there! Unit Extension worksheet 2 and Topic worksheet (pages 8, 12 and 14); the animated version of the Hello there! Unit story from *Kid's Box Interactive DVD 4* (Suzy's room section)



## Pupil's Book page 9

### Warmer

- Display the Lock and Key poster you have made on the wall and the flashcards of Lock and Key. Ask pupils to read it and to tell you what it is (advert for the Lock and Key Detective Agency). Check understanding of *detective agency*. Ask who Lock and Key are (pupils point to the flashcards). Ask for examples of the things they do too. If pupils didn't study *Kid's Box 3*, use these examples: *look for lost cats, find lost paintings, find car thieves*. Ask pupils how you can contact them (phone/email). Ask pupils if they think Lock and Key use a magnifying glass. Check comprehension by drawing one on the board.

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 9. Elicit who the story is about (Lock and Key). Tell pupils to point to Lock and then to Key (using the flashcards as reference). Set the gist listening/reading questions: *What's today's problem for Lock and Key? Do they find the answer?* Play the audio. Pupils listen and read. They don't shout out the answers, but check quietly with their partner at the end of the audio. Check with the class (a picnic thief; yes, it's a bird).
- Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling relevant to each character.
- Check comprehension by holding up your book and asking, e.g. *What's the little boy's name?* (Peter). *Who's the woman with him?* (His aunt). *Are Lock and Key in their car?* (No, on a motorbike). *Where are they?* (In the park). *What's Key holding?* (A magnifying glass).
- Elicit Key's favourite phrase (No problem).

CD 1, 08

As in Pupil's Book

#### 15 Act out the story.

- Demonstrate the activity. Five pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of five.
- To help children to act out the story, hand out a copy to each student of Playscript Hello there! from *Kid's Box Teacher's Resource Book 4* (page 81). See notes on page 80.

Extra activity 1: see page 214 (if time)

## Activity Book page 9

### 12 Write the numbers and join the dots.

- Tell pupils to open their Activity Books at page 9. Ask a pupil to read the activity instructions aloud and check understanding. Pupils do the task individually and then check in pairs. Check with the class, asking what the numbers are each time and what they found to link the pictures. Elicit what they found when they joined the dots (shark).

Key: 39 tree 74, 74 balcony 53, 53 bike 95, 95 cloud 47, 47 rainbow 21, 21 blanket 82, 82 trainers 19, 19 scarf 33, 33 rock 15, 15 cave 98

Extra activity 2: see page 214 (if time)

### Optional activities

- Hello there! Unit Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 8 and 12).
- Hello there! Unit Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 8 and 14).
- *Suzy's room*: The animated version of the Hello there! Unit story from *Kid's Box Interactive DVD 4*. See pages 38-45 of the *Teacher's Booklet*.

### Ending the lesson

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

# 1

# Back to school

## 1 Back to school

1 Look, think and say the answers.

- Where are the children?
- Which class are Alex and Simon in?
- Who likes Maths?
- What's Meera doing?

Simon Alex Stella Lenny Meera

Art Maths Sport

boring busy careful difficult easy exciting quick slow terrible

2 Listen and check.

3 Listen and say the illustration for each dialogue.

1 Be careful with those glasses, Sally! I am being careful!

e

10

## 1 Back to school

1 Find the words.

brave exciting boring careful difficult busy slow quick terrible

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

2 Look at the pictures. Complete the sentences.

- The man's getting the boy. He's very **brave**.
- My aunt thinks television is **b**.
- My younger sister thinks it's **d** to put her shoes on.
- You must be **c** when you cross the road.
- We were at the beach yesterday. It was windy and cold. The weather was **t**.
- The snail is a small animal. It's very **s**.
- What a great motorbike. It's really **q**!
- This book is very **e**. I don't want to go to bed.
- My mum is **b** because she works a lot.

10

**Objectives:** By the end of the lesson, pupils will have used adjectives to talk about school and people's feelings and reactions.

## Target language

- Key language: *boring, quick, exciting, busy, careful, difficult, easy, slow, terrible*
- Additional language: *pottery, bowl, grown up*
- Revision: school, school subjects

## Materials required

- Character flashcards: Stella (5), Simon (6), Lenny (10), Alex (11), Meera (12)
- Adjective flashcards (21–29)



## Pupil's Book page 10

### Warmer

- Ask pupils what subjects they have on their timetable today. Ask which their favourites are. Ask pupils if they have started any new subjects this year. Build a mind map on the board of the school subjects.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 10. Elicit who they can see (Simon, Stella). Introduce Alex, Lenny and Meera using the flashcards. Review all five character names by sticking the flashcards on the board, pointing to the cards in turn and saying, e.g. *Hello, Alex*. Point to the flashcards again. Pupils say *Hello*, (name) for each one.
- Ask pupils to read the activity instruction and the four questions. Pupils discuss their answers/predictions in pairs. Don't give the new vocabulary at this stage.

### 2 Listen and check.

- Play the audio for pupils to listen and check. Elicit complete sentences for each of the questions.
- Play the first part of the audio (the Art class). Elicit what Simon says (*My bowl's terrible*) and what the narrator says about Alex (*Alex is careful and slow*). Check understanding of the adjectives. Repeat for the other two sections.
- Focus pupils on the adjectives in the box. Elicit words they link to in the listening, e.g. *What's boring?* (basketball). Check understanding of the adjectives as you do the activity.

**Key:** 1 The children are at school. 2 Alex and Simon are in the Art class. 3 Stella likes Maths. 4 Meera's playing basketball.

### CD 1, 09

**NARRATOR:** Simon and Alex are in their Art class. They're making bowls and they can't stop. They're busy.

**SIMON:** Oooh. My bowl's terrible!

**NARRATOR:** Alex is careful and slow. His bowl's good.

**NARRATOR:** Stella and Lenny are in their Maths lesson. Stella's very happy because she loves Maths and thinks it's easy. Lenny doesn't think Maths is easy. He thinks it's difficult.

**LENNY:** I can't do this Maths problem. It's difficult.

**STELLA:** Come on, Lenny. You can do it. It's easy.

**NARRATOR:** ... It's 73–72. What an exciting game! Meera's got the ball and she's running with it. Meera's quick. The boy's slow.

**GIRL:** This is really boring. I don't like basketball.

### 3 Listen and say the illustration for each dialogue.

- Focus pupils on Activity 3. Pupils work in pairs and try to match the pictures with the dialogues. Play the audio for them to listen and match. Check with the class.

**Key:** 2 a, 3 f, 4 c, 5 h, 6 g, 7 d, 8 b, 9 i

### CD 1, 10

- Be careful with those glasses, Sally!  
I am being careful.
- What was the film like?  
It was really boring.
- What's 397 and 79?  
Oh, I don't know. That's difficult.
- What was the football match like?  
It was really exciting!
- Come on, Mary. Don't be so slow.  
I'm not slow!
- What's 2 and 2?  
That's easy. It's 4.
- Can I talk to you?  
No, sorry. I'm busy.
- The bus is coming. Be quick!
- The weather's terrible!  
Oh, no! Look at our food.

### Extra activity 1: see page 215 (if time)

## Activity Book page 10

### 1 Find the words.

- Pre-teach *brave*. Write *brave* on the board and read it aloud for pupils to repeat. Say *Firefighters are brave. They get people out of dangerous places. Can you think of brave people?* (e.g. police officers, climbers, etc.)
- Tell pupils to open their Activity Books at page 10. Pupils do the task individually. Check with the class.

**Key:**

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

### 2 Look at the pictures. Complete the sentences.

- Focus pupils on Activity 2. Check understanding, using the example. Pupils complete the sentences. Check with the class.

**Key:** 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 busy

### Extra activity 2: see page 215 (if time)

### Ending the lesson

- Stick the adjective flashcards on the board. Number them 1 to 9. Elicit the words. Say, e.g. *I have a lot to do. I'm very ...* Pupils say the correct number flashcard and the word. Repeat for the other adjectives.

### 4 Read and say the text with the correct words.

My teacher.  
This is Mr Newton. He's my Maths teacher.  
He works in a school in a big city. He's  
very busy because he's got a lot of work.  
There are 28 children in my class. His  
lessons aren't wols or grmbo, they're very  
egitbin. We like his lessons because they're  
not ftludfii. It's yase to learn lots of new  
things with him.  
Mr Newton's very folareu when he writes,  
but I'm not!



### 5 Write about one of your teachers.

### 6 Read and say their names.



Daisy



Fred



Mary



Johnny



Paul

- 1 This child likes being busy with lots of homework. Johnny  
His hair is straight and black and he's got glasses.
- 2 This child loves Art and is careful at painting. He's got short, brown curly hair.
- 3 The child with straight blonde hair is very brave.  
She loves reading to her class.
- 4 This child with glasses thinks Maths is exciting.  
Her hair is black and curly.
- 5 This child with short curly blonde hair thinks Music's difficult.

### 7 Make sentences for your friend. Say and answer 'true' or 'false'.

The child with glasses thinks Maths is boring.

False.

Vocabulary boring busy careful difficult easy exciting quick slow terrible

11

### 3 Complete the questionnaire.

Me

- |                              |                                   |                                    |                                    |
|------------------------------|-----------------------------------|------------------------------------|------------------------------------|
| 1 I think Music lessons are  | boring <input type="checkbox"/>   | easy <input type="checkbox"/>      | exciting <input type="checkbox"/>  |
| 2 I think television is      | exciting <input type="checkbox"/> | terrible <input type="checkbox"/>  | boring <input type="checkbox"/>    |
| 3 I think Maths lessons are  | easy <input type="checkbox"/>     | difficult <input type="checkbox"/> | exciting <input type="checkbox"/>  |
| 4 I think football is        | exciting <input type="checkbox"/> | boring <input type="checkbox"/>    | terrible <input type="checkbox"/>  |
| 5 I think computer games are | terrible <input type="checkbox"/> | exciting <input type="checkbox"/>  | difficult <input type="checkbox"/> |
| 6 When I do my homework I am | careful <input type="checkbox"/>  | quick <input type="checkbox"/>     | slow <input type="checkbox"/>      |
| 7 When I go to school I am   | quick <input type="checkbox"/>    | slow <input type="checkbox"/>      | careful <input type="checkbox"/>   |

### 4 Ask your friend. Write the answers.

What do you think of computer games?

I think they're exciting.

- 1 What do you think of computer games? exciting
- 2 What do you think of television? \_\_\_\_\_
- 3 What do you think of tennis? \_\_\_\_\_
- 4 What do you think of school? \_\_\_\_\_
- 5 What do you think of pop music? \_\_\_\_\_
- 6 What do you think of comics? \_\_\_\_\_
- 7 What do you think of football? \_\_\_\_\_

11

**Objectives:** By the end of the lesson, pupils will have written a text about a teacher and completed a questionnaire with a friend.

## Target language

- **Key language:** adjectives, present simple, descriptions
- **Revision:** comparative adjectives, colours, school subjects, *like, have got, very*

## Materials required

- Adjective flashcards and wordcards (21–29)
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Reinforcement worksheet 1 (pages 15 and 16)

## Pupil's Book page 11

### Warmer

- Write some school subjects as anagrams on the board. Pupils race to unscramble the words and write them correctly. Take a vote for the pupils' favourite subject.
- 4 Read and say the text with the correct words.
  - Tell pupils to open their Pupil's Books at page 11. Focus them on Activity 4 and elicit what they can see (a photograph of a teacher at work and a child's piece of writing about a teacher). Elicit the name of the teacher (Mr Newton) and the subject he teaches (Maths). Ask a pupil to read the activity instruction aloud and check understanding. Do the first one as an example with the class.
  - Pupils work individually and unscramble the words. Set three reading questions: *Where is the school? Are his lessons boring? Why do the children like his lessons?* Pupils read to find the answers. Check with the class (in a big city; no, they're exciting; because they're not difficult). Pupils write the corrected text in their notebooks.

**Key:** busy, slow, boring, exciting, difficult, easy, careful

### 5 Write about one of your teachers.

- Using the list of subjects from the Warmer, help pupils choose a teacher to write about. Make sure it's a teacher they like. Remind them to use the model in Activity 4 to help them and to use the adjectives to talk about the lessons and their work. Monitor pupils as they write their drafts. When you have checked their work, they can write a final version on paper.

### Extra activity 1: see page 215 (if time)

### 6 Read and say their names.

- Focus pupils on Activity 6. Ask a pupil to read the activity instruction and the example. In pairs, pupils take turns to read the descriptions aloud and to say the names of the children. Check with the class using open pairs.

**Key:** 2 Paul, 3 Mary, 4 Daisy, 5 Fred

### 7 Make sentences for your friend. Say and answer 'true' or 'false'.

- Pupils use the example to write four sentences about the children in Activity 6. They include some false information. They take turns to read their sentences and to say *True* or *False*.

## Activity Book page 11

### 3 Complete the questionnaire.

- Tell pupils to open their Activity Books at page 11. Elicit what this is (a questionnaire). Pupils complete it about themselves by ticking the best adjective. They can only tick one in each line.
- 4 Ask your friend. Write the answers.
  - Make new pairs. Pupils take turns to ask and answer and to note the information about their partner.

### Extra activity 2: see page 215 (if time)

### Optional activity

- Unit 1 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 15 and 16).

### Ending the lesson

- Stick the adjective flashcards and the wordcards on the board. Call volunteers to come to the board and match them.
- Pupils group the adjectives according to the number of syllables (do this as a class if necessary).

**Key:** 1 syllable = quick, slow, 2 syllables = easy, boring, careful, busy, 3 syllables = exciting, terrible, difficult

**8** Look, think and say the answers.

- Where are the Star family?
- Who's Mrs Star talking to?
- Who's the Art teacher?
- Who's the Music teacher?



**9** Listen and check.

**10** Play the game.

He's the teacher who's talking to Mrs Star.

Mr Newton.

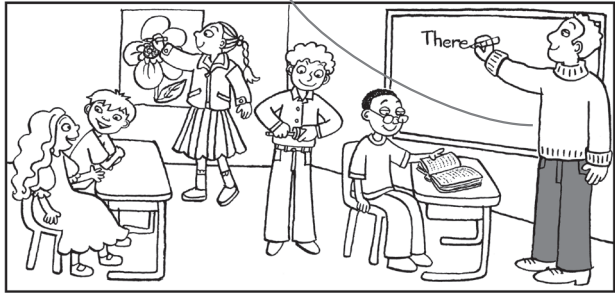
**Grammar**

She's the woman **who's** wearing the long green skirt.  
He's the man **who's** carrying the lorry.

**12** Grammar Relative clauses with who

**5** Listen and draw lines. Colour.

Paul Jane Mr Edison Peter Mary Jim



**6** Read and circle the correct answer.

- This is the person **when / who / when** teaches children.
- There **are / is / have** five children in the classroom.
- Mr Edison's the teacher **what / when / who** is writing on the board.
- Mary's the girl **where / with / who** is wearing a pink dress.
- Paul's book is **in / under / on** the desk.
- Jim's the boy **who / with / why** is sharpening his pencil.
- Peter's talking **about / to / for** Mary.
- In the classroom the children **must / can't / mustn't** listen to the teacher.

**12**

**Objectives:** By the end of the lesson, pupils will have used relative clauses with *who*.

## Target language

- **Key language:** relative clauses with *who*, descriptions
- **Revision:** adjectives, school subjects, prepositions, *school show*, *He's/She's called ...*, *over there*, *He's/She's the one ...*

## Materials required

- Warmer: Four large pictures of people (two men, two women) showing clothes / appearance for description
- Coloured pencils (one set per pupil)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 1 Reinforcement worksheet 2* (pages 15 and 17); Grammar reference Unit 1 *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94)



## Pupil's Book page 12

### Warmer

- Put the four pictures on the board. Number them 1 to 4. Review descriptions by playing a guessing game, e.g. *Who's got long, dark hair? Who's wearing a black jacket? Who's carrying a newspaper?*

### 8 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 12. Elicit who they can see in the picture and where they are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

### 9 Listen and check.

- Play the audio for pupils to listen and check. Elicit complete sentences for the answers. Write the teachers' names on the board. Elicit the subject each one teaches and what they're doing. Play the audio again if necessary. Focus on the target structure, e.g. *Mr Burke is the man who's singing. He's the sports teacher.* Elicit other sentences from pupils. They copy them into their notebooks.

**Key:** 1 They are at the school show. 2 She's talking to Mr Newton, the Maths teacher. 3 Mr Turner is the Art teacher. 4 Miss Flower is the Music teacher.

### CD 1, 11

**SIMON:** Hey! The school show's really exciting, Dad.

**MR STAR:** Yes, it is ... and it's good to see your teachers. Who are they all?

**SIMON:** Well, the man who's talking to Mum is my Maths teacher. He's called Mr Newton.

**MR STAR:** Right. Is the man who's singing your Music teacher?

**SIMON:** No, he's Mr Burke, our sports teacher. Miss Flower's our Music teacher. She's the woman who's wearing the long green skirt. They do the 'After school club'.

**MR STAR:** The 'After school club'? What's that?

**SIMON:** It's a new club where we can do lots of exciting things on Thursday afternoons. ... And can you guess who my Art teacher is?

**MR STAR:** Ooh, Simon, that's difficult. Is it the woman who's playing the guitar?

**SIMON:** Very funny, Dad. No, that's Mrs Robinson, our English teacher. Our Art teacher's over there. He's the one who's carrying the lorry.

**MR STAR:** Is his name Mr Strong? Ha ha ha.

**SIMON:** No, Dad. His name's Mr Turner.

### 10 Play the game.

- Clean the board. Focus pupils on Activity 10, the Grammar box and the example speech bubbles. They play the game in pairs. A looks at the picture, and B closes his/her book. A makes statements to test B's memory, as in the example. After one or two minutes, pupils swap roles.

**Extra activity 1: see page 215 (if time)**

## Activity Book page 12

### 5 Listen and draw lines. Colour. **M** towards

- Tell pupils to open their Activity Books at page 12. Tell pupils to put their coloured pencils on their desks and, the first time they listen, to put the colours they need in front of them. Play the audio. Stop after each one to give pupils time to draw the lines. They check in pairs. Play the audio again. Stop after each one to give pupils time to place coloured dots in the right place. Pupils check in pairs (name/colours). Play the audio a final time. Stop after each one to check names and spelling/clothes by eliciting, e.g. *Paul's the one who's reading a book. He's wearing a red T-shirt and blue trousers.*

### CD 1, 12

1 Who's Mr Edison?

He's the man who's writing on the board.

What's he wearing?

He's wearing a green sweater, grey trousers and blue shoes.

2 Who's Paul?

He's the boy who's reading a book. He's wearing a red T-shirt and blue trousers.

3 Who's Mary?

She's the girl who's got long blonde curly hair. She's wearing a pink dress. She's talking to Peter.

4 Who's Jane?

She's the girl who's drawing a beautiful picture. She's wearing an orange skirt and a purple jacket.

5 Who's Jim?

He's the boy who's sharpening his pencil. He's wearing a brown shirt and grey trousers.

### 6 Read and circle the correct answer. **M** towards

- Focus pupils on Activity 6. Pupils work individually and choose the correct words. They check in pairs. Check with the class.

**Key:** 2 are, 3 who, 4 who, 5 on, 6 who, 7 to, 8 must

**Extra activity 2: see page 215 (if time)**

### Optional activities

- Unit 1 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 15 and 17).
- Grammar reference Unit 1 from *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94). See answer key on *Kid's Box Teacher's Book 4* page 195.

### Ending the lesson

- See how much pupils remember about the pictures from the Warmer. They say, e.g. *Number 1's the woman who's carrying a handbag. She's wearing red shoes.* Show the pictures to check.



## 11 Read and find.

- 1 They're the boys who are laughing.
- 2 She's the girl who's drinking orange juice.
- 3 He's the boy who's wearing a red sweater.
- 4 They're the girls who are wearing pink dresses.
- 5 She's the girl who's skipping.
- 6 He's the boy who's throwing a ball.



## 12 Choose a child. Ask and answer.

Is it the boy who's reading a comic?

No, it isn't.

## 13 Read and say the letter. Listen and check.

The classroom's where you learn,  
The classroom's where we teach,  
Lots of exciting things,  
To do in our school week ...

- 1 I teach Sport,  
It's quick, not slow,  
Run, jump and skip,  
Go, go, go!

- 2 I teach English,  
All I need,  
Are lots of words,  
And books to read.

- 3 I teach Maths,  
It's easy to add,  
But if it's wrong,  
Don't be sad.

- 4 I teach Art,  
We can paint and draw,  
Careful with the paint,  
Don't drop it on the floor!

The classroom's where you learn,  
The classroom's where we teach,  
Lots of exciting things,  
To do in our school week ...

## 14 Sing the song.

13

## 7 Look at the pictures. Read and correct.



black beard

- 1 The man who's painting has got a grey moustache.
- 2 The man who's throwing a ball has got a little white dog.
- 3 The woman who teaches Music lives in a tall building.
- 4 The man who's got a moustache rides his horse to school.
- 5 The woman who likes books gets up at 9 o'clock.

## 8 Read and complete the table.

There are four new teachers at KB Primary School.

Name	Description	Age	Subject	Hobby
Miss Stone		42	English	
		28		playing the guitar
	grey curly hair		Music	

- 1 The woman who teaches Music likes reading. She's 57.
- 2 The teacher who's called Mr Brown has got a black beard. He is 42.
- 3 The woman who's 30 has got long fair hair. She teaches Maths.
- 4 The man who likes playing the guitar has got a brown moustache.
- 5 The man who likes playing tennis teaches English.
- 6 The woman who teaches Maths likes horse riding.
- 7 The man who doesn't teach English teaches Sport. His name's Mr Kelly.
- 8 The woman who's 57 is called Mrs Bird.

13

**Objectives:** By the end of the lesson, pupils will have had further practice with relative clauses using *who* and sung a song.

## Target language

- **Key language:** relative clauses with *who*, present continuous question forms
- **Additional language:** *playground*
- **Revision:** relative clauses with *who*, present continuous, actions and activities, clothes, adjectives, school subjects, food and drink

## Materials required

- Extra activity 2: 12 small pieces of paper/card for each group of four
- Optional: *Kid's Box Teacher's Resource Book* 4 Unit 1 Extension worksheet 1 and/or Song worksheet (pages 15, 18 and 20); *Kid's Box Interactive DVD 4 The music room*, Unit 1 'Our school week' song

## Pupil's Book page 13

### Warmer

- Write the names of about six pupils on the board and write up a piece of unique information about each one, e.g. *She's got long, dark hair. He's wearing jeans. Say Tell me about (name) to elicit, e.g. (Name)'s the boy who's wearing jeans. Repeat for the other names on the board.*

### 11 Read and find.

- Tell pupils to open their Pupil's Books at page 13. Elicit what they can see (playground) and what some of the children are doing. Ask a pupil to read the activity instruction aloud. Check understanding using the example. They work in pairs, taking turns to read the statements and find the child/children in the picture. Check with the class, using open pairs: one pupil reads a statement aloud, and another says the letter.
- Focus on the use of *They're ... who are ...* by eliciting examples in the classroom, e.g. Teacher: *Tell me something about (name) and (name).* Pupils: *They're the boys who are sitting at the front.* Make other similar statements. Pupils then make statements for the class to answer.

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

### 12 Choose a child. Ask and answer.

- Turn the activity into a guessing game. Say *I'm looking at a boy in the picture. Can you guess?* Pupils ask questions as in the speech bubble. Repeat for *girl*. Practise two or three more times. Pupils do the activity in pairs, taking turns to guess.

### 13 Read and say the letter. Listen and check.

- Focus pupils on Activity 13. Ask a pupil to read the instruction aloud. Check understanding. Pupils read the text and match who's speaking with one of the pictures, as in the example. They check in pairs. Play the audio. Pause after each teacher's section and elicit the letter and the name.

Key: 2 d, 3 c, 4 b

CD 1, 13

As in Pupil's Book

### 14 Sing the song.

- Play the audio again for pupils to join in the song. They sing as a whole class first and then as the teachers (make four groups). They do an appropriate mime for each school subject as they sing.

CD 1, 13

As in Pupil's Book

CD 1, 14

Now sing the song again. (Karaoke version)

Extra activity 1: see page 215 (if time)

## Activity Book page 13

### 7 Look at the pictures. Read and correct.

- Tell pupils to open their Activity Books at page 13. Go through the example to check they know what to correct.
- Pupils work individually and correct each sentence. They check in pairs. Check with the class. Pupils write the correct sentences in their notebooks.

Key: 2 The man who's throwing a ball has got a little black dog. 3 The woman who teaches Music lives in a little house. 4 The man who's got a moustache rides his bike to school. 5 The woman who likes books gets up at 7 o'clock.

### 8 Read and complete the table.

- Focus pupils on Activity 8 and ask a pupil to read the instruction aloud. Check pupils know what to do. They work in pairs to read and complete the table. Check with the class by drawing the table (with gaps) on the board. Elicit the missing information.

Key:

Name	Description	Age	Subject	Hobby
Mr Brown	black beard	42	English	playing tennis
Miss Stone	long fair hair	30	Maths	horse riding
Mr Kelly	brown moustache	28	Sport	playing the guitar
Mrs Bird	grey curly hair	57	Music	reading

Extra activity 2: see page 215 (if time)


### Optional activities

- Unit 1 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 15 and 18).
- Unit 1 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 15 and 20).
- The music room*: Unit 1 from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.


### Ending the lesson

- Pupils sing the song again.


**15 Stella's phonics**




Six busy insects.



A smiling crocodile.



Sixteen teeth.



It's easy to clean a smiling crocodile's teeth.

**16 Make questions. Ask and answer.**

Maths Art English difficult exciting easy

Do you think Maths is exciting? No, I don't.

**Find two people who ...**

... think Maths is exciting	Do you think Maths is exciting?
... think Art is easy	Do you think ... ?
... think English is difficult	Do you ... ?

**14 Phonics** Short vowel sound 'i' (quick) and long vowel sounds 'ee' and 'ie' (easy and fly)

**9 Write. Listen, check and say.**

sjt	see	five
quick		

easy	quick
time	night
busy	fly
teach	give
me	think
buy	key
need	finish
	smile

**10 Read and write the words.**

- She's Stella's friend, but she's older than her. Meera
- A person who works in a hospital. \_\_\_\_\_
- The opposite of 'always'. \_\_\_\_\_
- A person who looks at teeth every day. \_\_\_\_\_
- There are a lot of these in a forest. Monkeys sometimes live in them. \_\_\_\_\_
- The opposite of 'difficult'. \_\_\_\_\_
- This little animal is very slow. \_\_\_\_\_

**11 Cross out the words from Activity 10.**

new	Meera	dentist	likes	doctor	teacher
never	Lenny	snail	trees	his	easy

Use the other words to write a sentence.

Ha! Ha! Ha!

Why is the Maths book sad?

Because it's got a lot of problems.

**JOKE BOX**

**14**

**Objectives:** By the end of the lesson, pupils will have revised and contrasted the phonemes /ɪ/, /i:/ and /aɪ/ and completed a communication activity.

## Target language

- **Key language:** Words with the phonemes /ɪ/, /i:/ and /aɪ/ (e.g. quick, easy, exciting)
- **Revision:** school subjects, adjectives, question forms, definitions

## Pupil's Book page 14

### Warmer

- Write these words on the board: *be, my, sit, tree, easy, right, quick, time, bin*. Say *Think about the sound. Make three groups*. Help by saying two of the words with the vowel sound /ɪ/, e.g. *sit, bin*. Write these words in a group on one side. Elicit the other word with the same sound (*quick*). Elicit the other groups in the same way (*be, tree, easy* and *my, right, time*). Elicit the word *little* on the board.

### 15 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 14. Elicit what they can see in the pictures (insects, a crocodile who is smiling, teeth). Play the audio. Pupils listen and repeat. Play the audio again for pupils to repeat once more.

Note: Language learners often have difficulty hearing the difference between the short /ɪ/ and long /i:/ phonemes. In this lesson there are both regular and irregular spellings for the long /i:/ phoneme (e.g. *teeth* and *easy*).

#### CD 1, 15

**STELLA:** Hi, I'm Stella! Repeat after me!

/ɪ/, /ɪ/, insects

/aɪ/, /aɪ/, crocodile

/i:/, /i:/, teeth

Six busy insects.

Six busy insects.

A smiling crocodile.

A smiling crocodile.

Sixteen teeth.

Sixteen teeth.

It's easy to clean a smiling crocodile's teeth.

It's easy to clean a smiling crocodile's teeth.

### 16 Make questions. Ask and answer.

- Tell pupils today's communication activity is about school subjects. Focus them on the information on the page and elicit the questions for the second and third examples. Pupils copy the table into their notebooks and complete the second and third questions.
- Pupils each ask the three (or more) questions of two other pupils. They move around the classroom. Clap your hands. They make pairs and ask and answer. Repeat. Pupils write the answers to their questions in their notebooks.
- Pupils report back to the class on what they found out. Provide prompts on the board if necessary, e.g. *(Paula) thinks Maths is exciting, but she thinks English is difficult*.

Extra activity 1: see page 215 (if time)

## Activity Book page 14

### 9 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 14. Check they know the meaning of all the words in the box. Point out the words at the top of each column. Say the words, emphasising the vowel sounds. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns 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: **sit:** busy, give, think, finish; **see:** easy, teach, me, key, need; **five:** time, night, fly, buy, smile

#### CD 1, 16

/ɪ/, quick, busy, give, think, finish

/i:/, easy, teach, me, key, need

/aɪ/ time, night, fly, buy, smile

### 10 Read and write the words. towards

- Focus pupils on Activity 10 and on the instruction. Go through the example. They work in pairs and discuss the answers. Pairs check with pairs. Check with the class.

Key: 2 doctor, 3 never, 4 dentist, 5 trees, 6 easy, 7 snail

### 11 Cross out the words from Activity 10.

- After pupils have completed Activity 10, tell them that the words from Activity 10 are in the grid in Activity 11. Focus pupils on the words in the grid. They cross out the words they wrote in Activity 10.

### Use the other words to write a sentence.

- Pupils write a sentence with the other words. They work in pairs. Check with the class.

Key: Lenny likes his new teacher.

### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. Explain the joke if necessary by explaining the different meanings of the word *problems*.

Extra activity 2: see page 215 (if time)

### Ending the lesson

- Write the sentence *It's easy to clean a smiling crocodile's teeth* on the board. Say the sentence. Pupils repeat. Pupils practise saying the sentence as a tongue twister in pairs. Ask volunteers to say the tongue twister.



**LOCK & KEY**

17 Listen to the story.

On Thursday we've got a lesson on jobs. Can you come to my school to talk about your work, please?

No problem, Peter.

THURSDAY MORNING

Do you catch bad people?

Detectives are very important. We help people. We can find people and things.

Oh yes, we catch people who do naughty things.

Well thank you, Mr Lock and Mr Key. OK children, it's lunchtime.

LUNCHTIME

Your work is very interesting. Are you very busy?

Oh, yes!

Ooops!

OK, Key. I think we've got everything now. Let's go back to the office.

Lock! There's a basketball. Let's have a quick game!

I need to stop the ball!

You can't get it! Gooaaa!

Well! Excuse me!

You're very naughty!



















Is she a detective?

18 Act out the story.










15

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	_____ huge _____		huge
	_____		exciting
	_____		brave
	_____		careful
	_____		difficult
	_____		little
	_____		slow
	_____		quick
	_____		terrible

**Can do**

I can describe people.			
I can describe things.			
I can say what I think.			

15

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

## Target language

- Key language: language in the story
- Revision: language from the unit

## Materials required

- Flashcards of Lock and Key (13–14)
- Adjective flashcards and/or wordcards (21–29)
- Playscript 1 *Kid's Box Teacher's Resource Book 4* (pages 80 and 82)
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Extension worksheet 2 (pages 15 and 19); the animated version of the Unit 1 story from *Kid's Box Interactive DVD 4* (Suzy's room section); Evaluation 1 from *Kid's Box Teacher's Book 4* (page 233)

## Pupil's Book page 15

### Warmer

- Show the Lock and Key flashcards and review what pupils remember about the characters. Pupils say, e.g. *They're the detectives who always do silly things*. Review who Peter is. Tell pupils that Lock and Key are going to Peter's school to talk about their job. Elicit what they think happens.

### Story

#### 17 Listen to the story.

- Tell pupils to open their Pupil's Books at page 15. Focus pupils on the first small frame and elicit who they can see (Peter) and what day it is (Thursday). Play the audio. Pupils listen and read for what happens and to see if anything they predicted in the Warmer happens. They check in pairs. Check with the class (Lock scares the children, Key spills some sauce, they play basketball and get told off by the teacher).
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Who are Lock and Key eating lunch with? What does she ask them? Is it Key who sees the basketball? What does the teacher say when she finds them? Are they naughty?*

CD 1, 17

As in Pupil's Book

#### Extra activity 1: see page 215 (if time)

#### 18 Act out the story.

- Demonstrate the activity. Five pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of five.
- To help children to act out the story, hand out a copy to each student of Playscript 1 from *Kid's Box Teacher's Resource Book 4* (page 82). See notes on page 80.

## Activity Book page 15

### Do you remember?

- Write *Adjectives* in the centre of the board. Use the flashcards and/or wordcards to elicit the adjectives from the unit and write them as a mind map, e.g. *easy*.
- Tell pupils to open their Activity Books at page 15. Ask a pupil to read the activity instructions aloud and check they know what to do. They study the words on the right in silence, using the pictures to help. Pupils then cover the list on the right so that they can only see the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'terrible'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. 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 people. 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 things they described (e.g. slow car, terrible weather, quick motorbike). Pupils circle the appropriate face. Repeat for the third sentence, reminding pupils of the communication activity. Pupils circle the appropriate face.
- 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.

#### Extra activity 2: see page 215 (if time)

### Optional activities

- Unit 1 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 15 and 19).
- *Suzy's room*: The animated version of the Unit 1 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- Evaluation 1 from *Kid's Box Teacher's Book 4* (page 233). See notes on page 231.


### Ending the lesson

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

**Science**
**Wash your hands!**

**Fact**  
Microbes stay on our hands for up to three hours.

**1** Read and say 'yes' or 'no'.



We get ill because viruses or bacteria get into our body through our nose, mouth or a cut. Viruses and bacteria are called microbes, or germs. Colds and the flu are caused by a virus. Bacteria cause toothache and stomachache and you get an infection. When you get an infection from bacteria, you must sometimes take special medicine.


Illnesses from a virus are contagious. That means it is easy for other people to catch them. When you have a cold, you can do things to stop other people getting ill. You must blow your nose with a tissue, cover your nose when you sneeze and put your hand over your mouth when you cough. It is also important to brush your teeth to stop bacteria in your mouth.

One of the most important things to do to stop illness is to have clean hands. Wash your hands before eating, after you go to the toilet and when you play outside or touch animals. Many illnesses, for example a stomachache or flu, happen because people don't wash their hands and they spread germs.

- A cold is an illness caused by bacteria.
- Bacteria can cause an infection in your body.
- You must cover your mouth when you cough.
- Personal hygiene like washing your hands isn't important.

**2** Read the text again and answer the questions.

- What can cause illness?
- What can you take if you have an infection?
- What is one of the most important things for personal hygiene?
- What happens if you don't wash your hands?



**16**
**Vocabulary** bacteria brush your teeth burn clean hands cut illness medicine microbe virus

**Objectives:** By the end of the lesson, pupils will have read about microbes and personal hygiene and practised conversations about illnesses.

## Target language

- **Key language:** *virus, bacteria, cut, microbe, medicine, illness, brush your teeth, clean hands, burn*
- **Additional language:** *flu, cause, tissue, wet your hands in clean water*
- **Revision:** illnesses: *backache, a cold, a cough, an earache, a headache, a stomachache, a temperature, a toothache*

## Materials required

- Illness flashcards from Level 3

## Pupil's Book page 16

### Warmer

- Review the illnesses. Place the flashcards on the board. Point to each one in turn and the pupils say what they are.
- Remove the illness flashcards from the board and place them face down on the table. Ask for a volunteer to come and take one. He or she looks at the flashcard and mimes the illness for the rest of the class to guess. Continue with all the flashcards and different pupils.

### Fact

- Say *Open your Pupil's Books at page 16. Focus pupils on the Fact box. Read the fact to the class. Then point to the girl washing her hands. Ask Why is there a photo of someone washing their hands in a unit about illness? (If we wash our hands, we can stop microbes.) Say Yes, we can prevent a lot of illnesses if we wash our hands. Microbes can cause illnesses. Another word for microbe is 'germ'.*
- Ask *When do you wash your hands? How many times a day? Say This is an important part of personal hygiene. Personal hygiene is washing and being clean and hygienic. Ask Can you think of other examples of personal hygiene? (brushing my teeth, having a shower, washing my face, covering my nose when I sneeze)*

### 1 Read and say 'yes' or 'no'.

- Focus pupils on Activity 1. Pupils take turns to read the text around the class. Explain new words where necessary. Check general comprehension by asking questions. Ask, e.g. *Is a cold a virus? (Yes, it is.) What does 'contagious' mean? (when an illness is easy to catch) Why must we cover our noses when we sneeze? (to stop germs spreading)*
- Pupils read the text individually. Then, in pairs, they read and answer the sentences. Check as a class.

Key: 1 no, 2 yes, 3 yes, 4 no

### 2 Read the text again and answer the questions.

- Pupils look at Activity 2. Ask *Why do we wash our hands? (to get rid of germs and to stop illnesses)*
- Ask for volunteers to read the text aloud. Make sure they understand all the vocabulary. Pupils write the answers in their notebooks. Check answers as a class.
- Go around the class and each pupil says one thing they do to stay healthy. For example, *I wash my hands before eating. I cover my nose when I sneeze. I cover my mouth when I cough. I stay in bed when I'm ill. I don't eat when I've got a stomachache.*

Key: 1 microbes, or germs, 2 a special medicine, 3 to have clean hands, 4 You can get ill.

### Ending the lesson

- Tell pupils they have to wash their hands for 20 seconds. Teach pupils a chant to say when they are washing their hands:

*Wet your hands with clean water,  
Turn off the tap and add the soap.  
Rub and rub your hands together,  
Don't forget your thumbs and nails.  
Rinse off the soap with clean water.*

Note: Saying this chant twice is approximately 20 seconds.

- Pupils think of other ways to mark 20 seconds. Brainstorm with the class and write their ideas on the board. (Possible answers: Count from 1 to 20, adding 'and' between the numbers; sing 'Happy Birthday; count to 20 using '1 Mississippi, 2 Mississippi, 3 Mississippi, 4 Mississippi', etc.)



1

**3** Listen and say the pictures.






**4** Do the quiz. Say 'always', 'often', 'sometimes' or 'never'. Then ask and answer.

Do you ...

- brush your teeth in the morning?
- wash your hands before eating?
- cover your mouth when you cough?
- use a tissue to blow your nose?
- wash your hands after going to the toilet?



Do you brush your teeth in the morning?

Yes, I always brush my teeth in the morning.

**Project** **Design a hygiene poster!**  
Global Handwashing Day is on 15 October. Design a hygiene poster for Personal Hygiene Day at your school.

- Think about the most important hygiene habits.
- How do you want to illustrate your poster?
- What words or phrases do you want to use?

Clean hands save lives

Hygiene is in your hands

Wash away the germs

Get the hygiene habit



**Natural Science 4 Unit 2:**  
How are you feeling?

17

**Objectives:** By the end of the lesson, pupils will have listened to conversations about health problems and remedies. They will have completed a project involving designing and writing a hygiene poster.

## Target language

- **Key language:** *virus, bacteria, cut, microbe, medicine, illness, brush your teeth, clean hands, burn*
- **Additional language:** *doctor, emergency services, habit*
- **Revision:** *What's the matter? I don't feel well. Stay in bed and rest.*

## Materials required

- Project: Card, crayons, pencils, markers, paper
- Copies of the conversations from the listening activity
- Optional: Extra project idea, Unit 1 'Make a first-aid kit' from *Kid's Box Teacher's Book 4* (page 227)

## Pupil's Book page 17

### Warmer

- Review the illnesses. Write the following words on the board: *a burn, a broken leg, a cold, a cough, an earache, a headache, a cut, a stomachache, a temperature, a toothache*. Say definitions and pupils say the answer. Say, e.g. *This is when you break a bone and can't walk. This is when your head hurts. This is when you sneeze a lot. This is when your body get very hot. This is when your stomach hurts. This is when you touch something very hot and your skin goes red. This is when a tooth hurts.*
- Ask *Who can say which are accidents and which are illnesses?*

### 3 Listen and say the pictures.

- Say *Open your Pupil's Books at page 17*. Point to the pictures. Ask *What can you see in the pictures?* Encourage pupils to answer with as much detail as possible.
- Say *Listen and say the pictures*. Play the audio, pausing for the pupils to point to the correct picture. Elicit the picture.
- Choose four pairs. Play the audio again and this time the pupils repeat the conversations.
- Check comprehension. Say *Daisy's got a temperature. What must she do?* (stay in bed and rest) *Sam's broken his leg. What must he do?* (go to hospital) *Tom's burnt his hand. What must he do?* (put it under cold water) *Lily's got a big cut. What must she do?* (clean it)

Key: 1 b, 2 d, 3 a, 4 c

### CD 1, 18

1

Mum: What's the matter, Daisy?  
Daisy: I don't feel well, Mum.  
Mum: Oh dear. I think you've got a virus. Stay in bed and rest.  
Daisy: OK, Mum.  
Mum: I'll call the doctor.

2

Ben: Sam, are you OK?  
Sam: No, my leg hurts and I can't move it.  
Ben: Oh no! You have to go to hospital.  
Sam: Please call the emergency services.  
Ben: I'm doing that now!

3

Dad: What's the matter, Tom?  
Tom: My hand. I've burnt my hand on the kettle.  
Dad: Ouch! That looks bad. Quick put it under the cold water.  
Tom: Cold water?  
Dad: Yes, cold water will cool it down.  
Tom: That's better, Dad. Thanks.

### 4 Do the quiz. Say 'always', 'often', 'sometimes' or 'never'. Then ask and answer.

- Focus pupils on Activity 4. Check pupils understand all the vocabulary.
- Pupils do the quiz individually. They write their answers in their notebooks.
- Divide the class into pairs. In their pairs, pupils ask and answer about each other's hygiene routines. They use the example speech bubbles to help them.

### Project Design a hygiene poster!

- Focus pupils on the picture. Read the description and ask pupils if they have heard of Global Handwashing Day. Ask them if they think it is a good idea and why.
- Read out the instructions for the poster. Make sure pupils understand what they have to do.
- Hand out the materials to do the project. Pupils complete the project individually. Display the posters around the class.
- Optional: Have a competition to vote for the best poster. Bring in a small prize for the winner.

### Ending the lesson

- Review the conversations from the listening activity. Put pupils into pairs. The pairs choose one of the conversations. Hand out a copy of the conversation to the pupils. The pupils rehearse and then act it out for the rest of the class.

4

Jake: Are you OK, Lily?  
Lily: Yes, I think so ...  
Jake: No, you've got a big cut on your knee!  
Lily: Oh yes. Have you got a tissue?  
Jake: Yes. Let's clean it with water first.  
Lily: Good idea.

## 2 Good sports

1 Look, think and say the answers.

- Who do you think wants to climb?
- How many water sports can they do?
- Where can they do water sports?
- Which activity can they do inside and outside?

Activities outside      Activities inside

2 Listen and check.

3 Listen and say the letter. 1 He's learning to skate. h

**Grammar**

What can I **learn to** do? You can **learn to** sail and fish.

18 Vocabulary inside outside Grammar learn to do (something)

## 2 Good sports

1 Listen and draw lines.

Jane      Jack

Jim      Daisy

Mary      Peter

Fred

2 Write the sentences in order.

tennis I difficult. think is

1 I think tennis is difficult.

learn sail. to can We

2 We can sail to learn.

3 She's who skating. the girl likes

4 play can You inside. basketball

5 you fishing? want Do to go

18

**Objectives:** By the end of the lesson, pupils will have talked about the sports children can learn to do.

### Target language

- **Key language:** *learn to (swim), climb, sail, It's a place where ... , activity centre*
- **Additional language:** *rock climbing, climbing wall, water sports*
- **Revision:** weather, prepositions, present continuous, adjectives, *inside, outside, skate, dance, fish, What does ... mean?, can (ability), have got, the girl/boy who ... , good at*

### Materials required

- Sports flashcards (30–37)

## Pupil's Book page 18

### Warmer

- Brainstorm sports and make a mind map on the board. Ask pupils which sports they like and which ones they do every week.

#### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 18. Elicit the sports in the picture. Practise with flashcards. Confirm the meaning of *inside* and *outside* using the flashcards. Pupils discuss their answers/predictions in pairs.

#### 2 Listen and check.

- Play the audio for pupils to listen and check. Elicit complete sentences for the answers. Elicit what an *activity centre* is. Prompt pupils to say *It's a place where ...* Check understanding of other new vocabulary, e.g. *climbing wall*, *rock climbing*, *water sports*. Play the audio again.

**Key:** 1 Simon wants to climb. 2 They can do three water sports: sailing, fishing and swimming. 3 They can do water sports at/on the lake. 4 They can do climbing inside and outside.

#### CD 1, 19

**SIMON:** Look, this is the new activity centre which is opening in the village next to ours.

**SUZY:** What does 'activity centre' mean?

**SIMON:** It's a place where you can learn to do lots of exciting sports. Look. It's got rock climbing. I'd like to learn to climb.

**STELLA:** Hmm. It's not nice when it's cold, wet and raining.

**SIMON:** No, it's OK. They've got a climbing wall inside and outside.

**SUZY:** Look! There's a lake too.

**SIMON:** Yes, you can do water sports. You can learn to sail and fish, and you can go swimming there when it's hot.

**SUZY:** I don't want to sail or climb. What can I learn to do?

**STELLA:** Hmm. Let's see. You can learn to skate, Suzy.

**SUZY:** Hmm, skating. That's exciting, but I haven't got any skates.

**STELLA:** That's OK. They've got skates at the centre. And they do dancing. I can learn to dance.

#### 3 Listen and say the letter.

- Focus pupils on Activity 3. Go through the example. Play the audio. Pupils whisper the letter to their partner. Play the audio again. Elicit answers.

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

#### CD 1, 20

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1 He's learning to skate.         | 5 They're learning to skate. |
| 2 She's learning to climb inside. | 6 He's learning to swim.     |
| 3 They're learning to dance.      | 7 They're learning to fish.  |
| 4 He's learning to climb outside. | 8 They're learning to sail.  |

### Practice

- Focus pupils on the Grammar box. Practise the question and answer. Write more sentences with *It's a place where ...* on the board. Pupils say the place, e.g. *It's a place where you can learn English. (school) ... buy food. (supermarket) ... catch a train. (station) ... borrow a book. (library)*

#### Extra activity 1: see page 216 (if time)

## Activity Book page 18

#### 1 Listen and draw lines. **M** towards

- Tell pupils to open their Activity Books at page 18. Elicit what they can see (a park with lots of people doing different things). 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 (Mary).

#### CD 1, 21

- What are you doing? / We're learning to do different sports. Some of us are learning to climb, some are learning to skate and some are learning to fish. / And there are some children over there who are learning to sail. / Yes, the boy who's sitting at the front of the boat is my brother, Jim.
- Who's that? / Who? / The girl who's helping the boy to skate. / That's Daisy.
- And who's the boy learning to ride his bike? / The one who's with his older sister? / Yes, that's right. / That's Fred.
- Who's that climbing up the wall? / The boy who's near the top? / No, the slower girl who's with him. / That's Jane. She's my cousin.
- So, who's the boy swimming in the lake? / That's Jack. He's a good swimmer. / Yes, he is.
- Now, there are two children over there fishing. Who are they? / The boy's called Peter. He's good at fishing. He knows you must be quiet to fish.

#### 2 Write the sentences in order.

- Focus pupils on Activity 2. Ask a pupil to read the instruction aloud and check pupils know what to do. Pupils do the activity individually. Check with the class.

**Key:** 2 We can learn to sail. 3 She's the girl who likes skating. 4 You can play basketball inside. 5 Do you want to go fishing?

#### Extra activity 2: see page 216 (if time)

### Ending the lesson

- In pairs, pupils play a mime game with different sports. Pupils take turns to mime the sports.



4 Make five true sentences. Use the words in the boxes.

My teacher wants to learn to climb.

I	wants to		sail.
My teacher	doesn't want to		dance.
	want to	learn to	climb.
My friends	don't want to		ice skate.
			skip.

5 Say the places.

park -lake- swimming pool road sea

- 1 A place where you can go ice skating.
- 2 A place where you mustn't roller skate.
- 3 A place where you can learn to swim.
- 4 A place where you can learn to ride a bike.
- 5 A place where you can learn to sail.

#### Grammar

It's a place **where** you can learn to do lots of exciting sports.

6 In pairs guess the place or person. You can only ask four questions.



Is it a person?

Yes, it is.

Is it a place?

Yes, it is.

Is it the girl who's learning to swim?

No, it isn't.

Is it the place where you mustn't roller skate?

It's a road.

Yes, it is.

Vocabulary climb dance fish sail skate swim

Grammar Relative clauses with where

19

3 Read and complete the table.

Paul, Jim, Sue and Mary are at the Sports Centre. They want to do different things.

Name	Age	Sport	Equipment
			a big ball
		swim	
Sue	12		

- 1 The boy who's twelve wants to climb. He needs strong shoes and a helmet.
- 2 Mary wants to swim so she needs a towel.
- 3 Mary and Paul are both twelve.
- 4 Jim is eleven and Sue is ten.
- 5 The girl who's ten wants to rollerskate. She needs some rollerskates and a helmet.
- 6 The boy who's eleven wants to play volleyball. He needs a big ball.

4 Write the words.



- 1 What do we call people who teach?
- 2 What do we call people who dance?
- 3 What do we call people who climb?
- 4 What do we call people who swim?
- 5 What do we call people who iceskate?
- 6 What do we call people who win?
- 7 What do we call people who sing?

teachers

19

**Objectives:** By the end of the lesson, pupils will have talked more about sports, using *want to learn to* and relative clauses with *where* and *who*.

## Target language

- **Key language:** relative clauses with *where* and *who*, *want to learn to do (something)*
- **Additional language:** *What do we call people who ... ?*, *lose*, *equipment*
- **Revision:** sports and activities, jobs, sports equipment, *want to / doesn't want to*, *mustn't*, *need*

## Materials required

- Sports flashcards and wordcards (30–37)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Reinforcement worksheet 1* (pages 22 and 23); Grammar reference Unit 2 *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94)
- *Kid's Box Language Portfolio 4* (page 8)

## Pupil's Book page 19

### Warmer

- Write the new sports as anagrams on the board. Pupils come and write them correctly. Check answers using the wordcards and the flashcards.
- Say *Which sport do you want to learn to do?* Ask about each in turn. *Do you want to learn to (sail)?* Pupils put their hands up. Take a vote.

### Presentation

- Write the question *Do you want to learn to ... ?* on the board. Find a pupil who said *Yes* and write *(Name) wants to learn to ...* Find a pupil who said *No* and write *(Name) doesn't want to learn to ...* Write *I want to learn to ... I don't want to learn to ...* Elicit from pupils the difference between when we use *I* and *he/she* (in the negative sentences *don't / doesn't*).

### 4 Make five true sentences. Use the words in the boxes.

- Tell pupils to open their Pupil's Books at page 19. Ask a pupil to read the activity instructions aloud and check understanding. Explain that pupils will need to ask their classmates *Do you want to learn to ... ?* in order to make five true sentences. They will also need to ask you, if they want to make a sentence with *My teacher ...* They move around the room to ask different pupils. They note down the answers. They then use the chart to help them. Remind them to include one sentence about themselves. Monitor and check for correct use of *don't / doesn't*. Elicit example sentences.

### 5 Say the places.

- Focus pupils on Activity 5. Go through the example. Focus on the Grammar box and the use of *a the place where ...*. Read the sentence and elicit more sentences with *school, playground and library*.

Key: 2 park, 3 road, 4 swimming pool

### 6 In pairs guess the place or person. You can only ask four questions.

- Ask a pupil to read the Activity 6 instructions aloud and check understanding. They write the name of the place or person on paper first so that there's no cheating. Remind pupils they can ask only four questions. Demonstrate the game for the class first. They play in pairs.

Extra activity 1: see page 216 (if time)

## Activity Book page 19

### 3 Read and complete the table.

- Tell pupils to open their Activity Books at page 19. Ask a pupil to read the activity instruction aloud. If pupils didn't do Extra activity 1, quickly review *need* by asking, e.g. *What do you need to play football? What do you need to play tennis?*
- Pupils work individually. Check with the class by drawing a grid on the board and eliciting what to write where. Once the grid is complete, elicit full sentences, e.g. *Sue is ten. She wants to roller skate. She needs some skates and a helmet.*

Key:

Name	Age	Sport	Equipment
Jim	11	volleyball	a big ball
Mary	12	swim	a towel
Sue	10	roller skate	skates, a hat
Paul	12	climb	strong shoes, a hat

### 4 Write the words.

- Focus pupils on Activity 4 and elicit some of the people they can see, e.g. *dancer*. Ask a pupil to read the first question aloud, and another the answer. Say *Teach ... teachers ... Which one is the job?* Help pupils notice this feature of word building. Remind them that the answers are in the plural (*people who ... teachers*). Pupils work in pairs. They take turns to read the questions aloud and work out the answers. Check with the class using open pairs. Point out that the *b* in *climbers* is silent and the spelling of *swimmers, winners*.

Key: 2 dancers, 3 climbers, 4 swimmers, 5 ice skaters, 6 winners, 7 singers

Extra activity 2: see page 216 (if time)

### Optional activities

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 22 and 23).
- Grammar reference Unit 2 from *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94). See answer key on *Kid's Box Teacher's Book 4* page 195.

### Language Portfolio (online)

- Pupils complete page 8 of *Kid's Box Language Portfolio 4* (My interests). Tell them they can use a photograph or draw a picture in the frame.

### Ending the lesson

- Invite five pupils to come to the front. Whisper one of the sports/activities from Pupil's Book Activity 4 to each one. They quickly line up in alphabetical order. Repeat with seven more pupils for the seven jobs in Activity Book Activity 4.

**7** Look, think and say the answers.

- Where's Mr Star?
- Who's climbing?
- Where is Grandpa Star?
- What's Suzy doing?



badly      carefully      quickly      slowly      well

**8** Listen and check.

**9** Read and say the right words.


- They're running **quietly** / **quickly** / **slowly**. Quickly.
- They're shouting **loudly** / **quietly** / **carefully**.
- He's playing **badly** / **loudly** / **well**.
- She's riding her bike **carefully** / **quietly** / **quickly**.
- They're reading **quietly** / **loudly** / **badly**.
- They're running **quickly** / **well** / **slowly**.
- He's playing **well** / **loudly** / **badly**.
- He's riding his bike **carefully** / **loudly** / **quickly**.



**20 Grammar** Adverbs of manner: badly carefully easily happily quickly quietly slowly well

**5** Read and circle the correct answer. Match.

- She's writing careful / carefully.
- They're running quickly / quick.
- We're drawing bad / badly.
- I'm walking slow / slowly.
- He's reading well / good.
- You're speaking quietly / quiet.



**6** Complete the sentences about you. Use the words in the box.

badly    well    slowly    quickly    carefully    loudly    quietly

- I sing badly.
- I play tennis \_\_\_\_\_.
- I write \_\_\_\_\_.
- I read \_\_\_\_\_.
- I ride my bike \_\_\_\_\_.
- I eat \_\_\_\_\_.
- I drink \_\_\_\_\_.
- I sometimes walk \_\_\_\_\_.
- I play the guitar \_\_\_\_\_.
- I sometimes talk \_\_\_\_\_.

**7** Now ask a friend.

Do you sing badly?      No, I sing really well.

Do you ... ?      No, ...

**8** Read. Sort and write the words.

- A place where you can practise football inside. (ecstrponerts) sports centre
- A place where you can fish. (ervri) \_\_\_\_\_
- A place where you can go roller skating. (akpr) \_\_\_\_\_
- A place where you can sail. (aelk) \_\_\_\_\_
- A place where you can climb trees. (efrsto) \_\_\_\_\_
- A place where you can swim in the sea. (abceh) \_\_\_\_\_

**20**

**Objectives:** By the end of the lesson, pupils will have described sports and activities using adverbs of manner.

## Target language

- **Key language:** adverbs of manner: *well, quickly, slowly, carefully, badly, quietly*
- **Additional language:** *roller skating, How's she doing?*
- **Revision:** question forms, activities, actions and sports, present continuous, present simple, *good at, bad at*

## Materials required

- Sports flashcards and/or wordcards (30–37)
- Extra activity 1: At least ten pieces of card with an action written on each, e.g. *read a book, get dressed, ride a bike, climb, wash your face*; six pieces of card of a different colour with the adverbs from the lesson written on them (*well, quickly, slowly, carefully, badly, quietly*)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Reinforcement worksheet 2* (pages 22 and 24)

## Pupil's Book page 20

### Warmer

- Review sports and activities using the flashcards/wordcards. Elicit more sports. Write them or stick the wordcards on the board. Ask volunteers *Who is good at ... ? Who is bad at ... ?*

### Presentation

- Present *well / badly* by writing two examples from the Warmer on the board, e.g. *Juan plays tennis well. Francesca plays tennis badly*. Elicit that the adverbs tell us how people do an activity (they tell us more about the verb). Focus pupils on the word order. Write these adverbs on the board: *quickly, slowly, carefully, quietly*. Use different colours for the ending *ly*.

### 7 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 20. Elicit who and what they can see. Ask a pupil to read the activity instruction aloud and others to read the questions. Pupils discuss their answers/predictions in pairs.
- Focus pupils on the adverbs. Ask about the pictures, e.g. *How is Simon climbing?* (quickly). Check understanding of each adverb using mime.

### 8 Listen and check.

- Play the audio for pupils to listen and check. Elicit complete sentences. Play the audio again in sections. Give pupils practice with the adverbs, e.g. *How are Alex and Simon climbing? Is Simon climbing slowly?*

**Key:** 1 Mr Star's inside the activity centre. 2 Simon and Alex are climbing. 3 Grandpa Star's outside the activity centre. 4 Suzy's skating.

### CD 1, 22

**MR STAR:** Hello.

**GRANDPA:** Hello, son. Where are you?

**MR STAR:** Hi, Dad. I'm inside, watching Simon and Alex.

They're climbing really well. Simon's climbing quickly and he's near the top of the wall. Alex is climbing slowly and carefully. Where are you, Dad?

**GRANDPA:** I'm outside with Suzy. She's learning to skate.

**MR STAR:** How's she doing?

**GRANDPA:** Well, she isn't doing badly. She doesn't want to fall, so she's skating slowly.

**SUZY:** Look at me, Grandpa! I can skate really well now, but I'm tired. Let's go inside and watch Simon.

**GRANDPA:** Good idea, Suzy. See you in a minute, son. We're coming in now.

### 9 Read and say the right words.

- Focus pupils on Activity 9 and on the picture. Elicit who they can see (athletes, children, footballers, etc.). Go through the example. Pupils choose the best adverb in pairs. Check by asking pairs to read sentences aloud.

**Key:** 2 loudly, 3 badly, 4 quickly, 5 quietly, 6 slowly, 7 well, 8 carefully

### Extra activity 1: see page 216 (if time)

## Activity Book page 20

### 5 Read and circle the correct answer. Match.

- Tell pupils to open their Activity Books at page 20. Read the instruction aloud and the example. Elicit why *carefully* is correct (because *careful* is an adjective, not an adverb). Pupils complete the activity individually and then check in pairs. Check with the class. Ask why 5 is different (*well* is irregular).

**Key:** 2 quickly (b), 3 badly (f), 4 slowly (e), 5 well (c), 6 quietly (d)

### 6 Complete the sentences about you. Use the words in the box.

- Focus pupils on Activity 6. Read the instructions aloud and the words in the box. Point out the example. Pupils complete sentences about themselves, choosing words that are true if possible.

### 7 Now ask a friend.

- Focus pupils on Activity 7 and on the instruction. Ask a pair of pupils to read the example question and answer. Tell pupils to ask about the activities in Activity 6 in pairs.

### Extra activity 2: see page 216 (if time)

### 8 Read. Sort and write the words.

- Focus pupils on Activity 8 and on the instructions and the example. They complete the activity individually and then check in pairs. Check with the class.

**Key:** 2 river, 3 park, 4 lake 5 forest, 6 beach

### Optional activity

- Unit 2 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 22 and 24).

### Ending the lesson

- Call out actions and adverbs for pupils to mime quickly in succession, e.g. *Stamp loudly. Turn around quickly. Pick up your pencil carefully.*



**10** Listen and say 'yes' or 'no'. 1 They're playing well. Yes.

**11** Read and say the letter. Listen and check. 1 - c

Activity centre,  
Lots of fun.  
A place to skate,  
Sail and run.  
Activity centre ...

**1** I'm skating well,  
Round and round.  
I'm moving quickly,  
Over the ground.  
Activity centre,  
Lots of fun.  
A place to skate,  
Sail and run.  
Activity centre ...

**2** I'm climbing easily,  
Up the wall.  
I'm going carefully,  
So I don't fall.  
Activity centre,  
Lots of fun.  
A place to skate,  
Sail and run.  
Activity centre ...

**3** We're sailing happily,  
Our boat's short.  
We're going slowly,  
What a great sport.  
Activity centre,  
Lots of fun.  
A place to skate,  
Sail and run.  
Activity centre ...

**12** Sing the song.

**13** Write another verse. Sing.  
I'm **running** / **dancing** / **skipping** well,  
Look at me.  
Doing it **slowly** / **quickly** / **happily**,  
Now you can see.

I'm dancing well,  
Look at me.

**9** Read and match.

1 We're shouting loudly a because your school bus is going.  
2 She's talking quietly b because she doesn't want to drop them.  
3 He's walking slowly c because I'm drawing very badly.  
4 You're running quickly d because he's got a backache.  
5 They're winning e because she's in the library.  
6 She's carrying the boxes carefully f because they're playing well.  
7 I need an eraser g because we're watching an exciting football game.

**10** Read and complete the table.

	swim	play football	play the piano	sing	write	climb	draw
Alex							
Meera							
Lenny		well	badly				
Suzy							
Simon							
Stella							

1 The person who plays football well plays the piano badly.  
2 The person who swims quickly sings quietly.  
3 The person who writes well swims slowly.  
4 The person who sings loudly writes slowly.  
5 The person who plays the piano well climbs carefully.  
6 The person who climbs quickly draws well.

**Objectives:** By the end of the lesson, pupils will have had further practice using adverbs of manner and sung a song.

## Target language

- **Key language:** adverbs, *easily, happily,*
- **Additional language:** *round and round, over the ground, lots of fun, up the wall, fall, verse, chorus, drop, very (+ adverb)*
- **Revision:** activities, sports, actions, present continuous, present simple, *activity centre, the person who ...*

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Song worksheet* (pages 22 and 27); *Kid's Box Interactive DVD 4 The music room*, Unit 2 'Activity centre' song

## Pupil's Book page 21

### Warmer

- Review the adverbs from the previous lesson by giving instructions, e.g. *Please get your books out quickly and quietly. Now write the date slowly at the top of the page. (Name), please hand out the books carefully.*

### 10 Listen and say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 21. Ask a pupil to read the activity instruction aloud. Remind pupils to whisper the word to their partner the first time they listen. Play the audio. Pupils listen and whisper. Play the audio again. Stop after each one and elicit *Yes* or *No*. For 'yes' responses, elicit the statement, and for 'no' responses, elicit a correct statement.

**Key:** 2 yes, 3 no, 4 yes, 5 yes, 6 no

#### CD 1, 23

- They're playing well. [sound of playing football well]
- She's singing badly. [sound of singing badly]
- He's walking quickly. [sound of walking slowly]
- They're talking quietly. [sound of talking quietly]
- She's walking slowly. [sound of walking slowly]
- They're playing loudly. [sound of playing music quietly]

### 11 Read and say the letter. Listen and check.

- Focus pupils on the song. They read the song lyrics and match the numbers with the letters in the picture. Play the song for pupils to check their answers.
- Check understanding of the new vocabulary. Focus on *easily/happily* and show/elicit how the set adverbs are formed from the adjectives.

**Key:** 2 a, 3 b

#### CD 1, 24

As in Pupil's Book

### 12 Sing the song.

- Play the audio in sections for pupils to listen and repeat. They sing the song as a class.

#### CD 1, 24

As in Pupil's Book

#### CD 1, 25

Now sing the song again. (Karaoke version)

### 13 Write another verse. Sing.

- Focus pupils on the activity instructions and elicit the meaning of *verse*. Elicit/Teach *chorus*. Pupils work in groups. They write another verse for the song, using the model. Pupils perform their new verses for the class: they sing the chorus and then they sing and mime their verse.

**Extra activity 1: see page 216 (if time)**

## Activity Book page 21

### 9 Read and match.

- Tell pupils to open their Activity Books at page 21. Ask a pupil to read the activity instruction aloud and check understanding. Demonstrate, using the example. Pupils work individually and match the sentences. They check in pairs, taking turns to read their correct sentences aloud to each other. Check with the class, again asking pupils to read sentences aloud.

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

### 10 Read and complete the table.

- Focus pupils on Activity 9 and ask a pupil to read the activity instruction aloud. Elicit that this is a problem-solving activity. Write one of the sentences on the board and show pupils how to decipher it (each sentence includes two pieces of information about each person). Tell pupils to match the actions with the people first.
- Pupils work either individually or in pairs. Monitor and help where necessary. Copy the grid from the Activity Book onto the board (or a large piece of paper). Check with the class by asking pupils to read the sentences and then to come and write the relevant information on the grid on the board. Give pupils more practice by making false statements about the children and/or asking, e.g. *Tell me about Lenny.*

**Key:** Alex: play the piano well, climb carefully; Meera: swim quickly, sing quietly; Suzy: sing loudly, write slowly; Simon: climb quickly, draw well; Stella: swim slowly, write well

**Extra activity 2: see page 216 (if time)**

### Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 22 and 27).
- The music room*: Unit 2 from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*

### Ending the lesson

- Pupils sing their new verses of the song again.

**14** Stella's phonics

A scientist is listening to music.

His daughter is eating a sandwich.

They mustn't climb on this island!

**15** Ask and find your partner.

What do you want to do?

I want to go swimming and cycling.

What do you want to do?

I want to go climbing and sailing.

**22** Phonics Silent consonants (island)

**11** Write. Listen, check and say.

- We can see whales in the sea.
- In \_\_\_\_\_ we learn about the heart.
- Vicky's \_\_\_\_\_ a story about a detective.
- I always \_\_\_\_\_ to school.
- What's the \_\_\_\_\_ to that question?
- I want to go to an \_\_\_\_\_ for my next holiday.
- The teacher says we \_\_\_\_\_ talk in the library.
- I love \_\_\_\_\_ mountains.
- John likes \_\_\_\_\_ to pop music.
- What's her name? I don't \_\_\_\_\_

island  
whales-  
know  
Science  
climbing  
walk  
mustn't  
listening  
writing  
answer

**12** Complete the crossword.

What's this sport? \_\_\_\_\_

- The opposite of inside.
- Hair on a man's face. It's under his mouth.
- Grandpa Star loves going to the river to catch fish. He loves \_\_\_\_\_.
- We can play games, run and jump here.
- The opposite of easy.
- A person who paints pictures.

Ha! Ha! Ha!

Why can't you play baseball in the afternoon?

Because the bats like to sleep in the day.

**22**

**Objectives:** By the end of the lesson, pupils will be able to recognise that there are silent consonants in some words and will be able to identify them in some common words. They will also have completed a communication activity.

## Target language

- **Key language:** words with silent consonants (e.g. *listen*, *island*, *climb*)
- **Revision:** sports and activities, language from previous units, *want to*

## Materials required

- Activity 15: Photocopiable activity 2a (page 201). Photocopy onto thin card and cut into single sentences. Make sure you have at least two copies of each different card. You will need enough cards so that there is one for each pupil in the class.
- Extra activity 1: Photocopiable activity 2a (page 201)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Extension worksheet 1* (pages 22 and 25)

## Pupil's Book page 22

### Warmer

- Write these words on the board: *write, answer, island, knee*. Say *Look and think about the spelling and the sounds. What do they have in common?* Give pupils time to discuss in pairs. Elicit/Explain that the words all have silent consonants. Underline them (write, answer, island, knee).

### 14 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 22. Elicit who and what they can see in the pictures. Check comprehension of *scientist, daughter* and *sandwich*. Play the audio. Pupils listen and repeat.

Note: Words with silent consonants are often part of spelling patterns (the letter *b* is silent after *m*: e.g. *climb, thumb*; a *t* after an *s* can be silent: e.g. *listen, fasten*; the *k* is silent in *kn*: e.g. *know, knee*; the *w* is silent in *wr*: e.g. *write, wrong*; the *c* is silent in *sc*: e.g. *scissors*; the *l* is silent in *lk*: e.g. *walk, talk*; and the *h* is silent in *wh*: e.g. *when, where*). Rhyming words can help students remember irregular pronunciations, e.g. *climb / time* or *daughter / water*.

#### CD 1, 26

**STELLA:** Hi, I'm Stella! Repeat after me!  
A scientist is listening to music.  
A scientist is listening to music.  
His daughter is eating a sandwich.  
His daughter is eating a sandwich.  
They mustn't climb on this island!  
They mustn't climb on this island!  
A scientist is listening to music.  
His daughter is eating a sandwich.  
They mustn't climb on this island!

### 15 Ask and find your partner.

- Tell pupils that today's communication activity is about activities they want to do. Ask two pupils to read out the speech bubbles. Tell them you're going to give them all cards with activities they want to do. They don't show their card to other pupils. They move around the room taking turns to ask and answer until they find the pupil whose card has the same activities as theirs.
- Hand out a card from Photocopiable activity 2a (page 201) to each pupil. They keep it secret. They move around, asking *What do you want to do?* and answering, e.g. *I want to go climbing and skating* until they find the pupil who has the matching card.

Extra activity 1: see page 216 (if time)

## Activity Book page 22

### 11 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 22. Check they know the meaning of all the words in the box. Point out the example. Pupils work individually. Tell them to practise saying the words. They compare answers.
- Play the audio for pupils to listen and check. Check with the class. Play the audio again for pupils to listen and repeat.

Key: 2 Science, 3 writing, 4 walk, 5 answer, 6 island, 7 mustn't, 8 climbing, 9 listening, 10 know

#### CD 1, 27

- We can see whales in the sea.
- In Science we learn about the heart.
- Vicky's writing a story about a detective.
- I always walk to school.
- What's the answer to that question?
- I want to go to an island for my next holiday.
- The teacher says we mustn't talk in the library.
- I love climbing mountains.
- John likes listening to pop music.
- What's her name? I don't know.

### 12 Complete the crossword.

- Focus pupils on Activity 12 and ask a pupil to read the instruction aloud. They write the words in the crossword and check spellings in pairs. When they have completed the crossword, they find the sport (tennis).

Key: 2 beard, 3 fishing, 4 sports centre, 5 difficult, 6 artist

### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. Explain the joke if necessary by explaining the double meaning of the word *bats*.

Extra activity 2: see page 216 (if time)

### Optional activity

- Unit 2 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 22 and 25).

### Ending the lesson

- With books closed, elicit the words with silent letters and call volunteers to write them on the board. The rest of the class check the spelling.



**LOCK & KEY**

**16** Listen to the story.

Panel 1: Hello, this is the Baker Street Swimming Club. Please come quickly. Somebody's got our beautiful swimming cup.

Panel 2: No problem. We're coming.

Panel 3: Look, here's the note. (We've got a big competition this afternoon!)

Panel 4: I've got the swimming cup. Aha! There are two letters here: T.S.

Panel 5: WALK SLOWLY! DON'T RUN NEAR THE POOL!

Panel 6: Well, the swimming cup isn't in the pool!

Panel 7: I have to shout loudly because it's difficult to hear in a swimming pool.

Panel 8: What? Pardon?

Panel 9: Aha! Look! Here it is! He's got it! He's got the swimming cup!

Panel 10: Give me that cup!

Panel 11: Help me, Coach! Oh! The cup was nice and clean for this afternoon's competition. Now look at it!

Panel 12: Terry Sweep.

**17** Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	inside		inside
			outside
			fish
			dance
			sail
			skate
			climb
			run
			skip
			swim

**Can do**

I can say more action verbs. ☹️ 😊 😊

I can talk about how I do things. ☹️ 😊 😊

I can say what I want to do. ☹️ 😊 😊

**23**

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

## Target language

- Key language: language in the story
- Revision: language from the unit

## Materials required

- Sports flashcards/wordcards (30–37)
- Playscript 2 *Kid's Box Teacher's Resource Book 3* (pages 80 and 83)
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 2 Extension worksheet 2 (pages 22 and 26); the animated version of the Unit 2 story from *Kid's Box Interactive DVD 4* (Suzy's room section), *Kid's Box Interactive DVD 4*, 'Let's play basketball!' episode (*The living room* section)

## Pupil's Book page 23

### Warmer

- Review the two previous episodes of *Lock and Key* by asking questions, e.g. *Do you remember the episode about the picnic thief? What's the little boy's name? Where do Lock and Key go? Who was the real thief? In the next episode, why do they go to Peter's school? Ask pupils who they like better, Lock or Key.*

### Story

#### 16 Listen to the story.

- Tell pupils to open their Pupil's Books at page 23. Focus pupils on the first frame and ask where this episode is taking place (the swimming club). Ask a pupil to read aloud the first speech bubble to find out what the problem is (somebody's got the swimming cup). Pre-teach *coach*. Set the gist questions: *What does the note say? Why does the coach shout? What's Mr Sweep doing?*
- Play the audio. Pupils listen for the answers. They check in pairs. Check with the class ('I've got the swimming cup. T.S.'; because it's difficult to hear in the swimming pool; he's cleaning the cup).
- Check understanding by asking about each frame, e.g. *What's Key doing in frame 2? Why? Why does he fall into the water? What does the coach say in frame 4? Who sees the cup first? What does he say? What does Terry Sweep say at the end? How does he feel?* Play the audio again. Stop after each frame for pupils to repeat.

CD 1, 28

As in Pupil's Book

#### Extra activity 1: see page 217 (if time)

#### 17 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 2 from *Kid's Box Teacher's Resource Book 4* (page 83). See notes on page 80.

## Activity Book page 23

### Do you remember?

- Review the sports words in the unit, including *inside* and *outside*, using the flashcards/wordcards. Tell pupils to open their Activity Books at page 23. Ask a pupil to read the activity instructions aloud. They study the words on the right in silence, using the pictures to help. Pupils then cover the list on the right so that they can only see the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'outside'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of all the activities they did in this unit when they used action verbs. 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 that adverbs give information about *how*. Talk about the mime games they did. Pupils circle the appropriate face. Repeat for the third sentence, reminding them of when they used *I want to ...* Pupils circle the face.
- 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.

#### Extra activity 2: see page 217 (if time)

### Optional activities

- Unit 2 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 22 and 26).
- *Suzy's room*: The animated version of the Unit 2 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- *The living room*: 'Let's play basketball!' episode from *Kid's Box Interactive DVD 4*. See pages 8–11 of the *Teacher's Booklet*.

### Ending the lesson

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

**Science Healthy habits**

**1** Talk about what you can see. Then say the healthy habits.

**Fact**  
People in Andalucía eat a Mediterranean diet. It consists of fish, olive oil, vegetables, fruit and pulses. It is one of the healthiest diets in the world.

**2** Read and say the corresponding picture from Activity 1 for each paragraph.

- There are a lot of sports you can do to keep fit. You can play a team sport like football or you can do an individual sport like horse riding.
- Computers and the internet can be very useful, but limit the time you spend looking at a screen. A lot of screen time can hurt your eyes.
- Don't stay up too late. We all need to sleep. It's the way our bodies can recover from the activities of the day. Go to bed and get a good night's sleep.
- It's important to have a balanced diet. Eat healthy food like vegetables, fish and salad. They have a lot of nutrients and are good for you.
- Sport is good for you too. It keeps you active. It's also a good way to make friends and socialise. Friends are an important part of being healthy.
- Pizza tastes good and it's OK to eat it sometimes. Try not to eat junk food too often because it doesn't have the nutrients your body needs.

**24 Vocabulary** activity balanced diet healthy junk food keep fit nutrients screen time sleep socialise

**Objectives:** By the end of the lesson, pupils will have read about healthy habits such as keeping fit and eating well. They will have also completed a healthy menu with food from Andalucía.

### Target language

- **Key language:** *healthy, keep fit, screen time, sleep, activity, balanced diet, nutrients, junk food, socialise*
- **Additional language:** *Do you play this sport? Is this something you eat? Is this good for you? Is this healthy?*
- **Revision:** fruit, food

### Materials required

- Food flashcards: *apple, banana, orange, chocolate, ice cream, kiwi, milk, rice, bread, chicken, eggs, burger, cake, chips, sausage*

## Pupil's Book page 24

### Warmer

- Review the food. Write *healthy* and *unhealthy* on the board. Elicit food for both categories. Use the food flashcards if pupils find the activity difficult.
- Ask pupils *What's your favourite food?* Allow pupils to answer in L1, if necessary. Ask them to describe their favourite food or dish.

### Fact

- Tell pupils to open their Pupil's Books at page 24. Focus pupils on the Fact box. Read the fact with the class. Make sure the pupils understand the vocabulary. Say *Pulses are foods like lentils, beans and chickpeas.* Ask *Do you eat the food described in the fact?*

### 1 Talk about what you can see. Then say the healthy habits.

- Focus pupils on Activity 1. Say *Let's look at the first photo. What can you see? Is this something you like to eat?* Continue with the rest of the photos:
  - b: What can you see? Do you like playing this sport? When do you play? What other activities do you do?*
  - c: What can you see? Is this something you like to eat? How often do you eat it?*
  - d: What is the boy doing? Is this good for his eyes? Do you do this?*
  - e: What is the girl doing? Is this good for you? What time do you go to bed?*
  - f: What are the girls doing? Do you think socialising and chatting are good for you?*
- Ask pupils to say which activities they think are healthy. Encourage them to give reasons for why or why not.

Key: healthy habits: a, b, e, f

### 2 Read and say the corresponding picture from Activity 1 for each paragraph.

- Pupils look at Activity 2. They take turns to read each paragraph aloud. Help them with any difficult words and, after reading, check comprehension of new words.
- Then pupils read the texts individually and match to the pictures in Activity 1. Check as a class.
- Pupils work in pairs and discuss how they are going to improve their everyday habits to be healthier.

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

### Ending the lesson

- Review with pupils what they have learnt today. They say one new thing they have learnt.



2

**3** Listen, point and say the sport.



**4** Ask and answer questions about healthy food in Andalucía.

gaspacho   pringá   salmorejo   olives   churros   fish   prawns  
paella   fried squid   tortilla

Do you think gazpacho is healthy?

Yes, I think gazpacho is healthy because it's got tomatoes and other vegetables.

**Project** Write a menu for a restaurant in Andalucía.

- Choose **three** different foods for each course.
- Decorate your menu with pictures of the food or patterns from Andalucía.

Menu	
<b>First course</b>	Gaspacho Mixed salad
<b>Second course</b>	Garlic chicken Tortilla de patata
<b>Dessert</b>	Melon Alfajores

Natural Science 4 Unit 2:  
How are you feeling?

25

**Objectives:** By the end of the lesson, pupils will have talked about sports and activities in Andalucía and completed a project about food.

## Target language

- Key language:** *healthy, keep fit, screen time, sleep, activity, balanced diet, nutrients, junk food, socialise*
- Additional language:** *popular, clubs, windsurfing, golf*
- Revision:** *football, basketball, tennis, badminton, baseball, hockey, fish, sail, skate, swim, exercise*

## Materials required

- Sports flashcards: *football, basketball, tennis, badminton, baseball, hockey, fish, sail, skate, swim*
- Project: One piece of white card per pupil, crayons, coloured markers, pens, pencils.
- Optional: Extra project idea, Unit 2 'Summer camp in Andalucía' from *Kid's Box Teacher's Book 4* (page 227)

## Pupil's Book page 25

### Warmer

- Review the sports. Place the sports flashcards in a line on the board. Pupils say what each sport is. Then say *Choose your favourite sport from the ones on the board. Hands up for football ... Hands up for basketball* and so on. Make a note of the numbers and then ask *How many people like football?* Ask about all the sports.

### 3 Listen, point and say the sport.

- Focus pupils on Activity 3. Point out that all the photos are from Andalucía and say that Andalucía has the perfect climate for doing lots of sport. Pupils say what they can see in each picture. Ask, e.g. *Do you play golf? Do you like horse riding?*
- Say *Listen and point*. Play the audio, pausing for the pupils to point to the correct picture.
- Say *Listen, point and say the sport*. Play the audio again and this time the pupils say the sport. Ask pupils what other sports people play in Andalucía.

**Key:** 1 horse riding, 2 windsurfing, 3 football, 4 golf

### CD 1, 29

Andalucía is a great place for sports. The sea, weather and traditions influence the sports that people play there.

- 1 This sport is part of the tradition of activities with horses in Andalucía. Children do this sport from an early age.
- 2 People do this sport a lot in Andalucía because of the weather and the sea. The Mediterranean climate, the warm water and the sea breeze are perfect for this water sport.
- 3 This sport is popular in most places in the world. In the south of Spain, people do this sport anywhere they can ... on the beach, in the park, in sports centres – you just need a ball.
- 4 A lot of people play this sport to keep fit. You have to have clubs and a small ball and you have to walk a long way. The idea is to hit the ball into a small hole.

### 4 Ask and answer questions about healthy food in Andalucía.

- Focus pupils on Activity 4. Read the words in the word box aloud. Ask questions about likes, dislikes and preferences.
- Discuss what ingredients there are in the food. Ask, e.g. *What are the main ingredients for salmorejo?* Pupils answer. Help with suggestions where necessary.
- Ask volunteers to read the speech bubbles. Check pupils know what to do. Pupils work in pairs and talk about healthy food in Andalucía, using the speech bubbles as examples.

### Project Write a menu for a restaurant in Andalucía

- Ask *Can you remember the fact on page 24? What did it say?*
- Focus pupils on the instructions and the menu. Then ask a volunteer to read the menu aloud. Tell pupils to imagine they are in the restaurant. Ask *What would you like to eat?* Pupils give their answers.
- Pupils work individually and design their own menus. Make sure they understand that they need to provide three different options for each course. Monitor and help where necessary.

### Ending the lesson

- Set up a restaurant in the class. Pupils work in groups of three. They allocate the roles of waiter and two customers. Then they choose a menu that one of them has written to use in the role-play.
- They can use the following role-play or write their own:

Customer 1: *Hello. A table for two, please.*

Waiter: *Yes, of course. This way, please. Is this table OK?*

Customer 2: *Yes, thank you.*

Waiter: *Here is the menu. What would you like to start?*

Customer 1: *I'd like ...*

Waiter: *Thank you. And for you?*

Customer 2: *Yes, I'd like ...*

Waiter: *Thank you. What would you like for your second course?*

Customer 2: *I'd like ...*

Customer 1: *I'd like ...*

Waiter: *Great. Enjoy your meal.*

- They do their role-play for the rest of the class.

# Review Units 1 and 2

# Review Units

1

and

2

1

Play the game.

**START**

**FINISH**

**Instructions**

Red – Whose is it / are they?  
Blue – What's this?  
Grey – What's he / she doing?

2

Play the game.

**START**

**FINISH**

**Instructions**

Red – Whose is it / are they?  
Blue – What's this?  
Grey – What's he / she doing?

3

Play the game.

**START**


**FINISH**

**Instructions**


Red – Whose is it / are they?  
Blue – What's this?  
Grey – What's he / she doing?

# Review Units 1 and 2


1 Answer the questions.

1 What's the second letter in  ?


\_\_\_\_\_

2 What's the third letter in  ?


\_\_\_\_\_

3 What's the fourth letter in  ?


\_\_\_\_\_

4 What's the first letter in  ?


\_\_\_\_\_

5 What's the third letter in  ?


\_\_\_\_\_

6 What's the first letter in  ?

\_\_\_\_\_

7 What's the second letter in  ?

\_\_\_\_\_

8 What's the fourth letter in  ?

\_\_\_\_\_

What's the word \_\_\_\_\_

2 What's wrong with these pictures? Write the answers.

1 The bat's got  
a long beard.

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26

**Objectives:** By the end of the lesson, pupils will have reviewed language and vocabulary from Units 1 and 2 and played a game.

## Target language

- **Key language:** language and vocabulary from Units 1 and 2
- **Revision:** language for games: *It's my / your / his / her turn. Pass the dice, please. I'm / You're / He's / She's (yellow). You should move (five) squares, not (four). I've / You've / He's / She's finished / won.*

## Materials required

- Warmer: Key vocabulary from Units 1 and 2 written on pieces of paper, one piece for each pupil; and/or Wordcards Units 1 and 2
- Board game: Dice, coloured counters
- Extra activity 1: Photocopiable activity Review 1 and 2 (page 203), copied onto card and cut into cards; one set for each group of three or four pupils

## Pupil's Book page 26

### Warmer

- Hand out the pieces of paper with key vocabulary to pupils or use the wordcards. They make groups of six, but don't show their friends. They take turns to give clues about their word for the others to guess.

### 1 Play the game.

- Tell pupils to open their Pupil's Books at page 26. Elicit what this is (a board game). Demonstrate the game for pupils first, showing them when to use which questions (at the top of the page) according to the colour. Elicit the language pupils will need to play the game, e.g. *It's my turn. It's your turn. You should move five squares, not four.*
- Pupils play the game in pairs or small groups. They take turns to throw the dice, move and answer the question according to the colour. The other pupil(s) decide(s) if their answer is correct. Monitor and help.
- Pupils can check by looking back in their book for answers, especially those about the belongings.

**Key:** They're Stella's. He's running. It's Simon's. She's climbing. It's Lock's. It's a ruler. She's sailing. It's Lenny's. She's swimming. It's a ball. They're Suzy's. He's running. It's Lock and Key's. It's a dolphin. It's Uncle Fred's. He's dancing. It's Aunt May's. She's fishing. It's Mrs Star's. It's Stella's. It's an elephant. It's Alex's. It's a bottle. She's singing. It's Suzy's. It's Mrs Star's. It's a glass. She's walking. They're Mr Star's. He/She is drawing. It's a baseball bat.

### Extra activity 1: see page 217 (if time)

## Activity Book page 26

### 1 Answer the questions.

- Tell pupils to open their Activity Books at page 26. Ask a pupil to read the instruction aloud and check understanding. Pupils work individually and solve the problems. They check in pairs. Check with the class using open pairs.

**Key:** 2 l (lake), 3 p (skip), 4 h (hat), 5 a (skate), 6 b (badminton), 7 e (tennis), 8 t (football) = alphabet

### Extra activity 2: see page 217 (if time)

### 2 What's wrong with these pictures? Write the answers.

- Focus pupils on Activity 2. Ask a pupil to read the instructions aloud and check understanding using the example. Remind them to use full sentences. Pupils work in pairs to interpret what's wrong orally and then they write the answers individually. Monitor pupils as they are working.

**Key:** 2 The cow's got glasses. 3 They're sailing in a swimming pool. / The boat is in a swimming pool. 4 The girl's wearing a scarf in the sun. 5 The girl's writing with a ruler. 6 He's fishing on a basketball court.

### Ending the lesson

- Play a mime game to end the lesson. Pupils come up in turn. Whisper an activity and adverb, e.g. *Write carefully*. The pupil mimes the activity. Pupils ask questions, e.g. *Are you writing slowly?* Classmates continue asking until one of them guesses correctly. Repeat.



2 Read and say the best answers.



**Example**

**Tony:** Hi, Sue. What are you doing?

I'm playing badminton.

**Sue:** A I'm playing badminton.  
B I'm playing baseball.  
C I'm hitting the ball.

**Questions**

- 1 **Tony:** Who are you playing with?  
**Sue:** A She's my Aunt Sue.  
B My brother, Alex.  
C We're playing well.
- 2 **Tony:** Is he older than you?  
**Sue:** A No, he's my brother.  
B Yes, he's holding the ball.  
C No, he's a year younger than me.
- 3 **Tony:** Are you good at badminton?  
**Sue:** A Yes, I've got three.  
B I'm not bad, but Alex is better than me.  
C No, thank you.
- 4 **Sue:** Do you like badminton?  
**Tony:** A Yes, it's my favourite sport.  
B Yes, please.  
C Yes, let's.
- 5 **Sue:** Would you like to play badminton with us?  
**Tony:** A I'd like that, thanks.  
B Yes, I like board games.  
C No, I prefer tennis.
- 6 **Sue:** Shall I start?  
**Tony:** A Yes, I want to stop.  
B No, I want to play.  
C Yes, good idea.

**Quiz!**

- 1 Which lesson are Alex and Simon busy in?
- 2 Who's the teacher playing the guitar at the school show?
- 3 Where do Peter and his friends have their picnic?
- 4 What does Suzy want to learn?
- 5 How's Simon climbing?
- 6 Where do Lock and Key go on Thursday morning?

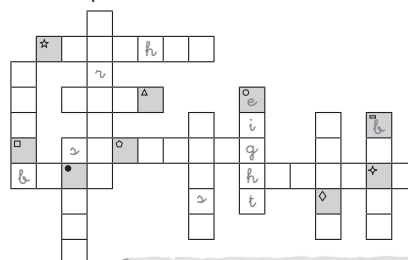
Grammar Relative clauses with who and where learn to do Adverbs of manner

27

3 Circle the odd one out.

- |                |           |           |              |
|----------------|-----------|-----------|--------------|
| 1 <u>eight</u> | first     | second    | third        |
| 2 skip         | quick     | jump      | roller skate |
| 3 well         | badly     | slowly    | tall         |
| 4 busy         | careful   | holiday   | terrible     |
| 5 earache      | Music     | Sport     | Maths        |
| 6 class        | teacher   | weather   | school       |
| 7 thirty       | first     | ninety    | forty        |
| 8 running      | jumping   | shopping  | swimming     |
| 9 family       | uncle     | beard     | climb        |
| 10 skate       | famous    | difficult | exciting     |
| 11 hair        | moustache | beard     | climb        |
| 12 bike        | run       | swim      | hop          |

4 Now complete the crossword. Write the message.



## Pupil's Book page 27

### Warmer

- Review games and equipment. Write sports from Units 1 and 2 on the board, e.g. *baseball, basketball, sailing, climbing*. Call out equipment, e.g. *bat, boat, helmet, base*. Each time you call a word, pupils point to/call out the sport.

### 2 Read and say the best answers. **M** towards

- Tell pupils to open their Pupil's Books at page 27. Ask a pupil to read the instruction aloud and focus the class on the example. One pupil reads the opener, and the other the correct answer. Check they know what to do. Pupils complete the activity individually. They check in pairs. Check with the class, but ask pupils to take turns to read the opener and then all three options, before eliciting from the class which one is correct. Ask them how they know each time. Elicit suitable openers for some of the other options.

Key: 1 B, 2 C, 3 B, 4 A, 5 A, 6 C

### Quiz!

- Say *Now let's read and remember*. Focus pupils on the questions. Pupils look back through Units 1 and 2 and find the answers to the questions. They discuss them in groups of four. Check with the class.
- If time, pupils write two more questions of their own. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

Key: 1 They're busy in their Art class. 2 Mrs Robinson.  
3 In the park (near the lake). 4 She wants to learn to dance.  
5 He's climbing well. 6 They go to Peter's school.

### Extra activity 1: see page 217 (if time)

## Activity Book page 27

### 3 Circle the odd one out.

- Tell pupils to open their Activity Books at page 27. Ask a pupil to read the activity instruction aloud and go through the example. Pupils work individually. They check in pairs. Check with the class before pupils do the next activity (they will need the answers to Activity 3 to do Activity 4).

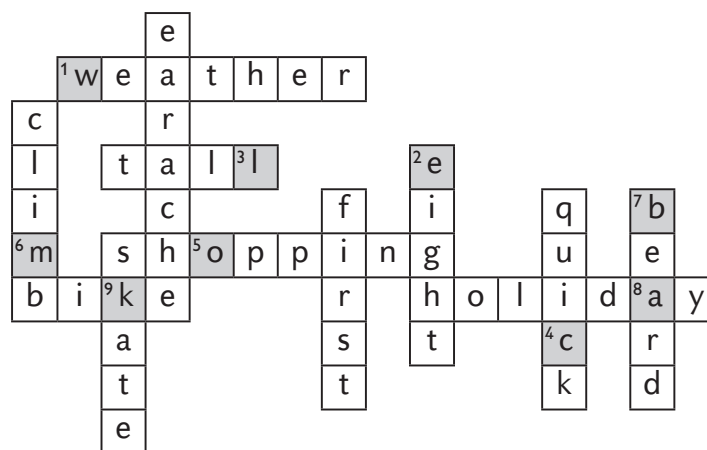
Key: 2 quick, 3 tall, 4 holiday, 5 earache, 6 weather, 7 first, 8 shopping, 9 beard, 10 roller skate, 11 climb, 12 bike

### 4 Now complete the crossword. Write the message.

- Focus pupils on Activity 4 and the first part of the activity instruction. Explain that they use the words from Activity 3 to complete the crossword.

- Tell pupils to look and find where their words can fit. Discuss the example (they need to find a word in Activity 3 beginning with 'e' and with five letters). Pupils work in pairs and complete the crossword using the word lengths and the letters given to help them. Display the large copy of the completed crossword so pupils can check their answers.
- Pupils then write the message, using the shaded letters from the crossword.

Key: Message: Welcome back!



Z

### Extra activity 2: see page 217 (if time)

### Optional evaluations

- Stella's room*: Quiz 1 from *Kid's Box Interactive DVD 4*. 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 4* (page 234). See notes on page 231.

### Language Portfolio (online)

- Pupils complete page 3 of *Kid's Box Language Portfolio 4* (*I can ... Units 1-2*).

### Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* for Unit 1 from the Activity Book (page 15) between four. Two pupils (A) use a book (or paper) to cover the words from Unit 1. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 2.
- Talk about the *can do* statements from Units 1 and 2 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

## 3 Health matters

**Functions**  
What was the matter (with you)?  
I was ill.

1 Look, think and say the answers.

- What was Simon's temperature?
- Where was Simon on Thursday?
- Why were Simon and his mother at the hospital?
- When was Simon well again?

Monday Tuesday Wednesday Thursday Friday

2 Listen and check.

3 Listen and say the day.

1 The doctor gave him some medicine.

Wednesday.

**Grammar**  
be → was / were    go → went  
drink → drank    have → had  
eat → ate    take → took  
give → gave    see → saw

28 Grammar Past simple irregular verbs

## 3 Health matters

1 Read Stella's diary.

Friday

I had a busy day. In the morning I ate a big breakfast and drank a lot of milk. I went to school with Suzy. Before lunch I had my favourite lessons, Maths and Science. I saw my Music teacher and took her my project. It's my new song. After lunch, our English teacher gave us an exam. There were twenty questions. I was the first to finish!

Now look for the past of the verbs.

1 is	was	6 see	
2 have		7 take	
3 eat		8 give	
4 drink		9 are	
5 go			

2 Complete the diary. Use the past verbs.

After school I (1) went to the library. There (2) was a lot of new books about famous people. I (3) saw my Science teacher at the library. She (4) gave me a book on Marie Curie and I (5) took another book on detectives for Simon. He (6) was at home in bed because he (7) had a cold. We (8) ate fish and chips for dinner and I (9) drank some more milk before I went to bed. I love milk!

28

**Objectives:** By the end of the lesson, pupils will have used the past simple to talk about illnesses.

## Target language

- Key language:** past simple affirmative irregular verbs: *have, give, see, drink, eat, go, take*; *What was the matter with you?, ill, sick, tests, exam*
- Additional language:** *I was the first to finish, fish and chips, diary, health matters*
- Revision:** days of the week, *was/were, wasn't well, temperature, bad headache, terrible cough, medicine, doctor, hospital, worse, better, before/after, mine, library, school subjects*

## Materials required

- Illnesses flashcards and/or wordcards (38-41)
- Extra activity 1: The audioscript from Pupil's Book Activity 2 written on a large piece of paper
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 3 Reinforcement worksheet 1* (pages 29 and 30)

## Pupil's Book page 28

### Warmer

- Present *sick* using the flashcard. Explain that *sick* and *ill* are the same. Revise these illnesses using mime: *headache*, *stomach-ache*, *cough*, *temperature*, *cold*, *backache*, *toothache*. Pupils then come to the front in turn and mime an illness. Say *What's the matter?* The class says, e.g. *She's got a cough*. Review *doctor's*, *hospital*, *medicine*. Ask pupils *What was Simon's temperature when he was sick?* Elicit who they can see (Simon) and that he's sick.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 28. Check comprehension of the unit title. Elicit who they can see (Simon) and that he's ill. Tell pupils that this was last week. Remind pupils to read the instruction. Pupils take turns to read the four questions aloud around the class. They discuss possible answers in pairs.

### 2 Listen and check.

- Focus pupils on Activity 2. Present/Check the meaning of *have some tests*, and present *see the doctor* and *take some medicine* using the flashcards. Play the audio. Pupils check in pairs. Elicit complete sentences as answers. Play the audio again. Write the days of the week on the board. Focus pupils on the Functions box and say, e.g. *What was the matter with Simon on Monday?* Pupils: *He had a temperature*. Write the sentence next to *Monday*. Continue for the other days. Check pupils remember this is the past. Focus pupils on the past tenses of the Grammar box.

**Key:** 1 His temperature was 39 degrees. 2 He was at hospital.  
3 They were at the hospital for Simon to have some tests.  
4 Simon was well again on Friday afternoon.

#### CD 1, 31

**ALEX:** You weren't at school last week, Simon. Where were you?

**SIMON:** I was at home because I wasn't well.

**ALEX:** What was the matter?

**SIMON:** I was ill. Last Monday I had a temperature. It was 39 degrees.

**ALEX:** Wow. What was the matter?

**SIMON:** I don't know. I drank lots of water, but on Tuesday I was worse and I had a bad headache too.

**ALEX:** Were you better on Wednesday?

**SIMON:** No, I wasn't. I had a terrible cough, so I saw the doctor. He gave me some medicine.

**ALEX:** Were you better after you took the medicine?

**SIMON:** No, I wasn't. On Thursday I went to the hospital with Mum and had some tests.

**ALEX:** So, what was the matter?

**SIMON:** Er, I had a cold ..., but I wasn't ill on Friday afternoon. I was fine! I ate a big dinner ... and then I had a really good weekend!

### 3 Listen and say the day.

- Clean the board. Tell pupils to read the Activity 3 instruction and look at the example speech bubbles. Play the audio. Pupils whisper the answer to their partner the first time. Play the audio again. Check with the class.

**Key:** 2 Friday, 3 Monday, 4 Wednesday, 5 Thursday, 6 Monday, 7 Wednesday, 8 Tuesday, 9 Wednesday, 10 Thursday

#### CD 1, 32

- |                                      |                            |
|--------------------------------------|----------------------------|
| 1 The doctor gave him some medicine. | 6 He drank a lot of water. |
| 2 He ate a big dinner.               | 7 He took some medicine.   |
| 3 He had a temperature.              | 8 He had a bad headache.   |
| 4 He had a terrible cough.           | 9 He saw the doctor.       |
| 5 They went to the hospital.         | 10 He had some tests.      |

### Extra activity 1: see page 217 (if time)

## Activity Book page 28

### 1 Read Stella's diary.

- Tell pupils to open their Activity Books at page 28 and to read the activity instruction. Elicit/Teach *diary* and who wrote it (Stella). Pupils read the diary entry.

### Now look for the past of the verbs.

- Check pupils know what to do. They check in pairs. Check with the class.

**Key:** 2 had, 3 ate, 4 drank, 5 went, 6 saw, 7 took, 8 gave, 9 were

### 2 Complete the diary. Use the past verbs.

- Focus pupils on Activity 2. Check they have read the activity instructions and know what to do. Pupils work individually. They check in pairs. Check by asking pupils to read full sentences aloud.

**Key:** 2 were, 3 saw, 4 gave, 5 took, 6 was, 7 had, 8 ate, 9 drank

### Extra activity 2: see page 217 (if time)

### Optional activity

- Unit 3 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 29 and 30).

### Ending the lesson

- Call out the verbs, either past or present. Pupils say the present or past, e.g. Teacher: *Ate*. Pupils: *Eat*. Teacher: *Give*. Pupils: *Gave*.



**4** Read and say the letter. 1 - d

**Grammar** I was at home **because** I wasn't well.

**a** 1 He took some medicine because he had a cold.

**b** 2 We ate a lot because we were hungry.

**c** 3 She went to bed early because she was sick.

**d** 4 I drank a lot because I had a temperature.

**e** 5 The doctor gave her some medicine because she had a stomach-ache.

**f** 6 They saw the dentist because they had a toothache.

**5** Look and say the answers. Say 'Tom', 'Sue' or 'the nurse'.

**a** 1 Who saw the nurse? Tom.

**b** 2 Who went to the hospital to see Tom? Sue.

**c** 3 Who had a headache? Tom.

**d** 4 Who gave Tom some medicine? Sue.

**Vocabulary** eye test, have a test, ill, see the doctor, take some medicine

**Grammar** Clauses with because

29

**3** Choose the words.

Last weekend was terrible, great, exciting. On Saturday morning I was, wasn't, tired.

There was a good TV programme, book, breakfast for me to eat, read, watch. In the afternoon

I went to the shops, park, cinema with my friends, mum, dad. It was really good, bad, boring. I took

a book, camera, dog with me. After that I was very hungry, thirsty but there was

a café, supermarket for us to get some food, drink. I ate / drank a burger, some rice / lemonade, some juice.

It was lovely. I went to bed at 8 o'clock, 9 o'clock, 10 o'clock.

**4** Now write about your weekend.

Last weekend was

29

**Objectives:** By the end of the lesson, pupils will have had further practice with the past simple and used *because* to join sentences.

## Target language

- **Key language:** past simple irregular verbs, *because*
- **Additional language:** *awake, eye test*
- **Revision:** adjectives, illnesses, food, time, town, family, *nurse, dentist, diary*

## Materials required

- Flashcards and/or wordcards 'have an eye test' (38) and 'see the doctor' (40)
- Extra activity 1: Photocopiable activity 3 (page 204), copied onto card (one sheet of card per pupil)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 3 Reinforcement worksheet 2* and *Extension worksheet 1* (pages 29, 31 and 32)

## Pupil's Book page 29

### Warmer

- With books closed, review with pupils what they can remember about Simon's week from the previous lesson. Join some of their responses with *because* to review use and meaning, e.g. *He saw the doctor because he had a terrible cough.*

### 4 Read and say the letter.

- Tell pupils to open their Pupil's Books at page 29. Focus pupils on the Grammar box. Read the sentence aloud. Elicit more examples with *because*. Check they have read the activity instruction and know what to do. They look at the pictures, read the sentences and match. They say the sentences quietly to their partner. Remind them to look for pronouns when they match. Check with the class.

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

### 5 Look and say the answers. Say 'Tom', 'Sue' or 'the nurse'.

- Focus pupils on Activity 5. Read the activity instructions aloud and point to the pictures. Tell pupils the girl in the pictures is called Sue and the boy is called Tom. Write the names on the board. Use the picture to review *nurse*. Review *see the doctor* and present *have an eye test* using the flashcards/wordcards and the pictures. Go through the example and check pupils know what they have to do.
- Pupils work in pairs. They take turns to read a sentence and say *Tom*, *Sue* or *the nurse*.

Key: 2 Sue, 3 Sue, 4 the nurse, 5 Tom, 6 Sue, 7 Tom, 8 Tom

Extra activity 1: see page 217 (if time)

## Activity Book page 29

### 3 Choose the words.

- Tell pupils to open their Activity Books at page 29. Elicit what they have to do. Pupils do the activity individually. Make groups of four. Pupils take turns to read a sentence aloud. When they say their choice, e.g. *great*, the other pupils compare it with their answer and say *Same* or *Different*.

### 4 Now write about your weekend.

- Talk with pupils about what they did last weekend, using ideas from Activity 3 as prompts. Pupils write about last weekend using the Activity 3 text as a model. They write a first draft in their notebooks. Monitor and check. Pupils check each other's work in pairs. Pupils write their final copy in their Activity Books.

Extra activity 2: see page 218 (if time)

### Optional activities

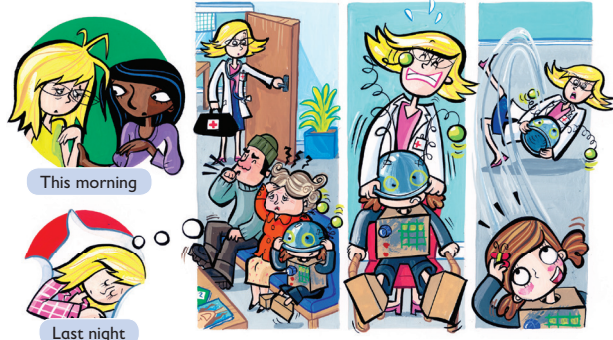
- Unit 3 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 29 and 31).
- Unit 3 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 29 and 32).

### Ending the lesson

- Start a chain, e.g. *I went to the doctor because I was ill.*  
Pupil A says *I was ill because* (e.g. *I ate a lot of cakes*).  
Pupil B says *I ate a lot of cakes because* (e.g. *I was hungry*).  
Continue with as many pupils as possible.

6 Look, think and say the answers.

- 1 Who's Stella talking to this morning?
- 2 Where was Stella in her dream?
- 3 What was Stella's job?
- 4 What was wrong with the man?



7 Listen and check.

8 Say the answers to the questions.

- 1 Did Stella have a nice dream? No, she didn't. She had a terrible dream.
- 2 Did she have a long blue coat?
- 3 Did she see a woman who had a cough?
- 4 Did she give the man some flowers?
- 5 Did she see a woman with backache?
- 6 Did she take a box off the girl's head?

Grammar

have → had I **had** a terrible dream.  
do → did I **didn't have** time to stop.  
How many people **did** you see?

30

Vocabulary have a dream

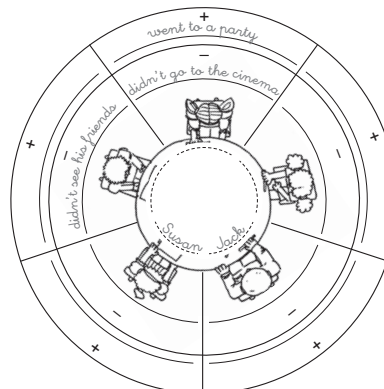
Grammar

Past simple irregular verbs: affirmative, negative, interrogative

5 Read and complete.

Five children are sitting round a table. We're looking at them from above.

- 1 The girl sitting between Paul and Jack gave her mum some flowers yesterday. She didn't have lunch at school. She's called Susan.
- 2 Paul didn't see his friends in the afternoon. He did his homework.
- 3 Daisy went to a party in the afternoon.



- 4 The girl who didn't go to a party or give her mum flowers is called Sally. She saw a film at the cinema in the afternoon.
- 5 The boy who's sitting next to Sally had a stomach-ache, so he didn't eat any food all day.
- 6 The girl who didn't go to the cinema yesterday is sitting between Paul and Sally.
- 7 Sally didn't drink any milk at breakfast.

6 Write sentences about the children.

- 1 Paul did his homework. He didn't see his friends in the afternoon.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

30

**Objectives:** By the end of the lesson, pupils will have used negatives and questions to talk about the past.

## Target language

- **Key language:** past simple negatives and questions and short answers: irregular verbs, *have a dream*, *bowl*
- **Revision:** illnesses, prepositions, *how many*, *woman*, *people*, *head*

## Materials required

- Extra activity 2: Choose eight sentences/questions from the lesson, including past simple affirmatives, past simple negatives, past simple questions. Write each one in scrambled word order on a large piece of paper.
- Optional activity: Grammar reference Unit 3 *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94)

## Pupil's Book page 30

### Warmer

- Review the infinitive and past simple of the irregular verbs. Set up a fast clapping rhythm. Say, e.g. (*Clap, clap*) *give*. Pupils respond (*Clap, clap*) *gave*.

### 6 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 30. Elicit who pupils can see (Stella) and teach/ elicit *have a dream* using the pictures. Pupils read the questions aloud around the class. They discuss their predicted answers in pairs, using the information in the pictures to help.

### 7 Listen and check.

- When pupils are ready, play the audio. Check answers with the class. Check general understanding. Play the audio again, pausing and focusing on Meera's questions. Write the four questions on the board in two columns:  
*Were you awake all night? How many people did you see?*  
*What was your dream about? How did you take it off?*
- Elicit what pupils notice about how the questions are made: a) *was/were*, and b) *did*. Use colours to highlight/underline the structure.
- Repeat with the negative sentences from the conversation:  
*I didn't have time to stop. He didn't have a temperature.*

**Key:** 1 She's talking to Meera. 2 She was in a big hospital.  
3 She was a doctor. 4 The man had a cough.

### CD 1, 33

**STELLA:** I'm really tired this morning.

**MEERA:** Really? Why? Were you awake all night?

**STELLA:** No, I had a terrible dream.

**MEERA:** Oooh, what was your dream about?

**STELLA:** I was a doctor in a big hospital. I had a long white coat ... and I had lots of doctor's things, but I didn't have time to stop!

**MEERA:** Oh? How many people did you see?

**STELLA:** I saw lots. I saw a man who had a cough, but he didn't have a temperature so I gave him some medicine ... And there was a woman with a bad headache. And then, there was a girl who had a bowl on her head!

**MEERA:** A bowl on her head! How did you take it off?

**STELLA:** It was really difficult, but in the end I took it off and ... do you know who was under the bowl?

**MEERA:** No.

**STELLA:** It was Suzy!

### 8 Say the answers to the questions.

- Focus pupils on Activity 9 and on the Grammar box. Do the activity in open pairs. Elicit long answers in order to practise the past form of the verbs. Then pupils take turns to ask and answer in closed pairs. After the oral practice, pupils write the answers in their notebooks.

**Key:** 2 No, she didn't. She had a long white coat. 3 No, she didn't. She saw a man who had a cough. 4 No, she didn't. She gave the man some medicine. 5 No, she didn't. She saw a woman with a bad headache. 6 No, she didn't. She took a bowl off the girl's head.

### Extra activity 1: see page 218 (if time)

## Activity Book page 30

### 5 Read and complete.

- Tell pupils to open their Activity Books at page 30. Focus them on the wheel and the information. Check they have read and understood the activity instruction. They read the text and complete the information about the children. They check in pairs. Check with the class.

**Key:** Clockwise from top: Daisy: went to a party / didn't go to the cinema; Sally: went to the cinema / didn't drink any milk at breakfast; Jack: had a stomach-ache / didn't eat any food all day; Susan: gave her mum some flowers / didn't have lunch at school; Paul: did his homework / didn't see his friends.

### 6 Write sentences about the children.

- Focus pupils on Activity 6 and on the example. They write sentences about the children in Activity 5 using the model. Monitor pupils and help where necessary. Remind pupils they can work with a partner if they want.

**Key:** (in any order) 2 Daisy went to a party in the afternoon. She didn't go to the cinema. 3 Sally went to the cinema. She didn't drink any milk at breakfast. 4 Jack had a stomach-ache. He didn't eat any food all day. 5 Susan gave her mum some flowers. She didn't have lunch at school.

### Extra activity 2: see page 218 (if time)

### Optional activity

- Grammar reference Unit 3 from *Pupil's Book 4* (page 94) and *Activity Book 4* (page 94). See answer key on *Kid's Box Teacher's Book 4*, page 195.

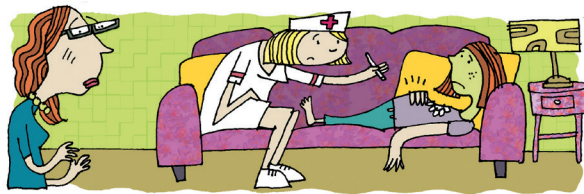
### Ending the lesson

- Review Stella's dream with the class, using prompt questions. Elicit if any pupils remember what they dreamt the previous night.



9 Read and say the words. Listen and check.

lemonade ice cream burgers chocolate  
three water party sausages nurse fruit



Mummy, Mummy, call the nurse!  
I had a stomach-ache but now it's worse.

What's the matter?

I don't know,  
But please be quick,  
Don't be slow.

Did you have a yesterday?

Yes! There was lots to eat and games to play.

Did you eat ?

Yes, I did.

nurse

Did you eat ?

Yes, I did.

Did you drink ?

Yes, I did.

Did you have and too?  
I think I know what's the matter with you!

Take this medicine times a day,  
When you are better, go out and play!

No more chocolate cake for you my daughter.

Vegetables, and a drink of .

10 Sing the song.

11 Ask and answer questions about the song.

Did she eat ice cream?

Yes, she did.

Did she drink orange juice?

No, she didn't.

Grammar Past simple irregular verbs: interrogative and short answers

31

7 Put the words in groups.

chicken cousin burger teacher mum  
milk school lemonade hospital banana  
cinema juice park water nurse apple

Places: \_\_\_\_\_

People: \_\_\_\_\_

Food: chicken

Drink: \_\_\_\_\_

8 Use the words from Activity 7 to complete Meera's day.

	go	see	eat	drink
morning	<u>hospital</u>			
afternoon		<u>cousin</u>		
evening				

9 Ask and answer. Complete the table.

Did Meera go to the hospital in the morning?

Yes, she did.

Did she see the nurse?

No, she didn't.

	go	see	eat	drink
morning				
afternoon				
evening				

31

**Objectives:** By the end of the lesson, pupils will have had further practice using the past simple and sung a song.

## Target language

- **Key language:** past simple: questions and short answers
- **Revision:** illnesses, adjectives, countable and uncountable nouns, word families

## Materials required

- Extra activity 1: poster paper
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 3 Song worksheet* (pages 29 and 34); *Kid's Box Interactive DVD 4, The music room*, Unit 3 'Call the nurse' song

## Pupil's Book page 31

### Warmer

- Write the words *jobs, food, drinks, places*, each in its own circle on the board. Pupils copy them onto paper and, in pairs, have three minutes to add as many words to the mind maps as they can. Elicit the words and write them on the board. Add key words from Pupil's Book Activity 9 and Activity Book Activity 7 if they are not included.

### 9 Read and say the words. Listen and check.

- Tell pupils to open their Pupil's Books at page 31. Elicit who are in the large picture (mum, girl, nurse). Ask, *What's the matter with the girl?* Elicit as many different answers as possible, *She's sick., She isn't well., She has a stomachache., She has a temperature.,* etc. Check pupils have read the activity instruction and know what to do using the example. In pairs, they read the song text and match the pictures with the words in the box.
- Play the song for pupils to check their answers. Check understanding of vocabulary (*worse, What's the matter?* etc.). Focus on *easily* and *happily* and show/elicit how the adverbs are formed from the adjectives.

**Key:** party, burgers, sausages, lemonade, ice cream, chocolate, three, fruit, water

CD 1, 34

As in Pupil's Book

### 10 Sing the song.

- Play the audio again in sections for pupils to repeat. When they are confident, they perform the whole song. Divide the class into girl, nurse, mum. They sing their parts. Swap roles. Make sure they use correct intonation (questions / telling off).

CD 1, 34

As in Pupil's Book

CD 1, 35

Now sing the song again. (Karaoke version)

### 11 Ask and answer questions about the song.

- Focus pupils on Activity 11. Demonstrate the activity for the class. Pupils read the two example questions aloud for others to answer. Elicit other questions. Focus on the short answers: *Yes, she did / No, she didn't.* Give pupils five minutes to think of and write some questions about the song. They write the answer in brackets. They take turns to ask and answer in pairs.

**Extra activity 1: see page 218 (if time)**

## Activity Book page 31

### 7 Put the words in groups.

- Tell pupils to open their Activity Books at page 31. Remind them of the word families in the Warmer. Check pupils have read and understood the activity instruction. They do the activity in pairs. Check with the class.

**Key:** Places: school, hospital, cinema, park; People: cousin, teacher, mum, nurse; Food: burger, banana, apple; Drink: milk, lemonade, juice, water

### 8 Use the words from Activity 7 to complete Meera's day.

- Demonstrate the activity for pupils. Individually, they choose and write appropriate words from Activity 7 in the table (places in the 'go' column, people in the 'see' column, food in the 'eat' column and drinks in the 'drink' column). They keep their ideas secret.

### 9 Ask and answer. Complete the table.

- Elicit a question word for each column of the table (*where, who, what*) and review how to form past simple questions with the class. Volunteer pupils read out the speech bubbles. Demonstrate with four or five questions and answers, using open pairs. Make new pairs. Pupils ask and answer to guess what their partner has written in the table. They write the words from their partner's table in the second table. Monitor and check that pupils are hiding their books and asking complete questions. They compare their tables when the activity is complete.

### Extra activity 2: see page 218 (if time)


### Optional activities

- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 29 and 34).
- The music room:* Unit 3 'Call the nurse' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.

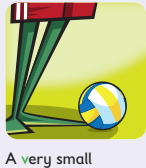
### Ending the lesson

- Sing the song again with pupils in three groups.


**12 Stella's phonics**



A frog with a phone.



A very small volleyball.



The frog and her friends are playing volleyball at the beach.

**13 Ask and answer.**

Did you have a temperature last week? No, I didn't.

**Health matters**

Did you have a temperature last week?

- to hospital last year?
- milk for breakfast?
- a cough last year?
- an apple yesterday?
- to bed early last night?
- any medicine last week?
- the dentist last year?

**14 Now write and ask questions about your friend's week.**

Did you walk to school last week?

**32 Phonics** Consonant sounds 'b', 'f' and 'v' (ball, phone and village)

**10 Write. Listen, check and say.**

- Let's go fishing. It's lots of fun!
- Fred's very fast. He's a good \_\_\_\_\_ player, too.
- You must eat lots of fruit and \_\_\_\_\_.
- \_\_\_\_\_ plays volleyball with her best friend.
- Ben's a big \_\_\_\_\_. He's very tall, too!
- Basketball's a \_\_\_\_\_ fast game.
- Vera visits her grandmother's \_\_\_\_\_ on Fridays.
- Bill took a \_\_\_\_\_ of his father playing baseball.
- Look at the baby with the big blue \_\_\_\_\_!
- Oh! Look at those \_\_\_\_\_ flowers!

village  
fishing  
football  
balloon  
vegetables  
boy  
very  
Vicky  
beautiful  
photo

**11 Make sentences.**

Mary	the	to the	the hospital.
Jim didn't	had	people at	cough.
Zoe saw	lot of	a-terrible	her medicine?
Did	go	take	doctor.
There were a	Sally	dentist	last week.

- Mary had a terrible cough.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**JOKE BOX**

Ha! Ha! Ha!

Doctor, Doctor, I think I'm a sheep!

That's baabad.

**32**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the sounds /b/, /f/ and /v/ in common words and they will have practised saying the sounds /b/, /f/ and /v/. They will also have completed a communication activity.

## Target language

- Key language:** words with the phonemes /b/, /f/ and /v/ (e.g. *beach, frog, very*)
- Revision:** illnesses, adjectives, sports and activities, past simple, *take some medicine, see the dentist, have a temperature / a cough*

## Materials required

- Optional: *Kid's Box Interactive DVD 4*, 'Body facts' episode (*The living room* section)

## Pupil's Book page 32

### Warmer

- Write words with the sounds /f/ and /v/ on the board, underlining the key sounds (e.g. *F*riday, *l*ove, *a*fraid, *f*rog, *v*ery, *V*icky, *p*hone, *n*ever). Show pupils how to put their fingers to their throats to feel the sounds (/v/ causes the vocal chords to vibrate, /f/ doesn't). Say the words on the board with the /f/ sound. Pupils repeat. Do the same with the /v/ words.
- Write *bag* on the board, underlining the letter *b*. Ask if the sound is like /f/ or /v/. Elicit that /b/ is similar to /f/ – the vocal chords don't vibrate. Tell pupils they will be practising the three sounds /f/, /v/ and /b/ in this lesson.

### 12 Stella's phonics

- Tell pupils to open their Pupil's Books at page 32. Elicit what they can see (a frog, a phone, a volleyball, a beach). Play the audio. Pupils listen and point. Play the audio again. Pupils join in. Check pupils are saying the sounds correctly. Pupils repeat the sentence quickly and then in groups. Point out to your pupils that another spelling for /f/ is *ph* (e.g. *ph*one, *eleph*ant, *alphab*et).

#### CD 1, 36

**STELLA:** Hi, I'm Stella! Repeat after me!

/f/, /f/, frog

/v/, /v/, very

/b/, /b/, ball

A frog with a phone.

A frog with a phone.

A very small volleyball.

A very small volleyball.

The frog and her friends are playing volleyball at the beach.

The frog and her friends are playing volleyball at the beach.

### 13 Ask and answer.

- Focus pupils on Activity 13. A pupil reads out the question in the speech bubble and elicits answers from pupils (*Yes, I did* or *No, I didn't*). Pupils work in pairs and complete each question with a verb from the box. Check with the class. Pupils take turns to ask and answer in pairs and record the answers in their notebooks. Check with the class.

**Key:** 1 Did you go to hospital last year? 2 Did you drink milk for breakfast? 3 Did you have a cough last year? 4 Did you eat an apple yesterday? 5 Did you go to bed early last night? 6 Did you take any medicine last week? 7 Did you see the dentist last year? Answers: pupils' own answers.

### 14 Now write and ask questions about your friend's week.

- Focus pupils on Activity 14 and on the activity instruction. Brainstorm more ideas for other questions with pupils, e.g. *Did you watch TV yesterday? Did you play in the park last weekend? Did you clean your teeth this morning?*
- Advise pupils only to use short answers for these verbs, as they have not yet seen regular verbs in their full forms. Alternatively, pupils can use the irregular past verbs they've seen and used in the unit.

- Pupils write at least six questions in their notebooks. Make new pairs. Pupils take turns to ask and answer.

### Extra activity 1: see page 218 (if time)

## Activity Book page 32

### 10 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 32. Check they know the meaning of all the words in the box. Point out the example. Pupils work individually to complete the sentences. They compare answers in pairs.
- Play the audio for pupils to listen and check. Check with the class. Play the audio again for pupils to listen and repeat.

**Key:** 2 football, 3 vegetables, 4 Vicky, 5 boy, 6 very, 7 village, 8 photo, 9 balloon, 10 beautiful

#### CD 1, 37

- Let's go fishing. It's lots of fun!
- Fred's very fast. He's a good football player, too.
- You must eat lots of fruit and vegetables.
- Vicky plays volleyball with her best friend.
- Ben's a big boy. He's very tall, too!
- Basketball's a very fast game.
- Vera visits her grandmother's village on Fridays.
- Bill took a photo of his father playing baseball.
- Look at the baby with the big blue balloon!
- Oh! Look at those beautiful flowers!

### 11 Make sentences.

- Focus pupils on Activity 11 and tell them to read the instruction. Elicit what they have to do (make sentences using the table). Elicit a few examples. In pairs, they take turns to make sentences. Monitor and help where necessary.

**Key:** 2 Jim didn't go to the doctor. 3 Zoe saw the dentist last week. 4 Did Sally take her medicine? 5 There were a lot of people at the hospital.

### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary.

### Extra activity 2: see page 218 (if time)

### Optional activity

- The living room:* 'Body facts' episode from *Kid's Box Interactive DVD 4*. See pages 5-6, 12-15 of the *Teacher's Booklet*.

### Ending the lesson

- Pupils say the long sound sentence as a tongue twister.



**LOCK & KEY**

**15** Listen to the story.

So, Nick Motors, the car thief is back in town.

I went to the hospital shop. There was a man there. He had black hair and a big nose. I think it was Nick Motors, the car thief.

Dooops! Sorry I'm late. I went to the hospital to see my Aunt Emma. She's got a bad cough.

In the hospital? Let's go there now.

I really want to catch Nick Motors this time, Key.

No problem, Lock!

Come on! We need to go inside quickly, before he runs away.

HOSPITAL

There he is! That's him, Lock!

No, Key, he's not Nick Motors. He's a doctor.

Nick Motors isn't inside the hospital, Key. He's outside in the street... and...

He's taking our motorbikes!

**16** Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

is	_____	is	→	was
are	_____	are	→	were
have	_____	have	→	had
go	_____	go	→	went
see	_____	see	→	saw
eat	_____	eat	→	ate
drink	_____	drink	→	drank
give	_____	give	→	gave
take	_____	take	→	took
today	_____	today		yesterday
this afternoon	_____	this afternoon		yesterday afternoon
tonight	_____	tonight		last night
this week	_____	this week		last week
this year	_____	this year		last year

**Can do**

I can talk about health matters. ☹️ 😊 😊

I can talk about the past. ☹️ 😊 😊

I can ask questions in the past. ☹️ 😊 😊

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

## Target language

- **Key language:** language in the story
- **Revision:** language from the unit, *have got*, physical descriptions

## Materials required

- Extra activity 1: A large piece of paper for each group of three
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 3 Extension worksheet 2* (pages 29 and 33); the animated version of the Unit 3 story from *Kid's Box Interactive DVD 4* (Suzy's room section); Evaluation 3 from *Kid's Box Teacher's Book 4* (page 235)

## Pupil's Book page 33

### Warmer

- Review the *Lock and Key* story with pupils. Ask what happened in the last episode, e.g. *Where did Lock and Key go? What day was it?* Pupils reply, using the past. (They went to the swimming club. It was the day of the competition.)

### Story

#### 15 Listen to the story.

- Tell pupils to open their Pupil's Books at page 33. Focus pupils on the first frame and elicit who they can see (Lock and Key) and tell them who is on the screen (Nick Motors). Tell pupils that he's a car thief. Set the gist questions: *Why did Key go to the hospital? Who did he see there? Did they catch him? What did Nick Motors do?*
- Play the audio. Pupils listen and read for what happened. They check in pairs. Check with the class (to see his aunt; Nick Motors / a doctor; no; he took their motorbike). Focus pupils on frame 5 and elicit who this is (a doctor) and that Key made a mistake.
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Where did Key see 'Nick Motors'? What did Lock and Key decide to do? What did the doctor look like? Did he have black hair and a big nose?*

CD 1, 38

As in Pupil's Book

### Extra activity 1: see page 218 (if time)

#### 16 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 3 from *Kid's Box Teacher's Resource Book 4* (page 84). See notes on page 80.

## Activity Book page 33

### Do you remember?

- Write *The past* in the centre of the board. Brainstorm the words and phrases from the unit and write them as a mind map, e.g. *did, took*.
- Tell pupils to open their Activity Books at page 33. Check pupils have read the activity instructions and know what to do. They study the words on the right in silence. Pupils then cover the list on the right so that they can only see the words on the left and the lines to write the words. Without looking, they write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'drank'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. 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 health matters. 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, reminding them of activities they did when they talked about the past. Repeat for the third sentence, eliciting/reminding them about the communication activity as well as other activities when they asked questions about the past. Pupils circle the appropriate face.
- 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.

### Extra activity 2: see page 218 (if time)

### Optional activities

- Unit 3 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 29 and 33).
- *Suzy's room*: The animated version of the Unit 3 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- Evaluation 3 from *Kid's Box Teacher's Book 4* (page 235). See notes on page 231.

### Ending the lesson

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

**Music Body percussion**

**1** Listen and say the letter.

**Fact** The quickest person in the world can clap 12 times a second.

A percussion instrument is a musical instrument that makes a sound when we hit it. We can use different kinds of instruments or other things to make percussion music.

**2** Listen and match. Which part of the body are they using to make the sound?

The human body is also a great percussion instrument. There are different kinds of dance and music which use parts of the body.

**Vocabulary** hit musician percussion clap eighth half quarter whole

**Music Body percussion**

**1** Listen and tick. Read and correct.

**2** Read and complete.

body percussion singing feet clap music different instrument

The human (1) body is a great musical (2) \_\_\_\_\_ and not only for (3) \_\_\_\_\_. We can make a lot of (4) \_\_\_\_\_ sounds. When we (5) \_\_\_\_\_ our hands, click our fingers or stamp our (6) \_\_\_\_\_ with rhythm we are making (7) \_\_\_\_\_. This kind of music is called body (8) \_\_\_\_\_.

**Objectives:** By the end of the lesson, pupils will have read and learnt about percussion and musical notation.

## Target language

- **Key language:** *percussion, the human body*
- **Additional language:** *click his / her fingers, tap his / her face, rhythm*
- **Revision:** *instrument, sound, hit, parts of the body, stamp his / her feet, clap his / her hands*

## Materials required

- Examples of percussion instruments (if available), e.g. triangles, drums, cymbals, xylophones
- Extra activity 1: Sheets of paper

## Pupil's Book page 34

### Warmer

- Show pupils some percussion instruments and elicit the names in L1 or English. Ask what they all have in common. Review/Teach the word *percussion*. Write it on the board. Review *hit* and *make a sound* by hitting one of the instruments and saying *I hit it and it makes a sound*.

### Fact

- Tell pupils to open their Pupil's Books at page 34. Read the lesson title and ask pupils what they think *Body percussion* means. Explain that they are going to learn more about body percussion in the next two lessons.
- Read the Fact box aloud and check pupils know what *clap* means.

### 1 Listen and say the letter.

- Focus pupils on Activity 1. Direct them to the text first. Ask two volunteers to read a sentence each. Give pupils time to read the paragraph again individually. Check comprehension of *make a sound* and *hit* again.
- Ask pupils to read the activity instruction and check they know what to do. Tell them to look carefully at the pictures. Play the audio. Pause after each sound. Pupils whisper the letter. Play the audio again. Pause after each and elicit the letter. Talk about what is making the sound in each case.

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

### CD 2, 02

- 1 [sound of someone crashing metal bin lids together]
- 2 [sound of a cymbal]
- 3 [sound of a cabasa instrument]
- 4 [sound of someone playing the spoons]
- 5 [sound of a bass drum]
- 6 [sound of someone sweeping]

### 2 Listen and match. Which part of the body are they using to make the sound?

- Focus pupils on Activity 2. Direct them to the text first. Ask two volunteers to read a sentence each. Give pupils time to read the paragraph again individually. Check comprehension of *human body* and *parts of the body*.
- Read the activity instructions. Direct pupils to the photographs and ask them to think about what sounds they will hear. Play the audio. Pause after each sound for pupils to do the matching in pairs. They note down their answers. Play the audio again for pupils to check. This time they write down the parts of the body used to make each sound. Elicit answers/ideas. Make sure pupils know how to say *stamp his/her feet*, *click his/her fingers*, *tap his/her face* and *clap his/her hands*.

Key: 1 f (hands, mouth), 2 b (fingers), 3 a (feet, hands), 4 c (mouth, hand), 5 d (feet), 6 e (hands, knees)

### CD 2, 03

- 1 [sound of mouth 'popping']
- 2 [sound of clicking fingers]
- 3 [sound of flamenco hand clapping and feet stamping]
- 4 [sound of beatbox]
- 5 [sound of Irish dancing]
- 6 [sound of someone hitting their knees]

Extra activity 1: see page 217 (if time)

## Activity Book page 34

### 1 Listen and tick. Read and correct.

- Review parts of the body (including *feet*, *fingers*, *mouth*, *knees*, *hands*).
- Tell pupils to open their Activity Books at page 34. Read the activity instructions, play the first item on the audio and go through the example answer. Tell pupils to listen and tick first. Play the rest of the audio for pupils to listen and tick. They check their answers in pairs. They do the second part of the activity (*Read and correct*) individually. Check with the class.

Key: 2 c No, he isn't. He's stamping his feet. 3 c No, she isn't. She's clapping her hands. 4 b No, she isn't. She's tapping her face.

### CD 2, 04

- 1 [sound of clicking fingers]
- 2 [sound of stamping feet]
- 3 [sound of hands clapping]
- 4 [sound of mouth percussion (tapping face)]

### 2 Read and complete.

- Focus pupils on the activity instruction and check understanding. Pupils complete the text. They compare answers in pairs. Check with the class.

Key: 2 instrument, 3 singing, 4 different, 5 clap, 6 feet, 7 music, 8 percussion

Extra activity 2: see page 217 (if time)

### Ending the lesson

- Review with pupils what they learnt about in today's lesson.



3 Listen to these notes. Say the answers to the questions.

The language of music tells musicians what notes to play and how to play them. They can be long or short, loud or quiet, quick or slow. Rhythm tells us how long the notes are. They can be whole notes (1), half notes ( $\frac{1}{2}$ ), quarter notes ( $\frac{1}{4}$ ) or eighth notes ( $\frac{1}{8}$ ). Rhythm is very important in percussion music.

- 1 Which is longer, 1 or 4?
- 2 Which is longer, 2 or 3?
- 3 Which is shorter, 1 or 2?
- 4 Which is shorter, 3 or 4?



4 Listen and make rhythms.

### Project

Make a drum.

You need:

- a plastic cup
- a balloon
- an elastic band
- scissors



- 1 Take a piece of the balloon and put it over the top of the cup.
- 2 Use the elastic band to keep it in place. Now you've got a drum.

Try to make different sounds. Hit it with your hand or with a pencil. Hit it in the middle or on the edge. Try different rhythms. Play your drum to music.

3 Listen and write. There is one example.



At the doctor's

When? yesterday

1 What was the matter? ache

2 Can't eat: \_\_\_\_\_

3 Where was her aunt on Friday? \_\_\_\_\_

4 Her temperature: \_\_\_\_\_

5 She has to: \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have read and learnt about body percussion and completed a project.

## Target language

- **Key language:** *note* (music), *musician*, *whole*, *half*, *quarter*, *eighth*
- **Additional language:** *elastic band*, *edge*, *pop your mouth*
- **Revision:** parts of the body, adjectives (*long*, *short*, *quick*, *slow*), *clap your hands*, *stamp your feet*, *click your fingers*, *hit your knees*, *rhythm*

## Materials required

- Percussion instruments (including drums of various sizes)
- Some sheet music
- Project: Plastic cup, balloon, elastic band, pencil (one of each per pupil, plus one set of materials for you to make an example), CD of music with a strong rhythm
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 3 Topic worksheet* (pages 29 and 35); Extra project idea, Unit 3 'Responding to music' from *Kid's Box Teacher's Book 4* (page 228)

## Pupil's Book page 35

### Warmer

- Review parts of the body. Say, e.g. *Point to your arm.* Include *arm, head, leg, mouth, finger, foot / feet, hands, knees.* Repeat for each word.
- Pupils stand up. Give instructions, speeding up, e.g. *Wave your arms. Shake your body. Show me one hand. Stand on one leg. Touch your mouth.*

### 3 Listen to these notes. Answer the questions.

- Show the sheet music or draw some musical notes on the board. Ask *What's this?* Elicit/Explain that this is written music. Teach *note* and *musician*. Ask if anyone in the class knows how to read music.
- Focus pupils on Activity 3. Pupils read individually. Check comprehension of whole, half, quarter and eighth by drawing a circle on the board and dividing it into parts.
- Focus on the activity instructions. Play the audio. Pupils compare the length of the notes. They check answers in pairs. Play the audio again. Check with the class.

**Key:** 1 Note 1 is longer. 2 Note 2 is longer. 3 Note 2 is shorter. 4 Note 4 is shorter.

#### CD 2, 05

- 1 [sound of breve (four beats)]
- 2 [sound of semi-breve (two beats)]
- 3 [sound of crotchet (one beat)]
- 4 [sound of quaver (half a beat)]

### 4 Listen and make rhythms.

- Tell pupils they are going to practise some body percussion. Check comprehension of *rhythm*. Pupils stand up. Say some instructions from the audio (e.g. *Click your fingers. Hit your knees.*)
- Play the audio. Pupils listen and follow the instructions.

#### CD 2, 06

Listen to these rhythms.  
Clap your hands then click your fingers. [sound effects]  
Click your fingers then tap your face. [sound effects]  
Tap your face then hit your knees. [sound effects]  
Hit your knees then stamp your feet. [sound effects]  
Stamp your feet then clap your hands. [sound effects]  
Now put all the sounds together. [sound effects]  
And again more quickly. And now really quickly.

### Project Make a drum.

- Focus pupils on the project and tell them that today they are going to make a drum. Show them the one you have made and demonstrate the different sounds it makes.
- Read the instructions with pupils as a class. Pupils work in pairs. They make two drums in each pair. When pupils have finished, give each pair a chance to play some music on their drums to the rest of the class.

**Extra activity 1: see page 218 (if time)**

## Activity Book page 35

### Movers Listening, Part 2

#### 3 Listen and write. There is one example. **M** towards

- Tell pupils to open their Activity Books at page 35. Check they know what to do. Tell pupils they need to write one, two or three words or a number for each answer. Check comprehension of the questions and headings. Play the audio. Check with the class.

**Key:** 1 stomach-ache, 2 cake or biscuits, 3 in hospital, 4 39, 5 sleep a lot

#### CD 2, 07

Hi, Ann. Where were you yesterday?

Yesterday ... er, I was at the doctor's.

Can you see the answer? Now you listen and write.

1 Really, you were at the doctor's! What was the matter with you?

I had a stomach-ache.

Oh dear. I'm sorry about that. I hope you're better now.

Yes, I'm OK today.

2 So, what did you have to do?

I had to take some medicine.

... And what did the doctor say?

She said I can't eat any cake or biscuits this week.

Ha ha. Oh dear.

3 Are the other people in your family OK?

Well, my aunt was in hospital on Friday.

Your aunt! Which one?

My Aunt Lily, the teacher.

Oh dear.

4 Why was she there?

She was there because she had a temperature.

Oh no. Was it bad?

Yes, it was 39!

39? That is bad.

5 Is she OK now?

Yes, she's OK, but the doctor says she has to sleep a lot.

That's a good idea.

**Extra activity 2: see page 218 (if time)**

### Optional activities

- Unit 3 Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 29 and 35).
- Extra project idea, Unit 3 'Responding to music' from *Kid's Box Teacher's Book 4* (page 228).


### Ending the lesson

- Give instructions for pupils to follow, using language from the lesson, e.g. *Stamp your feet. Click your fingers. Clap your hands.*

**4 After school club**

1 Look, think and say the answers.

- Where did the children go yesterday afternoon?
- Which teacher was there?
- Who did Stella play chess with?
- Who wasn't good at dancing?



2 Listen and check.

3 Listen and say 'yes' or 'no'.

1 The children helped Mr Star. No.

**Vocabulary** carry the chairs do a musical help a friend play chess


**Grammar** Spelling of -ed endings

help	→	helped
dance	→	danced
stop	→	stopped
carry	→	carried

**4 After school club**

1 Complete the text. Use the past of the verbs.

Kim and Sally had a great weekend. They went to an activity centre in the countryside with their friend Paul.



On Saturday morning they (1) started (start) early. First they (2) \_\_\_\_\_ (sail) on the lake. Then, in the afternoon they (3) \_\_\_\_\_ (climb) a mountain. In the evening they (4) \_\_\_\_\_ (cook) burgers outside. The children (5) \_\_\_\_\_ (talk) and (6) \_\_\_\_\_ (laugh) all evening.

On Sunday morning they (7) \_\_\_\_\_ (walk) in the forest. Their teacher (8) \_\_\_\_\_ (plant) a tree and Kim, Sally and Paul (9) \_\_\_\_\_ (help) him.

In the afternoon they (10) \_\_\_\_\_ (play) games. They (11) \_\_\_\_\_ (want) to stop at four o'clock because they (12) \_\_\_\_\_ (need) to go home and sleep!

2 Read and write 'yes' or 'no'.

- Kim and Sally had a boring weekend. no
- On Saturday morning they sailed on the lake. \_\_\_\_\_
- In the evening they cooked burgers inside. \_\_\_\_\_
- On Sunday afternoon they walked in the forest. \_\_\_\_\_
- Their teacher planted a tree. \_\_\_\_\_
- In the afternoon they played the piano. \_\_\_\_\_
- They stopped at five o'clock. \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have talked about activities in the past and learnt spelling rules for -ed endings in the past tense.

## Target language

- Key language:** past simple regular verbs, spelling of -ed endings, *After school club, hall, play chess, school show, musical (n)*
- Additional language:** *kids, start to do something, vowel, consonant*
- Revision:** *clean, carry, help, can/can't, have to, want, sing, dance, hop, skip, jump, laugh*

## Materials required

- Flashcard/Wordcard 'play chess' (45)
- Extra activity 1: Poster paper, one sheet for each group
- Extra activity 2: board pens
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 4 Reinforcement worksheet 1* (pages 36 and 37); Grammar reference Unit 4 *Pupil's Book 4* (page 94) and *Activity Book 4* (page 95)
- Kid's Box Language Portfolio 4* (page 9)

## Pupil's Book page 36

### Warmer

- Write *After school clubs* on the board and elicit/explain what the phrase means. Elicit examples of activities pupils do/would like to do at an After school club. Teach/Review *play chess* using the flashcard.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 36. Elicit what/who they can see. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information in the pictures.

### 2 Listen and check.

- Play the audio for pupils to listen and check. Elicit complete sentences. Play the audio again and ask further checking questions, e.g. *What did Alex and Simon do? What did Stella do? Did Simon dance? What did he do?* Check understanding of *school show* and *a musical*.

**Key:** 1 They went to the After school club. 2 Mr Burke was there. 3 She played chess with Meera. 4 Simon wasn't good at dancing.

### CD 2, 08

**MR STAR:** What did you do yesterday afternoon at the After school club, kids?

**SIMON:** Well, first we helped Mr Burke. Alex and I cleaned the chairs and then we carried them into the hall.

**MR STAR:** And what did you do, Stella?

**STELLA:** I played chess with Meera and then we all started to think about our school show.

**SIMON:** Yes, Mr Burke wanted us to do a musical. We had to sing. And we danced!

**MRS STAR:** Did you dance, Simon?

**SIMON:** Well, I didn't dance, but I hopped, skipped and jumped to the music ... and Meera and Stella laughed a lot.

**STELLA:** Well, Simon, you were funny. Mr Burke watched us dancing and listened to us singing, but then he stopped us!

**MR STAR:** So what now?

**STELLA:** Mr Burke doesn't want us to do a musical this year.

**SIMON:** It's great! I don't have to sing and dance!

### 3 Listen and say 'yes' or 'no'.

- Focus pupils on Activity 3. Read the sentences and check comprehension. Play the audio. They say *yes* or *no* to their friend the first time. Play the audio again. Check with the class. Elicit correct information for the 'no' answers.

**Key:** 2 yes 3 no, 4 no, 5 yes, 6 yes, 7 yes, 8 no

### CD 2, 09

- The children helped Mr Star.
- Simon and Alex cleaned the chairs.
- Stella played chess with Simon.
- They started to play table-tennis.

- Mr Burke wanted them to do a musical.
- Simon hopped, skipped and jumped to the music.
- Meera and Stella laughed a lot.
- Mr Burke watched them playing.

### Practice

- Focus pupils on the Grammar box. Elicit if these verbs talk about the present, the future or the past. Make four columns on the board. Write a word at the top of each column, each in a different colour, as follows: 1 *helped*; 2 *danced*; 3 *stopped*; 4 *carried*. Explain the rule for each column (1 = ends in two consonants, add *-ed*; 2 = ends in *e*, add *-d*; 3 = ends in consonant + vowel + consonant, double the consonant and add *-ed*; 4 = ends in consonant + *y*, change *y* to *i* and add *-ed*).
- Write other verbs on the board for pupils to assign to the correct columns, e.g. *laugh* (1), *hop* (3), *walk* (1), *hurry*, (4) *like* (2), *skip* (3).

### Extra activity 1: see page 219 (if time)

## Activity Book page 36

### 1 Complete the text. Use the past of the verbs.

- Tell pupils to open their Activity Books at page 36. They work in pairs to complete the text. Check with the class. Ask e.g. *What did they do on Saturday afternoon?*

**Key:** 2 sailed, 3 climbed, 4 cooked, 5 talked, 6 laughed, 7 walked, 8 planted, 9 helped, 10 played, 11 wanted, 12 needed

### 2 Read and write 'yes' or 'no'. towards

- Pupils re-read the text in Activity 1 and write the answers. They check in pairs. Check with the class. Elicit the correct versions for 'no' responses.

**Key:** 2 yes, 3 no, 4 no, 5 yes, 6 no, 7 no

### Extra activity 2: see page 219 (if time)

### Optional activities

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 36 and 37).
- Grammar reference Unit 4 from *Pupil's Book 4* (page 94) and *Activity Book 4* (page 95). See answer key on *Kid's Box Teacher's Book 4* page 195.

### Language Portfolio (online)

- Pupils complete page 9 of *Kid's Box Language Portfolio 4* (Our club).

### Ending the lesson

- Dictate some of the verbs from the lesson as simple infinitives. Pupils write the past simple.



4 Read and say the illustration for each paragraph.

1 When Pat worked at a school she was the cook. She made all the food in the morning and the children ate it at lunchtime. They loved her pancakes!



2 Tod lived in the countryside. He loved sport and he climbed and sailed every weekend. When it rained he called his friend, Fred, and they played badminton inside.



3 Yesterday David invited his friend Sid to go ice skating. It was very cold so they needed hats and scarves. It started to snow, but Sid ice skated on the lake. David pointed and shouted because Sid wasn't careful.



5 Listen and say a, b or c.

1 It started to snow.

b

Grammar

He called his friend, Fred.  
David pointed and shouted.

6 Say the answers to these questions.

1 She worked at a school.

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1 Where did Pat work?       | 5 What did Tod love?             |
| 2 When did Pat cook?        | 6 What did Tod and Fred play?    |
| 3 Who loved Pat's pancakes? | 7 Who did David invite?          |
| 4 Where did Tod live?       | 8 Why did David point and shout? |

Vocabulary start to snow

Grammar Past simple regular verbs

37

3 Put the words in groups.

like try stop sail play jump drop invite rollerskate  
close shop cry skip shout dance climb carry hop

+ed sailed	+d liked	+ped stopped	y+ied tried

4 Write the secret message.

<sup>1</sup> was	<sup>2</sup> at	<sup>3</sup> supermarket	<sup>4</sup> he	<sup>5</sup> I	<sup>6</sup> shouted
<sup>7</sup> He	<sup>8</sup> motorbike	<sup>9</sup> and	<sup>10</sup> laughed	<sup>11</sup> Motors	<sup>12</sup> outside
<sup>13</sup> him	<sup>14</sup> tried	<sup>15</sup> but	<sup>16</sup> jumped	<sup>17</sup> the	<sup>18</sup> Nick
<sup>19</sup> and	<sup>20</sup> our	<sup>21</sup> to	<sup>22</sup> pointed	<sup>23</sup> on	<sup>24</sup> catch

Lock.

5-14-21-24-18-11. 7-1-12-17-3. 5-22-2-13-9-6-  
15-4-10-9-16-23-20-8!

I tried

Key

37

**Objectives:** By the end of the lesson, pupils will have had further practice talking and asking about activities in the past.

## Target language

- **Key language:** past simple affirmative and questions, regular verbs
- **Additional language:** *playtime, playground*
- **Revision:** *hats, scarves, snow, activities and actions*

## Materials required

- **Extra activity 1:** Write one or more of the texts from Pupil's Book Activity 4 on a large piece of paper, with gaps, e.g.

Tod lived in the \_\_\_\_\_. He loved sport and he \_\_\_\_\_ and \_\_\_\_\_ every weekend.  
When it rained he called his friend, Fred, and they \_\_\_\_\_ badminton inside.

## Pupil's Book page 37

### Warmer

- You need space for this warmer. Pupils spread out. Say *Listen and mime*. Then say, e.g. *These are some of the things you did on your last holiday. You skated on the lake in the park. You played basketball. You swam in the swimming pool. You danced at a party. You climbed a tree and looked for pirates.* Pupils mime the actions as you say them.

### 4 Read and say the illustration for each paragraph.

- Tell pupils to open their Pupil's Books at page 37. Focus them on the text and the pictures. Check they have read and understood the activity instruction. They read the texts quickly (looking for key words) and match them with the pictures. They check in pairs. Check with the class. Pupils take turns to read each text aloud around the class. Check understanding. Pupils read the texts again and underline all the past verbs. Elicit to check.

**Key:** 1 c, 2 a, 3 b

### 5 Listen and say a, b or c.

- Focus pupils on the Activity 5 instruction and elicit what they are going to do (work out which text the sentences they hear refer to). Play the first one and point out the example. They write the letter on paper the first time they listen and whisper it to their partner. Play the audio again. Check with the class. Elicit the sentence they heard each time.

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

### CD 2, 10

- It started to snow.
- The children ate it at lunchtime.
- He climbed and sailed every weekend.
- They loved her pancakes.
- He lived in the countryside.
- They needed hats and scarves.
- She made all the food in the morning.
- He pointed and shouted.
- She was the cook.
- They played badminton inside.
- He ice skated on the lake.
- He loved sport.

### 6 Say the answers to these questions.

- Focus pupils on Activity 6. Ask two pupils to read question 1 and the example answer aloud. Focus pupils on the use of *did* and the simple infinitive in the question, and the past simple in the answer. Highlight it on the board if necessary. Pupils work in pairs, taking turns to ask and answer the eight questions. Check, using open pairs.

**Key:** 2 She cooked in the morning. 3 The children loved her pancakes. 4 Tod lived in the countryside. 5 He loved sport. 6 They played badminton. 7 He invited (his friend) Sid. 8 He pointed and shouted because Sid wasn't careful.

Extra activity 1: see page 219 (if time)

## Activity Book page 37

### 3 Put the words in groups.

- Tell pupils to open their Activity Books at page 37. Check they have read and understood the instruction. In pairs, pupils assign the words to the boxes. Pairs check with pairs. Check with the class.

**Key:** +ed: played, jumped, shouted, climbed;  
+d: invited, roller skated, closed, danced;  
+ped: dropped, shopped, hopped, skipped;  
y+ied: cried, carried

### 4 Write the secret message.

- Tell pupils to look at Activity 2 and elicit who the message is about (Lock and Key). Individually, pupils decode the message and write it in their books. They check in pairs. Check with the class.

**Key:** I tried to catch Nick Motors. He was outside the supermarket. I pointed at him and shouted, but he laughed and jumped on our motorbike!

Extra activity 2: see page 219 (if time)

### Ending the lesson

- Review with pupils what they did last Saturday and Sunday, mornings, afternoons and evenings.

7 Look, think and say the answers.

- 1 Which friend are the children visiting?
- 2 Where is Alex's flat?
- 3 Who loves climbing?
- 4 Why must they walk up the stairs?



8 Listen and check.

9 Say the answers to these questions.

- 1 What's the third letter of the alphabet?
- 2 What's the ninth letter?
- 3 What's the twelfth letter?
- 4 What's the sixteenth letter?
- 5 What's the twentieth letter?

c

#### Vocabulary

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th

10 Write more questions to ask your friend.

38

Vocabulary Ordinal numbers: first - twentieth

5 Match and write.

fifth 5th  
 3rd  
 2nd  
 9th  
 1st  
 12th  
 20th  
 8th

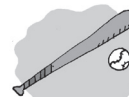
first  
 eighth  
 twentieth  
 second  
 fifth  
 twelfth  
 third  
 ninth

6 Find the letter. Write three words starting with that letter.



1 The ninth letter of 'toothpaste'.

tired, temperature, Thursday



2 The eighth letter of 'baseball'.

naughty



3 The fourth letter of 'naughty'.

naughty



4 The tenth letter of 'downstairs'.

downstairs

5 The sixth letter of 'outside'.

outside

6 The second letter of 'yesterday'.

yesterday

7 The fifth letter of 'strong'.

strong

8 The third letter of 'kick'.

kick

38

**Objectives:** By the end of the lesson, pupils will have described a sequence using ordinal numbers.

## Target language

- Key language: ordinal numbers *first–twentieth*, the alphabet, consonant clusters, present simple
- Additional language: *out of order*, *repairman*, *out of breath*
- Revision: houses and flats, adjectives, *floor*, *lift*, *stairs*

## Materials required

- Flashcards / Wordcards of ordinal numbers (47-66)
- Extra activity 1: Ten questions containing ordinal numbers, e.g. *What's the third lesson on Mondays?*

*What's the seventh day of the week?*

*What's the fifth letter of my name? What's the eighteenth letter of*

*the alphabet?; sheets of paper and pencils*

- Ending the lesson: Three or four ordinal numbers written as individual letters on fairly large pieces of paper, e.g. *fourth*: six pieces of paper = *f-o-u-r-t-h*
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 4 Reinforcement worksheet 2* (pages 36 and 38)

## Pupil's Book page 38

### Warmer

- Ask pupils whether they live in a house or a flat. Ask *Who lives in a very tall building? Who lives on the highest floor?*

### 7 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 38. Elicit who/what they can see in the pictures. Pupils discuss their predicted answers in pairs.

### 8 Listen and check.

- Play the audio for pupils to listen and check. Play the audio again and ask other checking questions, e.g. *Which floor does Alex live on? Where does Alex's uncle live?*, to focus on ordinals.

**Key:** 1 They are visiting Alex. 2 His flat is on the fifth floor. 3 Lenny and Simon love climbing. 4 They walked up the stairs because the lift isn't working.

### CD 2, 11

**NARRATOR:** It's Saturday morning and the children are going to Alex's new flat.

**LENNY:** Which floor does Alex live on?

**STELLA:** I think he lives on the fifteenth floor.

**SIMON:** Wow, the fifteenth floor. That's exciting!

**MEERA:** Yeah, he says he can see the city from his bedroom window. Oh, no! The lift isn't working!

**LENNY:** That's OK. There are some stairs. We can walk up.

**STELLA:** Lenny, we have to walk up to the fifteenth floor!

**SIMON:** That's no problem. Lenny and I love climbing. Come on, Lenny. Let's see who gets there first!

**LENNY:** Yeah!

**STELLA:** First floor, second floor, third floor, fourth floor, fifth floor ... I'm so tired!

**ALEX:** Hello. What's the matter?

**EVERYONE ELSE:** The lift isn't working.

**ALEX:** But it's only the fifth floor!

**LENNY:** Yeah, but we went up to the fifteenth floor.

### 9 Say the answers to the questions.

- Present the ordinal numbers using the Vocabulary box and the flashcards/wordcards. Say each one for pupils to repeat. Focus in particular on the consonant clusters, e.g. *fifth*.
- Focus pupils on the Activity 9 instruction and check understanding. They say the answers in pairs. Check with the class.

**Key:** 2 i, 3 l, 4 p, 5 t

### 10 Write more questions to ask your friend.

- Pupils use the model in Activity 9 to write other questions. Suggest other things to ask about, e.g. the fifth letter in *Sunday*, the third letter in their name. Pupils each write six questions in their notebooks. Remind them to check the Vocabulary box for spelling. They swap questions in pairs and answer each other's.

### Extra activity 1: see page 219 (if time)

## Activity Book page 38

### 5 Match and write.

- Tell pupils to open their Activity Books at page 38. They complete the activity individually and then check in pairs. Check as a class. Pupils spell out each word.

**Key:** third – 3rd, second – 2nd, ninth – 9th, first – 1st, twelfth – 12th, twentieth – 20th, eighth – 8th

### Extra activity 2: see page 219 (if time)

### 6 Find the letter. Write three words starting with that letter.

- Focus pupils on the Activity 6 instruction and on the activity. Check they know what to do using the example answer. They can ask their friends for help if they can't think of three words. Monitor and help where necessary. They check in pairs. Check as a class, eliciting all the words pupils have written.

**Key (possible answers):** 2 l: lake, love, last, 3 g: green, guitar, got, 4 s: sing, scarf, sad, 5 d: dance, drink, dog, 6 e: elephant, English, easily, 7 n: nose, new, never, 8 c: cough, car, carried

### Optional activity

- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 36 and 38).

### Ending the lesson

- Choose one of the sets of letters you have prepared (spelling an ordinal number). Mix up the letters. Invite the correct number of pupils to the front. Give each one a letter, e.g. *f-o-u-r-t-h*. They organise themselves into the correct spelling, facing the class. They spell out their word, each pupil saying a letter in turn. The class calls out the number. Repeat.



11 Listen and say the words to complete the song.



Dancing is good, dancing is fine,  
Dancing is great!  
Come on, children! Dance in line!

First, **second**, third and fourth  
Dance, dance across the floor.  
**1**, sixth, seventh, **2**  
Jump, kick, don't come in late.  
**3**, tenth, eleventh, **4**  
Dancing is **5** for your health.

Dancing's good, dancing's fine,  
Come on, children! Dance in line!

Number five's **6**,  
And number ten's last.  
He can't hop and skip,  
He can't get past.

Dancing is good, dancing is fine,  
Dancing is great!  
Come on, children! Dance in line!



12 Sing the song.

13 Ask and answer.

Which team was first last week?

Kids United.

FOOTBALL LEAGUE TABLE			
★ Kids United	① Sports Kids	⑨ Walking legs	
② Star Athletic	③ Quick Kickers	⑩ The Hungry Sharks	
④ Heart Club	⑤ Dream Team	⑪ The Good Monsters	
⑥ All Sports	⑦ Great Movers	⑫ Naughty Monkeys	
⑧ Fit City	⑬ Cambridge Flyers	⑭ The Terrible Tigers	
⑯ Box Runners	⑰ The Iron Starters	⑱ Feet First	★
⑲ Sporting	⑳ Blity Players		

39

7 Read and answer.

It's the first in 'snail', but not in 'mouse'.

It's the second in 'school', but not in 'house'.

It's the third in 'flat' and also in 'stair'.

It's the fourth in 'beard' and also in 'hair'.

It's the fifth in 'careful'. Is it Lock's?

Find the word. It's in Kid's Box!

It's the first in 'dog', but not in 'cat'.

It's the second in 'dress', but not in 'hat'.

It's the third in 'green' and also in 'Fred'.

It's the fourth in 'sweater' and also in 'bread'.

It's the fifth in 'swimming pool'. Yes, that's right!

We do this when we sleep at night.

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

8 Read and complete the table.

Name	Position	Activity
Daisy		
	second	
		iceskated

- 1 Jim, Daisy, Vicky and Fred were in different competitions last weekend.
- 2 One danced, one iceskated, one jumped and one played table tennis.
- 3 Vicky was fourth in her competition and Jim was the boy who came third.
- 4 Daisy jumped in her competition.
- 5 Fred was the boy who danced.
- 6 The girl who came first didn't play table tennis.

39

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

## Target language

- Key language: ordinal numbers
- Additional language: *in line*, *get past*, *league*
- Revision: sports and activities, *team*, *competition*

## Materials required

- Flashcards / Wordcards of ordinal numbers (47-66)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 4 Song worksheet* and dice (one per pupil) (pages 36 and 41); *Kid's Box Interactive DVD 4, The music room*, Unit 4 'Dance in line!' song

## Pupil's Book page 39

### Warmer

- Write some ordinals as gapped words on the board, e.g. *\_if\_h* (fifth). Pupils work in pairs to complete them. Check with the class by asking pupils to come to the board and write in the missing letters or use the flashcards and wordcards to show the correct spelling.

### 11 Listen and say the words to complete the song.

- Tell pupils to open their Pupil's Books at page 39. Focus them on the picture and on the song. Give them time to read the song before they listen. In pairs, they can try to predict what the missing words are. Play the audio. Pupils listen and check/complete (make sure pupils have spelt the words correctly). Play the audio a second time and then check with the class. Check understanding of new vocabulary.

**Key:** 1 Fifth, 2 eighth, 3 Ninth, 4 twelfth, 5 good, 6 first

**CD 2, 12**

As Pupil's Book and Key

### 12 Sing the song.

- Play the audio again. Pupils join in and follow in their books. Repeat in sections until pupils are confident with the song. They stand and sing as a class, counting out the numbers on their fingers.

**CD 2, 12**

As Pupil's Book and Key

**CD 2, 13**

Now sing the song again. (Karaoke version)

### 13 Ask and answer.

- Focus pupils on Activity 13 and on the speech bubbles. Elicit/Explain the meaning of *league table*. Demonstrate the activity with the class, eliciting other questions to check they remember to use the ordinal numbers. Pupils work in pairs and take turns to ask and answer about the teams. Monitor and help with pronunciation. Check, using open pairs.

**Extra activity 1: see page 219 (if time)**

## Activity Book page 39

### 7 Read and answer.

- Tell pupils to open their Activity Books at page 39. Focus them on Activity 7. Check they have read the activity instruction and know what to do. They read and write the letter. They check in pairs. Check with the class.

**Key:** scarf, dream

### Extra activity 2: see page 219 (if time)

### 8 Read and complete the table.

- Focus pupils on Activity 8. Read one or two of the clues with the class and help them to work out some of the missing information. Make sure they know what to write in each column of the table: name, position (an ordinal number between first and fourth) and activity. Pupils work in pairs to complete the table. Check with the class. Draw the table on the board and call volunteers to fill in the blank cells.

**Key:**

Name	Position	Activity
Daisy	first	jumped
Fred	second	danced
Jim	third	played table tennis
Vicky	fourth	ice skated


### Optional activities

- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 36 and 41).
- The music room*: Unit 4 'Dance in line!' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.


### Ending the lesson

- Do a quick class quiz. Ask, e.g. *What's the third letter in my name? What's the first letter in (pupil)'s name?*

**14 Stella's phonics**

Yesterday, Sam and Pam played football.



Sam got the ball and kicked it to Pam.



Oh no! They needed that goal!

**15 Make questions. Ask and answer.**

walk play listen help <del>wash</del> take dance- do practise	to-music- to the radio to school your mum a photo your homework table tennis <del>TV in your room</del> roller skating
---	--

Did you dance to music last week? Yes, I did.

Did you watch TV in your room last week? No, I didn't.

**Find two people who ... last week**

... dance to music	Did you dance to music last week?
... watch TV in your room	Did you watch TV in your room last week?

**40 Phonics** -ed endings 'd', 'id' and 't' (called, wanted, kicked)

**9 Write. Listen, check and say.**

called started sailed stopped kicked invited  
rained wanted helped danced snowed decided

'd' – played	't' – walked	'id' – needed
called		

**10 Choose the right answers and complete the text.**

1 phone	phoned	phones	5 climb	climbed	climed
2 us	we	our	6 fifteenth	fifteen	fiveteenth
3 afternoon	two o'clock	Saturday	7 called	cleaned	cooked
4 talk	play	listen	8 waved	watched	washed

To: fred@kidsbox.com From: simon@kidsbox.com

On Wednesday Alex (1) phoned me. He invited (2) \_\_\_\_\_ to go to his house on (3) \_\_\_\_\_ to (4) \_\_\_\_\_ about the school show.

We walked to Alex's house with Meera and Lenny. We (5) \_\_\_\_\_ up to the (6) \_\_\_\_\_ floor. His mum (7) \_\_\_\_\_ fish for lunch. Then we (8) \_\_\_\_\_ a film on television. It was very funny.

Ha! Ha! Ha!

Why are you sad?  
My teacher was angry with me for something I didn't do. What was that?

**JOKE BOX**

My homework.

**40**

**Objectives:** By the end of the lesson, pupils will be able to identify and say *-ed* endings in the past tense forms they have learnt (pronouncing the letters *ed* as /d/ /t/ or /ɪd/). They will also have completed a communication activity.

## Target language

- **Key language:** past tense forms
- **Revision:** actions and activities, past simple: questions and short answers

## Materials required

- Warmer: Flashcards / Wordcards 'help a friend' (43), 'start to snow' (46) and 'climb' (30)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 4 Extension worksheet 1* (pages 36 and 39)

## Pupil's Book page 40

### Warmer

- Stick the flashcards/wordcards 'help my friend', 'start to snow' and 'climb' on the board. Elicit the phrases and say a sentence in the past with each, e.g. *Yesterday I helped my sister tidy her room. We were walking when it started snowing. They climbed the stairs because the lift wasn't working.* Say the past verbs (*helped, started, climbed*). Pupils repeat. Help them to notice the three different ways of pronouncing *ed*.

### 14 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 40. Elicit what they can see. Ask them to listen only the first time. Play the audio. Pupils point and follow the sentences. Play the audio again for pupils to repeat. Pupils practise saying the words and sentences. Monitor and check pronunciation.

Note: Repetition and practice are required before pupils will automatically use the correct pronunciation for *-ed* endings. Encourage your pupils to recognise that there is a pattern at this stage.

#### CD 2, 14

**STELLA:** Hi, I'm Stella! Repeat after me!

/d/, /d/, played

/t/, /t/, kicked

/ɪd/, /ɪd/, needed

Yesterday, Sam and Pam played football.

Yesterday, Sam and Pam played football.

Sam got the ball and kicked it to Pam.

Sam got the ball and kicked it to Pam.

Oh no! They needed that goal!

Oh no! They needed that goal!

Yesterday, Sam and Pam played football.

Sam got the ball and kicked it to Pam.

Oh no! They needed that goal!

### 15 Make questions. Ask and answer.

- Tell pupils today's communication activity is about things they did last week. Focus them on the words in the box and on the examples. Review briefly how past simple questions are formed. Pupils match the verbs and the activities and write six more questions. Check around the class. Pupils copy the table from the Pupil's Books into their notebooks and write the questions as shown. They ask two friends and note their answers in the table. Make sure pupils ask two different people and that they ask the full question each time.
- Discuss with pupils what they found out, eliciting full sentences, e.g. *Sara danced to music last week.* Check for change of *your* to *his/her*. Elicit and provide written prompts for the following sentence combinations, e.g. *Sara danced to music last week, but she didn't help her mum. Paul danced to music last week and he played table tennis.*

Extra activity 1: see page 219 (if time)

## Activity Book page 40

### 9 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 40. Check they know the meaning of all the verbs in the box. Point out the letters and words at the top of each column of the table. Say the words, emphasising the *-ed* endings. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Pupils work individually. Tell them to say the words aloud again to help. Give them time to think about the final sound.
- Focus on the second part of the instruction. Play the audio for pupils to listen and check. Check with the class. Play the audio again for pupils to listen and repeat.

#### Key:

'd' – played	't' – walked	'id' – needed
called	stopped	started
sailed	kicked	invited
rained	helped	wanted
snowed	danced	decided

#### CD 2, 15

/d/ called, sailed, rained, snowed

/t/ stopped, kicked, helped, danced

/ɪd/ started, invited, wanted, decided

### Extra activity 2: see page 219 (if time)

### 10 Choose the right answers and complete the text.

- Focus pupils on Activity 10. Write *Last Wednesday* on the board. Elicit if the text is now, in the past or in the future (the past). They do the activity in pairs. Pupils check their answers. Check with the class.

Key: 2 us, 3 Saturday, 4 talk, 5 climbed, 6 fifteenth, 7 cooked, 8 watched

### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary.

### Optional activity

- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 36 and 39).

### Ending the lesson

- Pupils repeat the sentences from the beginning of the lesson. Divide the class into three groups. They each take a line. They say their sentences in turn, concentrating on pronouncing the *-ed* endings correctly.



**LOCK & KEY**

**16** Listen to the story.

**17** Act out the story.

### Do you remember?

Look and read

Say

Cover the words

Write the words

Correct

1<sup>st</sup> first  
 2<sup>nd</sup> \_\_\_\_\_  
 3<sup>rd</sup> \_\_\_\_\_  
 4<sup>th</sup> \_\_\_\_\_  
 5<sup>th</sup> \_\_\_\_\_  
 6<sup>th</sup> \_\_\_\_\_  
 7<sup>th</sup> \_\_\_\_\_  
 8<sup>th</sup> \_\_\_\_\_  
 9<sup>th</sup> \_\_\_\_\_  
 10<sup>th</sup> \_\_\_\_\_  
 11<sup>th</sup> \_\_\_\_\_  
 12<sup>th</sup> \_\_\_\_\_  
 13<sup>th</sup> \_\_\_\_\_  
 14<sup>th</sup> \_\_\_\_\_  
 15<sup>th</sup> \_\_\_\_\_  
 16<sup>th</sup> \_\_\_\_\_  
 17<sup>th</sup> \_\_\_\_\_  
 18<sup>th</sup> \_\_\_\_\_  
 19<sup>th</sup> \_\_\_\_\_  
 20<sup>th</sup> \_\_\_\_\_

1<sup>st</sup> first  
 2<sup>nd</sup> second  
 3<sup>rd</sup> third  
 4<sup>th</sup> fourth  
 5<sup>th</sup> fifth  
 6<sup>th</sup> sixth  
 7<sup>th</sup> seventh  
 8<sup>th</sup> eighth  
 9<sup>th</sup> ninth  
 10<sup>th</sup> tenth  
 11<sup>th</sup> eleventh  
 12<sup>th</sup> twelfth  
 13<sup>th</sup> thirteenth  
 14<sup>th</sup> fourteenth  
 15<sup>th</sup> fifteenth  
 16<sup>th</sup> sixteenth  
 17<sup>th</sup> seventeenth  
 18<sup>th</sup> eighteenth  
 19<sup>th</sup> nineteenth  
 20<sup>th</sup> twentieth

### Can do

I can say the numbers 1st to 20th.

I can talk about things I did yesterday.

I can ask questions about last week.



41

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

### Target language

- Key language: language in the story
- Revision: language from the unit

### Materials required

- Flashcards / Wordcards of ordinal numbers (47-66)
- Playscript 4 *Kid's Box Teacher's Resource Book 4* (pages 80 and 85)
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 4 Extension worksheet 2 (pages 36 and 40); the animated version of the Unit 4 story from *Kid's Box Interactive DVD 4* (Suzy's room section); *Kid's Box Interactive DVD 4*, 'Rehearsing for a play' episode (*The living room* section)

## Pupil's Book page 41

### Warmer

- Write *Peter* and *Nick Motors* on the board. Elicit what pupils remember about them from earlier *Lock and Key* episodes. Build two mind maps.

### Story

#### 16 Listen to the story.

- Tell pupils to open their Pupil's Books at page 41. Focus pupils on the first frame and elicit who they can see (Lock, Key and Peter) and what Peter's saying. Set the gist questions: *What's the name of the school show? Who does Lock think the pirate is? Who is it really?*
- Play the audio. Pupils listen and read for what happened. They check in pairs. Check with the class (Peter Pan; Nick Motors; Peter's dad).
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension, e.g. *Where are Lock and Key sitting? What drinks do they have? What does Lock try to do? Has Peter's dad got a real beard?*

CD 2, 16

As in Pupil's Book

#### Extra activity 1: see page 219 (if time)

#### 17 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 4 from *Kid's Box Teacher's Resource Book 4* (page 85). See notes on page 80.

## Activity Book page 41

### Do you remember?

- Write an ordinal number, e.g. *13th* in the centre of the board. Brainstorm the other ordinals from *1st* to *20th*. You could also use the flashcards/wordcards of ordinal numbers.
- Tell pupils to open their Activity Books at page 41. Check pupils have read the activity instructions and know what to do. They study the spellings on the right in silence, using the numerals to help. Pupils then cover the list on the right so that they can only see the numerals and the lines to write the words. Without looking, they write the words in pencil, using the numerals to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'tenth'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they practised the ordinal numbers. 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 about the communication activity, as well as other activities when they talked about the past. Pupils circle the appropriate face. Repeat for the third sentence, eliciting/reminding them about when they asked questions about last week.
- 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.

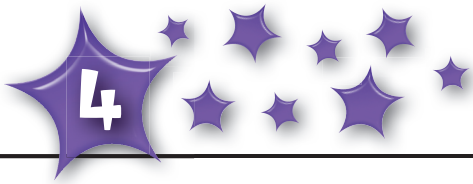
#### Extra activity 2: see page 219 (if time)

### Optional activities

- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 36 and 40).
- *Suzy's room*: The animated version of the Unit 4 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- *The living room*: The 'Rehearsing for a play' episode from *Kid's Box Interactive DVD 4*. See pages 5–6 and 16–19 of the *Teacher's Booklet*.

### 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 Roman conquest of Iberia

**1** Read and say the missing information.

The Roman conquest of Iberia started in 218 BC. The Roman Empire called the Iberian Peninsula 'Hispania'. It conquered Hispania in three phases. In the first phase, the Romans defeated the Carthaginian people. This phase ended in 197 BC.

During the second phase, the Romans conquered the Celtiberians and the Lusitanians, who lived in the west of the Peninsula. The second phase ended in 129 BC.


The most difficult area to conquer was the north of the Peninsula. It was difficult to get to because of the high mountains, but the Romans conquered it in 19 BC. This marked the end of the third phase of the Roman conquest.


**Fact**  
There are over 15 Roman ruins in Andalucía.


**The 1st conquest of Hispania**


- First phase: 218 – 2 BC  
The Romans conquered the 3 parts of Hispania.
- 4th phase: 197–129 BC  
The Romans conquered the west of the 5 Peninsula.
- Third phase: 129 – 6 BC  
The Romans conquered the 7 of Hispania.

**2** Read and say the corresponding picture.

**a** 

**b** 

**c** 

**d** 

**1** Roman architects and engineers designed and built this aqueduct near Malaga. They used it to get water to the towns and cities.

**2** The Roman city of Itálica is between Sevilla and Illipa. Many things were bought and sold here during the Roman Empire. The city dates from 206 BC – so it's quite old! You can see roads and houses. There is also a large amphitheatre that you can visit.

**3** The Romans also built many bridges. The bridge in the photo crosses the Guadalquivir river as it passes through Córdoba.

**4** The Roman ruins of Baelo Claudia are near Bolonia. Baelo Claudia was an important port and fishing centre. In the photo you can see the tall columns that are left from a temple.

**42** Vocabulary aqueduct architect bridge conquest engineer road republic Roman Empire ruins

**Objectives:** By the end of the lesson, pupils will have read about the Roman conquest of Iberia and the Roman ruins in Andalucía.

### Target language

- **Key language:** *conquest, Roman Empire, architect, engineer, aqueduct, road, bridge, ruins, republic*
- **Additional language:** *conquer, defeat, fight, end, amphitheatre, port, column, temple, I didn't know that ...*
- **Revision:** numbers and dates

### Materials required

- Timeline drawn on the board (from 400 BC to the present day)

## Pupil's Book page 42

### Warmer

- Draw a timeline on the board, starting with 400 BC to 2020 AD. Point out that BC means 'before Christ' and AD mean 'anno domini', which means 'after Christ'. Say *All the dates with BC decrease, but all the dates with AD increase.*
- Add different events to the timeline. For example, the Romans in Spain (218 BC to AD 476), Al Ándalus (700 to 1492), the conquest of Granada (1482 to 1492) and the Golden Age (1560 to 1660). Encourage pupils to suggest other important dates.

### Fact

- Tell pupils to open their Pupil's Books at page 42. Focus them on the fact. Read it with the class and ask them what Roman ruins they have visited in Andalucía or in other parts of Spain. Encourage pupils to say when they went and what impression they got of the ruins.

### 1 Read and say the missing information.

- Focus pupils on Activity 1. Tell them they are going to read about the phases of the Roman Conquest of Iberia. Ask what they already know about it.
- Read the text aloud and pupils follow in their Pupil's Book. Pause where necessary to check comprehension of any new words. Write the words *conquer* and *defeat* and elicit the past simple.
- Pupils read the text individually. Then they complete the summary. Check answers as a class. Ask for volunteers to read sentences with their answers aloud.

**Key:** 1 Roman, 2 197, 3 Carthaginian, 4 Second, 5 Iberian, 6 19, 7 north

### 2 Read and say the corresponding picture.

- Write the following words on the board: *aqueduct*, *amphitheatre*, *bridge*, *temple*. Tell pupils to look at Activity 2. Say *Look at the first picture. What do you think it is?* Continue with all the pictures.
- Ask pupils to read the texts aloud. Encourage them to ask about any words they don't understand. Ask questions to check comprehension. Ask, e.g. *What was an aqueduct used for? What buildings were there at Itálica? What river does the bridge cross? What are the columns for at Baelo Claudia?*
- Put the pupils in pairs. They take turns to read the texts in pairs, identifying the corresponding pictures and giving reasons. Check as a class.

**Key:** 1 – d, 2 – a, 3 – b, 4 – c

### Ending the lesson

- Pupils say one thing they didn't know about the Romans before this lesson. For example, *I didn't know that there was an amphitheatre at Itálica*. Encourage pupils to use the same or a similar phrase.



4

**3** Read and say the correct form of the words to complete the text.

invade rule call travel want



The Romans **1** the Iberian Peninsula for over 600 years. Rome was a republic when they **2** the Iberian Peninsula. Rome didn't have kings and queens – it had emperors.

During the Roman Empire, there were many Roman emperors who were born on the Iberian Peninsula.



Trajan was the Emperor of Rome from AD 98 to 117. He was born in Itálica, near Sevilla. He **3** to make the empire bigger, so he invaded many countries. He also built roads, bridges, harbours and aqueducts in Italy, Spain and North Africa.

Hadrian was the next Emperor of Rome. He was also born in Itálica. Hadrian **4** around the huge Roman Empire and wanted to keep the borders safe. He built a very long wall in Britania that is called Hadrian's Wall.

The Romans **5** the Iberian Peninsula 'Hispania'. They helped give Spain its name.

**Project** Compare the photo and the picture of Itálica. Then draw what Baelo Claudia looked like in the time of the Romans.

Itálica in Spain today

Itálica in Hispania over 2000 years ago

- 1 'Turn on' your imagination!
- 2 Use the photo in Activity 2 to draw the temple in Baelo Claudia.

- 3 Find out more about the town in the time of the Romans.
- 4 Add people and streets to your picture.
- 5 Present your picture to the class.

**Social Science 4 Unit 6:**  
What did the Romans call the Iberian Peninsula?

43

**Objectives:** By the end of the lesson, pupils will have read about Roman emperors born in Spain and they will have completed a project.

## Target language

- **Key language:** *conquest, Roman Empire, architect, engineer, aqueduct, road, bridge, ruins, republic*
- **Additional language:** *rule, invade, emperor, want, harbor, travel, build, call*
- **Revision:** *wall*

## Materials required

- Project: Tracing paper, paper, pencils, crayons or markers, card, pictures of the ruins of Baelo Claudia
- Optional: Extra project idea, Unit 4 'Make a Roman mosaic' from *Kid's Box Teacher's Book 4* (page 228)

## Pupil's Book page 43

### Warmer

- Review with pupils what they learnt in the previous lesson about the Romans in Spain. Give pupils five minutes to review page 42. Then ask them to close their Pupil's Books. Ask questions to review what they learnt:

*When did the Roman Conquest of Iberia start? (218 BC)*

*What was the last region that the Romans conquered?*

*(northern Iberia) How many phases were there? (three)*

*When did the conquest end? (19 BC) What did the Romans*

*built to transport water? (aqueducts) What's the name of*

*the Roman city near Sevilla? (Itálica) Is there a Roman bridge*

*near Córdoba? (Yes, there is.) What was Baelo Claudia? (an*

*important port and fishing centre)*

### 3 Read and say the correct form of the words to complete the text.

- Tell pupils to open their Pupil's Books at page 43. Ask pupils to look at Activity 3. Write the word *republic* on the board and ask *Who knows what a republic is?* (a state that doesn't have a king or queen). Ask *Is Spain a republic?* (no) *Who is the king of Spain?* (Felipe VI)
- Read the text aloud but, at this point, do not say the missing words. Check comprehension of the text as a whole.
- Pupils read the text individually and decide the correct words to complete the text. Check as a class by asking volunteers to read the completed paragraphs aloud.
- In their notebooks, pupils choose Trajan or Hadrian and do a short factfile of one of the emperors.

**Key:** 1 ruled, 2 invaded, 3 wanted, 4 travelled, 5 called

**Project** Compare the photo and the picture of Itálica. Then draw what Baelo Claudia looked like in the time of the Romans.

- Focus pupils on the pictures. Tell them that this is today's project. Ask a pupil to read the project title aloud. Explain that the first photo is a ruin and the second is an artist's impression of what Itálica probably looked like in the time of the Romans.
- Ask a pupil to read the instructions. Make sure everyone understands that they have to imagine what Baelo Claudia looked like in the time of the Romans. Display the pictures of Baelo Claudia that you have brought to class on the board. Pupils can recreate the temple, streets and villas or just the temple. Display drawings around the class.

### Ending the lesson

- Ask pupils if they know the names of any Roman gods. Write them on the board in a column on the left: *Mercury, Mars, Venus, Jupiter, Saturn, Neptune*. Ask *What other objects have these names?* (the planets) Say *That's right. The Romans discovered the first six planets. The planets that were discovered later were also named after the Roman gods.*
- In a column on the right, write: *god of war, the messenger god, goddess of love, god of agriculture, god of the sea, the most important god*. Give the pupils five minutes to match these to the names. Check as a class: *god of war* (Mars), *goddess of love* (Venus), *god of agriculture* (Saturn), *god of the sea* (Neptune), *the most important god* (Jupiter), *the messenger god* (Mercury).

# Review Units 3 and 4

## Review Units 3 and 4

1 Play the game.

**Instructions**  
Before you play, decide which actions are good and which are bad.  
**Good actions:** Go forward 2 spaces.  
**Bad actions:** Go back 2 spaces.

**START**

You carried the shopping for your grandma.

You answered your grandpa's email.

You were late for school because you stopped to buy a comic.

You cleaned your room.

You talked to your friend in class.

You were naughty in class.

You worked quickly and well.

You went to football practice.

You didn't do your homework.

You helped your mum.

**FINISH**

44 Vocabulary Health Activities Ordinal numbers

## Review Units 3 and 4

1 Find the past of the verbs.

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

are have go take see  
eat drink give wash  
try is like fish skate

2 Complete the sentences with words from Activity 1.

1 Jim went to the hospital to see his grandmother.  
2 Sue drank a lot of water because she was thirsty.  
3 Peter was sick last week so he visited the doctor.  
4 Vicky had a bad cold so she took some medicine last night.  
5 Mary and Sally were ill yesterday because they ate a lot of chocolate.  
6 Fred gave his mother some flowers for her birthday.

3 Read and answer. Write 'Yes, I did' or 'No, I didn't'.

1 Did you go to the cinema last Saturday? \_\_\_\_\_  
2 Did you get up early yesterday? \_\_\_\_\_  
3 Did you play basketball last week? \_\_\_\_\_  
4 Did you need a scarf yesterday? \_\_\_\_\_  
5 Did you dance last weekend? \_\_\_\_\_

44

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and played a game.

## Target language

- **Key language:** vocabulary and language from Units 3 and 4
- **Revision:** language for games, *forward, back*

## Materials required

- Warmer: Key words and phrases from Units 3 and 4, each written on a small piece of paper (or, if you have a class of 20 or fewer, Flashcards 38–66)
- Board game: Dice and four different coloured counters for each group of four
- Extra activity 1: Photocopiable activity Review 3 and 4 (page 206), copied so that each pupil has half of one page (part A or part B)

## Pupil's Book page 44

### Warmer

- Make groups of six. Hand out a piece of paper with a word or phrase on it, or a flashcard, to each pupil. They take turns to say what their word is and then to make a sentence using their word. The other pupils decide if it's correct or not. Monitor and help as necessary. If time, regroup pupils into new groups and repeat.

### 1 Play the game.

- Tell pupils to open their Pupil's Books at page 44. Elicit what they can see (a board game). Ask pupils to read the sentences aloud in turn and elicit if each one is a good thing to do or a bad thing to do. Focus pupils on the instructions for the game and elicit what they do for good things and for bad things (review/present *forward* and *back*). Remind them of the language for games before they start, e.g. *It's your turn. It's my turn. Pass the dice. I'm blue.*
- Pupils play the game in groups of three or four. When they land on a space with text, they have to read it aloud and decide if it's good or bad and how to move. The player who reaches the finish first is the winner.

Extra activity 1: see page 220 (if time)

## Activity Book page 44

### 1 Find the past of the verbs.

- Tell pupils to open their Activity Books at page 44. Check they have read and understood the activity instruction. Demonstrate by eliciting the past for one or two verbs. Pupils work individually and find the words in the wordsearch. They check in pairs. Check with the class.

Key:



### 2 Complete the sentences with words from Activity 1.

**M** towards

- Focus pupils on the Activity 2 instruction and check understanding. They write some of the words from Activity 1 in the gaps in pencil. They check in pairs by taking turns to read the complete sentence. Check with the class, again eliciting each complete sentence. Pupils complete the activity.

Key: 2 drank, 3 was, saw, 4 had, took, 5 were, ate, 6 gave

### 3 Read and answer. Write 'Yes, I did' or 'No, I didn't'.

- Focus pupils on the Activity 3 instructions. Check understanding: Pupils answer the questions individually. They ask and answer the questions in pairs. Encourage them to ask their partner for more detail about the 'Yes' answers (e.g. *What film did you see? What time did you get up? Did you win?*). Elicit feedback in the third person, e.g. *Mariano didn't go to the cinema last Saturday.*

Extra activity 2: see page 220 (if time)

### Ending the lesson

- Write *good* on one side of the board and *bad* on the other. Elicit the good and bad actions from the board game. Ask pupils for other ideas for good and bad actions.





## Pupil's Book page 45

### Warmer

- Review ordinal numbers using flashcards. Write eight ordinal numbers as words on the board. Make a spelling mistake in each one. In pairs, pupils correct them. Pupils come and write the correct words on the board. Use the corresponding wordcards to check spelling.
- Listen and write a letter in each box. There is one example. How did Mary go to these places?  

M
---

 towards
- Tell pupils to open their Pupil's Books at page 45. Give pupils time to look at the pictures and the text before they listen. Make sure they realise there are two extra pictures. Play the audio. Pupils check in pairs. Play the audio again. Check with the class.

**Key:** 1 bus C, 2 boat F, 3 bike A, 4 walking D, 5 car G

### CD 2, 18

I went to lots of different places last week.

Did you, Mary? Where did you go?

I went to the big new shopping centre. It's really cool. I went with my friends on the new train to get there.

Wow! That was exciting.

Can you see the letter H? Now you listen and write the letter in the box.

- I went to see my new baby cousin too. I'm very happy because it's a girl.  
 Fantastic! Did you go to the hospital to see her?  
 Yes. But not the one in this town. Another one. We went there on the bus.  
 What's your new cousin's name?  
 Eva.
- The weather was very hot last week. Did you go swimming?  
 Yes. We went by boat to the island. The beach there is very nice.  
 Oh yes. Much nicer than going to the sports centre.  
 Yes. We had a really good day.
- I went on a long bike ride with my friends.  
 Where did you go?  
 We went around the lake. And we had a picnic there.  
 Very nice.
- I saw you near the park last Friday. I waved but you didn't see me!  
 Oh yes. I was there last Friday. My piano teacher lives near there. I always walk to her house.  
 That's a nice place to live.  
 Yes. I like going to her house.
- My dad bought a new car last week.  
 Is it nice?  
 Yes, it's very cool. It's bigger than our old one. He took us to the funfair in it.  
 What fun!

## Extra activity 1: see page 220 (if time)

## Activity Book page 45

### 4 Circle the odd one out.

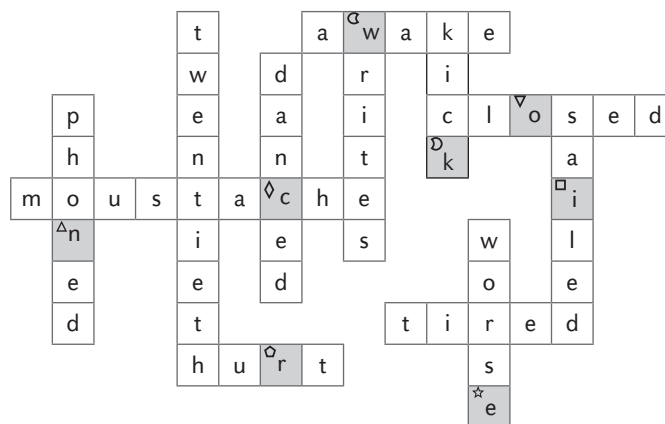
- Tell pupils to open their Activity Books at page 45. Pupils complete the activity and then check in pairs. Check with the class.

**Key:** 2 phoned, 3 awake, 4 worse, 5 kick, 6 closed, 7 hurt, 8 sailed, 9 danced, 10 writes, 11 twentieth, 12 tired

### 5 Now complete the crossword. Write the message.

- Pupils use the words from Activity 4 to complete the crossword and then write the message using the letters from the shaded squares.

**Key:** Message: Nice work!



## Extra activity 2: see page 220 (if time)

### Optional evaluations

- Stella's room:* Quiz 2 from *Kid's Box Interactive DVD 4*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 4 from *Kid's Box Teacher's Book 4* (page 236). See notes on page 231.
- The test for Units 1-4 from *Kid's Box Teacher's Resource Book 4* (pages 90-112).

### Language Portfolio (online)

- Pupils complete page 4 of *Kid's Box Language Portfolio 4* (*I can ...* Units 3-4).

### Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 3. The other two pupils (B) take turns to say what each word is and to spell it. 'A's look and check. They reverse roles for Unit 4.

**5 Exploring our world**

1 Look at Simon's homework. Think and say the answers.

- Who did Simon show his homework to?
- Who did Simon write about?
- Who was Shackleton?
- How did Shackleton go to Antarctica?

A famous explorer, Sir Ernest Shackleton, wanted to cross Antarctica. In 1914 he started the expedition to that continent but ice closed round the ship. They took smaller boats and made a camp on the snow. They lost their ship when it went down under the ice and water.

They couldn't move because the weather was terrible. They caught fish and drank water which they got from snow. Later, they had to eat their dogs.

Shackleton and some of his men climbed over mountains of ice, found help and went back for the other men. Everybody came home two years after the start of their expedition. They didn't cross Antarctica.

**Ernest Shackleton**

2 Read and check.

3 Find the past of these verbs in the text.

find catch take go make  
get can't lose have to come

**Vocabulary** Antarctica continent expedition explorer  
ice make a camp ship

**Grammar** Past simple irregular verbs

**5 Exploring our world**

1 Make sentences.

The explorer found  
He caught a lot  
They came  
She took some  
We made a  
They got up  
I lost my  
You could  
They had  
They went

a photos of polar bears.  
b at five o'clock in the morning.  
c camp in the forest.  
d a map, but they got lost.  
e home two months after the start of the expedition.  
f of fish in the lake.  
g sailing in a small boat.  
h map so I didn't know where to go.  
i a new island.  
j drink water from snow when you were thirsty.

2 Make a wordsearch.

Choose seven verbs.  
Write them in the past on the table.  
Write the verbs here:

find  
can

3 Now look at your friend's wordsearch and find the words.

c									
a			f	o	u	n	d		
u									
t									
d									

**Objectives:** By the end of the lesson, pupils will have read and talked about actions and events in the past.

## Target language

- Key language:** *could/couldn't*: ability, past simple irregular: *catch, have (to), find, get, take, go, make, can, lose, come home; explorer, expedition, British, cross, ice, open sea, save, continent*
- Additional language:** *Antarctica*
- Revision:** actions, weather, animals, adjectives, prepositions, connectors, numbers (years)

## Materials required

- Flashcards: Antarctica (67), continents (68), expedition (69) and explorer (70)

- Warmer: Map of the world to show the Antarctic continent
- Note: Check if your school or local resource centre has a copy of the video/DVD *South*. This is a film made at the time of the Shackleton exhibition and shows Shackleton and his men, *The Endurance*, the small boats and the sea creatures. You could show parts of it at the end of the lessons or at the end of the unit.
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Reinforcement worksheet 1* (pages 43 and 44)

## Pupil's Book page 46

### Warmer

- Show the map of the world and elicit how many continents there are and their names. Use the flashcards to teach *continents*, *Antarctica*, *expedition* and *explorer*. Ask pupils what they know about the Antarctic continent. Ask pupils if they know the names of any explorers, past and present.

#### 1 Look at Simon's homework. Think and say the answers.

- Tell pupils to open their Pupil's Books at page 46. Focus them on the text and elicit/tell pupils that this is part of Simon's project on explorers. Check pupils have read the activity instructions and know what to do. They read the questions in pairs and discuss them together, using the information in the pictures.

#### 2 Read and check.

- Pupils read the text. Elicit complete sentences for the answers to the four questions. Read the text again and ask further checking questions, e.g. *What did Shackleton want to do? Why did they camp on the snow? What was the weather like? How did they get water to drink? What did they eat? Did everybody come home? Shackleton didn't cross Antarctica, but was he a hero? Check understanding of couldn't.*

**Key:** 1 He showed his homework to his dad. 2 He wrote about Sir Ernest Shackleton. 3 Shackleton was an explorer. 4 He went to Antarctica by ship.

#### 3 Find the past of these verbs in the text.

- Focus pupils on the Activity 3 instruction and check understanding. They work in pairs and point at the past of the verbs in the text. Check with the class, focusing on pronunciation as well as spelling. Elicit that these are irregular verbs. Pupils write a list of the new verbs (simple infinitive and past simple) in their notebooks.

**Key:** found, caught, took, went, made, got, couldn't, lost, had to, came

**Extra activity 1: see page 220 (if time)**

## Activity Book page 46

### 1 Make sentences.

- Tell pupils to open their Activity Books at page 46. Check they have read and understood the activity instruction using the example. They work in pairs to make sentences. Check with the class.

**Key:** 2 f, 3 e, 4 a, 5 c, 6 b, 7 h, 8 j, 9 d, 10 g

### 2 Make a wordsearch.

- Focus pupils on the Activity 2 instructions. Tell them to use the past simple of the new verbs (from the Pupil's Book page). They write the past in the wordsearch and the simple infinitives down the side. They fill in the other boxes with random letters.

### 3 Now look at your friend's wordsearch and find the words.

- Make new pairs. Pupils swap their books and find the words. They check in their pairs.

**Extra activity 2: see page 220 (if time)**

### Optional activity

- Unit 5 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 43 and 44).

### Ending the lesson

- Review the content of the lesson with pupils. Elicit if they think Shackleton's expedition was an exciting expedition and why / why not.



## 4 Read and say the letter. 1-f



- 1 Last week David's class went to a museum.
- 2 First they walked round an exhibition about explorers.
- 3 They could read explorers' diaries, so it was really exciting.
- 4 Before lunch they made a poster about famous explorers.
- 5 After lunch they found the museum shop and David got a toy polar bear for his sister.
- 6 In the afternoon they went to an exhibition about sea animals.
- 7 Before they came home, David took a photograph of his friends.
- 8 At three o'clock they caught the bus home.

## Grammar

They could read explorer's diaries, so it was really exciting.

## 5 Listen and say the answers to the questions.

- 1 When did David's class go to a museum? They went to a museum last week.

## 6 Make sentences.

They were hungry so they ate sandwiches.

- |  |    |                                |
|--|----|--------------------------------|
| 1 They were hungry                     | so | they couldn't find the museum. |
| 2 They didn't take water with them     |    | he got a toy from the shop.    |
| 3 The exhibition was really good       |    | they ate sandwiches.           |
| 4 It was his sister's birthday         |    | they came home late.           |
| 5 The children had to wait for the bus |    | they had a great time.         |
| 6 They lost their map                  |    | they were thirsty.             |

Vocabulary exhibition museum school trip

Grammar Clauses with so

47

## 4 Ask and answer.



Could Vicky swim when she was three?

No, she couldn't.

Could Vicky swim when she was five?

Yes, she could.

## 5 Ask your friends and tick or cross the boxes.

Could you walk when you were one?

No, I couldn't.

Names	walk (1 year old)	talk (2 years old)	write (4 years old)	swim (5 years old)	read (6 years old)	ride a bike (8 years old)
Me						

## 6 Match and say.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1 He couldn't find his toothpaste | a we didn't do our homework.       |
| 2 She couldn't find her glasses   | b I couldn't take any photos.      |
| 3 He couldn't find his coat       | c she couldn't talk to her friend. |
| 4 I couldn't find my camera       | d he couldn't clean his teeth.     |
| 5 We couldn't find our books      | e she couldn't read her book.      |
| 6 She couldn't find her phone     | f he had to wear a jacket.         |

47

**Objectives:** By the end of the lesson, pupils will have talked more about past ability using *could/couldn't* and practised connecting clauses with *so*.

## Target language

- **Key language:** *could/couldn't* + short answers, *exhibition*, *diary*, connector: *so*, *school trip*
- **Revision:** *museum*, *explorers*, *Antarctic*, *polar bear*, actions, prepositions, adjectives, *first*, *before*, *after*, *then*

## Materials required

- Flashcards: exhibition (74), museum (75) and school trip (76)
- Extra activity 1: Photocopiable activity 5 (page 207), one copy for each pupil. One large piece of paper.
- Extra activity 2: Strips of paper
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Reinforcement worksheet 2* (pages 43 and 45)

## Pupil's Book page 47

### Warmer

- Elicit from pupils the places they like to visit in their town/city. Review *museum* using the flashcard. Talk about the museums and galleries in nearby cities. Write their names on the board. Elicit what types of museums there are and what people can see inside. Ask pupils which is the best museum they've visited.

### 4 Read and say the letter.

- Tell pupils to open their Pupil's Books at page 47. Elicit what they can see in the pictures. Tell pupils that the boy is called David and that he's on a school trip. Use the flashcard to check *school trip*. Present *exhibition* using the flashcard. Check pupils have read and understood the activity instruction and the example answer. They read the text quickly to match the numbers with the pictures. They check in pairs.

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

### 5 Listen and say the answers to the questions.

- Focus pupils on the Activity 5 instruction and speech bubbles. Check understanding. Play the audio. Pause after each question for pupils to find the answer and to say it quietly to their friend. Play the audio again, pausing after each one again to elicit answers from pupils.

**Key:** 2 First they walked round an exhibition about explorers.  
3 They made a poster about famous explorers. 4 They went to the museum shop after lunch. 5 He got a toy polar bear for his sister. 6 In the afternoon, they went to an exhibition about sea animals. 7 David took a photograph of his friends.  
8 They caught the bus at three o'clock.

### CD 2, 17

- When did David's class go to a museum?
- What did they do first?
- What did they make?
- When did they go to the museum shop?
- Who did David get a toy polar bear for?
- Where did they go in the afternoon?
- Who did David take a photograph of?
- What time did they catch the bus?

### 6 Make sentences.

- Focus pupils on the Activity 6 instruction and on the example. Focus pupils on the Grammar box and check understanding of *so*. Pupils work individually and make sentences. They check in pairs. Check with the class.

**Key:** 2 They didn't take water with them so they were thirsty.  
3 The exhibition was really good so they had a great time.  
4 It was his sister's birthday so he got a toy from the shop.  
5 The children had to wait for the bus so they came home late. 6 They lost their map so they couldn't find the museum.

## Activity Book page 47

### 4 Ask and answer.

- Review the use of *could* before doing the activity. Ask, e.g. *Could you walk/talk/swim when you were two?* Ask about other pupils, e.g. *Could (Alan) run when he was two?* to check short answers *Yes, he/she could* and *No, he/she couldn't*.
- Tell pupils to open their Activity Books at page 47. Focus them on Activity 4. Pupils read the examples aloud. They work in pairs, taking it in turns to ask and answer about Vicky. Check, using open pairs.

### 5 Ask your friends and tick or cross the boxes.

- Introduce/Check short answers *Yes, I could* and *No, I couldn't*.
- Focus pupils on Activity 5. Make groups of four. Each pupil writes the names of their three friends on the left. In pairs, they take turns to ask each other the questions and tick or cross in the appropriate boxes. Finally, they answer about themselves.

### Extra activity 1: see page 220 (if time)

### 6 Match and say.

- Focus pupils on the Activity 6 instruction and on the example. Check understanding. Pupils work individually and match the sentences. They check in pairs. Check with the class.

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

### Extra activity 2: see page 220 (if time)

### Optional activity

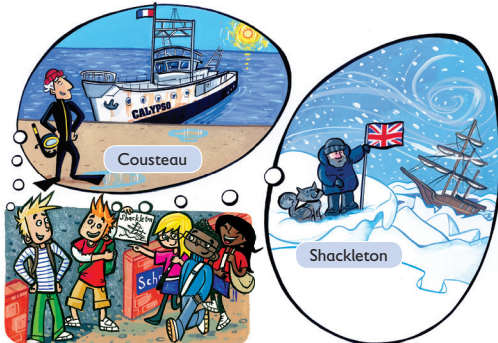
- Unit 5 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 43 and 45).

### Ending the lesson

- Do a clapping chant. Say and clap *Could you swim when you were three?* The pupils that could, say *I could*. (*Clap, clap, clap*). The pupils that couldn't, say *I couldn't* (*Clap, clap, clap, clap*). Repeat for other skills/actions. More confident pupils can take turns to ask the class questions.

7 Look, think and say the answers.

- 1 Which explorers are Simon and Alex talking about?
- 2 What was Cousteau's ship called?
- 3 Who did Alex write about?
- 4 What did Cousteau explore?



8 Listen and check.

9 Say the words to complete the text.

Alex thinks that Shackleton's adventures were **more** difficult **1** Cousteau's, but Cousteau is **2** famous for his work. Cousteau said we have to be **3** careful with the sea. Stella thinks Simon's homework was **4** interesting **5** hers. Lenny was happy because he did his homework **6** quickly than Simon and Alex.

**Grammar**

Cousteau is **more famous** for his work.  
Our homework was **easier than** theirs.  
Shackleton sailed **more slowly than** Cousteau.

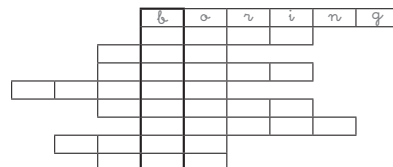
48

Grammar Comparative of two- and three-syllable adjectives Comparative adverbs

7 Read and complete.

What's the opposite of ... ?

- 1 interesting
- 2 difficult
- 3 good
- 4 straight
- 5 clean
- 6 wrong
- 7 last
- 8 quiet
- 9 new



What's the secret word? \_\_\_\_\_

8 Read and match.



- 1 Peter's test is more difficult than Vicky's.
- 2 This film is more exciting than that one.
- 3 The programme about snails is more boring than the one about sharks.
- 4 She's more famous than him.
- 5 She's more careful than him.
- 6 Her homework is better than his.

48

**Objectives:** By the end of the lesson, pupils will have used comparative adjectives to talk about different explorers.

## Target language

- **Key language:** comparative of two- and three-syllable adjectives and adverbs
- **Revision:** explorers, adjectives, past simple, actions and activities, question forms, *Why ... ? because, so*

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Extension worksheet 1* (pages 43 and 46); Grammar reference Unit 5 *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95)

## Pupil's Book page 48

### Warmer

- Draw two faces on the board, one smiling, one sad. Elicit names for each person., e.g. *Victor is happier than Harry*. Using classroom objects, elicit other sentences to review comparative of one- and two-syllable adjectives, e.g. *This ruler's longer than that one. This book's thinner than that one*. Elicit the name of the structure and write it on the board (comparatives).

### Presentation

- Focus on the Grammar box. Provide sentences using known adjectives with more than one syllable and *more*, e.g. (*Actor*) *is more famous than (actor)*. *Watching TV is more exciting than doing homework*. *Maths is more difficult than English*. Repeat the sentences and then write them on the board. Underline the comparative sections, e.g. *more interesting than*, and elicit how these are different from adjectives like *easier than*. Help pupils notice the number of syllables in the words (two or more) and that adjectives ending in -y have -er.

### 7 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 48 and focus on Activity 7. Pupils take turns to read the questions aloud. Ask who/what they think Cousteau is. In pairs, pupils discuss/predict the answers to the questions.

### 8 Listen and check.

- Pupils listen and check. Check with the class. Play the audio again and check comprehension by asking, e.g. *What nationality was Cousteau? According to Alex, whose adventures were more difficult? Whose work is more famous? Whose life was more exciting? Whose homework was more boring?*
- Focus pupils on the Grammar box to remind them of the comparative adjectives. Elicit other examples from pupils using these adjectives.

**Key:** 1 They are talking about Shackleton and Cousteau.  
2 His ship was called the *Calypso*. 3 Alex wrote about Jacques Cousteau. 4 Cousteau explored sea life.

### CD 2, 20

**ALEX:** Hi, Simon. Did you finish your homework yesterday?  
**SIMON:** Yeah, I wrote about Shackleton. Who did you write about?

**ALEX:** Jacques Cousteau. He was a French explorer. Shackleton's adventures were more difficult than Cousteau's, but I think Cousteau is more famous.

**SIMON:** Really. What did he do?

**ALEX:** He sailed in his ship, the *Calypso*, and explored sea life.

**SIMON:** But Shackleton's life was more exciting. Why was Cousteau famous?

**ALEX:** Because he helped us to understand our world. He made 120 TV programmes and films and he was one of the first people to tell us to be more careful with the sea.

**SIMON:** Yeah, that's true. We have to look after our world.

**STELLA:** Huh, our homework was more boring than theirs.

**LENNY:** Yes, but ours was easier than theirs, so I had time to watch TV after I finished mine.

**STELLA:** Yeah!

### 9 Say the words to complete the text.

- Focus pupils on the Activity 9 instruction and check understanding using the example. They work individually to complete the text. They check and compare in pairs. Check with the class by asking pupils to take turns to read sentences aloud.

**Key:** 1 than, 2 more, 3 more, 4 more, 5 than, 6 more

### Extra activity 1: see page 220 (if time)

## Activity Book page 48

### 7 Read and complete.

- Tell pupils to open their Activity Books at page 48. Focus them on Activity 7. Make sure pupils understand that they need to find the opposites, and then write the connecting word spelt out by the letters running vertically. Pupils solve the crossword individually, and then compare answers in pairs. Check with the class.

**Key:** 2 easy, 3 bad, 4 curly, 5 dirty, 6 right, 7 first, 8 loud, 9 old. The secret word is *beautiful*.

### 8 Read and match.

- Focus pupils on the Activity 8 instruction and check understanding. They match the pictures with the text. They check in pairs. Check with the class. Pupils read the sentences aloud.

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

### Extra activity 2: see page 220 (if time)

### Optional activities

- Unit 5 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 43 and 46).
- Grammar reference Unit 5 from *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95). See answer key on *Kid's Box Teacher's Book 3* page 195.

### Ending the lesson

- Play the audio from Pupil's Book Activity 8. Elicit some of the things that Alex and Simon said about Cousteau and Shackleton, to review comparatives.



## 10 Order the words.

- 1 interesting / My book on explorers is / yours. / than / more
- 2 dangerous / more / Jacques Cousteau's. / than / Shackleton's adventures were
- 3 more / climbing trees. / Crossing Antarctica is / difficult / than
- 4 than / Jacques Cousteau. / more / Christopher Columbus is / famous
- 5 carefully / Suzy. / more / Simon writes / than
- 6 walking. / Sailing is / exciting / more / than

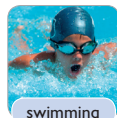
## 11 What do you think? Make sentences.

boring exciting dangerous beautiful difficult easy

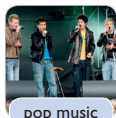
I think climbing is more dangerous than swimming.



climbing



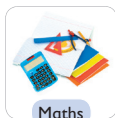
swimming



pop music



classical music



Maths



Art



badminton

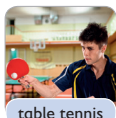


table tennis



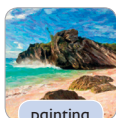
horses



fish



photo



painting

## 12 Now write sentences.

I think badminton is more boring than table tennis.

49

## 9 Make sentences.

thirsty careful happy famous hungry strong dirty



1 Simon's hungrier than Stella.

2

3

4

5

6

7

## 10 Compare Tom's days. Choose words from the box.

the weather (good / bad / sunny) Tom (hungry / happy / tired)  
the lesson (exciting / boring / difficult)

Wednesday



Sunday

Tom was hungrier on Wednesday than on Sunday.

49

**Objectives:** By the end of the lesson, pupils will have had further practice with comparative adjectives and given their opinions.

## Target language

- **Key language:** comparative adjectives
- **Revision:** adjectives, exploration, days of the week

## Materials required

- Extra activity 2: Large piece of paper for each group of four pupils and materials for making a poster about a school trip (e.g. photographs of places to cut out, glue, scissors, coloured pencils or crayons)

## Pupil's Book page 49

### Warmer

- Provide prompts for pupils to make comparative sentences, e.g. *famous/ (name of footballer / name of teacher)*. Include -y ending, one-, two- and three- syllable adjectives from the previous lesson.

### 10 Order the words.

- Tell pupils to open their Pupil's Books at page 49 and focus on Activity 10. Check they have read the activity instruction and know what to do. In pairs, they order the words and write the sentences correctly in their notebooks. To check, pupils come to the board and write the sentences in the correct order.

**Key:** 1 My book on explorers is more interesting than yours. 2 Shackleton's adventures were more difficult than Jacques Cousteau's. 3 Crossing Antarctica is more difficult than climbing trees. 4 Christopher Columbus is more famous than Jacques Cousteau. 5 Simon writes more carefully than Suzy. 6 Sailing is more exciting than walking.

### Extra activity 1: see page 221 (if time)

### 11 What do you think? Make sentences.

- Focus pupils on Activity 11 and on the pictures. Elicit what they can see in each one. Check they have read the activity instructions and know what to do. Demonstrate, using the example. Pupils work in pairs and take turns to make sentences about the pictures, as in the example. Monitor and help/prompt/support. Check by eliciting sentences from different pairs and responding to the content of what they say (as well as the grammar). Personalise the discussion in preparation for the next activity, e.g. ask pupils which sport they think is more exciting than table tennis.

### 12 Now write sentences.

- Focus pupils on the Activity 12 instruction and check understanding. They write at least six sentences in their notebooks, using the model from Activity 11. They write about their own opinions. Monitor and support, e.g. with spelling. Make groups of four. Pupils take turns to read the sentences to the other members of the group and find out if their friends have similar opinions.

## Activity Book page 49

### 9 Make sentences.

- If pupils did Extra activity 2 in the previous lesson, refer them to their tables with the comparative forms. Tell pupils to open their Activity Books at page 49 and to look at Activity 9. Focus them on the pictures and the example. Check they have read and understood the activity instruction. Pupils complete the activity on their own and then check in pairs. Check with the class, eliciting the different options.

**Key:** 2 Mr Star's more famous than Grandma Star. 3 The dog is dirtier than the cat. 4 The horse is thirstier than the dog. 5 The monkey is happier than the panda. 6 The elephant is stronger than the dog. 7 The girl is more careful than the boy.

### 10 Compare Tom's days. Choose words from the box.

**M** towards

- Focus pupils on Activity 10 and on the two pictures. Elicit descriptions of each picture: what they can see, what the weather was like, etc. Pupils spend about five minutes looking for the differences. In pairs, they then take turns to tell each other the differences they have found. Remind them to use the past tense, as in the example. Elicit differences from pupils to check.

**Note:** *Tired* and *bored* are exceptions to the rule, being onsyllable adjectives that take *more*.

**Key:** The weather was better on Sunday than on Wednesday. The weather was worse on Wednesday than on Sunday. It was sunnier on Sunday than on Wednesday. Tom was happier on Sunday than on Wednesday. Tom was more tired on Wednesday than on Sunday. The lesson was more exciting on Sunday than on Wednesday. The lesson was more boring on Wednesday than on Sunday. The lesson was more difficult on Wednesday than on Sunday.

### Extra activity 2: see page 221 (if time)

### Ending the lesson

- Make a statement, e.g. *I'm hungry*. Prompt a pupil to respond, e.g. *I'm hungrier than you!* Continue with other adjectives, letting more confident pupils make the opener with different adjectives, e.g. *I'm/We're clever*.

**13 Stella's phonics**



The nurse got a shirt for her birthday.



On Thursday the shirt got dirty.



The nurse worked in her purple shirt.

**14** Say the words to complete the rap. Listen and check.

trees green -mine- ours his strong



The world isn't mine.  
The world isn't yours.  
The world isn't 1.  
The world isn't hers.  
It's ours.  
It's 2!

Our world is tired, we're making mistakes,  
We need our seas, we need our lakes.  
Our world is weak, we can make it 3.  
It needs our help. Listen to our song.

We must look after its forests and 4.  
We must look after its rivers and seas.  
We can make it better, we can make it 5.  
This is our world, let's keep it clean.
















**15** Sing the song.

**50** Phonics Long vowel sound 'er' (nurse)

**11** Write. Listen, check and say.

			
1 sh__t	2 p__son	3 w__ld	4 b__ger
			
5 n__se	6 sk__t	7 w__k	8 l__n

**12** Match and colour the squares.

It's mine.	It's their garden. grey	They're yours.	It's ours.
They're his trees. pink	They're his.	They're hers.	It's my bike. green
It's our world. red	It's theirs.	They're your beaches. purple	They're her plants. blue

Ha! Ha! Ha!

Which side of a polar bear has more hair?

The outside.

**JOKE BOX**

**50**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the long vowel sound /ɜ:/ in many common words. They will be aware of the three main spellings for the sound (*er*, *ur* and *ir*). They will also have performed a rap.

## Target language

- **Key language:** words with the phoneme /ɜ:/ (e.g. *nurse*, *shirt*, *work*)
- **Additional language:** *make mistakes*
- **Revision:** adjectives, *the world*, *must*, *need*, *Let's ...*, *look after*, word families

## Materials required

- Extra activity 1: A large piece of paper to compose verses for the rap in groups of four
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Song worksheet* (pages 43 and 48); *Kid's Box Interactive DVD 4, The music room*, Unit 5 'Our world' song

## Pupil's Book page 50

### Warmer

- Write six words which have the vowel sound /ɜː/ on the board, e.g. *world, nurse, purple, skirt, burger, Earth*. Tell pupils to look for the sound that all the words have in common. Help by saying the words aloud. Explain that they will be focusing on the sound /ɜː/ in this lesson.

### 13 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 50. Elicit what they can see in the pictures (a nurse, a dirty shirt, a purple shirt). Play the audio. Tell pupils to listen and repeat. Play the audio again for pupils to join in with the sound sentences.

Note: This can be a difficult sound for learners, as they tend to pronounce words as they are spelt, rather than recognising that there are alternative spellings for the same sound. You can help by making pupils aware of the three main alternative spellings for the sound (*er, ur* and *ir*). There are also specific words which contain the sound, which pupils will become familiar with (*Earth, world, word*).

CD 2, 21

**STELLA:** Hi, I'm Stella! Repeat after me!

/ɜː/, /ɜː/, nurse

/ɜː/, /ɜː/, shirt

The nurse got a shirt for her birthday.

The nurse got a shirt for her birthday.

On Thursday the shirt got dirty.

On Thursday the shirt got dirty.

The nurse worked in her purple shirt.

The nurse worked in her purple shirt.

The nurse got a shirt for her birthday.

On Thursday the shirt got dirty.

The nurse worked in her purple shirt.

### 14 Say the words to complete the rap. Listen and check.

- Focus pupils on Activity 14 and on the pictures. Review use of *my/mine*, etc., using classroom objects, e.g. pick up a pen and ask *Is it yours? Is it your pen?* The pupil responds *Yes, it's mine / No, it's his/hers*. Pupils read the rap before they listen and, in pairs, try to guess what goes in the gaps.
- Play the audio. Pupils listen and complete. Play the audio again. Check with the class. Check understanding by asking, e.g. *What's the problem with the world? What must we do?*

**Key:** 1 his, 2 ours, 3 strong, 4 trees, 5 green

CD 2, 22

As in Pupil's Book and Key

### 15 Sing the song.

- Play the rap line by line. Pupils listen and repeat.
- Pupils stand up. They perform the rap as a class, using gesture to communicate *mine/ours*, etc. If appropriate, record pupils and let them watch their performance.

CD 2, 22

As in Pupil's Book and Key

CD 2, 23

Now sing the song again. (Karaoke version)

**Extra activity 1: see page 221 (if time)**

## Activity Book page 50

### 11 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 50. Focus them on the pictures and the gapped words. Explain that they all have the sound /ɜː/, but this sound is spelt using different letters. Go through the example. Pupils then work in pairs to complete the words. Check with the class. Write the correct spelling for each word on the board.
- Play the audio for pupils to listen, check and repeat.

**Key:** See script below

CD 2, 24

1 shirt, 2 person, 3 world, 4 burger, 5 nurse, 6 skirt, 7 work, 8 learn

### 12 Match and colour the squares.

- Focus pupils on Activity 12. Check they have read the activity instruction and elicit what they have to do, using the example (they colour the boxes which refer to the same person in the colour given in one of the pairs of boxes, e.g. *their/theirs* boxes the same colour). Pupils complete the activity in pairs. Check with the class. Call out a colour. Pupils provide both sentences.

**Key:** It's mine. – green; They're yours. – purple; It's ours. – red; They're his. – pink; They're hers. – blue

### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. If pupils don't get the joke the first time, tell it again.

**Extra activity 2: see page 221 (if time)**

### Optional activities

- Unit 5 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 43 and 48).
- The music room:* Unit 5 'Our world' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.

### Ending the lesson

- Perform the rap from the lesson again with pupils.



**LOCK & KEY**

**16** Listen to the story.

Look, Key! I've got information about Nick Motors. He's on an adventure holiday in the countryside.

Good! These holidays are more exciting than holidays at the beach.

Look here. It says you can explore forests, rivers and beaches. Can we go, Lock? Please!

OK, Key. But we have to catch Nick Motors!

He came here yesterday. He caught a bus in the afternoon and had dinner in the Lakeside Restaurant.

Excuse me. Do you know this man?

Oh yes! I gave him his breakfast this morning.

We can catch him easily, Lock. No problem.

He's got our bike! I need a holiday.

Hello! What are you doing here, Mr Key?

Hello, Miss Rich. We're at work. We're trying to catch a thief.

I've got a message on my phone!

**17** Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

catch	<u>caught</u>	catch	→	caught
find	_____	find	→	found
get	_____	get	→	got
make	_____	make	→	made
can	_____	can	→	could
lose	_____	lose	→	lost
come	_____	come	→	came
careful	<u>more careful</u>	careful		more careful
difficult	_____	difficult		more difficult
famous	_____	famous		more famous
good	_____	good		better
exciting	_____	exciting		more exciting
boring	_____	boring		more boring
easy	_____	easy		easier

**Can do**

I can talk about events in the past. ☹ ☺ ☺

I can compare people and things. ☹ ☺ ☺

I can say what's mine and what's yours. ☹ ☺ ☺

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

## Target language

- **Key language:** language in the story, *text message, protect (the environment)*
- **Additional language:** *adventure holidays*
- **Revision:** language from the unit

## Materials required

- Playscript 5 *Kid's Box Teacher's Resource Book 4* (pages 80 and 86)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Extension worksheet 2* (pages 43 and 47); the animated version of the Unit 5 story from *Kid's Box Interactive DVD 4* (Suzy's room section); Evaluation 5 from *Kid's Box Teacher's Book 4* (page 237)

## Pupil's Book page 51

### Warmer

- Divide pupils into groups of four, with books closed. Give them about five minutes to try and remember what happened in the last episode of *Lock and Key*. Elicit information from the groups by asking, e.g. *Where did Lock and Key go? What was the name of the play?*

### Story

#### 16 Listen to the story.

- Tell pupils to open their Pupil's Books at page 51. Focus pupils on the first frame and elicit what's on the computer screen (Explore Adventure Holidays). Elicit some examples of adventure holidays and what kinds of places people can explore. Set the gist questions: *What does it say in the brochure about places to explore? Where do Lock and Key go? Why? What text message does Lock get on his phone?*
- Play the audio. Pupils listen and read for what happened. They check in pairs. Check with the class (forests, rivers and beaches; to the adventure holiday camp; because Nick Motors was there the day before; 'Look behind you!').
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *How did Nick Motors get to the adventure holiday camp? What did he do there? Can you see Nick Motors in the fourth frame? Where is he? What does Miss Rich ask them? Can you see Nick Motors in the last frame? What is he doing?*

CD 2, 25

As in Pupil's Book

#### Extra activity 1: see page 221 (if time)

#### 17 Act out the story.

- Demonstrate the activity. Five pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of five.
- To help children to act out the story, hand out a copy to each student of Playscript 5 from *Kid's Box Teacher's Resource Book 4* (page 86). See notes on page 80.

## Activity Book page 51

### Do you remember?

- Write *past verbs* on one side of the board and one example, e.g. *found*. Brainstorm the new past verbs (check the simple forms) from the unit from pupils. Write *comparatives* on the other side of the board and one example, e.g. *more exciting*. Brainstorm other comparatives from the unit with pupils.
- Tell pupils to open their Activity Books at page 51. Check pupils have read the activity instructions and know what to do. They study the spellings on the right in silence. Pupils then cover the list on the right so that they can only see the words on the left and the lines to write the words. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? / How do you spell 'found'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. 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 events in the past. 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 made comparisons of people and of things in the unit. Pupils circle the appropriate face. Repeat for the third sentence, eliciting/reminding them about when they talked about possession.
- 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.

#### Extra activity 2: see page 221 (if time)

### Optional activities

- Unit 5 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 43 and 47).
- *Suzy's room*: The animated version of the Unit 5 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- Evaluation 5 from *Kid's Box Teacher's Book 4* (page 237). See notes on pages 231–232.

### Ending the lesson

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

## Science Endangered animals

## Fact

The name 'Arctic' comes from a Greek word meaning 'near the bear'.

- 1 Look and say the answers. Which animals do you think are endangered?



polar bear



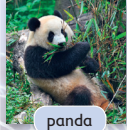
kangaroo



goat



Siberian tiger



panda

- 2 Read. Say the correct sentences.

Lily wants to help the world. She wants to stop the Earth from getting hotter and the Arctic from getting smaller. She's in a society called the **Green Heroes**. They help endangered animals.

Polar bears live in the Arctic. They live on the ice and swim in the sea. They catch and eat other sea animals like seals, fish or small whales. Polar bears have problems because the world is hotter than it was before. Oceans are hotter and the ice cap is smaller so polar bears are losing their habitat. Now it's more difficult for polar bears to fish for food or look after their babies if they haven't got ice to live on.

- 1 Polar bears live on mountains and swim in the lake.
- 2 They catch and eat other animals like lions, bats and pandas.
- 3 The world is colder than it was before.
- 4 It's easier for polar bears to fish for food.
- 5 It's more difficult for polar bears to look after their parents.

52

## Vocabulary

Arctic endangered habitat hero ice cap polar bear seal society

## Science Endangered animals

- 1 Read and match.

- 1 Polar bears are endangered because ...
  - 2 Brown bears are endangered because they're ...
  - 3 Some kinds of monkeys are endangered ...
  - 4 Whales are endangered ...
  - 5 Pandas are endangered because ...
- a ... losing their habitat.
  - b ... because oceans are getting dirtier.
  - c ... it's difficult for them to get food.
  - d ... oceans are getting hotter.
  - e ... because forests are getting smaller.

- 2 Colour the boxes and put the text in order.

pink	Arctic animals have a smaller habitat	yellow	
green	world changes the ice in the Arctic	brown	
red	bigger fish or sea animals to find	grey 1	
brown	and Antarctic to water. Polar bears and other	pink	
black	live in hotter water so it's difficult for the	red	
orange 1	or walking. What other things can we do to help?	pink	
purple	hotter. Some small fish and sea animals can't	black	
grey 1	food. We can help by using bikes	orange 1	
orange 2	makes our world hotter. A hotter	green	
yellow	because the ice cap is smaller. The	grey 2	
white	Look at what happens when we use cars.	blue	1
grey 2	water in our seas is also	purple	
blue	Cars make the air dirty and dirty air	orange 2	

52

**Objectives:** By the end of the lesson, pupils will have read and talked about endangered animals.

## Target language

- **Key language:** *endangered, polar bear, Arctic, society, hero(es), seal, ice cap, habitat*
- **Additional language:** *get hotter*
- **Revision:** animals (*kangaroo, panda, whale, tiger, goat*), adjectives, comparatives, *look after, parents, body (bodies)*

## Materials required

- Warmer: Pictures of an endangered animal not featured on Pupil's Book page 52, e.g. elephant, rhino
- Map of the world
- Copies of the reordered text from Activity Book page 52, Activity 2

## Pupil's Book page 52

### Warmer

- Display the picture of the endangered animal. Elicit its name and what pupils know about it. Direct the discussion to species which are in danger and pre-teach *endangered*. Elicit in L1 reasons why some animals are endangered (e.g. people cutting down forests, people catching animals for body parts, global warming).

### Fact

- Tell pupils to open their Pupil's Books at page 52. Focus them on the lesson heading and explain that they will be learning more about endangered animals in the next two lessons. Show the map of the world and point to the Arctic. Elicit the name in L1 and write *Arctic* on the board. Ask a pupil to read the fact to the class. Check they know the meaning of *Greek*. Elicit which kind of bears live in the Arctic (point to the photograph in Activity 1). Pre-teach *polar bear*.

### 1 Look and say the answers. Which animals do you think are endangered?

- Draw attention to the photographs. Direct pupils to the activity instructions and check understanding. Pupils work in pairs. They decide if the animal in each photograph is endangered or not. Elicit ideas and confirm answers. Show the location of Siberia on the map. Focus on the polar bear and have a short discussion in L1. Ask *What kind of problems do polar bears have?* Try to touch on the fact that the world is hotter than it was before and oceans are getting bigger, so the polar bear's habitat is disappearing.

**Key:** The endangered animals are: polar bear, Siberian tiger, panda.

### Extra activity 1: see page 221 (if time)

### 2 Read. Say the correct sentences.

- Focus pupils on Activity 2. Read the activity instructions. Point to the photograph of the girl and explain that her name is Lily. Ask a volunteer to read aloud the text on the left. Check comprehension of *get hotter*, *society* and *hero* (plural *heroes*). Ask pupils if they belong to any societies.
- Go through sentences 1 to 5 and check the meaning of key language, e.g. *catch*, *look after*, *parents*. They read the text in the speech bubble individually and correct the sentences in pairs. Check answers as a class. Ask pairs to read out correct sentences. Teach *seal* and *habitat*.

**Key:** 1 Polar bears live on the ice and swim in the sea. 2 They catch and eat other animals like seals, fish and small whales. 3 The world is hotter than it was before. 4 It's more difficult for polar bears to fish for food. 5 It's more difficult for polar bears to look after their babies.

### Extra activity 2: see page 221 (if time)

## Activity Book page 52

### 1 Read and match.

- Tell pupils to open their Activity Books at page 52. Focus them on the activity instruction and check understanding. They read the sentence halves in pairs and then try to match them. They check with another pair. Check by asking different pairs to read out complete sentences. They write the complete sentences in their notebooks.

**Key:** 2 a, 3 e, 4 b, 5 c

### 2 Colour the boxes and put the text in order.

- Focus pupils on the activity instruction and check understanding. Pupils reorder the text in pairs. They colour the boxes first and then follow the colours. If they are having difficulty, do the first three or four sentences together as a class. Elicit the correct order and hand out copies of the completed text if possible.

**Key:** 6, 4, 11, 5, 10, 13, 9, 12, 3, 7, 1, 8, 2

#### Complete text:

Look at what happens when we use cars. Cars make the air dirty and dirty air makes our world hotter. A hotter world changes the ice in the Arctic and Antarctic to water. Polar bears and other Arctic animals have a smaller habitat because the ice cap is smaller. The water in our seas is also hotter. Some small fish and sea animals can't live in hotter water so it's difficult for the bigger fish or sea animals to find food. We can help by using bikes or walking. What other things can we do to help?

### Ending the lesson


- Review with pupils what they learnt about in today's lesson.



**3** Listen. Read and say 'yes' or 'no'.

Listen to Lily talking to a friend about the society and their work.

- Lily's project is called 'Help the world'.
- The Green Heroes are young people who want to protect cars.
- The Earth is getting colder.
- Air in big cities is cleaner now.
- It's a good idea to ride bikes and use public transport.
- People are cutting down trees in forests.
- The world needs trees to clean the air.


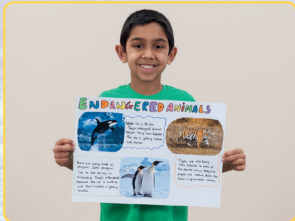


**Project** Make a poster about 'endangered animals'.

- Choose three endangered animals. You can use whale, dolphin, panda, penguin, polar bear, tiger or elephant.
- Write an article about your animals then make a poster. Use the words in the boxes.

in forests   in the sea   in rivers and lakes   on the ice cap

smaller   hotter   drier   dirtier

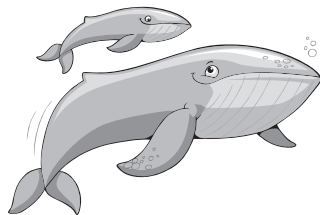



53

Movers Reading and Writing, Part 4

**3** Read the text. Choose the right words and write them on the lines.

**Blue Whales**



**Example** Blue whales are blue or grey and they live in all the oceans in the world. They are very small sea animals, small fish and plants. Blue whales are bigger than all other animals.

- bodies are longer than two buses and they've
- very big mouths. About a hundred people
- can stand in a blue whale's mouth! On                      first
- day of its life, a baby blue whale is bigger                      a grown-up hippo.
- It drinks about four hundred litres of milk every day and it grows very quickly.

**Example**

it	she	they
eat	eating	ate
Her	His	Their
got	get	getting
the	a	some
then	that	than

53

**Objectives:** By the end of the lesson, pupils will have listened to an interview about environmental issues and completed a project.

## Target language

- Key language:** *protect, public transport, cut down (trees)*
- Additional language:** *litre*
- Revision:** animals, comparatives, *endangered, ice cap, society, heroes, habitat*

## Materials required

- Project:** Large sheet of paper for each pupil, coloured pencils, photographs or pictures of endangered animals, reference materials and/or internet access
- Optional:** *Kid's Box Teacher's Resource Book 4 Unit 5 Topic worksheet (pages 43 and 49); Extra project idea, Unit 5 'Planning an expedition' from Kid's Box Teacher's Book 4 (page 229)*

## Pupil's Book page 53

### Warmer

- Review with pupils what they remember about endangered animals. Ask if they can remember the name of the society Lily belongs to.

### 3 Listen. Read and say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 53. Focus them on the activity instructions and on the description of the listening text. Explain that pupils are going to listen to an interview. Give them time to read the sentences and check comprehension of *get colder* and *cut down*. Elicit/ Explain the meaning of *public transport*.
- Play the audio, pausing after each sentence. Pupils whisper *yes* or *no* to their partner. Play the audio again. Check with the class. Elicit correct sentences for the 'no' answers. Ask which endangered animal Lily talked about at the end (the Siberian tiger) and if pupils would like to be in a society like the Green Heroes. Elicit other ways we can protect the world.

Key: 1 yes, 2 no, 3 no, 4 no, 5 yes, 6 yes, 7 yes

### CD 2, 26

PAUL: Can I ask you some questions about the Green Heroes and your project called 'Help the world'?

LILY: Yes, of course, Paul. The Green Heroes is a society for young people who want to protect endangered animals.

PAUL: Oh, good. We know now that the Earth is hotter than it was before, the weather is changing and animals are endangered. Why is this?

LILY: Well, there are a lot of answers to that question. Today more people drive cars, so the air in big cities is dirtier.

PAUL: So, is it a good idea to walk and ride bikes?

LILY: Yes, it is. We can also use public transport, like buses and trains.

PAUL: Is the problem only in cities?

LILY: No, in the forests people are cutting down trees to get more wood to make tables, chairs and paper, but the world needs trees and forests to clean the air.

PAUL: Oh, what other problems does this give us?

LILY: Well, when people cut down trees in our forests, animals like Siberian tigers lose their habitat.

PAUL: What does that mean?

LILY: Well, when forests get smaller it's more difficult for tigers to live there. It's difficult for them to get food to eat and look after their babies.

PAUL: Oh, dear. So, what can we do to help the world?

LILY: Well, we can do a lot of things. We can use less paper ...

### Project Make a poster about 'endangered animals'.

- Focus pupils on the project and on the photographs. Elicit what the poster is about (Endangered animals) and read through the instructions. Point out the key words in the boxes and explain that pupils need to write about where their animals live and why they are endangered. If they want they can also write about what we can do to help.

- Direct pupils to what Lily says on Pupil's Book page 52 as a model. Pupils work in pairs or small groups. They write the article in their notebooks first, using reference books or the internet to do research. Check/Help as necessary. Once you have checked their work, pupils rewrite their article for the poster and add photographs or pictures. Display the posters.

### Extra activity 1: see page 221 (if time)

## Activity Book page 53

### Movers Reading and Writing, Part 4

### 3 Read the text. Choose the right words and write them on the lines. **M** towards

- Tell pupils to open their Activity Books at page 53. Focus them on the activity instructions and the example. They complete the text by choosing from the words at the bottom of the page. They check in pairs. Elicit answers. Ask pupils to explain their choices.

Key: 1 eat, 2 Their, 3 got, 4 the, 5 than

### Extra activity 2: see page 221 (if time)

### Optional activities

- Unit 5 Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 43 and 49).
- Extra project idea, Unit 5 'Planning an expedition'. See notes on *Kid's Box Teacher's Book 4* (page 229).

### Ending the lesson

- Review with pupils what they did in today's lesson and what they liked best from this and the previous day's lesson and why.

# 6 Technology

**6 Technology**

1 Look, think and say the answers.

- 1 What's Stella talking about?
- 2 Who wants to learn about computers?
- 3 Who knows about computers?
- 4 Who's thinking about music?

2 Listen and check.

3 Listen and repeat. Say the letter.

1 Screen      Screen - c

a

b

c

d

e

f

54

**6 Technology**

1 Sort and write the words.

1 mcrt poue	<u>computer</u>	5 elima	_____
2 recens	_____	6 oeidv	_____
3 esumo	_____	7 ninttree	_____
4 utobnt	_____	8 yrMa3Plpe	_____

2 Read and circle the correct answer.

**KBX4 instructions**

- 1 To turn on the computer you push the mouse / screen / button.
- 2 Then you turn on the screen / video / email.
- 3 To find your place on the screen you move the computer / MP3 / mouse.
- 4 You can write an MP3 player / an email / a TV to your friend.
- 5 You can look for information on the mouse / internet / button.

54

**Objectives:** By the end of the lesson, pupils will have identified and talked about modern technology.

## Target language

- **Key language:** *technology, button, computer, MP3 player, DVD, email, mouse, program, screen, the internet, click, text, video, instructions*
- **Additional language:** *Can you show us, please?*
- **Revision:** *have to, present simple, comparative adjectives, questions*

## Materials required

- Warmer: Realia of modern technology to show the class, e.g. DVD, MP3 player, tablet, laptop
- Technology flashcards / wordcards (77-87)
- Extra Activity 2: Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 6 Reinforcement worksheet 1* (pages 50 and 51)
- *Kid's Box Language Portfolio 4* (page 11)

## Pupil's Book page 54

### Warmer

- Using the realia you have brought to class, elicit/teach *computer, MP3 player, DVD*. Ask different pupils which devices they used yesterday and what they used them for.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 54. Focus on the unit heading and check understanding of *technology*. Elicit/Teach the other key technologies from the lesson, using the pictures and the flashcards/wordcards. Elicit more computer words, e.g. *website*. Elicit who pupils can see in the picture. They read the questions in pairs and discuss them together, using the information from the pictures.  
Note: *Video* is used for both a video cassette and a video clip.

### 2 Listen and check.

- Play the audio. Elicit complete sentences for the answers. Play the audio again and ask further checking questions, e.g. *What do you have to do first to turn the computer on? Who is showing Grandma how to use the computer? What kind of DVD is Grandpa looking for? Who does Simon say needs an MP3 player? Is this true?*

**Key:** 1 She's talking about a computer. 2 Grandma and Grandpa Star want to learn about computers. 3 Stella knows about computers. 4 Simon's thinking about music.

### CD 2, 27

**GRANDMA:** We want to buy a computer so we can use the internet. I'd like to email my old friend in Australia.

**SUZY:** Do you know how to use a computer, Grandma?

**GRANDMA:** No, not really. Can you show us, please?

**STELLA:** Yeah, first you have to turn the computer on. Push this button here. Then you have to turn on the screen. That's this button here. Now you hold the mouse in your hand and ...

**GRANDMA:** What mouse?

**SUZY:** This here, Grandma. It's called a mouse because it's got a long tail. Look.

**GRANDMA:** Oh, I see.

**STELLA:** Then you click on this program, and you can write your email.

**SIMON:** OK. What do you want to do, Grandpa?

**GRANDPA:** I want to go on the internet. I want to buy a DVD or a video about fishing.

**SIMON:** You don't want a video, Grandpa. A DVD's better because you can watch it on your new computer. Now, you need an MP3 player, Grandpa.

**GRANDPA:** No, Simon. Now I need a cup of tea.

### 3 Listen and repeat. Say the letter.

- Focus pupils on the Activity 3 instruction and check understanding. Play the audio for pupils to listen and repeat. Then remind pupils to say the letter quietly to their friend first. Play the audio again. Check with the class.

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

### CD 2, 28

1 screen, 2 mouse, 3 button, 4 email, 5 DVD, 6 MP3 player

**Extra activity 1: see page 222 (if time)**

## Activity Book page 54

### 1 Sort and write the words.

- Tell pupils to open their Activity Books at page 54. Check they have read and understood the activity instruction. Pupils first try and do the activity with their notebooks and Pupil's Books closed. They then look to check. Check with the class by eliciting the spelling of each one.

**Key:** 2 screen, 3 mouse, 4 button, 5 email, 6 video, 7 internet, 8 MP3 player

### 2 Read and circle the correct answer.

- Focus pupils on the Activity 2 instruction and check understanding. They circle the correct word(s) in each sentence and then check in pairs. Check with the class by eliciting the correct sentences.

**Key:** 2 screen (Note: Elicit from pupils that this stage is not necessary for many modern computers. Turning on the computer also turns on the screen.), 3 mouse, 4 an email, 5 internet

**Extra activity 2: see page 222 (if time)**

### Optional activity

- Unit 6 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 50 and 51).

### Language Portfolio (online)

- Pupils complete page 11 of *Kid's Box Language Portfolio 4* (What's the best invention?).

### Ending the lesson

- Provide definitions for key words from the lesson. Pupils say the word, e.g. *This has music or films on it. You can play it on the computer or on a stereo (CD/DVD). This is the part of the computer you look at (screen)*. Pupils can take turns to provide definitions for their classmates in the same way.



4 Listen and say the illustration for each number. 1 – e



Grandpa needs a new mobile. (No, I don't!)  
With an MP3. (A what?)  
It's got music and 1 video clips,  
And lots, lots more to see. (I don't need any more!)  
Grandpa needs a new mobile. (No, I don't!)  
So he can 2 text his friends. (I can talk to my friends!)  
He can take lots of 3 photos,  
And play 4 games at weekends. (I go fishing at weekends!)  
Grandpa! (I've got a DVD player at home!)  
Grandpa! (I've got a nice camera!)  
Grandpa! (And my old mobile phone works perfectly well!)  
Grandpa needs a new mobile. (A new mobile phone!)  
Grandpa needs a new mobile. (No, I don't!)  
So he can 5 plan his day. (I've got a pen and paper!)  
He can listen to lots of 6 songs,  
And 7 phone or even play. (I haven't got time to play! I've got a radio!)  
I've got a nice camera! My old mobile phone works perfectly well! Hmph!

5 Sing the song.

6 Ask and answer. Use the words in the box.

computer TV camera the internet mobile phone email video e-book app

Has your grandpa got a mobile phone?

No, he hasn't.

Can you use a computer?

Yes, I can.

**Vocabulary** button computer DVD email mobile phone mouse e-book app screen text message the internet video

55

3 Listen and write. There is one example.

Shopping

- 1 Jack went shopping with his mum and dad
- 2 They bought \_\_\_\_\_
- 3 Who is it for? \_\_\_\_\_
- 4 He needs to \_\_\_\_\_
- 5 It cost £ \_\_\_\_\_

4 Write the sentences in order.

1 weren't years ago any There a hundred mobile phones

There weren't any mobile phones a hundred years ago.

2 you can use it to turn You have the computer on before

3 to text your friends It's easier emails than write them

4 can use to text You your a mobile phone friends

5 listen to on our computers We can music

6 are than paper books and smaller E-books better

7 the internet on use We can some mobile phones

55

**Objectives:** By the end of the lesson, pupils will have had further practice talking about modern technology and sung a song.

## Target language

- **Key language:** *music/video clip, radio, laptop, e-book*
- **Additional language:** *I don't need any more, works perfectly well*
- **Revision:** technology, numbers, questions, *have got*

## Materials required

- Warmer: Technology flashcards / wordcards (77–87)
- Extra activity 1: Photocopiable activity 6a (page 208), one copy for each pair of pupils (Optional: the text from Photocopiable activity 6a completed, one for each pair of pupils – see page 198)
- Extra activity 2: Write each line from the audioscript from Activity Book Activity 3 on a different piece of paper.
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 6 Song worksheet (pages 50 and 55); *Kid's Box Interactive DVD 4, The music room*, Unit 6 'Grandpa needs a new mobile' song

## Pupil's Book page 55

### Warmer

- Review the vocabulary from the previous lesson using the flashcards/wordcards.
- Listen and say the illustration for each number.
- Tell pupils to open their Pupil's Books at page 55. Focus them on the picture and elicit who they can see. Play the audio. Pupils listen and match and check in pairs. Check with the class, eliciting what is in each picture. Check understanding of the new vocabulary, e.g. *music and video clips, plan his day, DVD player*. Check general understanding by asking, e.g. *How does Grandpa feel about all this new technology? Does he want a new phone? Why / why not? Is your grandpa/grandma like this with new technology?* If appropriate, ask pupils if it's really necessary to buy the latest technology and what happens to the old phones, etc.

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

CD 2, 29

As in Pupil's Book

### 5 Sing the song.

- Play the audio in sections. Pupils join in with the song. When they are confident, they can sing the song without the audio. Make two groups: children and Grandpa. Swap roles.

CD 2, 29

As in Pupil's Book

CD 2, 30

Now sing the song again. (Karaoke version)

### 6 Ask and answer. Use the words in the box.

- Focus pupils on Activity 6. Demonstrate the activity, using open pairs first. Encourage pupils to ask their friends different types of questions, using the information in the song. Elicit some questions from pairs.

Extra activity 1: see page 222 (if time)

## Activity Book page 55

### 3 Listen and write. towards

- Tell pupils to open their Activity Books at page 55. Focus them on the sheet of paper and give them time to read it. Play the audio. Pupils listen and write. They check in pairs. Play the audio again. Check with the class.

Key: 2 a new computer. 3 Jack's brother.

4 help him with his homework and to watch video clips.  
5 £449

CD 2, 31

- Hi, Jack. Did you go shopping yesterday?  
Yes, I did. I went with my mum and my dad.
- What did you buy?  
We bought a new computer.  
Really? That's nice.
- Is the computer for you?  
No, it isn't.  
Who's it for?  
It's for my brother.  
I see.
- Why does your brother need a computer, Jack?  
Well, he needs it for two things.  
What's the first?  
First, he needs the internet to help him with his homework.  
Did you say there were two things he needs a computer for?  
That's right.  
What's the second thing?  
He wants to watch video clips  
Oh, I see.
- Was it a lot of money?  
Yes, it was.  
How much was it?  
It was four hundred and forty-nine pounds!  
Oh, that is a lot of money!

### 4 Write the sentences in order.

- Tell pupils to look at Activity 4. They work individually and write the other sentences in the correct order. They check in pairs by taking turns to read their sentences aloud to each other. Check with the class in the same way. Help pupils to notice how *we* and *you* are used impersonally in the sentences. Check understanding of *e-books*.

Key: 2 You have to turn the computer on before you can use it.

3 It's easier to text your friends than write them emails.

4 You can use a mobile phone to text your friends. 5 We can listen to music on our computers. 6 E-books are better and smaller than paper books. 7 We can use the internet on some mobile phones.

Extra activity 2: see page 222 (if time)

### Optional activities

- Unit 6 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 50 and 55).
- The music room*: Unit 6 'Grandpa needs a new mobile' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.

### Ending the lesson

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

7 Look, think and say the answers.

- 1 Where did Grandma and Grandpa go yesterday?
- 2 What did they get?
- 3 What's their computer called?
- 4 What problem have they got?



8 Listen and check.

9 Say the words to complete the text.

said knew put bought thought read brought chose

Grandma and Grandpa went shopping yesterday. They **bought** a computer. They chose a KBX4 because Grandma **1** about it and the man in the shop **2** it was better than the others. The man **3** it home later. He took it out of the box, **4** it on the table and **5** goodbye. He thought they **6** the KBX4 because they **7** about computers!

Grammar

choose →	chose	put →	put
buy →	bought	read →	read
bring →	brought	say →	said
know →	knew	think →	thought

56

Grammar Past simple irregular verbs

5 Match. Write the words.

One of each is a past verb.

1 <u>bought</u>	6 c_____	tele-	ough	reful
<u>bottle</u>	c_____	eather	inner	rden
2 ga_____	7 d_____	aught	icnic	
ga_____	d_____	ught-	id	
3 w_____	8 p_____	ent	ee	
w_____	p_____	ut	ve	ew
4 ca_____	9 kn_____	ought	anks	ose
ca_____	kn_____	me	ips	
5 th_____	10 ch_____			
th_____	ch_____			

6 Tick six words. Play bingo.

buy	<input type="checkbox"/>	get	<input type="checkbox"/>	have	<input type="checkbox"/>	see	<input type="checkbox"/>
catch	<input type="checkbox"/>	bring	<input type="checkbox"/>	is	<input type="checkbox"/>	say	<input type="checkbox"/>
choose	<input type="checkbox"/>	go	<input type="checkbox"/>	put	<input type="checkbox"/>	take	<input type="checkbox"/>
come	<input type="checkbox"/>	know	<input type="checkbox"/>	read	<input type="checkbox"/>	think	<input type="checkbox"/>

56

**Objectives:** By the end of the lesson, pupils will have had more practice with verbs in the past simple.

## Target language

- **Key language:** past simple, *say, know, put, buy, think, read, bring, choose, turn it on, know how to (do something)*
- **Additional language:** *problem, really good one, How exciting!*
- **Revision:** technology, question forms, comparatives

## Materials required

- Technology flashcards / wordcards (77–87)
- Extra activity 1: The audioscript from Pupil's Book Activity 8 written on a large piece of paper.
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 6 Reinforcement worksheet 2* (pages 50 and 52); Grammar reference Unit 6 *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95)

## Pupil's Book page 56

### Warmer

- Write the technology words from Lesson 1 of the unit in scrambled word order on the board. Stick the flashcards on the board in a different order. Pupils take turns to come to the board, write a word correctly and say it, pointing to the correct flashcard. Show wordcards for correct spelling.

### 7 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 56. Elicit what/who they can see. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the picture to help them guess.

### 8 Listen and check.

- Play the audio. Elicit complete sentences for the answers. Focus pupils on the Grammar box. Say the verbs and their past forms for pupils to repeat.
- Play the audio again and ask further checking questions to focus on the new past verbs, e.g. *What did they buy? What did Grandpa say about the computer? Why did they choose that computer? Did Grandpa and Grandma bring it home themselves? What did the man from the shop think? Did Grandma and Grandpa know how to turn it on?* For questions which include the new verbs, pupils repeat the whole sentence together. Check understanding of *know how to (do something)*.

**Key:** 1 They went shopping. 2 They got a computer.  
3 Their computer's called a KBX4. 4 They don't know how to turn it on.

### CD 2, 32

**GRANDPA:** Oh, I'm tired today. We went shopping yesterday.

**SIMON:** Oh, really? What did you buy?

**GRANDPA:** We bought a computer.

**SIMON:** How exciting, Grandpa! Which computer did you get?

**GRANDMA:** We got a really good one. It's a KBX4.

**SIMON:** Why did you choose that one?

**GRANDPA:** Well, we chose it because your grandma read about it and the man in the shop said it was a good one.

**GRANDMA:** Yes, he thought it was better than the others.

**SIMON:** Did you bring it home with you?

**GRANDMA:** Oooh, no. The nice man from the shop brought the computer home later.

**GRANDPA:** Yes, he took it out of the box, put it on the table and said goodbye.

**GRANDMA:** Yes, he thought that we knew something about computers, but we don't. We don't know how to turn it on!

### Extra activity 1: see page 222 (if time)

### 9 Say the words to complete the text.

- Focus pupils on Activity 9 and on the words in the box. Elicit each one, focus on pronunciation and then elicit the simple infinitive of each one. Check pupils have read the activity instruction and know what to do. They work in pairs, taking turns to read the text aloud and choose the correct word. Pairs check with pairs. Check with the class by getting pupils to take turns to read the text aloud. Pupils copy the complete text into their notebooks.

**Key:** 1 read, 2 thought, 3 brought, 4 put, 5 said, 6 chose, 7 knew

## Activity Book page 56

### 5 Match. Write the words.

- Tell pupils to open their Activity Books at page 56. Focus them on the activity instructions and the example answers. Pupils work in pairs to match the tags and then to complete the words. Monitor and help. Check with the class by eliciting the words. Note the activity focuses on spelling, not pronunciation.

**Key:** 2 gave, garden, 3 went, weather, 4 came, careful, 5 thanks, thought, 6 caught, cough, 7 did, dinner, 8 put, picnic, 9 knew, knee, 10 chips, chose

### 6 Tick six words. Play bingo.

- Focus pupils on the Activity 6 instructions and check understanding. Pupils have played this kind of bingo game before. They choose six words and tick them. Call out the past simple of the verbs at random. Pupils cross through the ones they hear. The first to cross all six shouts *Bingo!* Check the verbs are correct before declaring the winner.

### Extra activity 2: see page 222 (if time)

### Optional activities

- Unit 6 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 50 and 52).
- Grammar reference Unit 6 from *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95). See answer key on *Kid's Box Teacher's Book 4* page 195.

### Ending the lesson

- Play a chain game. Say, e.g. *Grandma went to the shopping mall and she bought a computer.* Pupil A says, e.g. *Grandma went to the shopping mall and she bought a computer and an MP3 player.* Vary the chains, e.g. *Grandma went shopping on the internet and she bought a computer.*



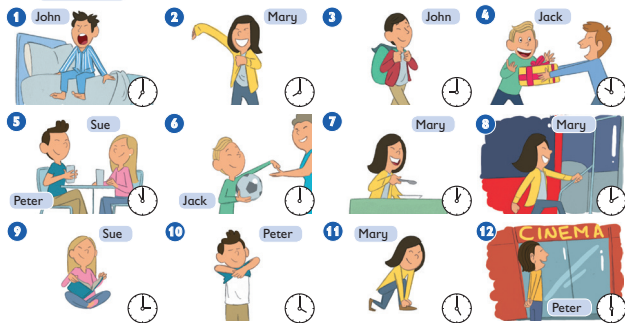
## 10 Listen and correct the actions.

Jim's got a new computer game called Kid City. The people in this game do different things every day. Look at what they did yesterday.

At 7 o'clock John got dressed.

No. At 7 o'clock John got up.

yesterday



## 11 Look at the pictures. Ask and answer.

What time did Mary get dressed?

She got dressed at 8 o'clock.

## 12 Write sentences about your day yesterday. Tell your friend.

I got up at seven o'clock yesterday.

## 7 Answer the questions.

1 Mary had forty-seven computer games. She gave her younger brother fifteen and her older brother gave her twelve. How many has she got now?

forty-four

2 Farmer Green had eleven lemon trees and twenty orange trees. He bought eight more lemon trees on the internet. How many trees did he have then?

3 Grandpa bought a new fishing DVD. Then he went fishing. He caught thirty-two fish, but he dropped eight in the river. How many fish did he take home?

4 Peter had twenty-five apps on his mobile phone. He bought nineteen more apps on the internet. He deleted four apps because he didn't like them. How many apps has he got now?

## 8 Match the questions and answers.

- |   |                                      |
|---|--------------------------------------|
| 1 What did they give their mother for her birthday? | a They went up to the twelfth floor. |
| 2 Why did he put on his coat?                       | b We got up at eight o'clock.        |
| 3 When did she take these photos?                   | c They gave her a red scarf.         |
| 4 Which floor did they go up to?                    | d Because it was cold outside.       |
| 5 Who did you see yesterday afternoon?              | e He caught four.                    |
| 6 How many fish did Grandpa catch?                  | f I saw my aunt.                     |
| 7 What time did you get up last Friday?             | g She took them last weekend.        |

**Objectives:** By the end of the lesson, pupils will have talked about timed events in the past and solved some problems.

## Target language

- **Key language:** past simple questions, *app*, *get up*, *get dressed*, *take off*, *put on*, *o'clock*, *potato*, *pop music*, *plant*
- **Revision:** verbs and vocabulary describing daily routines, technology, prepositions, clothes, numbers

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 4* Extension worksheet 1 (pages 50 and 53)

## Pupil's Book page 57

### Warmer

- Pupils draw six circles in their notebooks. Say a time for each one, e.g. *Five o'clock*. Pupils draw it in. Check by getting pupils to come and draw the clocks on the board.

### 10 Listen and correct the actions.

- Tell pupils to open their Pupil's Books at page 57. Focus them on the pictures and elicit some of the actions they can see to review daily routines. Ask a pupil to read the activity instruction and the introductory paragraph aloud and check understanding. Play the audio. Pupils listen and correct. They look at the pictures and say the correct version. They check in pairs. Check with the class. Elicit from pupils if they have any computer games like *Kid City*. Elicit the names of the games and how they work.

**Key:** 2 At 8 o'clock Mary got dressed. 3 At 9 o'clock John went to school. 4 At 10 o'clock Jack's parents gave him a present. 5 At 11 o'clock Peter and Sue had a glass of milk. 6 At 12 o'clock Jack bought a ball. 7 At 1 o'clock Mary had lunch. 8 At 2 o'clock Mary caught a bus. 9 At 3 o'clock Sue read a book. 10 At 4 o'clock Peter took off his sweater. 11 At 5 o'clock Mary put on her shoes. 12 At 6 o'clock Peter went to the cinema.

### CD 2, 33

- 1 At 7 o'clock John got dressed.
- 2 At 8 o'clock Mary got up.
- 3 At 9 o'clock John went to the cinema.
- 4 At 10 o'clock Jack's parents gave him an apple.
- 5 At 11 o'clock Peter and Sue had lunch.
- 6 At 12 o'clock Jack caught a ball.
- 7 At 1 o'clock Mary had breakfast.
- 8 At 2 o'clock Mary bought a bus.
- 9 At 3 o'clock Sue read a comic.
- 10 At 4 o'clock Peter took off his shoes.
- 11 At 5 o'clock Mary put on her sweater.
- 12 At 6 o'clock Peter went shopping.

### 11 Look at the pictures. Ask and answer.

- Focus pupils on the Activity 11 instructions and check understanding. Elicit one or two questions and answers for practice. Make pairs. One pupil asks five questions about different activities and the other answers, as in the example. Pupils change roles.

Extra activity 1: see page 222 (if time)

### 12 Write sentences about your day yesterday. Tell your friend.

- Focus pupils on Activity 12. Check they have read and understood the activity instructions. Elicit one or two sentences as examples. Remind them to use the past simple and the time. Monitor and help where necessary. In pairs, pupils take turns to read their sentences. They listen for: a) activities which were the same, and b) times which were the same. Elicit from pairs.

## Activity Book page 57

### 7 Answer the questions.

- Tell pupils to open their Activity Books at page 57. Check they have read and understood the activity instruction. Check understanding of *delete apps*. Pupils work individually, checking in pairs if they need to. They read the texts and answer the questions (they just write the numbers). They check in pairs. Check with the class by asking pupils to read the texts aloud and then eliciting the answers from the class.

**Key:** 2 thirty-nine, 3 twenty-four, 4 forty

### Extra activity 2: see page 222 (if time)

### 8 Match the questions and answers.

- Focus pupils on the Activity 8 instruction and check understanding, using the example. Pupils work individually and match the questions and answers. They check in pairs. Check using open pairs: one pupil reads the question aloud, and another reads the answer. Elicit the strategies pupils used to do the task, e.g. looking for the same verb in the past in the answer, *when / time, how many / number*.

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

### Optional activity

- Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 50 and 53).

### Ending the lesson

- Play a clapping game to review the verbs. Say and clap, e.g. (*Clap, clap*) *get dressed (clap, clap)*. Pupils: *Got dressed*. Continue with other verbs from this and the previous lessons. Then pupils take turns to lead.

**13 Stella's phonics**



Paul **caught** a short fish. His daughter **bought** a small ball. The fish played with the ball in the water.

**14** Make questions. Ask and find your partner.

What did you do yesterday morning? I got up at eight o'clock ...

What did you do yesterday morning? I got up at seven o'clock ...

**58** Phonics Long vowel sound 'or' (daughter)

**9** Match the rhyming words. Listen, check and say.

1 sport	a water	6 door	f talked
2 Paul	b bought	7 smaller	g hall
3 daughter	c floor	8 walked	h thought
4 caught	d short	9 call	i four
5 more	e small	10 taught	j taller

**10** Make sentences.

We go	loves	cousin	was three.
I couldn't use	to the	computer for	on the internet.
She	email their	when I	his mum.
He bought	a new	texting	in India.
They wanted to	a laptop	apps	every Saturday.
You chose	some	cinema	her friends.

1 We go to the cinema every Saturday.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

Ha! Ha! Ha!

Susan, your homework, 'My computer', is the same as your brother's. Did you copy his?

No sir, it's the same computer!

**JOKE BOX**

**58**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the long vowel sound /ɔ:/. They will be aware of the main spellings for the sound and they will have asked and answered questions.

## Target language

- **Key language:** words with the phoneme /ɔ:/ (e.g. *caught, short, ball*)
- **Revision:** past simple questions and responses, sentence structure, word families

## Materials required

- Pupil's Book Activity 14: Photocopiable activity 6b (page 209), photocopied twice into thin card and cut onto separate cards. There must be an even number of cards so that every pupil has one card and so that pupils will be able to find their 'pair'

## Pupil's Book page 58

### Warmer

- Write the following words on the board: *door, shorts, water, ball*. Say *Look and think about the spelling and the sounds. What do they all have in common?* Give pupils time to think and discuss in pairs.
- Elicit/Explain that the words all have the long vowel sound /ɔ:/. Underline this sound (door, shorts, water, ball). Say the words. Pupils repeat.

### 13 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 58. Elicit what they can see in the pictures (a man called Paul, his daughter, a short fish, a small ball). Tell pupils to point the first time they listen and to say the sentences quietly. Check comprehension of *caught* and *bought* (elicit the infinitives *catch* and *buy*).
- Play the audio. Pupils point and quietly repeat. Play the audio again, pausing for pupils to repeat.  
Note: Sometimes the letters *or* are pronounced /ɔ:/ (e.g. *work, word, world*). Rhyming words can be used as a strategy for remembering the pronunciation of words which are spelt differently but have the same sound.

#### CD 2, 34

**STELLA:** Hi, I'm Stella! Repeat after me!  
/ɔ:/, /ɔ:/, Paul  
/ɔ:/, /ɔ:/, daughter  
Paul caught a short fish.  
Paul caught a short fish.  
His daughter bought a small ball.  
His daughter bought a small ball.  
The fish played with the ball in the water.  
The fish played with the ball in the water.  
Paul caught a short fish.  
His daughter bought a small ball.  
The fish played with the ball in the water.

### 14 Make questions. Ask and find your partner.

- Tell pupils today's communication activity is about things they did yesterday morning. Write example sentences on the board, e.g. *I got up at eight o'clock. I didn't have a shower before breakfast.* Elicit the questions to check. (*What time did you get up? Did you have a shower before breakfast?*)
- Hand out a card to each pupil from Photocopiable activity 6b (page 209). Tell pupils they go around the room, asking questions about the activities on their cards, to find the pupil who has exactly the same card as them. Keep pupils moving around the room and check they're talking, not looking at each other's cards. When pupils find a partner, they come to you to check and then sit down together to talk about what they actually did yesterday morning.

## Activity Book page 58

### 9 Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Books at page 58. Point out the example answers. Do one or two more matches together as a class if necessary.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Play the audio for pupils to check their answers. Check with the class.  
Note: Words that rhyme can have the same spelling (e.g. *sport, short*) or have alternative spellings for the same phoneme (e.g. *water* rhymes with *daughter* and *bought* rhymes with *caught*).

**Key:** 2 e, 3 a, 4 b, 5 c, 7 j, 8 f, 9 g, 10 h

#### CD 2, 35

1 sport, short; 2 Paul, small; 3 daughter, water; 4 caught, bought; 5 more, floor; 6 door, four; 7 smaller, taller; 8 walked, talked; 9 call, hall; 10 taught, thought

### Extra activity: see page 222 (if time)

### 10 Make sentences.

- Focus pupils on Activity 10 and on the example. Check they have read the instruction and know what to do. They work in pairs and make sentences from the grid. Monitor pupils as they are working and check. They check in pairs. Check with the class.

**Key:** 2 I couldn't use a laptop when I was three. 3 She loves texting her friends. 4 He bought a new computer for his mum. 5 They wanted to email their cousin in India. 6 You chose some apps on the internet.

### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess/find the answer. Explain the joke if necessary. If pupils don't get the joke the first time, tell it again.

### Ending the lesson

- Make three groups. Groups take turns to say the sentences from the beginning of the lesson. Give instructions, e.g. *quiet, slow, fast, loud*.



**LOCK & KEY**

15 Listen to the story.

16 Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

bring	<u>brought</u>	bring	→	brought
buy	_____	buy	→	bought
choose	_____	choose	→	chose
read	_____	read	→	read
think	_____	think	→	thought
put	_____	put	→	put
say	_____	say	→	said
know	_____	know	→	knew

**Can do**

I can write 'technology' words. ☹️ 😊 ☹️

I can talk about computers and the internet. ☹️ 😊 ☹️

I can say more verbs in the past. ☹️ 😊 ☹️

59

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

## Target language

- Key language: language in the story
- Additional language: CCTV, row
- Revision: language from the unit

## Materials required

- Extra activity 1: A large piece of paper for each group
- Playscript 6 *Kid's Box Teacher's Resource Book 4* (pages 80 and 87)
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 6 Extension worksheet 2 (pages 50 and 54); the animated version of the Unit 6 story from *Kid's Box Interactive DVD 4* (Suzy's room section); *Kid's Box Teacher's Resource Book 4* Unit 6 Topic worksheet (pages 50 and 56)

## Pupil's Book page 59

### Warmer

- Review what pupils remember about Nick Motors. Elicit his description and what he did in the last episode. Elicit who else was in the previous episode (Miss Rich) and where they were (at the adventure holiday camp by the sea).

### Story

#### 15 Listen to the story.

- Tell pupils to open their Pupil's Books at page 59. Focus pupils on the first frame and elicit who they can see (Lock, Key and Miss Rich) and how they are communicating with each other (via the internet). Ask pupils if they communicate like this with their friends. Set the gist questions: *What happened to Miss Rich? Who wrote the email? Can you name two things Nick Motors took?*
- Play the audio. Pupils listen and read for what happened. They check in pairs. Check with the class (someone stole all the money from her boat; Nick Motors; the money and Lock and Key's boat).
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *What was the money for? Where was the money? How can Lock and Key see Nick Motors taking the money? What did Nick Motors say in the email?*

CD 2, 36

As in Pupil's Book

#### Extra activity 1: see page 222 (if time)

#### 16 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 6 from *Kid's Box Teacher's Resource Book 4* (page 87). See notes on page 80.

## Activity Book page 59

### Do you remember?

- Write *Talking about the past* in the centre of the board. Brainstorm the verbs pupils have learnt in this unit.
- Tell pupils to open their Activity Books at page 59. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Pupils then cover the list on the right so that they can only see the simple infinitives and the lines to write the words. Without looking, they write the verbs in the past in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'thought'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they wrote technology words. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Pupils circle the appropriate face. Repeat for the second sentence, eliciting/reminding them about when they learnt to talk about computers and the internet. Repeat for the third sentence, eliciting/reminding them of when they talked about the past, e.g. activities they did yesterday and the communication activity.
- 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.

#### Extra activity 2: see page 222 (if time)

### Optional activities

- Unit 6 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 50 and 54).
- *Suzy's room*: The animated version of the Unit 6 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- Unit 6 Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 50 and 56).

### Ending the lesson

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

Technology Robots

**Fact**

The first humanoid robot was designed by Leonardo da Vinci, in 1495.

**1** Read and say the pictures that correspond to each paragraph.










**Functions**

They can do the same job again and again.

**1** At home we have a lot of machines. There are machines which clean the floor, wash and dry our clothes and wash the plates. In the kitchen there are machines which can make our breakfast, lunch and dinner. Some people call these machines kitchen robots, but what is a robot?

**2** A robot is a machine which makes work easier for humans. They do jobs which humans can't do because they are very difficult or dangerous. Robots can explore places where humans can't go. They can go where there are dangerous gases or high temperatures: underground, underwater or in space.



**3** Robots are very important because they make, build and fix things. It's easier for robots to work in factories because they can do the same job again and again and it isn't boring for them. Robots don't need money or holidays. They are never ill or tired, but they can't think. Robots can only do what humans program them to do.



**2** Listen and say 'yes' or 'no'.

**60** Vocabulary design factory machine program underground

Technology Robots

**1** Read and match. Write the sentences.

1 Robots can work underground. 3 Robots can help us to explore space.  
2 Robots build things in factories. 4 Robots can do jobs in the house for us.

**2** Read and correct.

1 A robot is a machine which makes work more difficult for humans.  
A robot is a machine which makes work easier for humans.

2 Robots can't do jobs which are dangerous.

3 Robots can't move around the house.

4 It's easier for robots to dance in factories.

5 Robots can't fix things.

6 Robots are always ill and tired.

**60**

**Objectives:** By the end of the lesson, pupils will have read and listened to facts about robots.

## Target language

- **Key language:** *design (was designed by), machine, gas, build, fix, underground, factories, again and again, program (v)*
- **Additional language:** *humanoid*
- **Revision:** *technology, robot, household chores (e.g. clean the floor, wash the plates), explore, temperature, adjectives, relative clauses with which*

## Materials required

- Optional: *Kid's Box Interactive DVD 4: 'Old and new technology' episode (The living room section)*

## Pupil's Book page 60

### Warmer

- Write the word *robot* on the board and draw a simple robot with a head, body, arms and legs. Ask pupils to explain in L1 what a robot is. Ask if a robot always looks like the one in your picture (try to elicit that there are many types of robots which do different tasks). Tell pupils they will be learning more about the robots all around us in today's lesson.

### Fact

- Tell pupils to open their Pupil's Books at page 60. Focus them on the title of the lesson and on the Fact box. Remind them of your drawing of a robot from the Warmer. Explain that robots which look like people are called *humanoid* robots. Ask a pupil to read the fact to the class (make sure he/she pronounces the date correctly: *Fourteen ninety-five*). Check comprehension of *design*, *build* and *fix*. Elicit other things Leonardo da Vinci is famous for (e.g. painting the Mona Lisa, designing flying machines, making sculptures) and where he was from (Italy).

### 1 Read and say the pictures that correspond to each paragraph.

- Focus on Activity 1 and the activity instruction. Tell pupils not to worry about new words in the texts, but just to read and match each one with the correct photograph.
- Pupils read and match individually and then compare answers in pairs. Check with the class. Read the texts again and explain/elicite the meaning of new words (e.g. *machine*, *gas*, *underground*, *factories*, *again and again*, *program*). Ask pupils *What kind of things do you think robots make?* (cars, televisions, computers, cameras, food like bread, chocolate and cakes for us to buy in the supermarket). Give/Elicit examples of exploration recently carried out by robots (e.g. the NASA mission to explore Mars by robots Opportunity and Curiosity).

Key: 1 b, 2 c, 3 a

### 2 Listen and say 'yes' or 'no'.

- Focus pupils on Activity 2 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the audio. Pupils listen and whisper. Play the audio again. Check after each one. Pupils correct the incorrect sentences.

Key: 1 no, 2 yes, 3 no, 4 yes, 5 yes, 6 no, 7 yes, 8 no

### CD 2, 37

- At home we have machines which wash our hair.
- There are machines which can dry our clothes.
- Machines which can make our dinner are called bathroom robots.
- A robot is a machine which makes work easier for humans.
- Robots do jobs which are difficult or dangerous.
- Robots get money for working in a factory.
- Robots don't need holidays.
- Robots can think.

### Extra activity 1: see page 222 (if time)

## Activity Book page 60

### 1 Read and match. Write the sentences.

- Tell pupils to open their Activity Books at page 60. Focus them on the photographs and the sentences below. Direct them to the activity. Elicit what they have to do (label the photographs with the correct sentences). Pupils work individually. They check in pairs. Monitor and check.

Key: a 4 Robots can do jobs in the house for us. b 3 Robots can help us to explore space. c 2 Robots build things in factories. d 1 Robots can work underground.

### 2 Read and correct.

- Focus pupils on Activity 2 and on the activity instruction. Check pupils know what to do, using the example. Pupils correct the sentences and then compare answers with a partner. Check with the class, referring to the texts in the Pupil's Book.

Key: 2 Robots can do jobs which are dangerous. 3 Robots can move around the house. 4 It's easier for robots to work in factories. 5 Robots can fix things. 6 Robots are never ill or tired.

### Extra activity 2: see page 223 (if time)

### Optional activity




- The living room*: 'Old and new technology' episode from *Kid's Box Interactive DVD 4*. See pages 5-6 and 20-27 of the *Teacher's Booklet*.

### Ending the lesson

- Review with pupils what they learnt about in today's lesson. Ask them which things they didn't know about robots.





**3** Read and say the picture for each part. Say the answers to the questions.

Robots aren't the same as humans. They haven't got bodies like ours, but they have got three important parts.







- 1 They've got a computer program. This tells the robot what to do.
- 2 They've sometimes got legs which can make the robot move along the floor.
- 3 They've got sensors. The sensors help the robot to 'see' and to know where things are. The sensors are sometimes cameras.



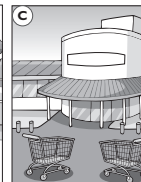

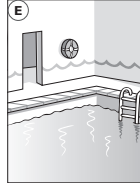


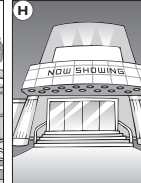
**Project** Design a robot.

**Movers Listening, Part 3**

**3** Where did Charlie go with these people? Listen and write a letter in each box. There is one example.

	Mum	<input type="text" value="H"/>		Aunt Daisy	<input type="text"/>
	Dad	<input type="text"/>		Lily	<input type="text"/>
	Grandma	<input type="text"/>		Fred	<input type="text"/>

**Objectives:** By the end of the lesson, pupils will have read about how robots work and complete a project.

## Target language

- **Key language:** *human, part, computer program, sensor*
- **Additional language:** *tell (someone) what to do*
- **Revision:** parts of the body, *bodies, have got, camera*

## Materials required

- **Project:** One large sheet of paper per pupil, drawing and colouring materials
- **Optional:** Extra project idea, Unit 6 'Mobile phone survey' from *Kid's Box Teacher's Book 4* (page 229)

## Pupil's Book page 61

### Warmer

- Review with pupils what they read and talked about in the previous lesson. Elicit what they remember about what robots can do.

### 3 Read and say the picture for each part. Say the answers to the questions.

- Tell pupils to open their Pupil's Books at page 61. Remind them not to worry about new vocabulary, but to use key words to help them match. Pupils work individually and then compare in pairs. Check as a class and elicit translations of new vocabulary (e.g. *human*, *sensor*).

Key: 1 c, 2 b, 3 a

- Check comprehension of the four questions. Pupils read the texts again and answer in their notebooks. They check with a partner. Elicit answers.

Key: 1 Three. 2 The computer program. 3 Arms and legs. 4 Sensors.

### Project Design a robot.

- Focus pupils on the photographs. Direct them to the instruction and review the meaning of *design*. Tell pupils to think about what they want their robot to do and which parts it will need.
- Pupils discuss their ideas in pairs and then design their robot individually. They draw a picture and make notes. Monitor and help with new language. Pupils write about their robot in their notebooks, using *it* (*It's called ... It's got ...*, etc.). Circulate and check. Pupils copy out their corrected writing and stick it below their picture. Display their work.

### Extra activity 2: see page 223 (if time)

## Activity Book page 61

### Movers Listening, Part 3

### 3 Where did Charlie go with these people? Listen and write a letter in each box. There is one example.

M

- Tell pupils to open their Activity Book at page 61. Elicit what the boy is doing in each picture. Check that pupils know what to do. Play the audio. Pupils complete the activity individually. They compare answers in pairs. Play the audio again. Check with the class.

Key: 1 Aunt Daisy – F; 2 Grandma – D; 3 Fred – E;  
4 Dad – A; 5 Lily – C

### CD 3, 02

What did you do last week, Charlie?

It was a holiday and there was no school. I went to lots of different places. It was fun.

Did you go to see the new aliens film at the cinema?

Yes. I went there with my mum. It was very good but a bit scary.

Can you see the letter H? Now you listen and write the letter in the box.

1.

I went shopping with Aunt Daisy, too.

Really? What did you buy?

She bought me some new football boots.

Where did you buy them?

In the new sports shop.

2.

Did you see your Grandma last week?

Yes. She took me to the library. We got some books about animals there.

Do you like reading books about animals?

Yes. Penguins are my favourite.

I like them, too. They're funny.

3.

Did you go to the park with Fred?

No. The weather wasn't nice. We went to the swimming pool.

Did you have a nice time?

Yes. It was brilliant.

4.

I went to a farm on Saturday.

Who did you go with?

Dad. It was really cool. I played with some of the animals.

Which ones?

The puppies and the kittens. I liked them best.

5.

Where did you go with your sister Lily?

I went to the supermarket with her. We bought some nice food

for lunch.

What did you buy?

We bought some noodles and meatballs. And we got a milkshake too.

Were you very hungry?

Yes, we were!

### Extra activity 2: see page 223 (if time)

### Optional activity

- Extra project idea, Unit 6 'Mobile phone survey'. See notes on *Kid's Box Teacher's Book 4* (page 229).

### Ending the lesson

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

# Review Units 5 and 6

## Review Units 5 and 6

1 Play the game. What did they do yesterday?

**Instructions**

- 1 Roll the dice and go around the board.
- 2 Say what each person did yesterday.
- 3 If your sentence is correct, stay where you are.
- 4 If your sentence is wrong, go back to where you were.

62 Vocabulary Exploring Technology

## Review Units 5 and 6

1 What can you see? Tick the boxes.

moon ☐ orange ☐ river ☐ snail ☐ cage ☐ plant ☐  
 cup ☒ sweater ☐ blanket ☐ glass ☐ comic ☐ road ☐  
 dog ☐ beard ☐ bottle ☐ CD ☐  
 picnic ☐ sun ☐  
 leaves ☐ rock ☐  
 parrot ☐ email ☐  
 moustache ☐ banana ☐  
 toothbrush ☐ rabbit ☐ grown-up ☐ uncle ☐

2 What can't you see? Write the words.

1 uncle 4 \_\_\_\_\_ 7 \_\_\_\_\_  
 2 \_\_\_\_\_ 5 \_\_\_\_\_ 8 \_\_\_\_\_  
 3 \_\_\_\_\_ 6 \_\_\_\_\_

3 Find the word. Use the first letters from Activity 2.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

62

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and played a game.

## Target language

- Key language: vocabulary and language from Units 5 and 6, *stay where you are, go back to where you were*
- Revision: language for games

## Materials required

- Warmer: Key past tense forms from Units 5 and 6 written on pieces of paper
- Board game: Dice and four different coloured counters for each group of four
- Extra activity 1: Photocopiable activity Review 5 and 6 (page 210), one page for each pair of pupils

## Pupil's Book page 62

### Warmer

- Make groups of six. Hand out piece of paper with key past tense verbs from Units 5 and 6. They take turns to say what their word is and then to give a sentence including their word. The other pupils decide if the sentence is correct or not. Monitor and help as necessary. Elicit an example sentence for each word.

### 1 Play the game. What did they do yesterday?

- Tell pupils to open their Pupil's Books at page 62. Elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding of *stay where you are, go back to where you were*. Remind them of the language for games before they start, e.g. *It's your turn. It's my turn. Pass the dice. I'm blue*. Pupils play the game in groups of four. The player in each group who reaches the *Finish* first is the winner. If time, make new groups and pupils can play the game again.

**Key:** 2 She drank a glass of orange juice. 3 She made her bed. 5 She said 'Hello'. 7 He put on his shirt / got dressed. 8 He did his homework. 9 He took off his sweater. 11 He flew a kite. 13 She ate a banana. 14 She went to the cinema. 16 She bought some bread. 19 He put on his shoes. 21 She took a photo. 23 He went to the library. 25 He caught a ball. 27 He had a shower. 29 She read a book. 30 She found some money. 32 He made a cake. 34 She worked on the computer. 37 He ate/had his breakfast.

### Extra activity 1: see page 223 (if time)

## Activity Book page 62

### 1 What can you see? Tick the boxes.

- Tell pupils to open their Activity Books at page 62. Check they have read the activity instructions and know what to do. In pairs, they identify things in the picture, find the word and tick it. Pairs check with pairs. Check with the class.

**Key:** river, plant, sweater, blanket, glass, comic, beard, bottle, CD, dog, sun, picnic, rock, leaves, moustache, rabbit, grown-up, banana

### 2 What can't you see? Write the words.

- Pupils write the words of the other things they can't see in Activity 1. Monitor and check as they are working.

**Key:** moon, orange, cage, road, parrot, toothbrush, email

### 3 Find the word. Use the first letters from Activity 2

- Pupils write the first letter of each word from Activity 2 to work out the new word. Check with the class.

**Key:** computer

### Extra activity 2: see page 223 (if time)

### Ending the lesson

- Do a spelling chant to review some of the words from the unit, e.g.

Teacher:	Pupils:
Give me an e	e
Give me an m	m
Give me an a	a
Give me an i	i
Give me an l	l
What does that spell?	email!

Pupils take turns to be the callers.



- 2 Read the story and say the words to complete the sentences. Use 1, 2 or 3 words.



### Shopping trip

Last Wednesday Alex went shopping with his mother, Pat. They went to town by bus and had a burger in a café before they went to the shops. Alex's mum wanted to buy a new bike for his younger sister, Jill. It was her birthday on Friday. The name of the toyshop was Pete's Toys. They bought Jill a new red bike and took it home on the bus.

Alex and his mother went shopping last Wednesday.  
They ate 1 2 in a café.  
Jill is Alex's 3.  
They bought Jill 4 5 6.  
On Friday it was 7 birthday.  
Jill's bike was 8.  
They went home 9 10 11.



- 1 How did Shackleton and his men lose their ship?
- 2 Who is more famous for his work, Cousteau or Shackleton?
- 3 Where did Nick Motors have dinner?
- 4 What do you hold in your hand when you use a computer?
- 5 Which computer did Grandma and Grandpa buy?
- 6 What did Nick Motors write?

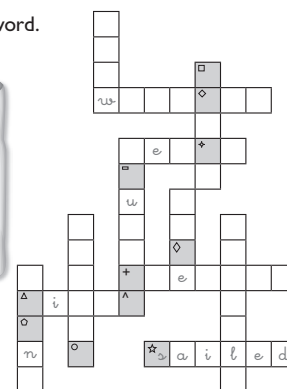
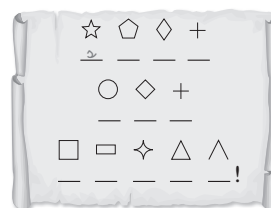
**Grammar** Past simple irregular verbs Clauses with so Comparative of two- and three-syllable adjectives Comparative adverbs

63

- 4 Circle the odd one out.

1 bought	thought	brought	<u>sailed</u>
2 ticket	button	mouse	screen
3 plant	DVD	MP3	app
4 better	dirtier	quickly	funnier
5 bounced	between	behind	above
6 sharks	bears	whales	dolphins
7 river	cave	sea	ocean
8 drank	swam	liked	gave
9 Wednesday	evening	Sunday	Friday
10 was	were	went	where
11 weather	hotter	colder	quicker
12 came	made	found	know

- 5 Now complete the crossword. Write the message.



63

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 5 and 6.

## Target language

- **Key language:** language and vocabulary from Units 5 and 6
- **Revision:** shopping, word families

## Materials required

- Warmer: Two or three rolled up newspapers
- Extra activity 1: Choose ten sentences/questions from Units 5 and 6 which include key vocabulary/grammar. Write each one in scrambled word order on a large piece of paper.
- Optional: *Kid's Box Interactive DVD 4: Stella's room*, Quiz 3; Evaluation 6 from *Kid's Box Teacher's Book 4* (page 238)
- *Kid's Box Language Portfolio 4* (page 5)

## Pupil's Book page 63

### Warmer

- Review past simple forms from Units 5 and 6. Write the simple infinitives on the board. Make two or three teams. Pupils line up facing the board. Give a rolled up newspaper to the pupil at the front of each team. Call out the past simple of one of the verbs. The pupils run to hit the correct simple infinitive. The first to do so wins a point for their team. The pupils go to the back of the team. Hand the newspapers to the new pupils at the front and repeat.

### 2 Read the story and say the words to complete the sentences. Use 1, 2 or 3 words. **M** towards

- Tell pupils to open their Pupil's Books at page 63. Tell them to read the activity instructions and check understanding. Elicit how many words they should write. Pupils take turns to read the story aloud. In pairs, pupils complete the sentences, deciding on the words to write. Pairs check with pairs. Check with the class by eliciting the different possibilities.

**Key:** 2 a burger, 3 sister, 4 a new bike, 5 Jill's, 6 red, 7 on the bus

### Quiz!

- Say *Now let's read and remember*. Focus pupils on the questions. Pupils look back through Units 5 and 6 and find the answers to the questions. They discuss them in groups of four. Check with the class.

**Key:** 1 It went down under the ice and water. 2 Cousteau is more famous. 3 The Lakeside Restaurant. 4 A mouse. 5 A KBX4. 6 An email.

### Extra activity 1: see page 223 (if time)

## Activity Book page 63

### 4 Circle the odd one out.

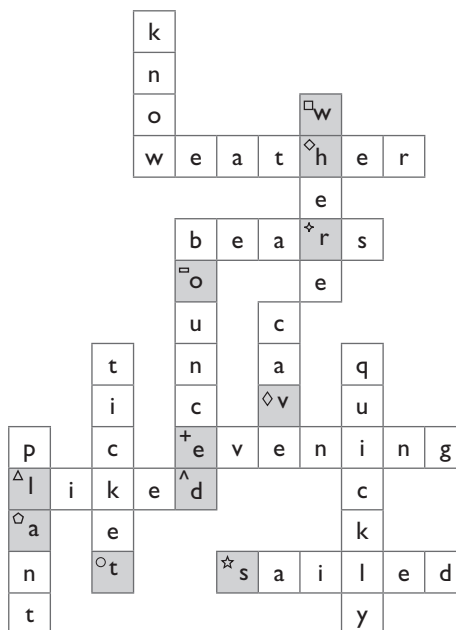
- Tell pupils to open their Activity Books at page 63. Check they have read the instructions and know what to do. Demonstrate, using the example. Elicit why *sailed* is different (the rest are irregular past forms). Pupils work in pairs. Monitor and help/guide, but encourage them to work out the answers. Check with the class, eliciting the reasons.

**Key:** 2 ticket, 3 plant, 4 quickly, 5 bounced, 6 bears, 7 cave, 8 liked, 9 evening, 10 where, 11 weather, 12 know

### 5 Now complete the crossword. Write the message.

- Pupils use the words from Activity 4 to complete the crossword and then the message. They check in pairs. Check with the class.

**Key:** Save the world!



### Extra activity 2: see page 223 (if time)

### Optional evaluations

- Stella's room*: Quiz 3 from *Kid's Box Interactive DVD 4*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 6 from *Kid's Box Teacher's Book 4* (page 238). See notes on page 232.

### Language Portfolio (online)

- Pupils complete page 5 of *Kid's Box Language Portfolio 4* (*I can ...* Units 5-6).

### Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 5. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 6.
- Talk about the *can do* statements from Units 5 and 6 with pupils and elicit examples from volunteer pupils for each one.

## 7 At the zoo

1 Look, think and say the answers.

- What are Lenny and Stella doing?
- Who's asking the questions?
- What's the quiz about?
- Who do you think is winning?

2 Listen and check.

3 Listen and say 'yes' or 'no'.

1 Lenny thinks the most exciting animal is the giraffe.

No.

**Grammar**

quick	→ the <b>quickest</b>
big	→ the <b>biggest</b>
exciting	→ the <b>most exciting</b>
beautiful	→ the <b>most beautiful</b>
good	→ the <b>best</b>

64 Grammar Superlative of two- and three-syllable adjectives

## 7 At the zoo

1 Make sentences.

The dolphin	lives	in	world.
Penguins	the loudest	sea	the forest.
The polar bear	can't drink	animal in the	on the land.
The blue whale is	live	meat-eating animal	Antarctica.
The parrot	is the biggest	in	water.

1 The polar bear is the biggest meat-eating animal on the land.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

2 Complete the text about the giraffe family.

father mother sister brother grandfather aunt

In the giraffe family, (1) aunt giraffe is the most beautiful. (2) \_\_\_\_\_ giraffe is the tallest. (3) \_\_\_\_\_ giraffe is the youngest and (4) \_\_\_\_\_ giraffe is the oldest. The cleverest giraffe in the family is (5) \_\_\_\_\_ giraffe. (6) \_\_\_\_\_ giraffe is the loudest giraffe in the family.

64

**Objectives:** By the end of the lesson, pupils will have read and talked about animals, using superlative adjectives.

### Target language

- **Key language:** superlative adjectives: the *-est* and *the most*, *the best*
- **Additional language:** *Now tell us about ... , Let's hear it ... , Five points for each fact*
- **Revision:** animals, prepositions, adjectives, size, weight, distance, questions, family, *can/can't*

### Materials required

- Extra activity 1: Reference materials with facts about wild animals
- Extra activity 2: Small pieces of paper
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 7 Reinforcement worksheet 1* (pages 57 and 58)

## Pupil's Book page 64

### Warmer

- Write *At the zoo* in the centre of the board and brainstorm animals you can see in the zoo.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 64. Focus on the picture. Ask if they can see any of the animals from the Warmer. Elicit who pupils can see in the picture and where they are. Pupils read the questions and discuss them in pairs.

### 2 Listen and check.

- Play the audio. Pupils listen and check.
- Elicit complete sentences for the answers. Play the audio again and ask checking questions with superlatives, e.g. *Which animal does Lenny think is the most exciting? Which animal does Stella think is the most beautiful?* Write the superlatives from the listening on the board in three columns: one syllable with *the* + *-est*, two syllables with *the* + *-est*, longer adjectives with *the most* + adjective. Elicit other examples for each column. Focus pupils on the Grammar box. Also present *the heaviest* (-y ending) and *the best* (irregular).

**Key:** 1 They are in a quiz (at school). 2 Mr Burke is asking the questions. 3 The quiz is about animals. 4 Stella is winning.

#### CD 3, 03

**MR BURKE:** Welcome to the Kid's Box Quiz. Let's hear it for these two clever kids in today's big final: Lenny and Stella.

**LENNY AND STELLA:** Hello, Mr Burke.

**MR BURKE:** Look at the animals on the wall behind me.

Lenny, which do you think is the most exciting?

**LENNY:** Er, I think the most exciting animal is the tiger.

**MR BURKE:** Great. Now tell us about tigers. You get five points for each fact.

**LENNY:** Well, the Siberian tiger's the biggest and the strongest animal in the cat family. It's not the quickest cat, but it can run at 55 km an hour. The heaviest Siberian tiger weighed 465 kilograms.

**MR BURKE:** Very good. That's 15 points. Now, Stella, which animal do you think is the most beautiful, and what can you tell us about it?

**STELLA:** I think the most beautiful animal is the dolphin. It's one of the cleverest animals and I also think dolphins are the best parents – they look after their young for more than three years ... Erm ... oh, yes, and do you know that dolphins can't drink sea water? They have to get water from their food.

**MR BURKE:** Very good, Stella. That gives you 15 points. Now, put your hands on the buttons. The quickest person to press the button and answer the question correctly gets five points. Which animal is the loudest in the world?

**LENNY:** Is it the elephant?

**MR BURKE:** Sorry, Lenny. It isn't.

**STELLA:** Is it the blue whale?

**MR BURKE:** Yes, that's right, Stella. Five points for you. The blue whale is the loudest animal in the world. And now for my next question ...

### 3 Listen and say 'yes' or 'no'.

- Focus pupils on Activity 3. Play the audio. Pupils listen and whisper the answers to a partner. Play the audio again. Check with the class.

**Key:** 2 yes, 3 no, 4 yes, 5 yes, 6 no

#### CD 3, 04

- Lenny thinks the most exciting animal is the giraffe.
- The Siberian tiger is the biggest animal in the cat family.
- The Siberian tiger is the quickest cat.
- Stella thinks the most beautiful animal is the dolphin.
- Stella thinks the dolphin is the best parent.
- The elephant is the loudest animal in the world.

### Extra activity 1: see page 223 (if time)

## Activity Book page 64

### 1 Make sentences.

- Tell pupils to open their Activity Books at page 64. Focus them on Activity 1. Pupils write the sentences. Elicit, check and discuss with the class.

**Key:** 2 The dolphin can't drink sea water. 3 Penguins live in Antarctica. 4 The blue whale is the loudest animal in the world. 5 The parrot lives in the forest.

### Extra activity 2: see page 223 (if time)

### 2 Complete the text about the giraffe family.

- Focus pupils on Activity 2 and establish that it's a giraffe family. Pupils work individually to complete the text. Pupils compare their texts in pairs.

**Key:** 2 Father, 3 Sister, 4 grandfather, 5 mother, 6 Brother

### Optional activity

- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 58).

### Ending the lesson

- Call out adjectives from the lesson. Pupils provide the superlative (including *the*).



**4** Read and correct the sentences.

**Wild animals** Fred's blog on wild life

5th May, posted by Fred

Animals are one of the most interesting things to watch and study. A lot of people think that elephants are the biggest animals in the world, but the biggest animals are blue whales. They're the longest, biggest and the loudest of all animals. They're louder than planes.

One of the smallest animals in the world is a lizard. It's between one and two centimetres long. The quickest animal is a bird which can fly at more than three hundred kilometres an hour.

The cleverest animals are humans, that's us! Some people think that monkeys are the second cleverest, but they aren't. Dolphins are cleverer than monkeys.

My favourite animals are tigers. I think they're the most exciting and most beautiful animals.

1 Kangaroos are the biggest animals. Blue whales are the biggest animals.  
 2 Bears are the loudest animals.  
 3 One of the smallest animals in the world is a rabbit.  
 4 The quickest animals are lizards.  
 5 Monkeys are the second cleverest animals.  
 6 Fred thinks pandas are the most exciting animals.

**5** What do you think? Write sentences.

beautiful exciting boring clever ugly dangerous

I think the rabbit is the most boring animal here.

Vocabulary blue whale dolphin elephant giraffe lion snake tiger

**3** Which animal is it?

1 This is the tallest animal. It's got four legs and a very long neck. giraffe  
 2 It's the biggest land animal. It's got two very big ears. elephant  
 3 Some people think this is one of the most beautiful animals. It can fly. bird  
 4 This is the best animal at climbing trees. It can be very naughty too. monkey  
 5 This is the most dangerous animal. It can also swim. crocodile  
 6 This is the quickest animal here. It can also climb trees. lion

**4** Ask questions and write the answers.

Ask four friends about their family.

	1	2	3	4
1 Who's the oldest?				
2 Who's the youngest?				
3 Who's the quietest?				
4 Who's the strongest?				
5 Who's the tallest?				
6 Who's the best at drawing?				
7 Who's the worst at singing?				
8 Who's the loudest?				

**Objectives:** By the end of the lesson, pupils will have had more practice talking and writing about animals, using superlative adjectives.

## Target language

- **Key language:** superlative adjectives: *the -est* and *the most*
- **Additional language:** *blog, kilometres an hour, the second cleverest*
- **Revision:** wild animals, adjectives, definitions

## Materials required

- Extra activity 1: Photocopiable activity 7 (page 211). One photocopy for each pupil, copied onto thin card, scissors. One set of cards for demonstration.
- Optional: *Kid's Box Teacher's Resource Book 4* Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 57, 59 and 60)

## Pupil's Book page 65

### Warmer

- Review the comparative and superlative adjectives from the previous lesson, using a drill. Pupils stand up. Say the simple adjective, e.g. *Clever*. Pupils say in chorus *Cleverer, the cleverest*. Pupils can also take turns to call out simple adjectives.

### 4 Read and correct the sentences.

- Tell pupils to open their Pupil's Books at page 65. Focus them on the blog and elicit what it is. Teach/Check comprehension of *blog*. Elicit the names of the animals in the photographs. Make sure pupils know what to do. They read the text and then correct the sentences individually. They compare answers in pairs. Check with the class.

**Key:** 2 Blue whales are the loudest animals. 3 One of the smallest animals in the world is a lizard. 4 The quickest animal is a bird. 5 Dolphins are the second cleverest animals. 6 Fred thinks tigers are the most exciting animals.

### 5 What do you think? Write sentences.

- Focus pupils on Activity 5 and on the pictures. Elicit the animals pupils can see and what they look like. Focus them on the example sentence to demonstrate the activity and remind them to use the words in the box in the superlative. Make sure they know they have to write about their opinions. Discuss as a class before pupils write in their notebooks. Pupils share their opinions as a class.

**Extra activity 1: see page 223 (if time)**

## Activity Book page 65

### 3 Which animal is it? towards

- Tell pupils to open their Activity Books at page 65. Focus them on the Activity 3 instruction and check understanding. Elicit that these are called *definitions*. Check pupils know what to do, using the example. They read and complete individually and then check in pairs. Check with the class.

**Key:** 2 elephant, 3 parrot, 4 monkey, 5 crocodile, 6 tiger

**Extra activity 2: see page 223 (if time)**

### 4 Ask questions and write the answers.

- Focus pupils on Activity 4. Check they have read the activity instruction and check understanding. Pupils move around the class, asking four friends about their family and writing the answers in the grid. They then compare their answers in groups of five. Elicit whole-sentence answers from different groups and discuss.

### Optional activities

- Unit 7 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 59).
- Unit 7 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 60).

### Ending the lesson

- Give pupils one minute to think of a definition like those in Activity Book Activity 3. They take turns to say their definitions to the class for other pupils to guess/answer.

6 Look, think and say the answers.

drew came drove saw swam  
slept went flew bought sat  
caught ate ran

### Grammar



- Where did the children go?
- Who did Suzy give her picture to?
- What animals did they feed?
- Which animal did Simon like the best?



7 Listen and check.

8 Listen and say the letter.

1 Mr Star drove the children to the zoo.

a

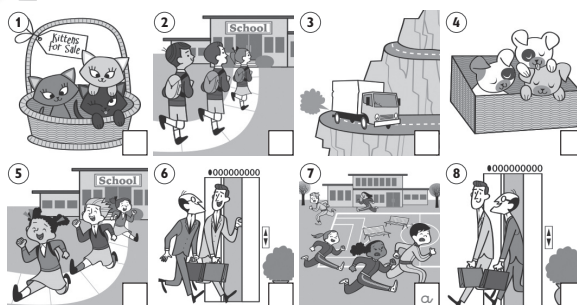
### Grammar

buy → bought	go → went
catch → caught	run → ran
come → came	see → saw
draw → drew	sit → sat
eat → ate	sleep → slept
feed → fed	swim → swam
fly → flew	

66

Grammar Past simple irregular verbs Prepositions

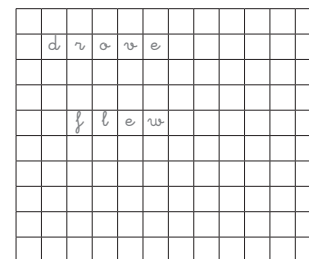
5 Listen and write the letter.



6 Make a wordsearch.

Choose seven verbs. Write them in the past on the table. Write the verbs here:

drove  
flew  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7 Now look at your friend's wordsearch and find the words. Write three sentences with the words.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

66

**Objectives:** By the end of the lesson, pupils will have had practice using the past simple to describe events.

## Target language

- Key language:** past simple irregular: *drew, drove, ran, caught, flew, sat, slept, swam*; prepositions: *into, round, out of; puppies, kittens, cubs, the best*
- Additional language:** other baby animals
- Revision:** past simple, animals, *cage, after, before*

## Materials required

- Flashcards / Wordcards: *into* (95), *out of* (96), *round* (97)
- Extra activity 2: CD of line-dance-type music
- Optional: Grammar reference Unit 7 *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95)

## Pupil's Book page 66

### Warmer

- Ask *Who's got a pet? What pet have you got? How often do you feed your (cat/dog/fish)?* Explain that *feed* means *give food to*. Continue *What did you feed your dog/cat/bird yesterday?* Write *feed* and the past (*fed*) on the board. Say *Imagine a zoo. What did they feed the monkeys?* to elicit *They fed the monkeys bananas*. Continue with lions, penguins, parrots, etc. With books closed, tell pupils *Suzy went to the zoo*. Elicit what they think she did/saw. Write some of the pupils' ideas on the board.

### 6 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 66. Focus them on the pictures on the page to check ideas from the Warmer. Check pupils know what to do. They read the questions in pairs and discuss in pairs, using the the pictures to help them.

### 7 Listen and check.

- Play the audio. Elicit complete sentences. Play the audio again and focus on the new past verbs in the Grammar box, e.g. *Where did Suzy draw the picture? When did Mr Star drive to the zoo? What did the dolphins do? What did the baby lions do? What did their parents do? What did Mr Star buy for Suzy? Why did Simon think the lizard was funny?*

**Key:** 1 They went to the zoo. 2 She gave her picture to her mum. 3 They saw dolphins, lions, parrots and a lizard. 4 Simon liked the lizard the best.

### CD 3, 05

**SUZY:** Here's a picture for you, Mum. I drew it at the city zoo before we came home.

**SIMON:** Yes, Dad drove us there this morning.

**STELLA:** It was great. We saw the dolphins. They swam round the pool and jumped out of the water to eat fish from a man's hand.

**SUZY:** Look, it's here in the picture. And we saw some baby lions, Mum. They ran in a big square cage, but their parents slept all day.

**STELLA:** After we saw the lions, we went into the parrots' cage and fed the parrots. Then they flew round our heads.

**SUZY:** They were the most beautiful animals. Dad bought me a toy parrot. Look, it's over there on the table.

**MRS STAR:** Mmm!

**SIMON:** A parrot sat on Dad's head. It was really funny, but the lizard was the best. It caught a fly. And ate it for its lunch.

### 8 Listen and say the letter.

- Focus on the Grammar box with prepositions, and review/ present *round*, *into* and *out* of using mime and the flashcards/wordcards. Focus pupils on Activity 8. Remind them to whisper the letter to their friend the first time. Play the audio. Pupils listen and whisper. Play the audio again. Check with the class.

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

### CD 3, 06

- Mr Star drove the children to the zoo.
- The children fed the parrots.
- One of the parrots sat on Mr Star's head.
- The dolphins swam round the pool and jumped out of the water to get the fish.
- A lizard caught a fly.
- The baby lions ran in their cage, but their parents slept all day.
- Suzy drew a picture of her day.

### Extra activity 1: see page 224 (if time)

## Activity Book page 66

### 5 Listen and write the letter.

- Tell pupils to open their Activity Books at page 66. Give pupils times to look at the pictures. Check/Pre-teach *kittens*, *lift*, *puppies*. Review *asleep* and *awake*. Teach *kittens* and *puppies*. Point to the pictures. *Are the puppies awake or asleep? Are the kittens awake or asleep?* Play the audio. Pupils write the letter. Play the audio again. Check with the class.

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

### CD 3, 07

- a The children ran round the playground. b The men went into the lift. c The kittens played in the round basket. d The children walked into school. e The old lorry went round the mountain. f The children ran out of school. g The men came out of the lift. h The puppies slept in the square basket.

### Extra activity 2: see page 224 (if time)

### 6 Make a wordsearch.

- Focus pupils on Activity 6. Tell them to use the past simple. They write the past in the wordsearch and the infinitives down the side. They fill in the other boxes with random letters.

### 7 Now look at your friend's wordsearch and find the words. Write three sentences with the words.

- Make new pairs. Pupils swap their books and find the words. They work together to write three sentences using the verbs.

### Optional activity

- Grammar reference Unit 7 from *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95). See answer key on *Kid's Box Teacher's Book 4* page 195.

### Ending the lesson

- Do a simple narrative-building activity, e.g. *I went to the zoo yesterday. First I looked at the penguins*. Pupil 1: *I went to the zoo yesterday. First I looked at the penguins. They were funny*. Pupil 3: *I went to the zoo yesterday. First I looked at the penguins. They were funny. I gave them some fish, etc.*



9 Listen and do the actions.

10 Listen and sing.

The elephants drank, drank, drank,  
The parrots flew, flew, flew,  
The dolphins swam, swam, swam,  
At the zoo, zoo, zoo.

The elephants drank, drank, drank,  
The parrots flew, flew, flew,  
The dolphins swam, swam, swam,  
At the zoo, zoo, zoo.

What did you do,  
What did you do,  
What did you do,  
When you saw, saw, saw them  
At the zoo, zoo, zoo?

The monkeys ate, ate, ate,  
The children drew, drew, drew,  
The lions slept, slept, slept,  
At the zoo, zoo, zoo.

The monkeys ate, ate, ate,  
The children drew, drew, drew,  
The lions slept, slept, slept,  
At the zoo, zoo, zoo.

What did you do,  
What did you do,  
What did you do,  
When you saw, saw, saw them  
At the zoo, zoo, zoo?

When you saw, saw, saw them  
At the zoo, zoo, zoo?

11 Write another verse for the song.

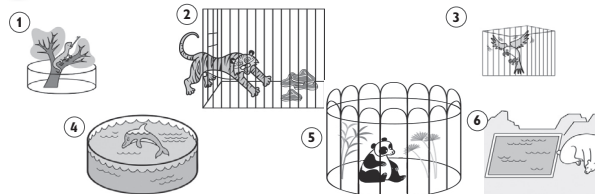
crocodile giraffe tiger  
panda snake bat

smile dance jump  
laugh climb hop

The crocodiles smiled, smiled, smiled,  
The giraffes ... ..

67

8 What did the animals do? Sort and write the words.



- 1 The lizard ate the fly in the little round cage with a little tree in it.
- 2 The tiger ran into the big square cage. There were lots of big pieces of meat in it.
- 3 The parrot flew round the small square cage.
- 4 The dolphin swam quickly round the big round pool.
- 5 The panda sat in the big round cage. It was very clean.
- 6 The polar bear stood next to the big square pool.

9 Complete the sentences. Write 'into', 'out of', 'along' or 'round'.



- 1 The train came out of the station.
- 2 They flew into the bear's head.
- 3 Peter went into the library.
- 4 Mary came into the hospital.
- 5 The sharks swam along the island.
- 6 The cat walked along the wall.

67

**Objectives:** By the end of the lesson, pupils will have sung a song and written their own verses.

## Target language

- **Key language:** past simple regular and irregular
- **Revision:** prepositions, animals, adjectives, town, country, *have to*

## Materials required

- Preposition flashcards / wordcards (88–97)
- Extra activity 1: Write the lines of the song (Pupil's Book Activity 10) on separate pieces of paper. You will need one line for each pupil. If you have more pupils than lines, copy a second set of lines on different coloured paper.
- Optional: *Kid's Box Teacher's Resource Book 4 Song worksheet* (pages 57 and 62); *Kid's Box Interactive DVD 4, The music room*, Unit 7 'At the zoo' song

## Pupil's Book page 67

### Warmer

- Review prepositions using the flashcards/wordcards. Focus on the prepositions from the previous lesson (*into*, *round*, *out of*) and teach *along*. Teach the following mime to pupils:  
*Out of*: hands, palms together, in front of stomach rising up above head, separating at the top (like a flower coming out of the earth)  
*Into*: reverse action of the above. Hands above head separated, bend wrist, fingers pointing down, backs of hands coming together and hands going down towards stomach  
*Round*: one whole raised arm going round head in rotary movements  
*Along*: hands with palms facing each other, moving forwards.

### 9 Listen and do the actions.

- Tell pupils to open their Pupil's Books at page 67. Focus them on the Grammar box on page 66 of prepositions and elicit what the dolphin is doing in each diagram and what the prepositions are.
- Focus pupils on the Activity 9 instruction and check understanding (they do the actions from the Warmer). Play the audio, one sentence at a time. They listen and mime the correct preposition. Play the audio again. Pupils mime the action. Elicit the sentence from a pupil/pupils to check.

#### CD 3, 08

- The boy ran round the playground.
- The girl jumped into the sea.
- The children climbed out of the swimming pool.
- The bird flew round the tree.
- The teacher walked into the classroom.
- The dog ran round the garden.
- The cat jumped out of the tree.
- The fish swam round the bowl.
- Dad walked into the kitchen.
- The boy jumped out of bed.

### 10 Listen and sing.

- Focus pupils on the Activity 10. Play the audio several times for pupils to identify the animals and then to repeat the song in lines, verses and then as a complete song with actions: (elephants) drinking, (parrots) flying, (dolphins) swimming, (monkeys) eating, (children) drawing, (lions) sleeping, (children) seeing. Make six groups (one for each animal, and also including the children, who feature twice). The pupils all sing the song, and the animals/children mime when the song is about them.

#### CD 3, 08

As in Pupil's Book

#### CD 3, 09

Now sing the song again. (Karaoke version)

### 11 Write another verse for the song.

- Focus pupils on the structure of the song, and specifically on the rhyme and the repetition, by writing a verse on the board. Look at the example together. Elicit other ideas from pupils and write them on the board. Pupils work in groups of four and write another verse. Monitor and help/support. Confident groups can perform their verses for the class. Pupils write in their notebooks.

Extra activity 1: see page 224 (if time)

## Activity Book page 67

### 8 What did the animals do? Sort and write the words.

- Tell pupils to open their Activity Books at page 67. Focus them on the activity instructions and check understanding. Pupils read the sentences and then use the anagrams and pictures to help them work out what the verb is. They check in pairs/groups. Elicit the answers from different pupils, focusing on the verbs and the prepositions.

Key: 2 ran, 3 flew, 4 swam, 5 sat, 6 slept

### 9 Complete the sentences. Write 'into', 'out of', 'along' or 'round'.

- Focus pupils on the Activity 9 instructions and check understanding. They complete the task individually and then check in pairs. Check by asking pairs to read out the sentences with the correct preposition.

Key: 2 round, 3 into, 4 out of, 5 round, 6 along

Extra activity 2: see page 224 (if time)

### Optional activities

- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 57 and 62).
- The music room*: Unit 7 'At the zoo' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song from the first part of the lesson again, with groups adding the verses they have written.

**12 Stella's phonics**



Sue's a kangaroo at the zoo.

She's looking in her cookbook.



Look! The animals at the zoo love Sue's blue juice!

**13** Make questions. Ask and answer.

snail	shark	panda	penguin	ugliest	slowest	most dangerous
kangaroo	elephant	quickest	loudest	smallest		

Which animal is the loudest? I think elephants are the loudest.

Which animal is the ... ?	name 1	name 2	name 3	name 4	name 5	name 6
loudest						

**68** **Phonics** The short vowel sound 'oo' and the long vowel sound 'oo' (look and tooth)

**10** Match the rhyming words. Listen, check and say.

1 school <u>d</u>	a look	6 use <u>i</u>	f blue
2 choose <u>u</u>	b two	7 foot <u>u</u>	g book
3 zoo <u>oo</u>	c could	8 flew <u>oo</u>	h balloon
4 took <u>oo</u>	d pool	9 moon <u>oo</u>	i lose
5 good <u>oo</u>	e shoes	10 cook <u>oo</u>	j put

**11** Match the questions and answers.

1 Did the kitten sleep in the garden yesterday?	a Yes, they do.
2 Could Sally swim with the dolphins?	b Yes, they can.
3 Was there a shark at the zoo?	c No, it didn't.
4 Do monkeys climb better than bears?	d Yes, they could.
5 Can bears swim?	e No, there wasn't.
6 Were the elephants the biggest animals at the zoo?	f Yes, they were.
7 Did Zoe's dad walk along the beach yesterday?	g No, she couldn't.
8 Could the children feed the parrots at the zoo?	h Yes, he did.

**12** Ask and answer.

What's the past of drive? Drove.

What's the past of ... ?

Ha! Ha! Ha!

Where can you see a zebra crossing?

Outside the zoo!

**68**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the sounds /ʊ/ and /u:/ in common words. They will recognise that these sounds are spelt in different ways and will learn to use rhyme to help them remember pronunciation. They will also have completed a communication activity.

## Target language

- **Key language:** words with the phonemes /ʊ/ and /u:/ (e.g. Sue, zoo, look, could)
- **Additional language:** cookbook, What's the past of ... ?, zebra crossing
- **Revision:** animals, superlative adjectives, question forms

## Materials required

- Kid's Box Language Portfolio 4 (page 12)

## Pupil's Book page 68

### Warmer

- Write these words on the board: *use, school, blue, shoes, new*. Say *Which sound is in all the words? Think about the sound, not the spelling*. Give pupils time to discuss together. Elicit the answer (the sound /u:/). Underline the sound /u:/ in the words. Say the sound for pupils to repeat. Explain that pupils will be practising this sound and the short vowel sound /ʊ/.

### 12 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 68. Elicit what they can see in the pictures (Sue, a kangaroo, a book, blue juice). Present *cookbook* (a book with recipes in). Play the audio. Pupils repeat. Play the audio again for pupils to join in.  
Note: Help your pupils recognise the common spelling patterns for the sound /u:/ (*zoo, blue, flew*). Rhyme is a great help with the /u:/ sound when the spelling is irregular (e.g. *who, do, you, shoe* and *through* all rhyme).

#### CD 3, 11

**STELLA:** Hi, I'm Stella! Repeat after me!

/u:/, /u:/, zoo

/ʊ/, /ʊ/, cook

Sue's a kangaroo at the zoo.

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

Look! The animals at the zoo love Sue's blue juice!

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

### 13 Make questions. Ask and answer.

- Tell pupils today's communication activity is about their opinions of different animals. Focus them on the animal names, the superlative adjectives and the example question and answer. Remind them to choose their answers from the animals given. Pupils draw a survey sheet in their notebooks, with enough space for answers from six friends (as in the Pupil's Book) and for the six adjectives on the left. They move around the class, asking their questions of their friends and noting the answers. When pupils have finished, make new groups. Pupils discuss and compare their answers. Discuss as a class.

**Extra activity 1: see page 224 (if time)**

## Activity Book page 68

### 10 Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Books at page 68. Make sure they understand they need to match the rhyming words which are in columns next to each other. Do one or two more matches together if necessary.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Play the audio for pupils to check their answers. Check with the class.

Note: The two phonemes share a spelling pattern: *oo* as in *book* /bʊk/ and in *room* /ru:m/. The /u:/ sound also has other spelling patterns (*ue* as in *blue*; *ew* as in *flew*), as well as many irregular spellings.

**Key:** 2 e, 3 b, 4 a, 5 c, 7 j, 8 f, 9 h, 10 g

#### CD 3, 12

1 school, pool; 2 choose, shoes; 3 zoo, two; 4 took, look; 5 good, could; 6 use, lose; 7 foot, put; 8 flew, blue; 9 moon, balloon; 10 cook, book

### 11 Match the questions and answers.

- Focus pupils on Activity 11. Direct them to the example. Pupils work in pairs. Check with the class in open pairs.

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

### 12 Ask and answer.

- Write the irregular verbs from this and the previous lesson on the board: *see, drink, eat, draw, do, sleep, swim, be, drive, fly*. Ask, e.g. *What's the past of see?* Pupils reply in chorus. Repeat for the other verbs. Practise the question. Pupils then ask and answer in pairs. Monitor and listen for the correct past forms.

### Extra activity 2: see page 224 (if time)

#### Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. Translate/Define *zebra crossing*. Explain the joke if necessary. Elicit the meaning of *joke* in pupils' L1.

#### Language Portfolio (online)

- Pupils complete page 12 of *Kid's Box Language Portfolio 4* (A place I like). Help with new language as necessary.

#### Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. In pairs, they take turns to say the third sentence (*Look! The animals at the zoo love Sue's blue juice!*) as quickly as they can.



**LOCK & KEY**

14 Listen to the story.

Nick Motors. Now you're the most wanted man in town.

Excuse me.

Lock here.

Come on, Key. It's not the best time to play with Miss Rich's dog. We've got a job to do!

Doops! Aagh! Dugh!

Mr. Lock, I'm phoning from the City Zoo. Please come quickly. We need your help.

No problem, Lock. Er, goodbye, Miss Rich.

What's the problem, sir?

A man just took one of our lorries from outside the snake house.

WANTED!

Was this the man?

Yes! That's him! He rode into the zoo on that motorbike, and he drove out of it in our lorry!

My motorbike! My motorbike!

We can catch this thief and get the lorry for you.

Oh! The thief's got the biggest problem! There was a tiger inside the lorry!

Nice cat! Oooh, Mummy!

ROAR! SNARL!

15 Act out the story.

69

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	_____		in
	_____		above
	_____		below
	_____		in front of
	_____		behind
	_____		next to
	_____		between
	_____		opposite
	_____		along
	_____		out of
	_____		round

**Can do**

I can say more verbs in the past. ☹️ 😊 😊

I can talk about animals at the zoo. ☹️ 😊 😊

I can talk about the biggest, the best and the tallest things. ☹️ 😊 😊

69

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

## Target language

- Key language: language in the story
- Additional language: *the most wanted*
- Revision: language from the unit

## Materials required

- Preposition flashcards / wordcards (95–97)
- Playscript 7 *Kid's Box Teacher's Resource Book 4* (pages 80 and 88)
- Extra activity 1: One large piece of paper for each group of four
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 7 Extension worksheet 2 (pages 57 and 61); the animated version of the Unit 7 story from *Kid's Box Interactive DVD 4* (Suzy's room section); Evaluation 7 from *Kid's Box Teacher's Book 4* (page 239)

## Pupil's Book page 69

### Warmer

- Write *Nick Motors*, *Lock*, *Key* on the board. Ask pupils to give you sentences comparing them, using the superlative, e.g. *Nick Motors is the cleverest and the most dangerous*.

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 69. Focus pupils on the first frame and elicit who's in the poster (Nick Motors). Ask pupils: *What's running round Key's legs?* (a dog) *Whose dog is it?* (Miss Rich's). Ask a pupil to read the first speech bubble aloud and check understanding of *the most wanted*. Set the gist questions: *What did the person from the City Zoo say? What did the man take? Who was the man? What was inside the lorry?*
- Play the audio. Pupils listen and read for what happened. They check in pairs. Check with the class ('Please come quickly. We need your help'; he took one of their lorries; Nick Motors; there was a tiger inside).
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Miss Rich have a cat? Where was the lorry when Nick Motors took it? How did Nick Motors get into the zoo? Whose motorbike was it? Did Nick Motors find the tiger? Was he frightened?*

CD 3, 13

As in Pupil's Book

### Extra activity 1: see page 224 (if time)

#### 15 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 7 from *Kid's Box Teacher's Resource Book 4* (page 88). See notes on page 80.

## Activity Book page 69

### Do you remember?

- Write *Prepositions* in the centre of the board. Brainstorm the prepositions pupils have learnt/reviewed in this unit using the flashcards and the wordcards. Review the meaning of each one, using mime.
- Tell pupils to open their Activity Books at page 69. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Pupils then cover the list on the right so that they can only see the pictures and the lines to write the words. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'between'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. 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 past, e.g. the visit to the zoo. 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 about the prepositions they used to describe where the animals were at the zoo. Pupils circle the appropriate face. Repeat for the third sentence, eliciting/reminding them about the superlatives they used to talk about the animals and about their classmates. Pupils circle the appropriate face.
- 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.

### Extra activity 2: see page 224 (if time)

### Optional activities

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 61).
- *Suzy's room*: The animated version of the Unit 7 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- Evaluation 7 from *Kid's Box Teacher's Book 4* (page 239). See notes on page 232.

### Ending the lesson

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

Science
Skeletons

**Fact**  
Instead of bones, sharks have a skeleton made from cartilage.

1 Look and read. Say the correct sentences.

bone

skeleton

There are 206 bones in the human body. More than a half of these are in the hands and feet. Bones are about 22 per cent water. The smallest bone in the body is in the ear and the longest bone is in the leg. Most bones have calcium in them. Human skeletons aren't very different from the skeletons of other animals. A human has got the same number of neck bones as a giraffe!

1 There are two hundred bones in the human body.  
2 All our bones are in our hands and feet.  
3 The smallest bone in our body is in the arm.  
4 The shortest bone is in the leg.  
5 A human has got the same number of feet bones as a giraffe.

2 Read and say the skeleton that corresponds to each description.

1 This animal's got very long, strong wings to help it fly quickly.  
2 This animal's got long arms and legs to climb trees in the jungle.  
3 This animal's got a very long tail to help it stand up.  
4 This animal's got very long neck bones to eat leaves from high trees.

3 Look at the four skeletons. Which animals are they from?

a
b
c
d

70
Vocabulary bone calcium cartilage per cent skeleton

Science
Skeletons

1 Match. Write the word.

dog horse bat bear whale rabbit

1
2
3

dog

4
5
6

2 Write the sentences in order.

1 got the A giraffe has of neck same number bones as a human.  
A giraffe has got the same number of neck bones as a human.

2 have got and legs. Some monkeys long arms

3 to swim. A crocodile's helps it strong tail

4 is all an together. animal's bones A skeleton

5 Crocodiles eyes on the top of their heads. have got big

6 the human bone in skeleton is The longest in the leg.

70

**Objectives:** By the end of the lesson, pupils will have talked about animal and human skeletons

## Target language

- **Key language:** *skeleton, bone, per cent, calcium*
- **Additional language:** *cartilage*
- **Revision:** parts of the body, animals, numbers, superlative adjectives, *human, half*

## Materials required

- Pictures of wild animals including a kangaroo, a giraffe, a bat and a monkey
- Extra activity 1: A piece of paper for each pupil

146 Kid's Box ESS Updated 2nd Ed. Andalusian Ed. TB4 © Cambridge University Press 2019

## Pupil's Book page 70

### Warmer

- Review parts of the body, including those featured in the lesson (*hands, feet, ear, leg, neck, arm*). Give instructions for pupils to follow, e.g. *Show me your hands. Shake your head. Point to your neck. Stamp your feet.*
- Tell pupils to open their Pupil's Books at page 70. Focus on the lesson title and use the photographs in Activity 1 to teach *bone* and *skeleton*. Tell pupils they will learn about human and animal skeletons in this lesson. Ask what they already know about skeletons. Pupils reply in L1. Do not confirm ideas at this stage.

### Fact

- Focus pupils on the Fact box. Ask a pupil to read the fact to the class. Check comprehension of cartilage. Elicit in L1 why it might be useful for a shark to have cartilage instead of bone (the cartilage is lighter than bone and it helps them to control their position in the water).

### 1 Look and read. Say the correct sentences.

- Focus pupils on Activity 1. Read the activity instructions. Go through sentences 1 to 5 and make sure pupils know the meaning of key language, such as *human*. They read the text individually and correct the sentences in pairs. Check answers as a class and ask pairs to read out their correct sentences. Explain/Elicit the meaning of *half, per cent* and *calcium*. Ask pupils which is the most surprising thing they learnt from the text.

**Key:** 1 There are two hundred and six bones in the human body. 2 More than a half of our bones are in our hands and feet. 3 The smallest bone in our body is in the ear. 4 The longest bone is in the leg. 5 A human has got the same number of neck bones as a giraffe.

### 2 Read and say the skeleton that corresponds to each description.

- Focus pupils on Activity 2. Tell them that each sentence is about one of the animals in Activity 3. Pupils work in pairs. They read the sentences and match them with the photographs. Pairs check with pairs. Check with the class. Check understanding of *tail* and *jungle*.

**Key:** 1 bat (c), 2 monkey (d), 3 kangaroo (a), 4 giraffe (b)

### 3 Look at the four skeletons. Which animals are they from?

- Focus pupils on Activity 3 and on the photographs. Stick the pictures of wild animals you have brought to class on the board. Pupils work in pairs. They try to identify each animal skeleton by choosing one of the animals on the board. Check with the class.

**Key:** a kangaroo, b giraffe, c bat, d monkey

**Extra activity 1: see page 224 (if time)**

## Activity Book page 70

### 1 Match. Write the word.

- Tell pupils to open their Activity Books at page 70. Focus them on the activity instruction and the example answer. Pupils work individually and write the words in pencil. They check in pairs. Check around the class.

**Key:** 2 whale, 3 bear, 4 horse, 5 rabbit, 6 bat

### 2 Write the sentences in order.

- Focus pupils on Activity 2. Check understanding, using the example. They work individually and write the other sentences in the correct order. They check in pairs by taking turns to read their sentences aloud to each other. Check with the class in the same way.

**Key:** 2 Some monkeys have got long arms and legs. 3 A crocodile's strong tail helps it to swim. 4 A skeleton is all an animal's bones together. 5 Crocodiles have got big eyes on the top of their heads. 6 The longest bone in the human skeleton is in the leg.

**Extra activity 2: see page 224 (if time)**

### Ending the lesson

- Review with pupils what they have learnt about in today's lesson.



4 Read and say the words to complete the text.

giraffes tail Monkeys long Crocodiles skeletons

Different animals have got different **1**. This is because they live in different habitats and they have to do different things to live. Some animals fly, some swim, some run, some jump and some climb. **2** have got long, strong **3** bones. These help them to move quickly when they catch animals to eat. They've also got big eyes on the top of their heads. These stay out

of the water looking for food when the rest of its body is under water. The leaves which **4** eat are at the top of high trees, so they need very **5** neck bones to get them. **6** have often got long arms, legs and tails. These help them to climb and to move more quickly from tree to tree. They sometimes need to run away from other bigger, hungrier animals!

5 Listen and say 'yes' or 'no'.

Project

Make a class comic of 'Super Animals'.



- Think of two or three different animals and their skeletons.
- What can they do with their different bones and body parts?
- What's your Super Animal called?
- What body parts has it got?
- What can it do?

71

Movers Reading and Writing, Part 2

3 Read the text and choose the best answer. Sally is talking to her friend Jack.

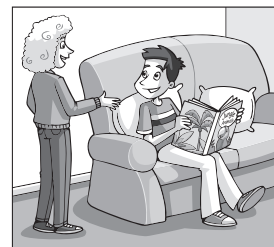
Example

Sally: What are you reading, Jack?

- Jack: A No, I'm not.  
B A book about animals.  
C I'm writing.

Questions

- Sally: Do you like animals?  
Jack: A I haven't got a dog.  
B No, thanks.  
C I love them.
- Sally: Which is your favourite animal?  
Jack: A Whales are the ugliest.  
B I really love tigers.  
C I don't like chocolate.
- Sally: Why do you like them?  
Jack: A I think they're the most beautiful animals.  
B I don't think so.  
C I'd like some chips, please.
- Sally: Did you go to the zoo last week?  
Jack: A Yes, we went on Friday afternoon.  
B Yes, we do.  
C Yes, every Saturday.
- Sally: What did you do there?  
Jack: A We see the elephants.  
B We don't see the lions.  
C We saw the kangaroos.
- Sally: Hmm. Do you want an apple?  
Jack: A Yes, please. I like apples.  
B OK. What colour?  
C Yes, a banana.



71

**Objectives:** By the end of the lesson, pupils will have read about the adaptation of animals to their habitats and completed a project.

## Target language

- Key language: *body parts*
- Additional language: *run away, the rest of*
- Revision: action verbs, parts of the body, *body, habitat, have to, have got, skeleton, bones*

## Materials required

- Warmer: Four pieces of paper, each with the name of an animal habitat written on it: *jungle, savannah, mountain, sea*. Picture of each habitat (if possible)
- Project: A piece of paper for each pupil, coloured pencils, reference materials / internet access
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 7 Topic worksheet* (pages 57 and 63); Extra project idea, Unit 7 'Muscles and bones' from *Kid's Box Teacher's Book 4* (page 230)

## Pupil's Book page 71

### Warmer

- Display the large pieces of paper with habitat words, together with the pictures, on four different walls in the classroom. Check comprehension of the words and elicit that they are all types of habitat. Say a wild animal which lives in one of the habitats. Pupils point to/move to the correct habitat word (e.g. sea). Example animals: jungle – *monkey, crocodile, snake, parrot*; savannah – *lion, giraffe, zebra, rhino*; mountain – *panda, goat*; sea – *shark, whale, fish, dolphin*.
- 4 Read and say the words to complete the text.
- Tell pupils to open their Pupil's Books at page 71. Remind them of the meaning of *habitat*. Read the activity instruction and make sure pupils realise they need to use the words in the box. Pupils read and complete the text individually and then compare answers in pairs. Check with the class. Go through any new vocabulary.

**Key:** 1 skeletons, 2 Crocodiles, 3 tail, 4 giraffes, 5 long, 6 Monkeys

### 5 Listen and say 'yes' or 'no'.

- Focus pupils on Activity 5 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the audio. Pupils listen and whisper. Play the audio again. Check after each one. Pupils correct the incorrect sentences.

**Key:** 1 no, 2 no, 3 no, 4 yes, 5 no, 6 no

### CD 3, 14

- 1 All animals have the same kind of skeleton.
- 2 Giraffes have got long, strong tail bones.
- 3 Crocodiles don't eat animals.
- 4 Crocodiles have got big eyes on the top of their heads.
- 5 Giraffes need long neck bones to eat leaves from small plants.
- 6 Monkeys arms are shorten than their legs.

### Project Make a class comic of 'Super Animals'.

- Focus pupils on the project and on the photograph. Read through the instructions and check pupils know what to do. Provide them with appropriate reference materials. Give them time to collect their information and help them if necessary. Hand out the paper. Pupils make their page for the comic. They write about their Super Animal in their notebooks first. When you have checked their work, they write their text on the page. If you aren't going to do Extra activity 1, collect the comic pages and make them into a book for display.

**Extra activity 1: see page 224 (if time)**

## Activity Book page 71

### Movers Reading and Writing, Part 2

#### 3 Read the text and choose the best answer. Sally is talking to her friend Jack. **M** towards

- Tell pupils to open their Activity Books at page 71. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the first line of each dialogue and circle 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 C, 2 B, 3 A, 4 A, 5 C, 6 A

**Extra activity 2: see page 224 (if time)**

### Optional activities

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 57 and 63).
- Extra project idea, Unit 7 'Muscles and bones'. See notes on *Kid's Box Teacher's Book 4* (page 230).

### Ending the lesson

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

**8 Let's party!**

1 Look, think and say the answers.

1 Whose birthday is it today? 3 What kind of sandwiches are there?  
2 What are the grown-ups doing? 4 Who's thirsty?

**Grammar**

a bowl of salad.  
a plate of sandwiches.  
a bottle of lemonade.  
a cup of coffee.  
a glass of apple juice.

2 Listen and check.  
3 Listen and say the letter.

1 A bowl of salad. a

72

**8 Let's party!**

1 Circle the odd one out.

1 a cup of: tea bananas coffee milk  
2 a bag of: fruit sweets potatoes water  
3 a bowl of: soup salad noodles orange juice  
4 a glass of: lemonade milk milkshake apples  
5 a bottle of: water pears sauce lemonade  
6 a box of: cakes chocolates eggs chicken

2 Sort and write the words.

1 There's a xob of seeg.  
2 There's a pcu of efcoef.  
3 There's a lsags of limk.  
4 There's a gba of spare.  
5 There's a tetlob of ratwe.  
6 There's a lwbo of iturf.  
7 There's a xbo of aresong.

box of eggs

72

**Objectives:** By the end of the lesson, pupils will have read and talked about food and parties.

## Target language

- **Key language:** food: *salad, pasta, sandwich(es), soup*; containers: *a bowl of, a bottle of, a cup of, a glass of; want someone to (do something)*
- **Additional language:** *fancy dress party, Can you pass /take ... ?, Could you put ... ?*
- **Revision:** food and drink, *birthday, present, card, decorations, grown ups, Would you like ... ?*

## Materials required

- Warmer: Birthday card, balloons and decorations
- Container and food flashcards/wordcards (98–108)
- Extra activity 1: Copy of the audioscript from Pupil's Book Activity 2 on a large piece of paper for display, paper, colours, scissors
- Extra activity 2: A piece of paper for each of the six groups to make word maps
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Reinforcement worksheet 1* (pages 64 and 65)

## Pupil's Book page 72

### Warmer

- Display the birthday card and the balloons and elicit *birthday*. Elicit from pupils what happens on their birthdays. Develop a mind map on the board to include: *party, presents, balloons, food, cake, decorations*.

### 1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 72. Focus them on the pictures and elicit who/what they can see. Elicit that this is a *fancy dress party*. Ask: *What can they see?* Ensure that you teach both *tea* and *coffee*, with *cup*. Using the artwork for Mrs Star's tray. Ask *What's this hot drink? Is it tea or coffee?* (it's tea). Write *tea* and *coffee* on the board. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures.

### 2 Listen and check.

- Play the audio. Elicit complete sentences for the answers. Play the audio again and ask further checking questions, e.g. *Can you name the foods they are making? Who wants a glass of lemonade? Where are the bottles of lemonade? Does Grandpa want a cheese sandwich? What does he want to eat?* Focus pupils on the Grammar box and call out the containers for pupils to supply the food/drink, e.g. *A bottle of ...*

**Key:** 1 It's Simon's birthday. 2 They're making food for the party. 3 Cheese sandwiches. 4 Grandpa's thirsty.

### CD 3, 15

**NARRATOR:** It's Simon's birthday. The grown-ups are making food for his party.

**MR STAR:** Angelina, can you take a bowl of salad to the table, please?

**MRS STAR:** Yes. Can you pass me a bowl of cold pasta, too, please?

**GRANDMA:** What do you want me to do?

**MR STAR:** Er, could you put these cheese sandwiches on the table please, Mum?

**GRANDPA:** Where's the lemonade, son?

**MR STAR:** There are some bottles in that box next to the door.

**MRS STAR:** Who'd like a cup of tea?

**GRANDPA:** Ooph, no, thank you. But I am thirsty. I need a glass of lemonade!

**GRANDMA:** Do you want a cheese sandwich too?

**GRANDPA:** Oh, no, thank you. I don't like party food. Bruce made some nice vegetable soup yesterday. I can have some of that later.

**GRANDMA:** Hmm. Vegetable soup. Oh, no, dear. We had it for dinner last night. We finished it all when you were out with your friends. It was lovely. Now, would you like a cheese sandwich?

**GRANDPA:** Oooohhh ... yes, please.

**Extra activity 1: see page 224 (if time)**

### 3 Listen and say the letter.

- Focus pupils on the Activity 3 instruction and on the pictures. Check they understand what to do by using the example answer. Remind them to whisper the answer to their partner the first time they listen. Play the audio. Pupils listen and whisper. Play the audio again. Check with the class.

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

### CD 3, 16

- a bowl of salad, 2 a bowl of vegetable soup, 3 a box of bottles, 4 a cup of tea, 5 a bowl of pasta, 6 a glass of lemonade, 7 a cheese sandwich, 8 a bottle of lemonade

## Activity Book page 72

### 1 Circle the odd one out.

- Tell pupils to open their Activity Books at page 72. Demonstrate, using the example. Pupils complete the activity in pairs. Check with the class.

**Key:** 2 water, 3 orange juice, 4 apples, 5 pears, 6 chicken

### 2 Sort and write the words.

- Focus pupils on Activity 2. Using the picture to help, they unscramble the words and write them. Pupils check in pairs. Check with the class.

**Key:** 2 cup of coffee, 3 glass of milk, 4 bag of pears, 5 bottle of water, 6 bowl of fruit, 7 box of oranges

### Extra activity 2: see page 224 (if time)

### Optional activity

- Unit 8 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 64 and 65).

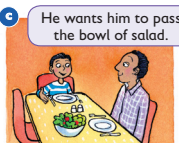
### Ending the lesson

- Write a word snake or words from the lesson on the board, e.g. *Bottleggsglassorangesaladcupearsandwichesoupbox*. Pupils copy it in their notebooks and circle all the words. Point out that some words overlap. Check with the class. If time, pairs can write their own for other pairs.
- Call out a food item and ask pupils to say what different containers they can go with, e.g. lemonade – a *glass* of lemonade, a *bottle* of lemonade. Continue with *milkshake, oranges, noodles, eggs, pasta, soup, salad*, etc.



## 4 Listen and say the letter.

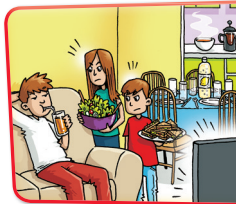
1 Can you take these dirty cups to the kitchen please, children?



## Functions

He wants her to make a cheese sandwich.

## 5 Read and say the correct sentences.



Paul wants to make lunch for his mum and dad. He wants his brother and sister to help him. He wants Vicky to make a bowl of salad and then he wants her to make a bowl of soup. He wants Jack to take a plate of sandwiches and a bottle of lemonade to the table. After lunch he wants him to make a cup of coffee for their parents. Paul wants to sit down and watch TV with a glass of apple juice. His brother and sister aren't happy, they're angry. They want Paul to help them.

- 1 Paul wants his mum and dad to help him.
- 2 He wants Vicky to make a box of noodles.
- 3 He wants her to make a cup of soup.
- 4 Paul wants Jack to take a plate of pancakes to the table.

**Vocabulary** cheese pasta salad sandwich soup vegetables

**Functions** want someone to do (something)

**Grammar** Expression of quantity

73

## 3 Write sentences.



1 Simon wants Stella to open the window.

- 2
- 3
- 4
- 5
- 6

## 4 Listen, colour and write. There is one example.



73

**Objectives:** By the end of the lesson, pupils will have had more practice talking about food and parties and using *want someone to (do something)*.

## Target language

- **Key language:** *want someone to (do something), in front of*
- **Revision:** polite requests, food and drink, containers, parties, colours

## Materials required

- Container and food flashcards / wordcards (98–108)
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Reinforcement worksheet 2* and *Extension worksheet 1* (pages 64, 66 and 67)

## Pupil's Book page 73

### Warmer

- Review the container and food words using the flashcards and wordcards. Play a chain game. Say, e.g. *On the table at the party I saw a bag of sweets*. Pupil 1: *On the table at the party I saw a bag of sweets and a bottle of lemonade*. Continue around the class. When it gets to six or seven items, start another chain.

### 4 Listen and say the letter.

- Tell pupils to open their Pupil's Books at page 73. Focus pupils on the Activity 4. Remind pupils to whisper the letter to their partner the first time. Play the audio. Pupils listen and whisper. Play the audio again. Check with the class. Focus pupils on the Grammar box and introduce/practise the use of *want someone to (do something)* in the checking phase, e.g. *1 What does she want the children to do? She wants ...* (pupils complete the sentence).

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

### CD 3, 17

- Can you take these dirty cups to the kitchen please, children?
- Can you open this bottle of lemonade us, please?
- Can you put these glasses on the table please, kids?
- Can you pass me the bowl of salad, please?
- Can you make me a cheese sandwich please, Mum?
- Bill, can you hold my glass, please?

### 5 Read and say the correct sentences.

- Focus pupils on Activity 5 and on the picture. Tell them that the children are called Paul, Vicky and Jack. Ask how the people in the picture are feeling. Check comprehension of sentences 1 to 4. Pupils read the text and write correct sentences individually. They check in pairs. Check with the class.

**Key:** 1 Paul wants his brother and sister to help him. 2 He wants Vicky to make a bowl of salad. 3 He wants her to make a bowl of soup. 4 Paul wants Jack to take a plate of sandwiches to the table.

Extra activity 1: see page 225 (if time)

## Activity Book page 73

### 3 Write sentences.

- Tell pupils to open their Activity Books at page 73. Focus them on the pictures and on the example. Pupils work in pairs, doing the activity orally first. Then they write the sentences. Check with the class.

**Key:** 2 Grandma wants Grandpa to text Simon. 3 Mrs Star wants Mr Star to make some coffee. 4 Stella wants Suzy to clean the table. 5 The teacher wants the children to sit down. 6 Grandpa wants Grandma to turn on the computer.

### 4 Listen, colour and write. There is one example.

**M** towards

- Focus pupils on the Activity 4 instruction. Check understanding and tell them to put their colours on their desks. Play the audio. Pupils follow the instructions. They check in pairs. Play the audio again. Check with the class.

### CD 3, 18

Can you colour this kitchen picture? / Yes, I think it is breakfast time in this house. / That's right. The table in this kitchen is round. Can you colour it?

OK. / Make it grey.

Can you see the grey table? This is an example. Now you listen and colour and write.

1.

Now, I want you to colour some of the things in the picture. OK? / OK. Where do we start? / Can you see the box of eggs below the clock? / Yes. / Colour the box brown, please.

2.

Good. Now I want you to write something. Can you see the bottle next to the eggs? / Yes. / Write the word water on it, please. / All right.

3.

Would you like to colour something now? / Yes, please. / Can you see the cup of tea on the table? Would you like to colour the cup blue, please? / OK.

4.

Now I want you to colour some fruit. Can you see the bowl of fruit on the table? / Oh, yes. It's got bananas and apples in it. / Good. Well, I want you to colour the two apples red, please. / OK.

5.

And now I want you to colour a banana yellow. / Which banana? The one in the bowl or the one in front of it? / Colour the banana in front of the bowl, please. / Did you say yellow? / That's right. / There you are. Finished. / Well done!

Extra activity 2: see page 225 (if time)

### Optional activities

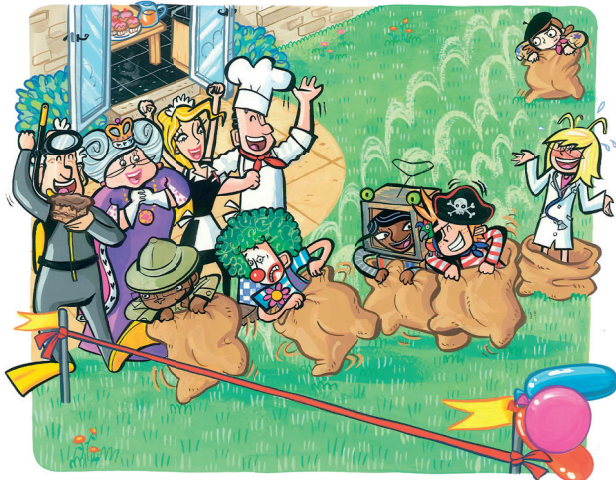
- Unit 8 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 64 and 66).
- Unit 8 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 64 and 67).

### Ending the lesson

- Give instructions for the end of the lesson, e.g. *Can you clean the board? Can you close your books?* Elicit sentences with *want*, e.g. *You want us to clean the board / close our books.*

6 Look, think and say the answers.

- 1 What are the children doing?
- 2 Who's first?
- 3 Who's last?
- 4 Who's walking?



7 Listen and check.

8 Listen and say the name.

1 He's jumping the most quickly.

Alex.

Vocabulary

quickly	→	the <b>most quickly</b>
slowly	→	the <b>most slowly</b>
well	→	the <b>best</b>
badly	→	the <b>worst</b>

74

Grammar Superlative adverbs

5 Choose your party.

Last week was Jack's birthday. I went to his party last Saturday. It was good. We ate pasta sandwiches and drank fruit juice. We played a funny song game. I gave him a book. I came home at seven o'clock.

6 Look at the picture. Write 'yes' or 'no'.



- 1 The man with the moustache is talking the most quietly. yes
- 2 The younger girl is riding the most carefully. \_\_\_\_\_
- 3 The woman wearing glasses is shouting the most loudly. \_\_\_\_\_
- 4 The boys are riding the best. \_\_\_\_\_
- 5 The older girl is riding the most quickly. \_\_\_\_\_
- 6 The man with the beard is riding the most slowly. \_\_\_\_\_

74

**Objectives:** By the end of the lesson, pupils will have used superlative adverbs to talk about pictures and party events.

## Target language

- **Key language:** superlative adverbs, e.g. *the most quickly/carefully, the best, the worst, the most; well, sack race*
- **Additional language:** *third place*
- **Revision:** adverbs, adjectives, present continuous, *fancy dress, clown, pirate, robot, explorer, artist, doctor, pop star, model*

## Materials required

- Optional: Grammar reference Unit 8 *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95)
- *Kid's Box Language Portfolio 4* (page 13)



## Pupil's Book page 74

### Warmer

- Review known adverbs. Ask a pupil to come to the front. Whisper an action and an adverb, e.g. *Walk slowly*. The pupil mimes the action and the adverb. The class guesses, e.g. *He's walking slowly*. Repeat.
- Ask, *Is Mr Star a pop star?* (yes) *Is Mrs Star a pop star?* (no) *Is Mrs Star a model?* (no) *What's Mrs Star's job?* *She's an actor*. Ask pupils to correct these sentences:  
*Mr Star's a model.*  
*Mrs Star's a farmer.*  
*Uncle Fred's an actor.*  
*Aunt May's a dentist.*  
*Lock and Key are pop stars.*

### 6 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 74. Elicit what/who they can see. Present *sack race, fancy dress, doctor, pirate, explorer, clown, robot, artist*. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures to help them guess.

### 7 Listen and check.

- Play the audio. Elicit complete sentences for the answers. Elicit who each of the 'characters' is. Play the audio again and ask further checking questions to focus on the superlative adverbs, e.g. *How's the clown jumping?* *How's the doctor jumping?* *Why?* *How's the artist jumping?*

**Key:** 1 They are having a sack race. 2 The explorer's first.  
3 The artist's last. 4 The artist's walking.

### CD 3, 19

**GRANDPA:** And here we are at the Star House Birthday Race. The explorer's first at the moment. He's jumping best. The clown's jumping the most quickly, but not the most carefully. Oh, he's got problems. I think he's falling.

**MR STAR:** Oh, dear! He's going down! - Aaaagh!

**GRANDPA:** And the pirate and the robot are both trying to get third place. Ooh, this is very exciting. And the doctor's jumping the worst, but she's laughing the most. The artist is jumping the most slowly, but she's doing very well.

**MR STAR:** Er, she isn't jumping. Dad. She's walking.

**GRANDPA:** Hmm! She's doing very well. She has got the shortest legs.

### 8 Listen and say the name.

- Focus pupils on the Activity 9 instruction and check understanding. Remind pupils to whisper the name the first time. Play the audio. Pupils listen and whisper the name to their partner. Play the audio again. Check with the class.
- Focus pupils on the Grammar box. They take turns to read the examples aloud. Elicit other examples of superlative adverbs from the previous activities.

**Key:** 2 Simon, 3 Alex, 4 Stella, 5 Lenny, 6 Suzy, 7 Suzy, 8 Meera

### CD 3, 20

- He's jumping the most quickly.
- He's the pirate.
- He's the clown.
- She's jumping the worst.
- He's jumping the best.
- She's the artist.
- She's jumping the most slowly.
- She's the robot.

### Extra activity 1: see page 225 (if time)

## Activity Book page 74

### 5 Choose your party.

- Tell pupils to open their Activity Books at page 74. Focus them on the Activity 5 instruction and check understanding, doing an example for practice. They circle the words to complete the text and then write the text in their notebooks. Pupils make groups of six. They take turns to read sentences from their texts, saying *Same* or *Different* as they listen to the others' choices.

### Extra activity 2: see page 225 (if time)

### 6 Look at the picture. Write 'yes' or 'no'. **M** towards

- Focus pupils on the Activity 6 instructions and check understanding. They work in pairs and write their one-word answers next to the statements. Pairs check with pairs. Check with the class.

**Key:** 2 no, 3 yes, 4 yes, 5 yes, 6 yes

### Optional activity

- Grammar reference Unit 8 from *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95). See answer key on *Kid's Box Teacher's Book 4* page 195.

### Language Portfolio (online)

- Pupils complete page 13 of *Kid's Box Language Portfolio 4* (A special event). Help with new language as necessary.

### Ending the lesson

- Tell pupils to put their books away and prepare for the next lesson. As they are doing it, make comments, e.g. *Paula's putting her books away the most carefully. Danny's packing his bag the most quickly. Oh, and Jenny's the first!*



9 Look and find the differences. In picture B the clown's drinking a milkshake.



10 Say the words to complete the song. Listen and check.

made ate wore said drank danced gave was

We had soup, we had pasta,  
We had salads and cheese.  
We all wanted more,  
We all **said** 'please'.  
We **1** presents,  
And cards which we **2**.  
We **3** fancy dress,  
We **4** and we played.

The party was good,  
The party **5** great.  
And now it's time to fly.  
The party was good,  
The party was great.  
We'll see you soon, goodbye.



The drinks we **6**,  
The food we **7**.  
The party was good,  
The party was great.

We gave presents ...  
Now the party's over,  
Now it's time to fly.  
See you soon, goodbye.

11 Sing the song.

75

7 Read and complete the table.

Vicky had a party yesterday. All the children wore fancy dress. After the party Vicky's mum couldn't find the children. Can you help her?

- 1 The girl who didn't wear trousers wore a little white hat.
- 2 The girl who had a black beard wore white trousers.
- 3 A boy had a big red nose.
- 4 A girl wore a big black hat.
- 5 The boy who wore red trousers also wore an orange hat.
- 6 Vicky wore a white dress.

Name	trousers	dress	hat	nose	beard
Susan					
Peter					
Vicky			little white		

Who was the clown? \_\_\_\_\_

Who was the pirate? \_\_\_\_\_

Who was the nurse? \_\_\_\_\_

8 Find three words from the same group. ↓ → ↘ ↗

1	panda	lion	giraffe	2	model	jumped	longest
	doctor	worst	bought		kicked	tallest	pirate
	film star	drove	nurse		best	whale	shark
3	dentist	ate	panda	4	pirate	had	snake
	better	drank	fish		could	clown	was
	monkey	went	clown		bat	parrot	pop star

75

**Objectives:** By the end of the lesson, pupils will have had more practice talking about parties and sung a song.

## Target language

- Key language: past simple, rhyming words
- Additional language: *It's time to fly,*  
*The party's over*
- Revision: party food and drink, containers

## Materials required

- Container and food flashcards / wordcards (98–108)
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 8 Song worksheet (pages 64 and 69); *Kid's Box Interactive DVD 4, The music room*, Unit 8 'The party was good!' song

## Pupil's Book page 75

### Warmer

- In pairs, pupils brainstorm their ideal party. Elicit their ideas and review party food, decorations, party games. Use the flashcards/wordcards to review food and containers.

### 9 Look and find the differences. **M** towards

- Tell pupils to open their Pupil's Books at page 75. Focus them on Activity 9 and on the pictures. Elicit that they are different. Check they have read the activity instructions and know what to do using the example. Tell them there are eight differences. In pairs, pupils look for the differences in the pictures. They talk about the differences in the same way. Check with the class:

#### Key:

A: The clown's eating a cake. B: The clown's drinking orange juice.  
 A: There is a plate of chicken. B: There is no plate of chicken.  
 A: There is a bottle of lemonade. B: There is a carton of orange juice.  
 A: There is a bowl of salad. B: There is a bowl of pasta.  
 A: The pirate has a beard and no moustache. B: The pirate has a moustache and no beard.  
 A: The doctor has black shoes. B: The doctor has red shoes.  
 A: There's a (mobile) phone on the chair. B: There's a book on the chair.  
 A: The clown has got a flower. B: The clown hasn't got a flower.

### Extra activity 1: see page 225 (if time)

#### 10 Say the words to complete the song. Listen and check.

- Focus pupils on the picture for Activity 10 and elicit some of the things they can see on the table. Ask them what kind of party it was. Check they have read the activity instructions and know what to do. Remind them to think of the rhymes and to use the picture to help them. They read the song first in pairs and try and fit the words in the gaps. Pairs check with pairs.
- Make sure pupils are ready to listen. Play the audio. They listen and check their words.

**Key:** 1 gave, 2 made, 3 wore, 4 danced, 5 was, 6 drank, 7 ate

CD 3, 21

As in Pupil's Book and Key

#### 11 Sing the song.

- Play the audio again in lines and then in verses for pupils to repeat. When pupils are confident with the song, make six groups. Groups take turns to sing one of the verses/the chorus. Change groups and repeat.

CD 3, 21

As in Pupil's Book and Key

CD 3, 22

Now sing the song again. (Karaoke version)

## Activity Book page 75

### 7 Read and complete the table.

- Tell pupils to open their Activity Books at page 75. Focus them on Activity 7 and on the instruction. Check they understand what to do. Pupils read the text and complete the table. They check in pairs. Check with the class by reproducing the table on the board for pupils to come up and complete. They answer the three questions, saying who dressed up as what at the party.

**Key:** Clown: Peter; pirate: Susan; nurse: Vicky

Name	trousers	dress	hat	nose	beard
Susan	white		big black		black
Peter	red		orange	big, red	
Vicky		white	little white		

### Extra activity 2: see page 225 (if time)

#### 8 Find three words from the same group.

- Focus pupils on the Activity 8 instruction and check understanding. Using the example, elicit what links the three words (parts of speech). Pupils work in pairs to join words in the other squares. Check with the class, discussing the reasons each time. Say, *Tell me the names of famous pop stars/models.*

**Key:** 2 best, tallest, longest; 3 ate, drank, went; 4 pirate, clown, pop star

### Optional activities

- Unit 8 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 64 and 69).
- The music room:* Unit 8 'The party was good!' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song from earlier in the lesson again.

**12 Stella's phonics**

Say **soup** and **blue**,  
And **think**, **thought** and **flew**.  
Say **water**, **pasta** and **clever**,  
And **party**, **bottle** and **weather**.  
Another syllable will make it three,  
Say **beautiful**, **elephant** and **carefully**!

**13 Choose a picture. Play the game.**

What am I?  
Have you got a red nose?  
No, I haven't.  
Can you sail a boat?  
Yes, I can.

**76** Phonics One-, two and three syllable words

**9** Write. Listen, check and say.

eggs vegetables sandwich wanted terrible good computer  
quickly flew basketball easy caught enjoy came holiday

one syllable	two syllables	three syllables
eggs	sandwich	vegetables

**10** Listen and tick the box.

1 a b c  
2 a b c  
3 a b c  
4 a b c

Ha! Ha! Ha!

**JOKE BOX**

Which are the strongest days of the week?  
Saturday and Sunday, because the others are weekdays.

**76**

**Objectives:** By the end of the lesson, pupils will be able to identify the number of syllables in a word and will be aware that some syllables within a word are stressed while others are not. They will have matched words which sound the same (homophones). They will have also completed a communication activity.

## Target language

- **Key language:** *syllable*, words with one, two or three syllables
- **Revision:** question forms, jobs (including *pop star* and *model*)

## Materials required

- Extra activity 1: Photocopiable activity 8 (page 212), photocopied onto card and cut in half so there is half a page for each pair in the class

## Pupil's Book page 76

### Warmer

- Write one- and two-syllable food words on the board, e.g. *soup, pasta, salad, cup, bowl, bottle, sandwich, cheese*. Clap once and say *soup*. Clap twice and say *pasta*. Point to the next word in the list and ask pupils if you need to clap once or twice. Tell them to think about the sound. Tell pupils that the 'beats' in a word are called *syllables*. *Soup* has one syllable. *Pasta* has two syllables. Pupils work in pairs to sort the words into two groups (one syllable or two syllables).

### 12 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 76. Elicit what they can see. Tell pupils to point the first time they listen and to say the sentences quietly. Play the audio. Pupils point and quietly repeat. Play the audio again, pausing for pupils to repeat. Point out that only the stressed syllables in the poem are highlighted in bold to help with the rhythm.  
Note: Teaching the number of syllables in a word includes showing pupils where the stress falls.

#### CD 3, 23

**STELLA:** Hi, I'm Stella! Repeat after me!

Say soup and blue,

And think, thought and flew.

Say water, pasta and clever,

And party, bottle and weather.

Another syllable will make it three,

Say beautiful, elephant and carefully!

Say soup and blue,

And think, thought and flew.

Say water, pasta and clever,

And party, bottle and weather.

Another syllable will make it three,

Say beautiful, elephant and carefully!

(repeat)

### Extra activity 1: see page 225 (if time)

### 13 Choose a picture. Play the game.

- Focus pupils on Activity 13. Elicit the names of the jobs in the pictures and write them on the board. Choose a job (without telling pupils). They ask yes/no questions to guess. They can ask ten questions. Write prompts for the questions if necessary, e.g. *Can you ... ? Do you ... ? Have you ... ? Are you ... ?* Pupils then play the game in pairs, taking turns to choose a job and to have ten chances to guess. If a pupil guesses his/her partner's job correctly, he/she gets a point.

## Activity Book page 76

### 9 Write. Listen, check and say.

- Tell pupils to open their Activity Books at page 76. Check they know the meaning of all the words in the box. Point out the words at the top of each column of the table. Say the words, emphasising the syllables in the two and three-syllable words. Pupils repeat. Draw attention to the examples. Pupils work individually to put the words into the three columns. Tell them to say the words aloud to help.
- Focus on the second part of the instruction (*Listen, check and say*). Play the audio for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

#### Key:

one syllable	two syllables	three syllables
eggs	sandwich	vegetables
good	wanted	terrible
flew	quickly	computer
caught	easy	basketball
came	enjoy	holiday

#### CD 3, 24

one syllable: eggs, good, flew, caught, came

two syllables: sandwich, wanted, quickly, easy, enjoy

three syllables: vegetables, terrible, computer, basketball, holiday

### Extra activity 2: see page 225 (if time)

### 10 Listen and tick the box.

- Focus pupils on the Activity 10 instruction and check understanding. Give pupils time to look at the pictures. Play the audio. Pupils tick the correct box. They check in pairs. Play the audio again. Check with the class. Elicit what the people in the other pictures are doing.

#### Key: 2 a, 3 c, 4 b

#### CD 3, 25

- Sarah's having a jacket potato with cheese and a salad for dinner. She's got apple juice to drink.
- It's cold and windy outside so Jim's got a bowl of hot vegetable soup for lunch.
- Mrs Smith had a cup of tea at 11 o'clock. She has a cup of tea at the same time every day.
- Jack was really hungry so he ate his sandwich at playtime.

### Joke box

- Focus pupils on the Joke box. They guess/find the answer. Explain the joke if necessary.

### Ending the lesson

- Pupils repeat the poem from the beginning of the lesson.



**LOCK & KEY**

14 Listen to the story.

Let's go, Key! We have to work more carefully this time. We can't make any more mistakes.

EEK! No problem, Lock!

Here, nice cat! Have a bag of parrot food! Mmmm!

Here's a bottle of water... No? How about a nice box of... fruit!

ROAR! ROAR!

Look, there it is! The lorry's over there!

Oh, yes. Now we've got him!

We've got you now, Nick. The police are coming to get you!

Oh, yes please. Take me away from the tiger. Thank you! You're my heroes!

Nice work, men. You caught Nick Motors for us!

Well, we had a little help.

No problem!

15 Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	tea		tea
			milkshake
			pancakes
			vegetables
			cheese
			salad
			sauce
			noodles
			glass
			cup
			bottle
			bowl
			box

**Can do**

I can say more food and container words. ☐ ☐ ☐

I can talk about things I want someone to do. ☐ ☐ ☐

I can talk about parties. ☐ ☐ ☐

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

## Target language

- Key language: language in the story
- Additional language: *take me away*
- Revision: language from the unit, *heroes*

## Materials required

- Container and food flashcards / wordcards (98–108)
- Playscript 8 *Kid's Box Teacher's Resource Book 4* (pages 80 and 89)
- Extra activity 1: A large piece of paper for each group of four
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Extension worksheet 2* (pages 64 and 68); the animated version of the Unit 8 story from *Kid's Box Interactive DVD 4* (Suzy's room section)

## Pupil's Book page 77

### Warmer

- Review with pupils how the Unit 7 Lock and Key episode in the Pupil's Book ended and what their predictions are for what happens next. Tell pupils that this is the last episode of the story in *Kid's Box 4*. Take a vote as to whether the police / Lock and Key catch Nick Motors or not.

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 77. Pupils quickly read the story to check their predictions from the Warmer. Discuss with the class. Set the gist questions: *What food/drink does Nick Motors give to the tiger? Which does the tiger eat/drink? Who are the heroes? Do you agree?*
- Play the audio. Pupils listen and read. They check in pairs. Check with the class (A bag of parrot food, a bottle of water, a box of fruit; nothing; Lock and Key).
- Play the audio again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Nick Motors like the tiger? Who saw the lorry first? Why did Nick Motors say 'Thank you' to Lock and Key?*

CD 3, 26

As in Pupil's Book

#### Extra activity 1: see page 225 (if time)

#### 15 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 8 from *Kid's Box Teacher's Resource Book 4* (page 89). See notes on page 80.

## Activity Book page 77

### Do you remember?

- Review the food and container words using the flashcards. Stick the flashcards on the board. Ask pupils to come and label the flashcards (the class can help with the spelling or you can also use the wordcards). Accept other words from the unit and add them to the board.
- Tell pupils to open their Activity Books at page 77. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Pupils then cover the list on the right so that they can only see the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'vegetables'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. 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 food and container words, e.g. Simon's party. 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 about the activity where they gave/followed instructions and reported on what they wanted the person to do. Pupils circle the appropriate face. Repeat for the third sentence, eliciting/reminding them about the party words they learnt/used in the lessons. Pupils circle the appropriate face.
- 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.

#### Extra activity 2: see page 225 (if time)

### Optional activities

- Unit 8 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 64 and 68).
- *Suzy's room*: The animated version of the Unit 8 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.

### Ending the lesson

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

## Science Food

- 1 Look at the food plate.  
How often do you think you need to eat food from each group?

Fruit and vegetables

Carbohydrates

Protein

Dairy products

Fats and sugar

- 2 Read and say the answers.

For a healthy body we need to eat different kinds of food. There are five important groups of food: carbohydrates; dairy products; fats and sugar; protein; fruit and vegetables.

**Carbohydrates** give us energy. 1 What kinds of food are carbohydrates?

**Dairy products** make our bones and teeth strong because they contain calcium. We get calcium from milk and food which comes from milk, like yoghurt. 2 Do you know another food which comes from milk?

**Fats and sugar** also give us energy, but a lot of fat and sugar is not good for our bodies.

3 What kinds of food have sugar? 4 What kinds of food have got fat?

**Protein** is important because it is good for our muscles and it makes them strong. Protein comes from animals or some vegetables, like beans. 5 What other foods do you think give us protein?

**Fruit and vegetables** have a lot of vitamins and minerals. 6 Can you say the names of five different fruits? 7 Can you name three different vegetables?

## Fact

A 60 gram bar of milk chocolate has seven teaspoons of sugar in it.

78






## Vocabulary

carbohydrates dairy products energy fat minerals muscles proteins sugars

## Science Food

- 1 Put the words in groups.

chicken rice noodles milk grapes fish bananas apples eggs  
beans peas cake chocolate carrots yoghurt bread sweets

				
carbohydrates	protein	fruit and vegetables	dairy products	fats and sugar
	chicken			

- 2 Read and write.

- Susan's having a baby. She needs lots of protein. What kinds of food does she have to eat?  
She has to eat fish, chicken, beans and eggs.
- Tom's always hungry. He eats chocolate between meals. What different kinds of food can he eat?
- Peter runs every day. He needs lots of energy. What must he eat?
- Vicky's got a cold. She needs some vitamins to make her better. What must she eat?
- Ben's got a problem with his teeth. He needs to make them stronger. What must he eat?

78

**Objectives:** By the end of the lesson, pupils will have learnt and talked about food and nutrients and written about what people should eat.

## Target language

- Key language:** *carbohydrates, proteins, dairy products, fat, sugars, energy, vitamins, minerals, muscles*
- Additional language:** *gram, teaspoon*
- Revision:** *food, bones, teeth, calcium, have to, need, must, should*

## Materials required

- Extra activity 2: Empty food packets and cartons which list the carbohydrates, fats, sugars in certain foods, e.g. cereal boxes, biscuit packets, yoghurt pots (plain and fruit), energy bars, soft drink cans or cartons
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Topic worksheet* (pages 64 and 70)

## Pupil's Book page 78

### Warmer

- Ask pupils what they ate the previous day. Write the foods on the board, using different colours for the five food groups: protein; fats and sugar, dairy products, carbohydrates, fruit and vegetables. Don't tell pupils what the colours mean yet. Leave the words on the board.

### Fact

- Tell pupils to open their Pupil's Books at page 78. Ask a pupil to read the fact to the class. Check comprehension of *gram* and *teaspoon*. Ask how big a 60 gram bar of chocolate is (it's small) and if pupils think that's a lot of sugar. Ask pupils if they think lots of sugar is good for them.

### 1 Look at the food plate.

- Focus on the picture of the plate. Elicit the names of some of the foods pupils can see in each group. Check understanding of the five food groups. Elicit what they are in L1. Point at the foods from the Warmer on the board and elicit what the colours mean/which colour is which food group.
- Read the second part of the activity instruction and check comprehension. Pupils discuss the question in pairs. Ask them which of the foods they think they have to eat at every meal, which they need to eat every day and which they need to eat less often (e.g. once or twice a week). Encourage them to give reasons. Monitor and help with new language as necessary. Have a short class discussion and explain/ elicit that the size of the 'sections' of the plate represent the proportion of each group of food we should eat (around a third of the diet should be carbohydrates, a third fruit and vegetables, one third dairy products, protein, fats and sugar).

### 2 Read and say the answers.

- Focus pupils on the Activity and on the text and ask pupils to read it aloud.
- Tell pupils to read the Activity 2 instruction and make sure they realise the questions are in the text. Read the text aloud for each food group. After reading as a class, pupils work in pairs to answer the questions, using the picture in Activity 1 to help. Pairs check with pairs. Check with the class.

**Key:** Possible answers: 1 bread, pasta, potatoes, rice; 2 cheese; 3 chocolate, sweets; 4 crisps, chips, cake; 5 fish, eggs; 6 grapes, apples, bananas, pineapples, oranges, lemons; 7 aubergines, broccoli, peppers, carrots, lettuce, celery, mushrooms, cucumber

**Extra activity 1: see page 225 (if time)**

## Activity Book page 78

### 1 Put the words in groups.

- Clean the Warmer activity off the board. Tell pupils to open their Activity Books at page 78. Focus them on the Activity 1 words, table and instruction and check understanding. They have to think and decide. They can use the food plate in the Pupil's Book to help them. They complete the table in pairs. Check and discuss with the class.

#### Key:

carbohydrates	protein	fruit and vegetables	dairy products	fats and sugars
rice	chicken	grapes	milk	cake
pasta	fish	bananas	yoghurt	chocolate
bread	eggs	apples		sweets
	beans	peas		
		carrots		

### 2 Read and write.

- Focus pupils on Activity 2 and on the example. Elicit/Check understanding of the use of *have to*, *can* and *must*. Tell them to consider what the people do, their problems and general health, before deciding what advice to offer. Pupils discuss their ideas in groups of four. Elicit ideas from the class.
- Individually, pupils write their advice in their Activity Books.

**Key (possible answers):** 2 He can eat fruit. 3 He must eat rice, pasta, potatoes and bread. 4 She must eat oranges. 5 He must eat yoghurt and drink milk.

**Extra activity 2: see page 225 (if time)**

### Optional activity

- Unit 8 Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 64 and 70).

### Ending the lesson

- Review with pupils what they have learnt about in today's lesson.



**3** Read and say the picture that corresponds to each ingredient.

**Pasta salad**

You need:

- 2 tomatoes
- 250 g pasta
- 100 g cheese
- 200 g chicken
- 2 carrots
- some lemon juice and oil

**1-e**

**1-f**

**4** Read and order the sentences.

**Preparation:**

- Then cut the cheese into pieces and mix it in a big bowl with the tomatoes and carrots.
- Now you can eat your pasta salad.
- Next, cut the tomatoes and carrots into small pieces.
- Second, cook the chicken. When it's cold, cut it into small pieces.
- Last, put some oil and lemon juice over the salad.
- First, cook the pasta in a lot of water.
- Put the pasta and chicken into the bowl with the tomato, carrots and cheese.

**Project** Write a recipe for your favourite lunch.

**Natural Science 4 Unit 2: How are you feeling?**

79

**Movers Listening, Part 1**

**3** Listen and draw lines. There is one example.

Peter May Jack Kim

Bill Jane Paul

79

**Objectives:** By the end of the lesson, pupils will have talked more about food and nutrients and completed a project.

## Target language

- **Key language:** *recipe, oil, preparation, mix, piece*
- **Revision:** food and nutrients, weights and measures, sequencing, relative clauses, describing people, sports and activities, superlative adjectives, present continuous, past tense

## Materials required

- **Project:** Recipe books, a large piece of paper for each group of four pupils
- **Optional:** Extra project idea, Unit 8 'What's in our food?' from *Kid's Box Teacher's Book 4* (page 230)

## Pupil's Book page 79

### Warmer

- Review the previous lesson. Elicit what they remember about the five nutrient groups and examples of each one.
- 3 Read and say the picture that corresponds to each ingredient.
- Tell pupils to open their Pupil's Books at page 78 and focus on the first photograph. Elicit what they can see (a bowl of pasta salad). Check they have read the activity instruction and know what to do. Elicit/Teach *recipe, ingredients*. Pupils read the ingredients and match them with the pictures.

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

### 4 Read and order the sentences.

- Focus pupils on the Activity 4 instructions. Elicit that these are the instructions (the *preparation stage*) for making the pasta salad. Read the instructions aloud around the class in the order they appear on the page. Pupils work in pairs and order the recipe. Pairs check with pairs. Check with the class. Focus on the key sequencing words, e.g. *first, then, now, next, last*, as well as the new words, e.g. *mix*.
- Ask who likes to cook and what kinds of things they can cook.

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

### Project Write a recipe for your favourite lunch.

- Focus pupils on the project. Brainstorm some general ideas, e.g. *sandwiches, omelette and salad, spaghetti, soup, chicken salad*, and talk about what might go into each one. Show pictures from recipe books to help pupils with ideas.
- Pupils work in groups of four. They decide on their recipe, discuss what's in it and then what the preparation stages are. Remind them to use the sequencing words from Activity 4: *First, Second, Next, Then, Last*. Groups draw a picture of their dish on the large piece of paper and write its name, the ingredients and the preparation stages.
- Groups display their recipes. One representative of each group stays with their poster. The other pupils look at the other posters. They stop at each poster while the pupil there talks about it: why it's good for lunch and what nutrients it contains.

Extra activity 1: see page 226 (if time)

## Activity Book page 79

### Movers Listening, Part 1

- 3 Listen and draw lines. There is one example.

 towards

- Tell pupils to open their Activity Books at page 79. Elicit what they can see and what the children are doing. Check comprehension of *cup* as a prize (e.g. *sports cup*).

- Read the activity instructions and the seven names. Remind pupils that there is an example on the audio and point to the example line from Jack to the boy playing the piano. Tell them that there is one name they won't need to use.
- Play the audio. Pupils complete the activity individually. They check answers in pairs. Play the audio again. Check with the class.

### CD 3, 27

Hello. What's everyone doing here?  
We're having a school party. It's the last day.  
That's nice. Who's the boy that's playing the piano?  
The one wearing the grey T-shirt?  
Yes.  
That's Jack. He's my best friend.  
Can you see the line? This is an example.  
Now you listen and draw lines.

1 Look over there! The teacher is giving them cups.  
That's right. They're sports cups. They're for running.  
Who came first? Was it the girl with the long blonde hair?  
Yes, that's Jane. She ran the quickest.

2 Did the class do any other sports?  
Yes. We jumped and swam, too.  
Who jumped the best?  
Bill did. He's very good at jumping.  
Which boy is he?  
He's the one with glasses. He's eating a cheese sandwich.

3 Who's the girl with short, curly hair? The one with the puppy on her T-shirt.  
That's my friend May.  
Did she get a sports cup?  
No, she didn't. She got a cup for drawing a picture.  
Does she like Art?  
Yes. She loves it!

4 What about the girl standing next to the piano? The one who's singing. What's her name?  
That's Kim. She couldn't run, jump or swim because she hurt her leg.  
Oh! I'm sorry!  
No, it's OK, she got a cup for singing. Listen! She sings beautifully.

5 So, who got the prize for swimming?  
Paul did. He swam really quickly. He's over there. He's got a glass of lemonade in his hand.  
Oh, yes! I can see him. He's got short fair hair.  
Yes. That's right.

Extra activity 2: see page 226 (if time)

### Optional activity

- Extra project idea, Unit 8 'What's in our food?' from *Kid's Box Teacher's Book 4* (page 230).

### Ending the lesson

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

# Review Units 7 and 8

## Review Units 7 and 8

1 Play the game.

**Instructions**

- Groups of three or four.
- Move and answer the questions. You only have 30 seconds.
- Right answer: stay.
- Wrong answer: go back one space.

**Questions and Tasks:**

- Which animal lives in Antarctica?
- Name five animals you can see at the zoo.
- What's the fifteenth letter of the alphabet?
- Say five 'clothes' words.
- What's the opposite of 'dirtiest'?
- Say five 'food' words.
- How much is fifty-eight plus thirteen?
- What's the past of 'think'?
- What's the opposite of 'into'?
- Say five 'job' words.
- What's the past of 'choose'?
- Say five 'school' words.
- Which is the tallest animal?
- What kind of animals can fly?
- What's the past of 'know'?
- Say five 'transport' words.
- How much is forty-three and eighteen?
- What's the opposite of 'outside'?
- What's the past of 'drive'?
- Say five 'technology' words.

**Vocabulary** Animals Containers Food

## Review Units 7 and 8

1 Find the past of the verbs.

are-	find	ride
buy	fly	run
catch	get	say
choose	give	see
come	go	sing
do	have	sit
draw	is	sleep
drink	know	swim
drive	put	take
eat	read	think

2 Read and choose the picture.

Frank can't find his bag. Can you help him? His bag has got two books and a box of pencils in it. He's got two small bottles of water, an orange and his favourite comic. Which one is his?

3 Now describe what's in one of the other bags to your friend.

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 7 to 8 and played a game.

## Target language

- **Key language:** vocabulary and language from Units 7 to 8
- **Revision:** language for games

## Materials required

- Warmer: Key vocabulary from Units 1 to 8, each word/phrase written on small pieces of paper OR wordcards
- Board game: Dice and four different coloured counters for each group of four. (Optional: Stop watches, one for each group)
- Extra activity 1: Photocopiable activity Review 7 & 8 (page 213). One copy cut in half for each pair. (Optional: the text from Photocopiable activity Review 7 and 8 completed, one for each pair of pupils – see page 198)



## Pupil's Book page 80

### Warmer

- Make groups of six. Hand out a piece of paper with a word or phrase on it to each pupil. They take turns to say what their word/phrase is and then to make a sentence, or give a definition. The other pupils decide if the sentence and/or definition is/are correct or not. If time, regroup pupils and repeat.

### 1 Play the game.

- Tell pupils to open their Pupil's Books at page 80. Elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding. Tell them not to look back in their Pupil's Books for the answers yet.
- Pupils play the game in groups of four. Hand out the dice, counters and, if available, the stop watches. The player in each group who reaches the *Finish* first is the winner. If time, make new groups and pupils can play the game again.
- Monitor the game, referring to the answers below. Tell the correct answers to groups if necessary.

Note: As this game comes at the end of the book, it revises content from the whole book, not just from Units 7 and 8.

#### Key (possible answers):

1 The whale's the biggest and loudest animal. 2 You can see giraffes, elephants, monkeys, lions and pandas. 3 'O' is the 15th letter. 4 jacket, skirt, gloves, trousers, T-shirt, 5 cleanest, 6 cheese, fish, bread, tomatoes, bananas, 7 Seventy-one, 8 thought, 9 out of, 10 nurse, explorer, teacher, dentist, farmer, 11 chose, 12 desk, chair, bag, shelf, pen, 13 the giraffe, 14 birds, bats, insects, 15 knew, 16 bus, train, plane, boat, bicycle, 17 Sixty-one, 18 inside, 19 drove, 20 MP3 player, the internet, mouse, screen, DVD

### Extra activity 1: see page 226 (if time)

## Activity Book page 80

### 1 Find the past of the verbs.

- Tell pupils to open their Activity Books at page 80. Focus them on the activity instruction and on the wordsearch and check they know what to do. Pupils work in pairs. They work out the past of each verb and then look for it in the wordsearch. Pairs can check with other pairs. Check with the class, focusing on pronunciation of the past forms.

#### Key:

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

### 2 Read and choose the picture.

- Focus pupils on the Activity 2 instruction and on the first two sentences of the text. Pupils work individually, read the text and find the right bag. Check with the class.

#### Key: Picture c

### 3 Now describe what's in one of the other bags to your friend.

- Pupils play a guessing game in pairs. Pupil A describes what's in one of the other bags in Activity 2 and Pupil B guesses which one it is. They swap and repeat.

### Extra activity 2: see page 226 (if time)

### Ending the lesson

- Pupils look back through *Kid's Box 4* to find their favourite activity and/or topic. In groups or as a class, they tell their friends what it is and why.





**2 Tell the story.** Peter got up. He was sad. He wanted to play football outside, but the weather was terrible ...

**3 Now write the story.**

Peter got up. He was sad. He wanted to play football outside, but the weather was terrible ...

**Quiz!**

- 1 Who was in the Kid's Box Quiz Final?
- 2 What did the parrots do at the zoo?
- 3 What did Nick Motors take from the zoo?
- 4 What was there to eat at Simon's party?
- 5 Who jumped the most slowly in the sack race?
- 6 What did Nick Motors find inside the lorry?

**Grammar** Superlative of two- and three-syllable adjectives Past simple irregular verbs Prepositions Expressions of quantity Superlative adverbs

81

**4 Circle the odd one out.**

1 tired	thirsty	awake	badly
2 carry	climbed	copy	cry
3 twelve	third	eighth	twentieth
4 quickly	well	hungry	slowly
5 tea	coffee	juice	vegetable
6 lift	bottle	cup	glass
7 worse	better	quicker	sweater
8 when	which	were	why
9 soup	ate	pasta	sandwich
10 swam	flew	sat	through
11 dolphin	beard	bat	parrot
12 opposite	into	round	sang

**5 Now complete the crossword. Write the message.**

81

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 7 and 8.

## Target language

- **Key language:** language and vocabulary from Units 7 and 8
- **Revision:** language and vocabulary from Units 1 to 6

## Materials required

- Warmer: Ten pieces of paper with action words, e.g. *open your books, close the door, clean your shoes, write a word*, and ten pieces of paper with adverbs, e.g. *quickly, carefully, slowly*
- Extra activity 1: Choose ten sentences/questions from Units 1 to 8 which include key vocabulary/grammar from *Kid's Box 4*.

Write each one in scrambled word order on a large piece of paper.

- Optional: *Kid's Box Interactive DVD 4: Stella's room*, Quiz 4; Test Units 5–8 *Kid's Box Teacher's Resource Book 4* (pages 113–136); Movers Practice Test from *Kid's Box Pupil's Book 4* (pages 96–111)
- *Kid's Box Language Portfolio 4* (page 6)

## Pupil's Book page 81

### Warmer

- Invite three pupils to come to the front. They pick one action wordcard and one adverb. They all mime the action, but one of them does it in the extreme, e.g. the most slowly. The class guesses the action and the adverb and then says who is doing it the most, e.g. slowly. Repeat.

### 2 Tell the story. **M** towards

- Tell pupils to open their Pupil's Books at page 81 and to look at the pictures. Elicit one or two things they can see, but don't elicit the story. Check they have read the activity instruction and know what to do. They tell the story in the past. Pupils work in groups of four and create their story. They don't write their stories. This is an oral activity. Monitor and help where necessary. If the stories are quite similar, elicit the story from the class in sections, different groups telling different parts. If the stories are quite different, elicit complete stories from each group and discuss the differences.

### 3 Now write the story.

- Pupils work individually. They write their story from Activity 2, paying attention to the correct use of past forms. Monitor and encourage pupils to use linking words (e.g. *and*, *but*) and sequencing words (e.g. *next*, *then*).

### Quiz!

- Say *Now let's do a quiz*. Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers to the questions. They discuss them in groups of four. Check with the class.
- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

**Key:** 1 Lenny and Stella. 2 They flew. 3 A lorry. 4 Cheese sandwiches, salad, pasta and chocolate cake. 5 Suzy. 6 A tiger, parrot food, a bottle of water and a box of fruit.

### Extra activity 1: see page 226 (if time)

## Activity Book page 81

### 4 Circle the odd one out.

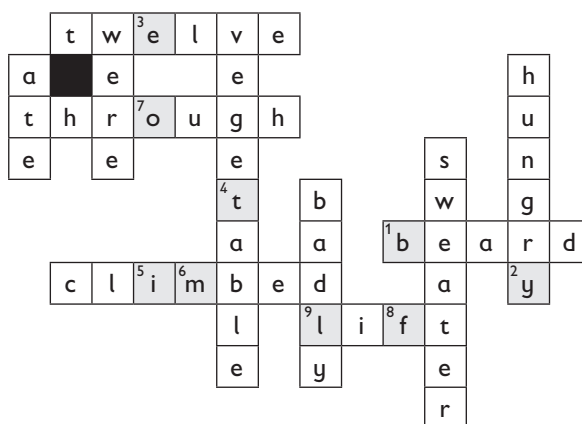
- Tell pupils to open their Activity Books at page 81. Check they have read the instructions and know what to do. Demonstrate, using the example. They find and circle the odd one out in each line. Pupils complete the activity and then check in pairs. Check with the class.

**Key:** 2 climbed, 3 twelve, 4 hungry, 5 vegetable, 6 lift, 7 sweater, 8 were, 9 ate, 10 through, 11 beard, 12 sang

### 5 Now complete the crossword. Write the message.

- Pupils use the words from Activity 4 to complete the crossword and then the message. They check in pairs. Check with the class.

**Key:** Message: Bye! Time to fly!



### Extra activity 2: see page 226 (if time)

### Optional evaluations

- Stella's room*: Quiz 4 from *Kid's Box Interactive DVD 4*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36 and 37 of the *Teacher's Booklet*.
- Test for Units 5–8 from *Kid's Box Teacher's Resource Book 4* (pages 113–136).
- Movers Practice Test from *Kid's Box Pupil's Book 4* (pages 96–111). See audioscript and answer key on pages 196–197 of *Kid's Box Teacher's Book 4*.

### Language Portfolio (online)

- Pupils complete page 6 of *Kid's Box Language Portfolio 4* (*I can ...* Units 7–8).

### Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between four. Two pupils (A) use a book (or paper) to cover the words from Unit 7. The other two pupils (B) take turns to say what each picture is and to spell the word. A's look and check. They reverse roles for Unit 8.
- Talk about the *can do* statements from Units 7 and 8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites. If this is your last class, say *Goodbye. See you next year!*



# Values 1 & 2 Value others

**Units 1&2 Values Value others**

**1** Look and think. Say 'yes' or 'no'.

- 1 When our friends help us at school, we say 'sorry'.
- 2 We can give flowers to people when we want to say thank you.
- 3 We say thank you to people when they help us.
- 4 When our parents give us a party, we say goodbye.

**1** **2** **3** **4**

**2** **3** Listen and check.

**3** Read and complete in pairs.

our teacher. them a letter. and smile at them.  
~~they help us.~~ say thank you. give them a picture.

1 We say thank you to people when ...  
 2 We can give someone a present to ...  
 3 When people help us, we can say thank you ...  
 4 When we enjoy a school lesson we can say thank you to ...  
 5 When we want to say thank you to people, we can ...  
 6 To say thank you to someone we can sometimes write ...

We say thank you to people when ...  
 they help us.

82

**Units 1&2 Values Value others**

**1** **2** Listen and number.

**a** **b** **c** **d** **e** **f**

**2** Read and choose.

- 1 When people help you, ...  
 a) you look at your watch and say, 'Is that the time?'  
 b) you smile and say, 'Thank you.'  
 c) you say, 'Can I have an apple, please?'
- 2 After your birthday party ...  
 a) you say thank you to your parents and help to clean the living room.  
 b) you sit on the sofa and watch television.  
 c) you have another piece of cake and play with your new toys.
- 3 In a café, the man gives you your lunch and says, 'Enjoy your food.'  
 a) You look at your lunch and start to eat.  
 b) You smile and say, 'Thank you.'  
 c) You look at your parents and say, 'I don't like cafés.'
- 4 You're going home after your friend's birthday party. You say,  
 a) 'Where's my coat? My mum's here.'  
 b) 'Can I have that balloon to take home?'  
 c) 'Thanks a lot. That was a great party.'

82

**Objectives:** By the end of the lesson, pupils will have read and talked about valuing others.

## Target language

- **Key language:** *value* (v), *others*
- **Revision:** *say thank you / sorry / goodbye, enjoy, give, smile* (v)

## Materials required

- Extra activity 1: A piece of paper per pupil, coloured pencils or crayons
- Extra activity 2: Pairs of phrases forming dialogues using language from the lesson, e.g. *Thank you, Elena. / That's all right. / These flowers are for you. / Thank you, they're beautiful.* One phrase per pupil, written on a separate piece of paper.

## Pupil's Book page 82

### Warmer

- Ask a pupil to pass you a book, pen or pencil. Take the item without speaking. Ask the class what you should say. Elicit *Thank you*. Ask pupils about the last time they said 'Thank you'.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 82. Focus on the title and explain *value others*. Elicit *lunch box, balloons, teacher, present, flowers*, etc. Pupils work in pairs. Do not confirm answers.

### 2 Listen and check.

- Play the audio. Pupils listen and check their answers to Activity 1. Check with the class. Play the audio again and check comprehension. Ask, e.g. *What's the matter with Peter? How does Jim help? Who's Mr Brown? Who is the woman in number 3? How did she help the children? What did the man think of the party? What does Mary say?* Talk briefly in L1 about valuing others. Ask if pupils have ever given a friend, teacher or relative a 'thank you' present.

Key: 1 no, 2 yes, 3 yes, 4 no

### CD 3, 28

- PETER:** Oh, I haven't got my fruit today and I'm hungry.  
**JIM:** That's not a problem. I've got an apple and a banana. Which do you want, Peter?  
**PETER:** Really, can I have one? Thanks, Jim. You're a great friend.  
**JIM:** That's all right, Peter. That's what friends are for.
- JACK:** Here you are, Aunt Sally. These flowers are for you.  
**AUNT SALLY:** Thank you, Jack! They're beautiful. Why are you giving me flowers?  
**GIRL:** When our mum was in hospital you were at home. You were there to help us.  
**JACK:** We want to say thank you.  
**AUNT SALLY:** Aw. Thank you, children.
- GIRL:** Mr Brown. This is for you. It's from all the class.  
**MR BROWN:** Ooh. For me? Thank you very much, children.  
**GIRL:** We want to say goodbye and thank you.  
**PUPILS:** Thank you, Mr Brown!  
**MR BROWN:** That's nice. Thank you all very much. You're a very good class.
- DAD:** Well, that was a good party.  
**MARY:** No, Dad. It was a really good party. It was great! Thank you very much. I'm really happy.  
**DAD:** I'm really happy that you're happy, Mary.  
**MARY:** You're my super dad!

### 3 Read and complete in pairs.

- Pupils work in pairs. Write the sentence halves on the board. Elicit the endings.

Key: 2 say thank you. 3 and smile at them. 4 our teacher. 5 give them a picture. 6 them a letter.

## Extra activity 1: see page 226 (if time)

## Activity Book page 82

### 1 Listen and number.

- Tell pupils to open their Activity Books at page 82. Play the audio. Pupils write numbers in pencil. They compare in pairs. Play the audio again. Check answers.

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

### CD 3, 29

- BOY:** That was a great lesson, Mr Green.  
**MR GREEN:** Thank you. I'm happy you enjoy my lessons.  
**GIRL:** I want to learn lots of Maths with you.
- JACK:** Thanks for helping me, Grandpa. Here's a picture for you.  
**GRANDPA:** For me! Thank you, Jack. I love your pictures. It's beautiful.  
**JACK:** And I love you, Grandpa. You're great!
- VICKY:** Would you like one of my oranges, Jane?  
**JANE:** Ooh, thanks, Vicky. You're a good friend.
- JOHN:** Goodbye, Doctor Read. Thank you very much for helping me to get better.  
**DR READ:** That's all right, John. I'm happy to see you're well again.  
**JOHN:** You're a very good doctor.  
**DR READ:** And you're a very good boy, John. Take care!
- BOY:** Hey! Your book's on the ground, behind you.  
**GIRL:** Oh, yes, it is. Thank you very much.
- WOMAN:** Here's your fish and chips. Enjoy your lunch.  
**GIRL:** Ooh, that's nice. Thank you very much.

### 2 Read and choose.

- Focus pupils on Activity 2. Go through the questions and the example. Pupils choose their answers individually and then compare in pairs. Elicit answers. Encourage pupils to give reasons.

Key: 2 a, 3 b, 4 c

## Extra activity 2: see page 226 (if time)

### Ending the lesson

- Write anagrams on the board of ways to say 'Thank you' from the lesson, e.g. *flowers, picture, letter, smile*. Pupils solve the anagrams in pairs.





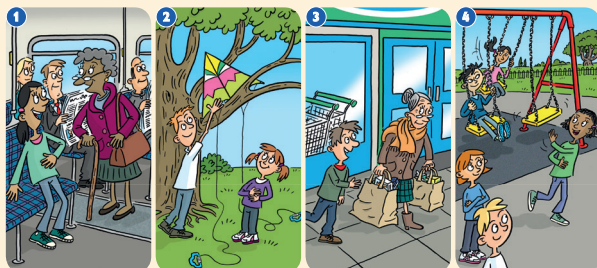
# Values 3 & 4 Be kind

Units  
3 & 4

Values

Be kind

- 1 Look and think. Say 'yes' or 'no'.
- 1 We can give our seat to older people on the bus.
  - 2 It's good to help younger children with a problem.
  - 3 We can ask old people to carry our bags.
  - 4 We can stay on the toys in the park when other children are waiting to use them.



- 2 Listen and check.

- 3 Read and say the complete sentences.
- |   |                                    |
|---|------------------------------------|
| 1 If we see old people on a bus or train, we can ...        | a carry it for them.               |
| 2 If we see small children with problems, we can ...        | b we can take turns.               |
| 3 If we see an older person with a shopping bag, we can ... | c try to help them.                |
| 4 When other children want the same thing as us, ...        | d stand up and give them our seat. |

83

Units  
3 & 4

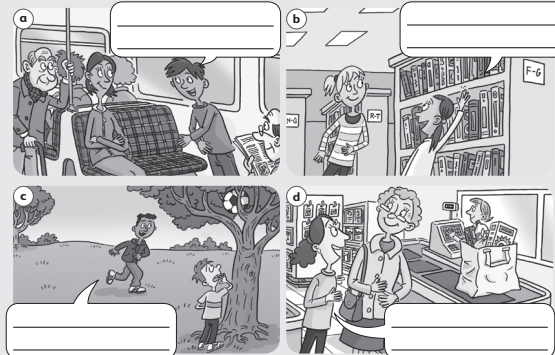
Values

Be kind

- 1 Read and complete.

Would you like to sit down?  
Shall I carry your shopping?

Can you help me, please?  
What's the matter?



- 2 Read and choose.

- 1 When Jack sees an old person standing on the bus, he always sits down / stands up for them.
- 2 When Sally sees a younger child with a problem, she always helps / takes a photo.
- 3 When Jim goes to the supermarket with his granddad, he always opens / carries the shopping bags.
- 4 When Vicky plays in the park, she always shares / breaks things with the other children.
- 5 When someone helps Daisy, she always says 'Thank you.' / 'Goodbye.'

83

**Objectives:** By the end of the lesson, pupils will have talked about being kind and practised helping others.

## Target Language

- **Key language:** *kind (adj), seat, Would you like to ... ? Shall I ... ? Can you help me, please? have a turn / give someone a turn*
- **Additional language:** *Excuse me, carry, You're welcome, No problem, That's all right, Are you sure?*
- **Revision:** *children, What's the matter?*

## Materials required

- Extra activity 2: Large piece of paper per group of three or four pupils

## Pupil's Book page 83

### Warmer

- Write the words *Be kind* on the board. Check comprehension. Elicit examples of kind things we can do. If pupils answer in L1, recast their ideas into English.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 83. Direct them to the four pictures. Elicit what they can see (e.g. *bus, park, supermarket, shopping bags, swings*). Read the activity instruction aloud and choose pupils to read the sentences. Check comprehension. Pupils work in pairs to talk about the sentences. Monitor and encourage them to speak in English but do not confirm answers.

### 2 Listen and check.

- Tell pupils to listen carefully. Play the audio. Pupils listen and check their answers to Activity 1. Check with the class. Play the audio again and elicit the useful phrases for being kind and saying 'thank you'. Write them on the board in two columns (e.g. Column 1: *Excuse me. Would you like to sit down? Can I help you? I can get it for you. No problem. Shall I carry your bags for you? Do you want to have a turn?;* Column 2: *That's good of you. Thank you (very much). That is kind of you. That's great, thanks.*)
- Talk briefly in L1 about being kind to others. Ask pupils if they have been in any of the situations in the pictures or seen others being kind in this way. Ask how they feel if someone helps them.

Key: 1 yes, 2 yes, 3 no, 4 no

### CD 3, 29

- GIRL:** Excuse me, would you like to sit down?  
**WOMAN:** Oh, thank you very much, my dear. That's good of you. I'm very tired.  
**GIRL:** That's all right. I can stand here. That's fine.
- BOY 1:** Hello. What's the matter? Can I help you?  
**BOY 2:** Oh no! My kite's in the tree. I can't get it. It's very high.  
**BOY 1:** I can get it for you. Look, here you are. No problem.  
**BOY 2:** Oh, thank you very much.
- BOY:** Excuse me! Shall I carry your bags for you?  
**WOMAN:** Oh, yes, please. Would you take them to my car for me, please?  
**BOY:** Yes, of course. That's no problem.  
**WOMAN:** It's over there, in the car park. That is kind of you. Thank you very much, young man.  
**BOY:** You're welcome.
- GIRL 1:** Hello. Do you want to have a turn?  
**GIRL 2:** Oh, great! Are you sure?  
**GIRL 1:** Yes, here you are.  
**GIRL 2:** Thanks.  
**GIRL 1:** No problem, but remember to give the other children a turn too.  
**GIRL 2:** Yes, of course.

### 3 Read and say the complete sentences.

- Focus pupils on Activity 3. Read the activity instruction and do an example with the class. Pupils work in pairs to match the rest of the sentence halves. Check with the class.

Key: 1 d, 2 c, 3 a, 4 b

### Extra activity 1: see page 226 (if time)

## Activity Book page 83

### 1 Read and complete.

- Tell pupils to open their Activity Books at page 83. Focus on Activity 1. Check comprehension of the phrases in the box. Pupils work individually to copy the phrases in the correct speech bubbles. Tell them to write in pencil. They compare answers in pairs. Check with the class.

Key: a Would you like to sit down? b Can you help me, please? c What's the matter? d Shall I carry your shopping?

### 2 Read and choose.

- Focus on Activity 2. Pupils work in pairs to complete the activity. They circle the correct word in pencil. Elicit answers and check comprehension.

Key: 2 helps, 3 carries, 4 shares, 5 'Thank you'

### Extra activity 2: see page 226 (if time)

### Ending the lesson

- Mime one of the problems from Activity 1 (e.g. carrying heavy bags). Pupils put up their hands when they know what to say. Elicit appropriate sentences for offering help (e.g. *Can I carry your bags for you?*). Repeat with a different mime (standing on a bus looking tired/trying to reach something high up / playing on a swing).



# Values 5 & 6 Be safe

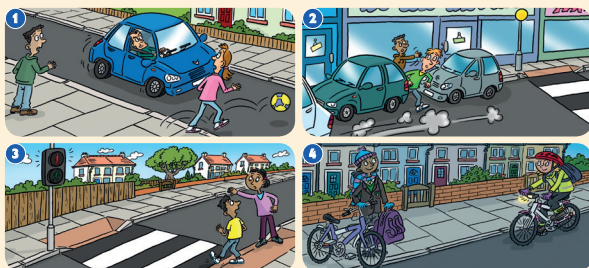
Units  
5&6

Values

Be safe

1 Look and think. Say 'yes' or 'no'.

- 1 You can play near busy roads.
- 2 You can cross the road between cars.
- 3 You must stop, look and listen before you cross the road.
- 4 You must wear a helmet when you ride a bike.



2 Listen and check.

3 Read and complete in pairs.

use it to cross the road. can't see you. busy roads.  
~~ride a bike.~~ before you cross the road.

- 1 Remember to put on a helmet when you ...
- 2 Don't stand between cars when you cross the road. Drivers ...
- 3 Don't play next to ...
- 4 Remember to stop, look and listen ...
- 5 When there is a zebra crossing always ...

Remember to put on a helmet when you ...

ride a bike.

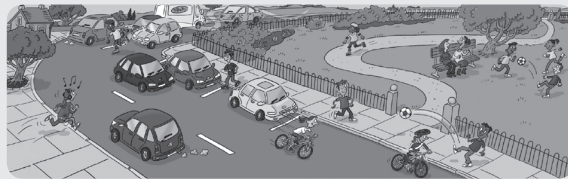
84

Units  
5&6

Values

Be safe

1 Look and write. What dangerous things can you see?



- 1 The woman is listening to music and running into the road.
- 2
- 3
- 4
- 5

2 Put the words in order.

- 1 It's dangerous the road. to rollerskate on

It's dangerous to rollerskate on the road.

- 2 cross the You mustn't cars. road between

- 3 the road at must cross You a zebra crossing.

- 4 near busy You mustn't roads. play

- 5 your bike. Wear bright helmet on colours and a

84

**Objectives:** By the end of the lesson, pupils will have talked about road safety.

## Target language

- **Key language:** *safe, dangerous, busy road, cross the street / road, 'stop, look and listen', helmet*
- **Additional language:** *Be careful, traffic light, driver, zebra crossing, bright (red)*
- **Revision:** *wear, ride a bike, can, must, always, imperatives, prepositions: near, next to, between*

## Materials required

- Warmer: Coloured card or paper in red, yellow and green
- Extra activity 2: White chalk or white tape (for making stripes on the floor / ground), red and green card

## Pupil's Book page 84

### Warmer

- Show a piece of red paper and elicit *Stop / Danger*. Repeat with the green paper to elicit *Go*. Show the red, yellow and green paper. Teach/Review *traffic light*.

#### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 84. Focus on the lesson title and check comprehension of *safe*. Elicit *dangerous*. Elicit the things pupils can see in the pictures (e.g. cars, ball, bike). Teach/Review *helmet*.
- Review *busy*. Elicit the answer for sentence 1 from the class (no). Pupils talk about the rest of the sentences in pairs. Do not confirm answers.

#### 2 Listen and check.

- Play the audio. Pupils listen and check. Check with the class.
- Play the audio again and check comprehension. Review *zebra crossing* (see if pupils remember it from the joke on Activity Book page 68). Pre-teach *bright*. Talk about road safety (including what to do when riding a bike) in L1 and how zebra crossings work in your country. Elicit any slogans used in L1 to teach road safety (e.g. *Stop, look, listen*).

Key: 1 no, 2 no, 3 yes, 4 yes

### CD 3, 30

- 1 **PAUL:** Here. Catch the ball.  
**GIRL:** Whoops!  
**MAN:** Be careful! You mustn't play with your ball near a busy road. It's very dangerous.  
**GIRL:** Yes, you're right. I'm very sorry. Come on, Paul! Let's go and play in the park.  
**PAUL:** Yes, that's a better idea. It's safer there.
- 2 **TOM:** Oooh!  
**BOY 2:** Tom! Be careful. You mustn't stand between cars to cross the road. The drivers can't see you.  
**TOM:** Oh, yes, you're right. I didn't think.  
**BOY 2:** Don't worry. Look, there's a zebra crossing over there. We can cross the road safely there.  
**TOM:** OK. That's a good idea.
- 3 **GRACE:** Be careful, Jim. You can't cross now.  
**JIM:** Why not, Grace? It's a zebra crossing. It's safe.  
**GRACE:** It's a zebra crossing, but it isn't safe at the moment. Can you see the traffic light? You can't cross when the man's red. You must always wait for the green man.  
**JIM:** OK. But there isn't always a traffic light.  
**GRACE:** No, you're right. That's why you must always remember to stop, look and listen before you cross the road.  
**JIM:** Yes.
- 4 **JANE:** Hi, Lily.  
**LILY:** Hi, Jane. Are you ready for school?  
**JANE:** Yes, I'm just getting on my bike.  
**LILY:** Where's your helmet?

**JANE:** Oops! It's inside ... with my bright green jacket.

Can you wait one moment? I need to get it.

**LILY:** Yes, you do. You must always wear a helmet when you ride your bike.

### 3 Read and complete in pairs.

- Go through the example. Pupils work in pairs. Elicit the complete sentences or ask pupils to complete them on the board.

Key: 2 can't see you. 3 busy roads. 4 before you cross the road. 5 use it to cross the road.

### Extra activity 1: see page 226 (if time)

## Activity Book page 84

### 1 Look and write. What dangerous things can you see?

- Tell pupils to open their Activity Books at page 84. Focus on Activity 1. Review *traffic light* and *zebra crossing*. Read the activity instruction and make sure pupils know what to do. Pupils write four more sentences in pairs. Check with the class.

Key: (in any order) 2 The boy is crossing the road between cars. 3 The girl on the bicycle isn't wearing a helmet. 4 The boy is skating on the road. 5 The boys are playing football next to the road.

### 2 Put the words in order.

- Focus pupils on Activity 2. Pupils work in pairs to reorder the rest of the words. Check with the class.

Key: 2 You mustn't cross the road between cars. 3 You must cross the road at a zebra crossing. 4 You mustn't play near busy roads. 5 Wear bright colours and a helmet on your bike.

### Extra activity 2: see page 226 (if time)

### Ending the lesson

- With books closed, say, e.g. *You mustn't play near busy ...*. Pupils write the last word (e.g. *roads*). Repeat with different sentences, e.g. *When you ride a bicycle wear a (helmet)*. *Don't cross the road between (cars)*. *Always use a zebra (crossing)*. Pupils compare their answers in pairs. Elicit answers.





# Values 7 & 8 Recycle

Units  
7&8

Values

Recycle

- 1 Look and think. Say 'yes' or 'no'.
- 1 We must put plastic and paper into special bins.
  - 2 We mustn't recycle glass.
  - 3 We can make things from old clothes.
  - 4 We mustn't recycle clothes.



- 2 Listen and check.

- 3 Read and say the complete sentences.
- 1 When we can't reuse things, we ... a from old clothes.
  - 2 Make plastic bottles smaller ... b into the right recycling bins.
  - 3 Always put paper, glass, plastic and cans ... c before you recycle them.
  - 4 We can make new things ... d can sometimes recycle them.

85

Units  
7&8

Values

Recycle

- 1 Read and match.



- 1 We can make new things from old things.
- 2 Always put glass bottles in a recycling bin.
- 3 People make bottles, bowls and glasses from recycled glass.
- 4 Don't put the wrong things in the recycling bins.
- 5 Make plastic bottles smaller before you recycle them.
- 6 When you can't reuse old clothes you can recycle them.

- 2 Look and write. What good things are the people doing?



- 1 The girl is reusing the clothes. 3 \_\_\_\_\_
- 2 \_\_\_\_\_ 4 \_\_\_\_\_

85

**Objectives:** By the end of the lesson, pupils will have listened to examples of and talked about ways of helping the environment.

## Target language

- **Key language:** *help the world, turn off, go shopping, catch a bus*
- **Additional language:** *use, It's better to ... , all the time, bring, electricity, later, lights*
- **Revision:** *always, sometimes, never, must/mustn't, need to, water, clean, bag, ride a bike, drive, walk, go to work*

## Materials required

- Warmer and Ending the lesson: Items which can be recycled, made from different materials (e.g. empty glass jars, plastic bottles, empty drink cans, old newspaper/magazines, cardboard boxes)
- Extra activity 1: colour pieces of paper/card (yellow, black, white, green, blue)
- Extra activity 2: Very large piece of paper or display board for a class poster

## Pupil's Book page 85

### Warmer

- Show the items you have brought to class and ask what they have in common. Elicit (in L1) that they can all be recycled. Write *Recycling* on the board and check comprehension.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 85. Focus on the lesson title and review the meaning of the verb *recycle*. Check pupils know the difference between *recycle* and *reuse*. Elicit what pupils can see in the pictures and pre-teach *recycling bin*. Read the activity instruction and the sentences aloud. Check comprehension. Elicit the answer for sentence 1 (yes). Pupils work in pairs to talk about the rest of the sentences.

### 2 Listen and check.

- Play the audio. Pupils listen and check their answers to Activity 1. Check with the class. Play the audio again and check comprehension. Elicit what the granddad is doing to the bottle (he's squashing it) and ask why people should do this before putting plastic bottles in recycling bins (to make them smaller). Talk in L1 about the importance of recycling and ask pupils what they recycle at home, what colour the recycling bins are in their town, etc.

Key: 1 yes, 2 no, 3 yes, 4 no

### CD 3, 31

- GRANDDAD:** Can you put this bottle in that bin, please, Jack?  
**JACK:** OK, Granddad, but we can't put it in this one. We need to put it into the yellow bin over there.  
**GRANDDAD:** Oh, really? What's the difference?  
**JACK:** The yellow bin is for plastic, the green bin is for glass, the blue bin is for paper and the red bin is for cans.  
**GRANDDAD:** I see! So now we can put these boxes in the blue bin.  
**JACK:** Yes, Granddad. It's good to recycle.
- BOY:** Hello, Lucy. Where are you going?  
**LUCY:** I'm taking this bag of glass bottles and things to the recycling bin over there.  
**BOY:** Yes, at home we recycle glass. I love throwing the glass into the bin. Can I help you?  
**LUCY:** If you want. Thanks.
- GIRL:** Sally, look at these handbags. They're interesting.  
**SALLY:** Yes, they are, and each one is different.  
**GIRL:** Hey! They're made from recycled clothes.  
**MUM:** Yes, they're made from old jeans. That's really clever.  
**GIRL:** I think they're beautiful! Can I have one please, Mum?
- GIRL:** Mum, what are you doing with those clothes?  
**MUM:** I'm putting them in this bag, ready to take to the clothes recycling bin.

**GIRL:** Can't we give them to someone?

**MUM:** No, these clothes are very old. No-one can use them.

**GIRL:** Ah. I see, so when we can't reuse something we can still recycle it.

**MUM:** That's right.

### 3 Read and say the complete sentences.

- Focus pupils on Activity 3. Read the activity instruction and do the first one together. Check comprehension of *make smaller*. Pupils work in pairs to match the rest of the sentence halves. Check with the class.

Key: 1 d, 2 c, 3 b, 4 a

### Extra activity 1: see page 226 (if time)

## Activity Book page 85

### 1 Read and match.

- Tell pupils to open their Activity Books at page 85. Focus on the pictures in Activity 1. Pre-teach/Review *wrong*.
- Go through the example. Pupils work in pairs to match the rest of the pictures. They number them in pencil. Check with the class.

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

### 2 Look and write. What good things are the people doing?

- Focus on Activity 2. Read the activity instructions and the example. Make sure pupils know what to do. They write three more sentences in pairs. Check with the class.

Key: (in any order) 2 The boy is making plastic bottles smaller.  
3 The man is putting a can in the right bin / The man is recycling a can. 4 The woman is reusing clothes. / The woman is making new clothes from old clothes.

### Extra activity 2: see page 226 (if time)

### Ending the lesson

- Show the items you have brought to class again. Ask pupils what material each one is made from (in English if possible) and whether it is possible to recycle the item at school or in the pupils' town. Ask which colour bin each item should go in.



# Say it with me /əʊ/ and /aʊ/

**Say it with me**

1 Listen and repeat.

/əʊ/ /aʊ/

Who and blue and buy and white.  
Yellow and coat and fly and kite.  
Brown and house and grey and train.  
Her and purple and play and plane.

2 Listen, point and say.

a toad b sew c know d float e clown f frown g mouse h south

3 Listen and say the chant.

Do you know how to sew? (Show what you know)  
Can you sing so low? (Show what you know)  
Do you know how to float? (Show what you know)  
Can you row in a boat? (Show what you know)  
Whatever you know, it's fun to show.  
Come on, let's go and show what we know.

Down south in the town (Show what you know)  
There's a cow with a crown. (Show what you know)  
There's a mouse in a house (Show what you know)  
And a clown with a frown. (Show what you know)  
Whatever you know, it's fun to show.  
Come on, let's go and show what we know.

86

**Say it with me**

/əʊ/ /aʊ/

1 Look and write.

float ground now boat toad know show brown crown

2 Find the words.

sew boat goat know  
toad clown house down

g	o	a	t	g	t
t	o	a	d	k	b
c	l	o	w	n	b
d	o	w	n	o	o
k	s	e	w	w	a
h	o	u	s	e	t

3 Answer the questions.

- Who does the Town Mouse go to see?
- Does the Country Mouse buy food in the supermarket?
- What does the Country Mouse sew?
- Why doesn't the Town Mouse like the country?
- Why does the Country Mouse run home?

86

**Objectives:** By the end of the lesson, pupils will have learnt the difference between the /əʊ/ and /aʊ/ sounds and practised identifying and saying words containing them.

## Target language

- Key language:** toad, sew, float, clown, know, mouse, south, frown, crown, croak, Do you know how to ... ? soaked, Show what you know, a hole, mice, gets home safely
- Additional language:** milks the goats, tears his trousers, ground
- Revision:** town, cow, house, goat, cousin, home, house, fall, noisy, busy, dining room, coat, up, down

## Materials required

- Two large pieces of coloured paper, one shaped like a crown, and one shaped like a coat
- Pieces of paper (two per pupil)

## Pupil's Book page 86

### Spanish specific

- The sounds /əʊ/ and /aʊ/ are difficult for Spanish speakers because they don't appear in their own language. In addition they are very different from any of their vowel sounds. The sound /əʊ/ as in *coat* can be spelt in different ways which makes identifying the sound and the correct pronunciation challenging. Spanish speakers tend to pronounce each sound individually and so we hear /kəʊæt/. The sound /aʊ/ as in *brown* can be confused with /əʊ/.

### Warmer

- Focus pupils on the /əʊ/ sound. Show them the position that your mouth is in when you make that sound. Say *Make an O with your mouth*. Elicit a word containing this sound and write it on the board. Write the symbol /əʊ/ above the word. Next, pretend you have stubbed your toe and make the /aʊ/ sound. Say *It's the sound you make when you hurt yourself*. Elicit a word containing this sound. Write it on the board with the symbol /aʊ/ above it. Say each sound and the example words so that pupils can hear the difference.

### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 88. Elicit what they can see in the pictures (a grey train, a brown house, a yellow coat). Play the audio. Pupils listen and repeat. Check pupils are saying the sounds and words correctly. Pupils point to the appropriate picture in Activity 1 as they say each word. Ask pupils to suggest more words with the same sounds (if they can).

CD 4, 02

As in Pupil's Book

### 2 Listen, point and say.

- Tell pupils to focus on Activity 2. Focus pupils on the first picture and elicit the word *toad*. Say *Is it /əʊ/ or /aʊ/? (/əʊ/)*. Repeat for *clown* (/aʊ/). Play the audio. Pupils point to the pictures and repeat the words. Play the audio again. Pupils repeat the words and point to the correct symbols in their books.

Key: /əʊ/: toad, sew, know, float

/aʊ/: mouse, clown, south, frown

CD 4, 03

toad, mouse, clown, sew, know, south, frown, float

### 3 Listen and say the chant.

- Focus pupils on the pictures and elicit vocabulary. Play the audio. Pupils listen to the chant. Play the audio again, pausing after each line for pupils to repeat. Pupils practise in pairs, reading alternate lines. Look at the first verse together. Elicit that the verse has words with /əʊ/ and what these are. Repeat for the /aʊ/ words in verse 2. Divide the class into two groups. Each group chants a different verse.

CD 4, 04

As in Pupil's Book

## Activity Book page 86

### 1 Look and write.

- Tell pupils to open their Activity Books at page 86. Focus pupils on the illustrations and elicit what they are (boat, crown). Elicit the two sounds /əʊ/ and /aʊ/. Pupils write the rhyming words in the correct outline. Check as a class. Praise good pronunciation as pupils give the answers.

Key: /əʊ/: float, toad, know, show

/aʊ/: ground, now, mouse, brown

### 2 Find the words.

- Check pupils know what to do. Demonstrate with the example. Pupils work individually and then check their answers in pairs.

Key

g	o	a	t	g	t
t	o	a	d	k	b
c	l	o	w	n	b
d	o	w	n	o	o
k	s	e	w	w	a
h	o	u	s	e	t

### 3 Answer the questions.

- Elicit what pupils remember about the story of the Town Mouse and the Country Mouse from their Pupil's Book. Pupils read and answer the questions individually and then compare with their partner. Check with the class by asking volunteers to read the questions and say the answer. Help pupils with pronunciation where necessary.

Key: 1 He goes to see his cousin. 2 No, he grows his food.

3 He sews his cousin's trousers. 4 Life is slow in the country and the food isn't good. 5 Because he is scared of the dogs.

### Ending the lesson

- Show pupils the large papers in the shape of a crown and a boat. Elicit the word and the sound for each. Pupils think of two words (one with each sound) that they studied during the lesson. Say *Can you think of other words?* Tell pupils to look in their Pupil's Books if necessary. Give pupils two pieces of paper on which to write their two words. Pupils stick their words onto the correct paper. Display the finished posters in the classroom.





# Say it with me /i:/ and /ɪ/

## Say it with me

**1** Listen and repeat. /i:/



Fred's head's better.  
Jean's knees are green.  
Helen's neck's red.  
Pete's teeth are clean.

**2** Listen and say. Play the game.

/i:/

tree meat knee bee  
green queen seat  
feet keys

/ɪ/

dish fish hip kiss  
ship sit sick  
chips insect

**3** Listen and sing.





A sailor went to sea  
To see what he could see  
But all that he could see  
Was the sea, a pig and me.

The sailor has a ship  
On which he likes to skip  
But skipping makes him ill  
So he has to take a pill.

The sailor, hands on hips  
Gave the pig a great big kiss  
While on one bended knee  
What a terrible sight to see!

87

## Say it with me

/i:/ /ɪ/

**1** Listen and circle.

1 seat	sit	5 eat	it
2 feet	fish	6 cheap	chip
3 keys	kiss	7 bean	bin
4 sheep	ship	8 sleep	slip


**2** Play the game.

	a	b	c	d	e	
1						a
2						b
3						c
4						d
5						e

**3** Read and complete the text.

sick ship milk eat meat quickly sit

One day, some children went on a school trip. It was on a pirate (1) ship. The captain of the ship was a real pirate. They had lunch on the ship. They had to (2) sit on wooden benches and wear pirate clothes. They ate (3) chips, fish, chips and pie. They drank (4) milk. They had a great time. Unfortunately, one boy was (5) sick and didn't (6) eat anything. He had to get off the ship (7) quickly!



87

**Objectives:** By the end of the lesson, pupils will have learnt the difference between /i:/ and /ɪ/ and will be able to recognise minimal pairs containing these phonemes.

## Target language

- **Key language:** tree, bee, knee, green, queen, feet, keys, fish, kiss, ship, sit, pig, skip, ill, chips, meat, insect, seat, dish, hip
- **Additional language:** on bended knee, a sailor, take a pill, captain, bin, bean, slip, What a terrible sight to see! Hello, my hearties! Aye, aye! I think I'm going to be sick
- **Revision:** milk, fly, pie, sheep, eat, it, cheap, sleep, quickly

## Materials required

- A5 white cards (two per pupil)

## Pupil's Book page 87

### Spanish specific

- Highlight that the difference between /i:/ and /ɪ/ is in sound as well as length. The sound /ɪ/ in English is similar to Spanish but is often pronounced incorrectly. This occurs because the Spanish /ɪ/ sound falls somewhere between the English /i:/ and /ɪ/ sounds, hence the confusion with sound /i:/ as in *tree* and /ɪ/ as in *fish*. Spanish speakers tend to apply their /ɪ/ sound for both which has an impact on the meaning of the word, i.e. instead of *ship* we hear *sheep* which obviously causes confusion.

### Warmer

- Demonstrate the two sounds alternately and point to how your mouth shape changes. Encourage pupils to try the sound. Elicit words containing the sounds (*kiss/keys, fit/feet*).

#### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 87. Elicit what they can see in the pictures (a girl dressed in football clothes with green knees, and a boy smiling with clean teeth). Play the audio. Pupils listen and repeat. Check pupils are saying the sounds and words correctly. Pupils point to the appropriate picture in Activity 1 as they say each word. Ask pupils to suggest more words with the same sound (if they can).

#### CD 4, 05

As in Pupil's Book

#### 2 Listen and say. Play the game.

- Tell pupils to focus on Activity 2. Focus pupils on the two circles and elicit the different sounds. Play the audio. Pupils listen and repeat. Tell pupils to close their books. Give pupils two cards each. Pupils draw a large /i:/ on one and a large /ɪ/ on the other. Read out the words from Activity 2 at random. Pupils hold up the correct symbol card and say the word.

#### CD 4, 06

tree, meat, knee, bee, green, queen, seat, feet, keys, dish, fish, hip, kiss, ship, sit, sick, chips, insect

#### 3 Listen and sing.

- Elicit what pupils can see in the pictures and elicit which words have /i:/ and which have /ɪ/. Play the audio, pausing after each line for pupils to repeat. Pupils read the chant in pairs. Play the audio again. Elicit which words have the /i:/ and /ɪ/ sounds. Write them on the board. Pupils copy them into their notebooks.
- Divide the class into four groups and read verse one in a round. Group one starts the chant. As they start line two, group two starts the chant. As they start line two, group three starts the chant, etc.

#### CD 4, 07

As in Pupil's Book

## Activity Book page 87

### 1 Listen and circle.

- Tell pupils to open their Activity Books at page 87. Focus pupils on the activity. Play the audio and stop after the example and check pupils know what to do. Pupils listen to the recording and circle the word they hear twice. Play the audio again if necessary. Put two cards, one with /i:/ and one with /ɪ/ on your table. Ask volunteers to come to the front, hold up the appropriate phoneme card and say the answer. Pupils spell out their answers if there is any confusion.

Key: 2 fish, 3 kiss, 4 sheep, 5 it, 6 cheap, 7 bin, 8 sleep

#### CD 4, 08

- |                    |                    |
|--------------------|--------------------|
| 1 seat sit seat    | 5 eat it it        |
| 2 feet fish fish   | 6 cheap chip cheap |
| 3 keys kiss kiss   | 7 bean bin bin     |
| 4 sheep ship sheep | 8 sleep slip sleep |

### 2 Play the game.

- Focus pupils on the activity. Elicit five words with the /i:/ sound. Tell pupils to write them in the gaps next to the numbers. Then elicit five words with the /ɪ/ sound for pupils to write down in the gaps next to the letters. Read the words for the pupils to repeat. Pupils draw four battleships in their grids using a pencil. Tell pupils their battleships must be one square long. Mix pupils up so that they are sitting with someone who could not have seen where they drew their battleships.
- Demonstrate the game with two pupils. One pupil guesses where their partner has drawn their battleships. They choose a square by saying one word with /i:/ and one word with /ɪ/. If the chosen square does not have part of a battleship, the other pupil says *miss*. If the square does have part of a battleship, they say *hit* and their partner has another go. Pupils should mark the squares containing their partner's battleships with an X. The winner is the first to find all their partner's battleships.

### 3 Read and complete the text.

- Focus pupils on the words in the box. Check understanding. Pupils work individually to complete the sentences with the words from the word box. Check with the class.

Key: 2 sit, 3 meat, 4 milk, 5 sick, 6 eat, 7 quickly

### Ending the lesson

- Pupils work in groups of four. They practise the chant from Pupil's Book Activity 3. Ask different groups to perform different verses to the class. Pupils chant individually in a round as they did before in groups. Encourage pupils to say the chant without reading from their Pupil's Books.



# Say it with me tr, sp and st

## Say it with me

**1** Listen and repeat.

You must **start** the **story**.  
The **trees** and the **truck** are  
in a **straight street**.  
The **spider** can **spell** 'hospital'.  
Children can **skip** and **skate** at **school**.

**2** Listen and say.

Three transport trucks  
Three transport trucks trailed  
Three transport trucks trailed through the traffic lights.

Six spaghetti strings  
Six spaghetti strings spooned  
Six spaghetti strings spooned into Stella's stomach.

**3** Listen, read and say 'yes' or 'no'.

It was a special spring morning in Spain. A spy called Stephen started his trip. He skated along the street. He wanted to stop at the shop because he was starving. Suddenly he slipped on a banana skin, went flying through the traffic and shot straight through the shop window. 'Help!' he shouted. It was a terrible scene. He came to a stop in the trash near a tree. He had to be whisked to hospital; he had a sprained wrist and a cracked skull. 'Next time I'll use a train for transport!' he thought to himself.

No. Next time I'll use a train for transport!

- 1 It was the month of November.
- 2 Stephen went to the shop on skates.
- 3 There was no traffic that day.
- 4 Stephen went through a shop window.
- 5 He didn't go to hospital.
- 6 He wants to go by train on his next trip.

88

## Say it with me

**1** Write tongue twisters.

- 1 student / stick / stamp / school  
A student sticks
- 2 teacher / throws / trash / trashcan
- 3 sticky starfish / stares / spotty spiders

**2** Read and write the words.

triangle	art	ee	ell	omach	ain	reet	ain	ansport
amp	ade	y	ip	op	ousers	ider	udy	ring

triangle

tr... sp... st...

**3** Listen and check.

**4** Play the game.

a Spain. b Spy. c Change it.

88

**Objectives:** By the end of the lesson, pupils will have practised tongue twisters containing the consonant clusters *tr*, *sp* and *st* and increased their awareness of and ability to pronounce words beginning with these letters.

## Target language

- **Key language:** *transport trucks, trailed, spooned, sticks, stamps, trash, trashcan, spaghetti, traffic lights, sticky, starfish, stares, spotty*
- **Additional language:** *starving, shot a spy, a trip, a banana skin, straight through, It was a terrible scene, He came to a stop, whisked to hospital, a sprained wrist, a cracked skull*
- **Revision:** *spiders, spring, morning, skate, street, shop, slip, tree, train*

## Materials required

- Balls (one per group of five pupils)

## Pupil's Book page 88

### Spanish specific

- Spanish speakers tend to add an /e/ before words beginning with consonant clusters such as /sp/ or /st/. This comes from interferences from other languages they speak where consonant clusters are usually preceded by /e/. This needs to be pointed out and practised. They can also have difficulties with /tr/ because Spanish speakers tend to try to roll the *r* which is incorrect in English.

### Warmer

- Write the following consonant clusters on the board: *tr*, *sp* and *st*. Point at the letters and say *Are they consonants or vowels?* Elicit the correct response. Elicit words that can be made using these combinations of letters and write them on the board, for example, *tree*, *Spain*, *sticky*.

### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 88. Elicit what they can see in the pictures (a red track, a spider, a girl skipping and a boy skating). Play the audio. Pupils listen and repeat. Check pupils are saying the sounds and words correctly. Pupils point to the appropriate picture in Activity 1 as they say each word. Ask pupils to suggest more words with the same sound (if they can).

CD 4, 09

As in Pupil's Book

### 2 Listen and say.

- Tell pupils to focus on Activity 2. Pupils look for the consonant clusters from the board in the tongue twisters (*trucks*, *spaghetti*, *Stella*, etc.). Explain the meaning of *trailed* and *spooned* before pupils listen.
- Pupils listen to the audio and repeat the tongue twisters. Ask a volunteer to come to the front and pretend to be Stella. The class reads the tongue twister and mimes spooning spaghetti, while Stella looks ill. Ask pupils to make the tongue twisters a little bit longer e.g. *Three transport trucks trailed through the traffic lights on Thursday at twelve*. Write their ideas on the board and practise the longer tongue twisters together.

CD 4, 10

As in Pupil's Book

### 3 Listen, read and say 'yes' or 'no'.

- Focus pupils on the illustration. Elicit what is happening. Explain the meaning of some of the words if necessary: *starving*, *shot*, *scene*, *whisked* and *sprained*. Play the audio and tell pupils to listen and follow the text in their book. Pupils take turns to read the text aloud around the class. Pupils decide whether they should say *yes* or *no*. Ask volunteers to read the sentences and the class says *yes* or *no*.

Key: 2 yes, 3 no, 4 yes, 5 no, 6 yes

CD 4, 11

As in Pupil's Book

## Activity Book page 88

### 1 Write tongue twisters.

- Elicit the tongue twister from Pupil's Book Activity 2 and write it on the board. Tell pupils to open their Activity Books at page 88. Demonstrate the activity with the first tongue twister and write it on the board. Pupils work in pairs. Invite pupils to read the tongue twisters.

Key: 1 A student sticks stamps / A student sticks stamps at school, 2 A teacher throws / A teacher throws trash / A teacher throws trash in the trashcan, 3 A sticky starfish / A sticky starfish stares / A sticky starfish stares at spotty spiders

### 2 Read and write the words.

- Focus pupils on the activity. Make sure they understand which letters are the start of words (in the spidergram) and which are the ends (in the box). Pupils write the words.

Key: *tr*: trip, tree, transport, trousers, train *sp*: spider, Spain, spell, spring, spade, spy *st*: start, stop, stomach, street, study, stamp

### 3 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class.

CD 4, 12

triangle, trip, tree, trousers, train, transport, spring, spade, Spain, spell, spy, spider, stamp, start, study, street, stop, stomach

### 4 Play the game.

- Write headings *sp*, *st*, *tr* and a final consonant cluster which you think pupils need to practise on the board. Elicit words with each pair of consonants and write them under the appropriate headings. Say *Let's play a game with words*. Pupils play the game in small groups. Demonstrate the game with a group. Say a word that starts with one of the consonant clusters on the board, for example, *spider*. Throw the ball to one of the pupils in the group and tell them to say another word with the same sound and throw the ball to another pupil. That pupil has to say another word beginning with the same consonants, *sp*. After three or four words, the next pupil can say *Change it!* Whoever catches the ball has to say a word with a different consonant cluster.

### Ending the lesson

- Ask eight pupils to come to the front to play the game from Activity 4. Tell the other pupils to listen to see if anyone hesitates for more than two seconds before they say a word. If they do, they are out and must sit down. The winner is the last person standing.





# Say it with me flour / flower

**Say it with me**

1 Listen, and say the words that sound the same.

1 flour a nose  
2 meat b night  
3 stair c high  
4 knows d stare  
5 pear e one  
6 knight f flower  
7 Hi g meet  
8 won h pair

**flour flower**

1 - f. Flour - flower.

2 Find the homophones. Say the complete sentences.

blue witch hair write ~~board~~ there

1 I was bored in class so the teacher called me to the **board**.  
2 He blew and blew until his face was **blue**.  
3 **They** are with their friends.  
4 Which **one** do you think is the ugliest?  
5 We had to **write** a lot, but I got everything right in my test.  
6 This hare has a lot of **teeth**.

The homophone of 'bored' is 'board'. Board. B-O-A-R-D

3 Read and say 'stop'. Say the correct words.

My friend John one a writing competition. He had to right a story. He wrote about a which who was in love with a night. He had a big knows! She wanted to meat him that knight. She brushed her hare and put on her knew dress. When he sore her, he said high and gave her to flours. They made a lovely pear!

89

**Say it with me** **flour flower**

1 Write definitions.

1 flower A flower is something that grows and is beautiful.  
flour \_\_\_\_\_  
2 hare \_\_\_\_\_  
hair \_\_\_\_\_  
3 right \_\_\_\_\_  
write \_\_\_\_\_  
4 son \_\_\_\_\_  
sun \_\_\_\_\_

2 Read and circle.

1 People brush their **hair** / **hare** with a hairbrush.  
2 He **blew** / **blue** out all the candles on his cake.  
3 Leave the books over **there** / **their** by the door, please.  
4 It doesn't matter **which** / **witch** one you choose. They're all the same.  
5 Sometimes I feel **bored** / **board**, especially if I have nothing to do.  
6 Please **write** / **right** to me during the holidays.

3 Write the story.

My friend John won

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

89

**Objectives:** By the end of the lesson, pupils will have learnt that homophones are words that sound the same but that the spelling and meaning are different and increased their awareness of a range of English homophones.

## Target language

- **Key language:** *knight/night, hare/hair, high/hi, blew/blue, knew/new, sore/saw*
- **Additional language:** *They made a lovely pair!*
- **Revision:** *flour, flower, meat, meet, hair, stair, stare, pear, pair, won, one, night, board, bored, blue, there, their, which, witch, write, right, know, nose, sew, so, new, saw, Hi*

## Materials required

- Papers with one homophone written on each (including *stairs* and *stares*)

## Pupil's Book page 89

### Spanish specific

- Spanish has got far fewer homophones than English and because of this learners do not always assume words with different spellings and meanings can be pronounced in the same way. Homophones are a special feature in English. Due to the variety of different spelling patterns and pronunciation features, it is important they are pointed out to the pupils and practised extensively through different examples.

### Warmer

- Write *sea* and *see* on the board and read them out. Elicit the meaning for each of the words. Say *These are homophones. They sound the same but the letters are different and they have different meanings.* Write *blew* on the board. Read the word and show the meaning. Elicit the homophone *blue* and write it on the board.

### 1 Listen and say the words that sound the same.

- Tell pupils to open their Pupil's Books at page 89. Play the audio. Pupils listen and read the words. In pairs, they match the words that sound the same. Check with the class. Say *Which word sounds like number 1?* Answer *f*.

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

### CD 4, 13

flour, flower, meat, meet, stair, stare, knows, nose, pear, pair, knight, night, hi, high, won, one

### 2 Find the homophones. Say the complete sentences.

- Focus pupils on the words. Pupils work individually to complete the sentences in their notebooks. Ask different pupils to read each sentence and come to the front to write the two homophones from their sentences on the board in the correct order. Practise pronouncing the homophone pairs as a class.

Key: 1 blue, 2 There, 3 witch, 4 write, 5 hair

### 3 Read and say 'stop'. Say the correct words.

- Focus pupils on the picture and elicit what they can see. Make a list of the words they say which are homophones (*knight, witch, flour* and *hare*). Ask volunteers to read the story aloud. Elicit that there are some strange things about the story. Ask pupils to put their hands up if they can see anything strange about the first sentence. Write *one* on the board and elicit the correct spelling *w-o-n*.
- Pupils work in pairs. One pupil reads out the text and the other says *stop* when he/she gets to a homophone and then spells the word correctly. Pupils swap roles and continue. Write the homophones in the story on the board. Invite pupils to come and write the correct spelling of these words. Pupils copy the list of homophones into their notebooks.

Key: one/won, right/write, which/witch, night/knight, knows/nose, meat/meet, knight/night, hare/hair, knew/new, sore/saw, high/hi, to/two, flours/flowers, pear/pair

## Activity Book page 89

### 1 Write definitions.

- Tell pupils to open their Activity Books at page 89. Ask two pupils to read the definition for the word *flower* to the class. Pupils work in pairs to write definitions for the other words. Highlight that they should write simple definitions that answer the question *What is ... ?* Ask volunteers to read a definition to the class and ask other pupils to spell the words they have defined.

Key (possible answers): 1 Flour is the finely ground meal of grain used in baking and cooking. 2 A hare is a small hairy animal/Hair is what is on your head to keep you warm. 3 If you got the answer right that means it's correct/Write is what you do with a pencil or pen. 4 A boy is his mother's or father's son/The sun is a very big star in the sky.

### 2 Read and circle.

- Focus pupils on the activity and the example. Pupils read the sentences and circle the correct word. Elicit the answers as a class.

Key: 2 blew, 3 there, 4 which, 5 bored, 6 write

### 3 Write the story.

- Pupils write the story from their Pupil's Book Activity 3 using the correct homophones. Tell pupils to use the list of homophones from Pupil's Book Activity 3 to help them. Pupils work individually.
- Divide pupils into groups of three. One reads the story while the other two act it out. Ask a group to perform the story for the class.

Key: My friend, John, won a writing competition. He had to write a story. He wrote about a witch who was in love with a knight. He had a big nose! She wanted to meet him that night. So, she brushed her hair and put on her new dress. When she saw him, he said hi and gave her two flowers. They made a lovely pair!

### Ending the lesson





- Stick a paper with *stairs* on one side of the classroom and another with *stares* on the other side. Say *I live on the eighth floor so I have to walk up lots of stairs*. Ask pupils to point, or move if you have space, to the correct homophone. Repeat with the following sentences: *I'm really tired after running up the stairs* and *She stares out of the window when she's bored*. Look puzzled and say *Bored?* Show the pupils two more papers with *bored* and *board* on them. Pupils point to the right word. Repeat with different homophones. If you have time, pupils work in pairs to invent sentences of their own. Then they read them to the class to continue the game.

# THANKSGIVING

## THANKSGIVING

1 Read and say the illustration that corresponds to each sentence.

Thanksgiving was originally a harvest festival. Now it is a time for families and friends to get together and have a special meal to celebrate and give thanks for the good things in their lives. In Canada it is celebrated on the second Monday in October and in the United States it is celebrated on the fourth Thursday in November. Thanksgiving isn't a new celebration. It started a long time ago when the first English people went to a new land.










- They had no food or houses. They needed help.
- The pilgrims went to America on the Mayflower.
- The Native Americans showed them how to plant seeds.
- They made friends with the Native Americans.
- They celebrated by having a big Thanksgiving meal together.
- The Native Americans helped them to make houses.

2 Listen and say 'yes' or 'no'.

Yes.

- Peter likes Thanksgiving.
- They celebrate it in his parents' house.
- Peter and his cousin are the same age.
- He gives thanks for his family and friends.
- He likes cranberry sauce.
- His favourite food is pumpkin pie.





90 Vocabulary cranberry sauce harvest meal pilgrim pumpkin pie roast turkey

## THANKSGIVING

1 Write the answers.




- What was the name of the pilgrims' ship?  
The Mayflower
- Why did the pilgrims need help?
- Who did the pilgrims make friends with in America?
- What did the Native Americans do for the pilgrims?
- What did they eat at the Thanksgiving dinner?



2 Find the Thanksgiving words.

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

family- friends turkey celebrate pumpkin pie Thursday meal sweet potatoes November corn cranberry

3 Now write about things you are thankful for.

I'm thankful for

90

**Objectives:** By the end of the lesson, pupils will have learnt about the origins and current traditions of Thanksgiving and reflected on the things they are thankful for.

## Target language

- Key language:** *Thanksgiving, pilgrims, Native Americans, meal, roast turkey, pumpkin pie, I'm thankful for ...*
- Additional language:** *corn on the cob, cranberry sauce, broccoli, sweet potatoes, a harvest festival, to plant seeds, to build houses, he gives thanks for ...*
- Revision:** *ship, celebrate*

## Materials required

- Ending the lesson: A large poster with *Thanksgiving* written in the centre, circles of coloured paper (one per pupil), colouring pencils

## Pupil's Book page 90

### Thanksgiving

- The origins and current traditions of Thanksgiving are explained in the Pupil's Book.

### Warmer

- Write *Thank you!* on the board. Ask *When do you say thank you?* and elicit one or two responses. Pupils work in pairs and try to think of as many situations as possible in which they say *thank you*. Pairs take turns to come to the front and tell the class when they say *thank you*. Tell pupils to listen carefully to what the others say. When it is their turn they should not repeat the same ideas.

### 1 Read and say the illustration that corresponds to each sentence.

- Write *Thanksgiving* on the board. Elicit what pupils know about this festival. Tell pupils to open their Pupil's Books at page 90. Pupils take turns to read the text aloud. Say *Were you right?* Elicit any differences between what the pupils guessed and the information they read in the text.
- Focus pupils on the first picture and ask *Who are the people in the boat?* Elicit that they are English people going to America a long time ago. Tell pupils these people are called pilgrims. Elicit what is happening in each picture. In pairs, pupils read the sentences and match them to the correct picture. Check with the class.

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

### 2 Listen and say 'yes' or 'no'.

- Focus pupils on the pictures. Elicit or explain what each is and ask pupils whether they like these foods. Tell them to look at the boy. Say *Do you think Peter likes the food in the pictures?* Play the audio. Give pupils time to read the sentences. Play the audio again. In pairs, pupils take turns to read the sentences to each other and say *yes* or *no*. Check with the class.
- Say *Do you think Thanksgiving is a good idea?* Give pupils the opportunity to share ideas and to agree/disagree.

Key: 2 no, 3 yes, 4 yes, 5 no, 6 yes

### CD 4, 14

Hi, my name's Peter. Let me tell you about Thanksgiving. I love it. We have a big family celebration. We all go to my grandparents' house. My cousin John is going to be there this year. He's nine, the same age as me. We start our celebration by giving thanks for something. I usually give thanks for my family and friends. Last year we had turkey with cranberry sauce. I don't like cranberry sauce but the turkey was delicious. We also had sweet potatoes, corn on the cob and broccoli. My favourite thanksgiving food is my granny's pumpkin pie. Mmm, delicious. I hope she makes it this year.

## Activity Book page 90

### 1 Write the answers.

- Tell pupils to open their Activity Books at page 90. In pairs, they read the questions and try to remember as many answers as they can. Tell pupils not to write at this stage. Tell them to open their Pupil's Books at page 90 and look at Activity 1 for a few minutes to help them. Then pupils close their Pupil's Books and answer the questions in the Activity Book, writing short answers. Check the answers as a class.

Key: 2 Because they had no food or houses. 3 With the Native Americans. 4 They helped them to build houses and to plant seeds. 5 Meat and corn.

### 2 Find the Thanksgiving words.

- Focus pupils on the words in the box. Pupils work individually. Check with the class. Ask pupils which food from the wordsearch they like best.

Key:

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

### 3 Now write about things you are thankful for.

- Elicit what pupils are thankful for (parents, brothers, sisters, friends, school), what they are good at (maths, painting) etc. and write a list on the board. Pupils write sentences individually and then check together. Ask each pupil to read a sentence to the class.

### Ending the lesson

- Say *Let's make a poster for Thanksgiving*. Give each pupil a circle of coloured paper. Pupils write one of their sentences from Activity 3 around the edge of the circle and draw an appropriate picture in the centre. Monitor and help where necessary. Stick the circles on the Thanksgiving poster. Display the poster in the classroom.



# Pancake Day

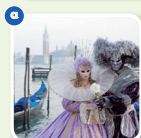
## Pancake Day

1 Read and say the answers.

### Functions

During Lent people are supposed to give up fatty foods. I'm giving up biscuits. What about you?

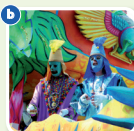
Different countries have different ways of celebrating the day before Lent. The day before Lent starts can be called 'Tuesday of Carnival', 'Mardi Gras' or 'Fat Tuesday', 'Pancake Day' or 'Shrove Tuesday'. Lent is a period of fasting that lasts forty days and finishes on Easter Sunday. So, before this time of less food, people eat a lot and have a good time. The first day of Lent is 'Ash Wednesday'. This is the day when many people promise to give up something they like and try to keep their promise for forty days. During Lent people are supposed to give up meat, dairy and fatty foods.



**Carnival** is celebrated in cities such as Buenos Aires in Argentina, Rio de Janeiro in Brazil, Venice in Italy and many cities in Spain. During this time there are parades and street parties where people dance, dress up, wear masks and eat lots of food. The last day of the celebrations is 'Tuesday of Carnival'.



**Mardi Gras** is the most famous Carnival celebration in the world. It takes place in New Orleans in the United States. The name 'Mardi Gras' is French and it means 'Fat Tuesday'.



**Pancake Day** or **Shrove Tuesday** is celebrated in Ireland, the United Kingdom, Canada, New Zealand and Australia. People celebrate this day by making pancakes from eggs, milk and flour. In France, they make 'crêpes' on this day and call the day 'Mardi Gras'!

- 1 What are the different ways of saying 'Shrove Tuesday'?
- 2 How long does Lent last?
- 3 What are pancakes made of?
- 4 What do people do during Carnival?
- 5 What do some people promise to do for Lent?

2 Ask and answer.

What are you giving up for Lent?

I'm giving up biscuits. What about you?

I'm giving up chocolate.

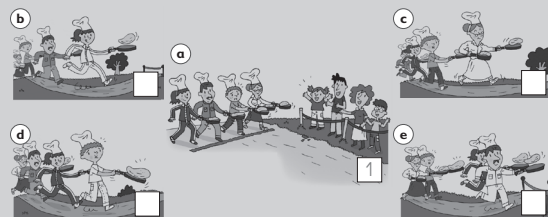
**Vocabulary** Ash Wednesday dress up  
Easter Sunday fasting Lent parade

**Functions** to be supposed to ... to give up  
What about you?

91

## Pancake Day

1 Listen and write the number. Then answer.



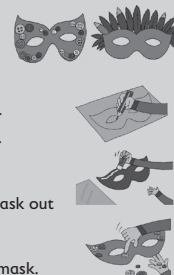
- 1 Who's the winner? \_\_\_\_\_
- 2 Who's second? \_\_\_\_\_
- 3 Who's third? \_\_\_\_\_
- 4 Who's fourth? \_\_\_\_\_

**Project** Make a Mardi Gras mask.

You need:

- paper • construction paper • straws
- buttons, wool, aluminium foil, crayon shavings

- 1 Draw a simple mask shape on a piece of paper (it looks like a letter B without the middle line).
- 2 Draw two oval shapes where the eyes will be.
- 3 Hold it up to your face to check the size.
- 4 When you are happy with the size, cut your mask out and glue it onto construction paper.
- 5 Decorate and cut it out again.
- 6 Staple a straw to one side and you have your mask.



91

**Objectives:** By the end of the lesson, pupils will have learnt about the different celebrations that take place on the Tuesday before Lent, talked about what they can give up for Lent and made a Mardi Gras mask.

## Target language

- **Key language:** *Lent, Easter Sunday, Ash Wednesday, Carnival, Mardi Gras, Pancake Day, Shrove Tuesday, parades, dress up, pancakes, What are you giving up for Lent? I'm giving up ... , What about you?*
- **Additional language:** *dairy, fatty foods*
- **Revision:** *clothes, colours, meat, eggs, butter, flour, dance, wear masks, chocolate, biscuits*

## Materials required

- A calendar (optional)
- Project: Coloured paper (one sheet per pupil), coloured card (one sheet per pupil), straws, colouring pencils, buttons, wool, aluminium foil, crayon shavings
- Optional: Carnival music

## Pupil's Book page 91

### Pancake Day

- The origins and current traditions of Pancake Day are explained in the Pupil's Book.

### Warmer

- Ask *What's your favourite food?* and elicit ideas from the class. Write pupils' ideas on the board in groups (fruit, meat, dairy, fatty foods, etc.). Elicit an appropriate heading for each group of foods and write it above each one. Ask pupils to imagine they have to stop eating something for 40 days. Say *What food is easy to give up?* Elicit responses. Say *What food is impossible to give up?* and elicit more responses.

### 1 Read and say the answers.

- Write *feast* and *fast* on the board and explain the difference. Then draw a simple calendar on the board (or show the class a calendar) with the first day of Lent marked. Write *Ash Wednesday* on that day. Count 40 days from that day and explain that the 40th day is Easter Sunday. Tell pupils that traditionally these 40 days are a time when people fast. Write *Mardi Gras* on the day before *Ash Wednesday*.
- Tell pupils to open their Pupil's Books at page 91. They take turns to read the opening paragraph around the class. Focus pupils on the calendar on the board and check their understanding by asking *What day is this?* and *What do people do?* about *Mardi Gras* and *Ash Wednesday*. Pupils read the rest of the text and say the answers to the questions. Check with the class.

**Key:** 1 Tuesday of Carnival, *Mardi Gras* or Fat Tuesday and Pancake Day, 2 forty days, 3 eggs, butter and flour, 4 dress up, wear masks and eat a lot, 5 they promise to give up food they like

### 2 Ask and answer.

- Ask two pupils to read the example to the class. Ask pupils how to say *give up* using other words and elicit *stop eating*. Pairs take turns to ask and answer about what they are giving up for Lent.

## Activity Book page 91

### 1 Listen and write the number. Then answer.

- Tell pupils to open their Activity Books at page 91. Elicit what is happening in the pictures. Play the audio. Pupils listen and put the pictures in order. Check with the class.
- Play the audio a final time. Tell pupils to listen for the answers to the questions. Check as a class.

**Key for illustrations:** 2 d, 3 c, 4 b, 5 e

**Key for questions:** 1 The winner is Fiona. She is wearing a blue tracksuit. 2 The man is second. He is wearing brown trousers and a black shirt. 3 The old lady is third. She is wearing a red skirt and pink trainers. 4 The boy is fourth. He is wearing blue jeans and a green T-shirt.

### CD 4, 15

It's that time of year again. Time for the pancake race. Is everybody ready? Yes. On your marks. Get set. GO. In the lead at the moment we have a person with a big pan. He's wearing blue jeans and a green T-shirt. Well done! Keep up the good work. Wait a moment! He's in a spot of trouble! He can't carry the pan! I see two pancakes being flipped at the same time. Wow, this is exciting. It's an old lady in a red skirt and pink trainers. She's overtaking the boy. Hold on. Here comes someone. She's wearing a blue tracksuit and is flipping her pancake. Ah, it's Fiona. Good girl, Fiona. I can see the finish line. Not far to go now. But here comes someone, wearing brown trousers and a black shirt. It looks like he's going to be the winner. It's neck and neck between this man and Fiona. Who's going to cross the line first? It's Fiona. Congratulations. Well done. Oh, I can see the man coming in second. The old lady is doing her best. She is going to finish third! Yes! Well done. And last but not least is the young boy in jeans. Come on, you can do it!

### Project Make a Mardi Gras mask.

- Elicit what pupils remember about *Mardi Gras*. Say *People have parades during Mardi Gras. They wear costumes and masks*. Bring an example of a mask to show the class.
- In pairs, pupils follow the instructions and make *Mardi Gras* masks. Monitor as they are working and help where necessary. When pupils have finished their masks they put them on and walk around the class asking *Do you like Mardi Gras? Do you like my mask?*

### Ending the lesson

- Bring some carnival music to class. Make some space in the classroom so that pupils can have a parade. Encourage pupils to dance along and show off their masks.

# Father's Day

## Father's Day

1 Listen and say the corresponding picture.

a  b 

c  d 

2 Read and say 'yes' or 'no'.

The father of five children won a toy at a raffle. He called his children together to decide which child to give the present to. 'Who is the most obedient?' he asked. 'Who does everything Mother says?' 'Who is always good for Mother?' Five small children say 'OK, Daddy! You can have the toy.'

1 The father has got six children. 2 He doesn't know who to give the present to. 3 The father is the most obedient. 4 He is never good for Mother. 5 The father gets the toy.

3 Look and say.

plays golf / football / with me

is tall / short / fat / thin

wears glasses

likes to fish

has got a moustache / curly hair

helps me with my homework

takes me to school

makes my breakfast

My dad's tall and he's got a moustache. He likes to fish.

92 Vocabulary obedient raffle sleepy heads

## Father's Day

1 Listen and write.

strong cheer me up always my-dad anything

I love you 'cause you're (1) my dad.  
You (2) \_\_\_\_\_ when I am sad.  
And when I do (3) \_\_\_\_\_ wrong,  
You seem so especially (4) \_\_\_\_\_.  
So thank you for all you do.  
I'm your son and I'll (5) \_\_\_\_\_ love you.

2 Make some coupons.

big one kisses breakfast one special in bed lunch hug one big ten

Breakfast in bed

Project Make a Father's Day card.

You need: • construction paper • a photo of yourself with your dad

- 1 Fold the card in half and place the photo on the front of the card.
- 2 Draw a pencil mark under the four corners of the photo and cut along the pencil marks.
- 3 Put the corners of the photo into each slot.
- 4 Write 'Happy Father's Day' above the photo.
- 5 Write your own poem or copy the poem from your Pupil's Book inside the card.
- 6 Then sign the card and give it to your dad.

92

**Objectives:** By the end of the lesson, pupils will have talked about the things they do with their dad, read a Father's Day poem and made a set of coupons and a card to give their dad on Father's Day.

## Target language

- **Key language:** *Father's Day, I love you 'cause you're my Dad, You cheer me up when I am sad. And when I do anything wrong, You seem so especially strong. So thank you for all you do. I'm your son and I'll always love you*
- **Additional language:** *Don't be silly, Dad! Who's the winner? a raffle, the most obedient*
- **Revision:** *father, mother, children, a beard, a moustache, curly hair, straight hair, glasses, tall, short, fat, thin, bald, golf, football, likes to fish, plays with me, helps me with my homework, takes me to school, makes my breakfast*

## Materials required

- Small coupon-sized coloured cards (four per pupil)
- Project: An example of a Father's Day card, a photo of each pupil with their father, A4 coloured card (one per pupil)

## Pupil's Book page 92

### Father's Day

- Father's Day began in the twentieth century to honour fathers around the world.
- Father's Day in Spain is on 19th March. In other countries it is on different days.

### Warmer

- Write *Does your dad make your dinner?* on the board. Elicit answers from several pupils. Next write *Does your dad do sport with you?* Elicit answers. Write on the board *help you with your homework, clean the house and take you to the cinema*. Pairs make the questions together using the prompts then ask and answer.

### 1 Listen and say the corresponding picture.

- Tell pupils to open their Pupil's Books at page 92. Elicit what they can see. Play the audio. Pupils work individually. Check with the class. Ask the class questions about the pictures to find out if the pupils' dads do those things.

Key: 1 c, 2 a, 3 d, 4 b

### CD 4, 16

- DAD:** Good morning, Sue. What do you want for breakfast?  
**SUE:** Morning, Daddy. Can I have some bacon and eggs?  
**DAD:** No, darling, I'm sorry we haven't got time today.  
**SUE:** OK. Then I'm going to have cereal and toast.  
**DAD:** Yes, so am I.
- DAD:** Wake up, sleepy heads. It's time to get up.  
**JANE:** I'm too tired to go to school today, Daddy!  
**JOHN:** Me too!  
**DAD:** Me too! I'm going back to bed.  
**JANE:** Don't be silly, Dad!  
**JOHN:** You can't do that, Dad!
- MIKE:** This is very difficult, Dad.  
**DAD:** OK. Let me see. Oh, it *is* difficult, isn't it? How can I help you?  
**MIKE:** How do you spell 'vegetable'?  
**DAD:** Vegetable, V-E-G-E-T-A-B-L-E.  
**MIKE:** Thanks, Dad.
- ANGELA:** I don't want to wear my red coat today! Where's my blue one?  
**NICK:** I can't find my scarf! Have you got it, Angela?  
**ANGELA:** No, I haven't!  
**DAD:** Oh, come on! We're late for school! Get into the car, please.  
**ANGELA & NICK:** Coming, Dad!

### 2 Read and say 'yes' or 'no'.

- Pre-teach *raffle*, using L1 if necessary.
- Ask confident pupils to read the joke line by line. Focus pupils on the sentences below. Pairs work together and decide whether they should say *yes* or *no*. Check with the class. Ask *Who's the winner?* and elicit that the father won the toy.
- Pupils work in pairs and try to memorise the joke. Ask for pupils to come to the front and perform the joke.

Key: 2 yes, 3 yes, 4 no, 5 yes

### 3 Look and say.

- Focus pupils on the words and ask them to mime the meanings. Focus pupils on the speech bubbles. Say *Now talk about your dad*. In pairs, pupils take it in turns to describe their dad to their partner. Ask a pupil to tell the class something about their dad. The others listen and put their hand up if the same is true of their dad. Repeat with other pupils.

## Activity Book page 92

### 1 Listen and write.

- Tell pupils to open their Activity Books at page 92. Play the audio. Pupils write the missing words. Play the audio again so pupils can check their answers in pairs. Explain that *'cause* means *because* and *cheer me up* means *make me happy when I'm sad*. Pairs practise reading alternate lines of the poem.

Key: 2 cheer me up, 3 anything, 4 strong, 5 always

### CD 4, 17

As in Activity Book and Key

### 2 Make some coupons.

- Explain that pupils can give coupons to their dad on Father's Day so that he can give it back to them. Focus pupils on the shapes. Elicit what they are (cup, computer, tie, car). Hand out the small cards. Pupils work individually to make coupons. They copy one shape onto each card and use the words in the box. They decorate their coupons. Elicit when pupils should give the coupons to their fathers (Father's Day)

### Project Make a Father's Day card.

- Bring an example card to show the class. Hand out the pieces of card. Pupils follow the instructions. Monitor and help where necessary.

### Ending the lesson

- In pairs, pupils take turns to read the poem they have written in their card. Encourage pupils to read the poems to their dads on Father's Day.





# International Children's Book Day

## International Children's Book Day

### 1 Read and say the answers.

**Hans Christian Andersen** was a famous author and poet. He was born on 2nd April, 1805 in Denmark. His family were very poor. Hans had a great imagination – he loved to sing and act. When his father died, Hans went to Copenhagen. He started to write poems, plays and stories and became famous for his fairy tales.

Some of his famous stories are *The Little Mermaid*, *The Ugly Duckling*, *The Emperor's New Clothes* and *The Princess and the Pea*. You can read his fairy tales in more than 150 languages. A lot of these stories are now films, plays and ballets.

International Children's Book Day is celebrated on Hans Christian Andersen's birthday, 2nd April. It is celebrated to encourage children to love reading.



- 1 Where was Hans Christian Andersen born?
- 2 What did he write?
- 3 When is International Children's Book Day?
- 4 Why is this day celebrated?

### 2 Listen and read.

I am the world and the world is me  
For through my book  
I can be whatever I want to be.  
Words and pictures, verse and prose  
Take me to places both far and close.

The more I read, the more I know  
That with my book  
I'll always be  
In the best of company.

Author: Hani El Masri

### 3 Ask and answer.

What's the title of the book?

What's the name of the author?

What are the main characters?

Why did you choose this book?

**Vocabulary** duckling to encourage fairy tale verse prose

93

## International Children's Book Day

### 1 Listen and write the number.



### 2 Read and complete.

prince ocean ship love heart mermaid  
legs tail voice girl beautiful prince

One day, a (1) mermaid swims to the surface of the (2) \_\_\_\_\_ to watch the world above the water. Then, a (3) \_\_\_\_\_ comes by and she sees a handsome (4) \_\_\_\_\_. She falls in (5) \_\_\_\_\_ with him, but she can't leave the ocean because she hasn't got any (6) \_\_\_\_\_. Her grandmother gives her a potion that turns her (7) \_\_\_\_\_ into legs in exchange for her (8) \_\_\_\_\_ and her life. The Little Mermaid goes to find the prince. When the prince sees the Little Mermaid, he thinks she is very (9) \_\_\_\_\_. Unfortunately, he is already in love with another (10) \_\_\_\_\_ who he marries. The Little Mermaid's (11) \_\_\_\_\_ breaks. The only way she can become a mermaid again is by killing the (12) \_\_\_\_\_, but she can't do it because she loves him. The Little Mermaid dies and becomes a rainbow.

### Project

Design a poster.



93

**Objectives:** By the end of the lesson, pupils will have read and talked about some fairy tales, read a poem for International Children's Book Day and produced a poster encouraging children to read more.

## Target language

- **Key language:** *fairy tales, poems, plays, stories, The Little Mermaid, The Ugly Duckling, The Princess and the Pea, The Emperor's New Clothes, author, main characters, a handsome prince*
- **Additional language:** *poet, ballet*
- **Revision:** *films, ocean, grandmother, legs, tail, birthday*

## Materials required

- Warmer: Pictures from Hans Christian Andersen fairy tales
- Selection of children's books (three per pair)
- Project: Large sheets of coloured paper (one per pair)

## Pupil's Book page 93

### International Children's Book Day

- This special day began in 1967 and is celebrated on or near Hans Christian Andersen's birthday (2nd April).
- The day is celebrated to inspire a love for reading and to bring attention to children's books.
- The event is in a different country every year and a writer from that country writes a special message to the children of the world. A local artist designs a poster. The poster and message are then used to promote reading in schools.

### Warmer

- Bring in some pictures connected to the fairy tales in the Pupil's Books (a mermaid, a duckling, etc.). Show the class the pictures one at a time and ask if they know any stories about the people or things. Elicit that the stories are fairy tales.

### 1 Read and say the answers.

- Tell pupils to open their Pupil's Books at page 93. Focus pupils on the text. Pupils read and answer the questions in pairs. Check with the class.

**Key:** 1 He was born in Denmark. 2 He wrote poems, plays and stories. 3 It is on 2nd April, Hans Christian Andersen's birthday. 4 It is celebrated to encourage children to love reading.

### 2 Listen and read.

- Discuss International Children's Book Day as a class. Say *This poem is for International Children's Book Day*. Play the audio. Pupils listen and read the poem. Play the audio again and pupils repeat the poem. Pupils take turns to read lines of the poem around the class.

CD 4, 18

As in Pupil's Book

### 3 Ask and answer.

- Put three books in front of each pair and tell each pupil to choose one. Focus pupils on the questions. Pupils use the cover of the book to answer the questions. Demonstrate the activity with a more confident pupil. In pairs, pupils ask and answer the questions. Allow enough time. Then ask volunteers to come to the front with their book. The class asks them questions about the book they chose.
- Allow time at the end of the lesson for the pupils to look at or read extracts from the books.

## Activity Book page 93

### 1 Listen and write the number.

- Tell pupils to open their Activity Books at page 93. Focus pupils on the pictures. Say *Listen to this story*. Play the first story on the audio. Pupils listen and match the story to a picture. Pupils listen to the rest of the audio and match the stories to the pictures. Elicit the title of each story with the class (*The Ugly Duckling*, *The Princess and the Pea*, *The Emperor's New Clothes*).

**Key:** 1 b, 2 a, 3 c

CD 4, 19

- 1 This story starts with a little duckling hatching from an egg. He is different from all the other ducklings. They all laugh at him and nobody wants him around. He moves along sadly from place to place to find a place to live. When he grows up he becomes a beautiful swan.
- 2 This story is about a prince who wants to marry a princess. One stormy night, a young woman comes to the prince's castle. She says she is a princess. The prince's mother has a test for the young woman. Without telling anyone, the prince's mother places a pea under twenty mattresses. In the morning the princess says she had a very bad night's sleep. The prince's mother is happy so the young woman marries the prince and everyone is happy.
- 3 This story is about an Emperor who loves clothes more than anything else. He wants to have the best clothes made for him. He hires two tailors to make him a suit. They promise to make him the best suit from the most beautiful cloth. They tell the Emperor that the cloth is invisible to anyone who is stupid. Although the Emperor cannot see the cloth he pretends he can and parades through the town in his invisible suit. A small child says, 'The Emperor has nothing on!'

### 2 Read and complete.

- Focus pupils on the words in the box. Check understanding. Demonstrate the activity with the example. Pupils take turns to read the story aloud around the class.

**Key:** 2 ocean, 3 ship, 4 prince, 5 love, 6 legs, 7 tail, 8 voice, 9 beautiful, 10 girl, 11 heart, 12 prince

### Project Design a poster.

- Give pairs large sheets of coloured paper. Say *Let's design a poster for International Children's Book Day*. Tell pupils that the poster should encourage children to read more books. Elicit some ideas on why reading is fantastic before pupils start.

### Ending the lesson

- Pairs take turns to come to the front and show the class their poster. Encourage them to read the text they have written and explain the pictures they have drawn. Give pupils the opportunity to discuss the posters. Display the posters around the classroom.

# Grammar reference

## Pupil's Book

★ Grandpa Star's **older than** Mr Star.  
The dog's **bigger than** the cat.  
Uncle Fred's **funnier than** Aunt May.

He **sometimes** has to get up at 5 o'clock.  
She **always** has to work at the weekend.  
He **never** has to do his homework on Saturday.

★ 1 He's / She's the teacher **who's** wearing a red sweater.  
They're the girls **who are** skipping.

★ 2 What can I **learn to do**?  
You can **learn to sing**.  
What do you / they want to **learn to do**?  
I / We / They want to **learn to paint**.  
I / We / They don't want to **learn to roller skate**.  
What does he / she want to **learn to do**?  
He / She wants to **learn to dance**.  
He / She doesn't want to **learn to ride** a horse.

What's the Activity Centre?  
It's a place **where** you can learn to swim.

★ 3 I / You / He / She / It / We / They **had / didn't have** lunch at school.  
**Did** you **see** the dentist last year?  
Yes, I **did**. / No, I **didn't**.  
**Did** he / she **eat** chocolate cake?  
Yes, he / she **did**. / No, he / she **didn't**.  
How many ice creams **did** you **have**?  
I **had** two ice creams. / I **didn't have** an ice cream.

Her mum gave her medicine **because** she had a headache.  
I had a drink **because** I was hot.  
They ate a sandwich **because** they were hungry.

★ 4 What **did** Alex **need**?  
Alex **needed** a hat and a scarf.  
Where **did** she **live**?  
She **lived** in a big town.  
Who **did** Mr Burke **stop**?  
Mr Burke **stopped** Simon.  
What **did** Simon **carry**?  
Simon **carried** the boxes.

★ 5 They were hungry **so** they ate an apple.  
It was cold **so** they had a hot drink.  
I couldn't find my map **so** I got lost.

interesting → more interesting  
This film is **more interesting** than that one.  
famous → more famous  
She is **more famous** than him.  
difficult → more difficult  
Maths homework is **more difficult** than English homework.

My bike goes **more slowly** than yours.  
He rides his bike **more carefully** than her.

★ 6 What **did** you **buy**?  
I **bought / didn't buy** a new laptop.  
Where **did** he **put** the DVD?  
He **put / didn't put** it on the table.  
What **did** they **think**?  
They **thought / didn't think** the internet was slow.  
What **did** she **know**?  
She **knew / didn't know** the song on the radio.

★ 7 quick → quicker → the quickest  
It's **the quickest** lizard in the world.  
beautiful → more beautiful → the most beautiful  
Blue whales are **the most beautiful** animals.  
good → better → the best  
I think rabbits are **the best** pets.

What **did** you **eat**?  
I **ate / didn't eat** the cake.  
What **did** he / she **see**?  
He / She **saw / didn't see** a dolphin.  
Where **did** they / we **swim**?  
They / We **swam / didn't swim** in the sea.

★ 8 slowly → more slowly → the most slowly  
The woman's walking **the most slowly**.  
carefully → more carefully → the most carefully  
The boys are riding **the most carefully**.

# Grammar reference

---

## Activity Book

### ANSWER KEY

**AB94. ACTIVITY.** *Read and complete.*

**Key:** 1 easier, 2 younger, 3 thinner, 4 shorter

**AB94. ACTIVITY 1.** *Look and complete.*

**Key:** 1 's, 2 are, 3 who, 4 singing

**AB94. ACTIVITY 2.** *Read and order the words. Make sentences.*

**Key:** 1 You can learn to dance. 2 He wants to learn to swim.  
3 It's a place where you can learn to sail. 4 They don't want to learn to skate.

**AB94. ACTIVITY 3.** *Look and complete.*

**Key:** eat, Yes, did, ate, didn't

**AB95. ACTIVITY 4.** *Read and circle the correct answer.*

**Key:** 1 danced, 2 tried, 3 dropped, 4 laughed

**AB95. ACTIVITY 5.** *Read and circle the correct answer.*

**Key:** 1 slowly, 2 carefully, 3 better, 4 loudly

**AB95. ACTIVITY 6.** *Read and complete.*

**Key:** 1 bought, 2 put, 3 caught, 4 went, 5 said, 6 brought

**AB95. ACTIVITY 7.** *Match the sentences.*

**Key:** 1 b, 2 c, 3 a

**AB95. ACTIVITY 8.** *Look and complete.*

**Key:** 1 most carefully, 2 worst, 3 most loudly, 4 the best



# Movers practice test audioscript

**CD 4, 20** Pupil's Book. Movers test.  
Pages 96-111. Listening. Part 1.

**Look at Part 1. Look at the picture.  
Listen and look. There is one  
example.**

Here's my favourite café, Aunt Sue. Some  
people from my school are here.  
Oh. Tell me about them.  
OK. That's Peter there.  
Is he the boy with the fair hair who's  
looking at his watch?  
Yes. He's waiting for a friend, I think.

**Can you see the line? This is an  
example.**

**Now you listen and draw lines.**

- 1 Look! There's my friend, Daisy!  
Which one is she?  
She's sitting there, at a round table.  
What's she doing?  
She's eating a sandwich.  
Oh, yes.
- 2 I'm thirsty.  
Well, we can have a drink here.  
Yes. Jim's having a cup of coffee.  
Which boy is he?  
The one in the white sweater.
- 3 That boy can't go inside the café.  
He's got a puppy with him.  
Oh, that's Paul.  
Is he in your class?  
Yes. He got that puppy last week.
- 4 Can you see the girl who's carrying  
some glasses?  
Yes. Does she work here?  
Only at weekends. I know her. Her  
name's Mary.  
She's got a lot of glasses!  
Yes. Be careful! Don't drop them!
- 5 There's my sister!  
Oh! Where?  
There! She's sitting at that square  
table.  
Oh, yes. That's Vicky! What's she  
doing?  
She's doing her homework in the  
café. She is naughty!

**CD 4, 20** Now listen to Part 1 again.  
[Repeat audioscript]

**CD 4, 21** Part 2.

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

Dad, you know that village?  
Yes. You went there with your class.

Yes. Well, I've got to write about it. Can  
you help me?  
OK. When did you go there?  
Was it last Friday?  
Friday. That's right.

**Can you see the answer? Now you  
listen and write.**

- 1 Who did you talk to in the village?  
We talked to a farmer.  
And was the farmer nice to your  
class?  
Yes. He showed us all his animals.
- 2 Which were the biggest animals on  
the farm?  
I don't know. Oh, the goats, I think.  
Did you see any cows?  
Oh, yes! The brown and white cows  
were the biggest animals.
- 3 And what do they eat?  
I don't know.  
Well, where did you see them?  
In a field.  
Was there any grass in that field?  
Oh, now I know! They eat grass!
- 4 What's the name of the village?  
Upton.  
Can you spell it?  
Yes. It's U-P-T-O-N.  
Good.
- 5 One last thing. How many people  
live there?  
Sixty, I think.  
It's a very small place.  
It is small, but I made a mistake.  
There are seventy people in the  
village.  
Seventy?  
That's right.

**CD 4, 21** Now listen to Part 2 again.  
[Repeat audioscript]

**CD 4, 22** Part 3.

**What sport does Peter do in these  
places?**

**Listen and write a letter in each  
box. There is one example.**

Do you like doing different sports, Peter?  
Yes. I love doing different sports. Last  
week I did a very long run for the first  
time.  
Where did you do that?  
At school. We all had to do it. We were  
very tired after it.

**Can you see the letter H? Now you  
listen and write a letter in the box.**

- 1 What's your favourite sport?  
Ummm. Horse riding, I think. It's really  
exciting.  
Where do you do that?  
There's a riding school near the lake.  
I go there for a lesson every  
Saturday.
- 2 I love climbing too.  
Do you do that in the mountains?  
No. That's too dangerous for me now.  
I do it at the sports centre. They  
have a wall you can climb on.  
Is it difficult?  
Yes but it's fun.
- 3 What about bike riding? Do you like  
that?  
Yes. I do that a lot with my friends. We  
go to the park and ride there.  
That's good. It's safe there because  
there are no cars.  
Yes. That's what Mum says too.
- 4 I went fishing with Dad last weekend.  
Did you catch one?  
No. It was boring. But Dad loved it.  
Ha ha. Did you go on a boat on the  
lake?  
No. We were in a field by the river.
- 5 What other sports do you do?  
Swimming. When it's hot I love going  
to the beach.  
Me too. But only when the water is  
warm!  
Yes and I never go in when there are  
jellyfish.  
Oh no! I'm frightened of them too.

**CD 4, 22** Now listen to Part 3 again.  
[Repeat audioscript]

**CD 4, 23** Part 4.

**Look at the pictures. Listen and  
look.**

**There is one example.**

**What was the weather like last  
weekend?**

What did you do last weekend?  
Oh, we went to the beach, but we  
couldn't swim.  
Why not? Did it rain?  
No, but it was very cold and windy. We  
flew our kites.

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

- 1 **Where did Alex go after school?**  
I didn't see you at the library after school yesterday, Alex.  
No. I didn't go to the library.  
Oh. Did you go to the cinema?  
There's a good film on this week.  
No, I had to go to the hospital to see my uncle.
- 2 **What did they do at the party?**  
Did you enjoy Sam's birthday party?  
Yes. It was great.  
What did you do? Did you play games and have some birthday cake?  
Mum! That's for babies. We played music and danced.
- 3 **What did the man buy?**  
What did you buy at the shops?  
Well, I found a great new coat.  
Good! You needed one. Did you get some shoes, too?  
No, but I got this scarf.  
Very nice!
- 4 **Where do the aliens live?**  
I wrote a story about some aliens at school today, Dad.  
Tell me all about it. Do they live on the moon?  
No, they live in this world.  
Where? In the forest?  
No, in the ground, under rocks. It's an exciting story!

- 5 **Which zoo animals did the girl like?**  
The zoo was so good. I loved the pandas.  
Yes, I liked them, too. And the dolphins. They're so funny!  
And the big strong lions were great!  
Oh, no! I was afraid of them.

**CD 4, 23** Now listen to Part 4 again.

[Repeat audioscript]

**CD 4, 24 Part 5.**

**Look at the picture. Listen and look.**

**There is one example.**

Hello! Can you colour this picture for me?  
OK. What is it?  
It's a bathroom with a bath and shower.  
Oh, yes. There's lots of water!  
Well, colour the water in the bath.  
Right. Let's make it blue.

**Can you see the blue water in the bath?**

**This is an example.**

**Now you listen and colour and write.**

- 1 Can you see the toothbrush?  
Which one? There are two.  
The toothbrush in the boy's hand.  
He's cleaning his teeth with it.  
OK. Can I colour it red?  
Yes. I like that colour.  
So do I.

- 2 There are some towels on the floor.  
Yes. They're all wet.  
One towel isn't wet. It's on the chair.  
Yes. Colour that one. You can choose the colour.  
OK. I'm colouring it purple.
- 3 Would you like to write something now?  
All right.  
Can you see the bowl?  
Yes.  
Well, write the name *Tom* on the bowl.  
OK, I'm writing it. He's the boy in the picture, I think.
- 4 Next, look at the bottles.  
Right. There are three of them.  
Yes. Find the smallest bottle ...  
OK.  
... and colour it green.  
Easy!
- 5 This is the last thing.  
OK.  
Colour one of the toy ducks.  
Which one?  
The one next to the boy's foot.  
Right. I'm colouring that duck yellow.  
Good! The picture looks great now!

**CD 4, 24** Now listen to Part 5 again.

[Repeat audioscript]

# Movers practice test key

## LISTENING

### Part 1 – 5 marks

- 1 Daisy at round table, eating sandwich
- 2 Jim in white sweater, with cup of coffee
- 3 Paul with puppy on lead
- 4 Mary carrying tray of glasses
- 5 Vicky sitting at square table, doing homework

### Part 2 – 5 marks

- 1 (a / the) farmer; 2 (the) brown and white cows; 3 (the) grass; 4 Upton;
- 5 70 / seventy

### Part 3 – 5 marks

- 1 horse riding F; 2 climbing C;
- 3 riding a bike B; 4 fishing G;
- 5 swimming E

### Part 4 – 5 marks

- 1 a; 2 b; 3 b; 4 a; 5 c

### Part 5 – 5 marks

- 1 Colour toothbrush in boy's hand – red
- 2 Colour towel on chair – purple
- 3 Write *Tom* on bowl
- 4 Colour smallest bottle – green
- 5 Colour toy duck by boy's foot – yellow

## READING & WRITING

### Part 1 – 5 marks

- 1 a stomach; 2 penguins; 3 a neck;
- 4 a nose; 5 rabbits
- 5 and 6 e.g.

### Part 2 – 6 marks

- 1 B; 2 A; 3 C; 4 B; 5 B; 6 A

### Part 3 – 7 marks

- 1 map, 2 angry, 3 water, 4 parrot, 5 ate,
- 6 The hungry pirates

### Part 4 – 5 marks

- 1 of; 2 eat; 3 their; 4 moving; 5 are

### Part 5 – 7 marks

- 1 idea, 2 car, 3 the market, 4 a big bag,
- 5 the balcony, 6 salad, 7 funny

### Part 6 – 10 marks

- 1 is playing
- 2 on a blanket (on the grass)
- 3 (The cat is sitting) in/on the tree.
- 4 (They're wearing) roller skates.  
The dog is bigger than the small girl.; There are three children in the playground.; The sky is blue.; The boy who is playing football is wearing a blue T-shirt.

# Texts for Photocopiable activities

## 2b, 4, 6a and Review 7 and 8

### Photocopiable activity 2b (page 202)

#### Swimming

An Olympic swimming pool is 50 metres long and 25 metres wide. There are a lot of different races. Races can be from 50 metres to 10 kilometres long and swimmers can swim on their stomachs or on their backs. There are eight swimmers in a race. At the end, the swimmer who touches the wall first is the winner.

### Photocopiable activity 4 (page 205)

#### The Pevensie children

There are four children in 'The Chronicles of Narnia'. They are the Pevensies, two boys and two girls. The boys are called Peter and Edmund and the girls are called Susan and Lucy.

Peter is older than all the other children. He is bigger than the others, and is also stronger. Edmund is younger than Susan, but older than Lucy.

Lucy is younger than her brothers and sister. She is the one who finds Narnia.

### Photocopiable activity 6a (page 208)

#### Robots

A robot is a machine which can do some jobs like a person. Robots can do a lot of difficult things, but they never get tired or bored, thirsty or hungry. They can look different from men or women, but some of them have arms, legs, hands or feet.

All robots are different because they need to do different things. They can't think like us, but they have a computer inside them which tells them what they must do.

### Photocopiable activity Review 7 and 8 (page 213)

#### Scott and Amundsen

Robert Scott was an explorer. Scott went on two expeditions to the South Pole, but he and his men didn't come back from the terrible second adventure.

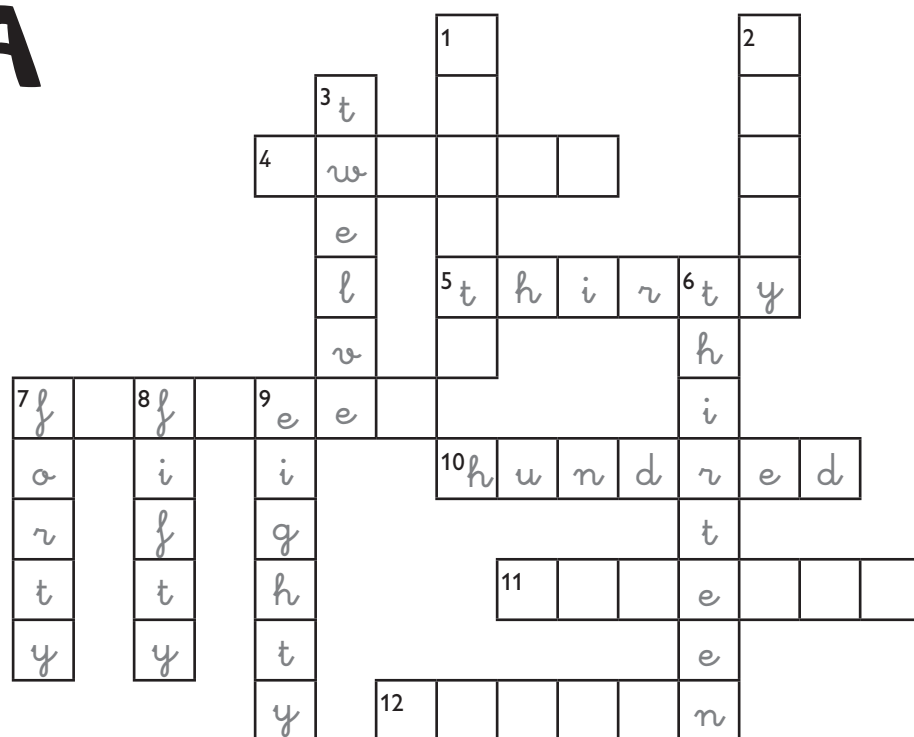
Scott went on his first British Antarctic expedition in 1901. On this adventure, he was the first person to fly a hot air balloon on Antarctica.

Scott left for Antarctica again in 1910. He was racing Roald Amundsen to be the first man to the South Pole. Amundsen got there first, fourteen days before Scott and his men.

# Photocopiable activity 1a

## Numbers crossword

**A**



Ask your partner questions.

Example:

A: *What's 4 across?*

B: *It's thirty-nine minus nineteen.*

Give these clues to your partner.

Across →

5 Eleven plus nineteen

10 Eighty-six plus fourteen

Down ↓

3 Fifteen minus three

6 Seventy-four minus sixty-one

7 Fifty-six minus sixteen

8 Thirty-nine plus eleven

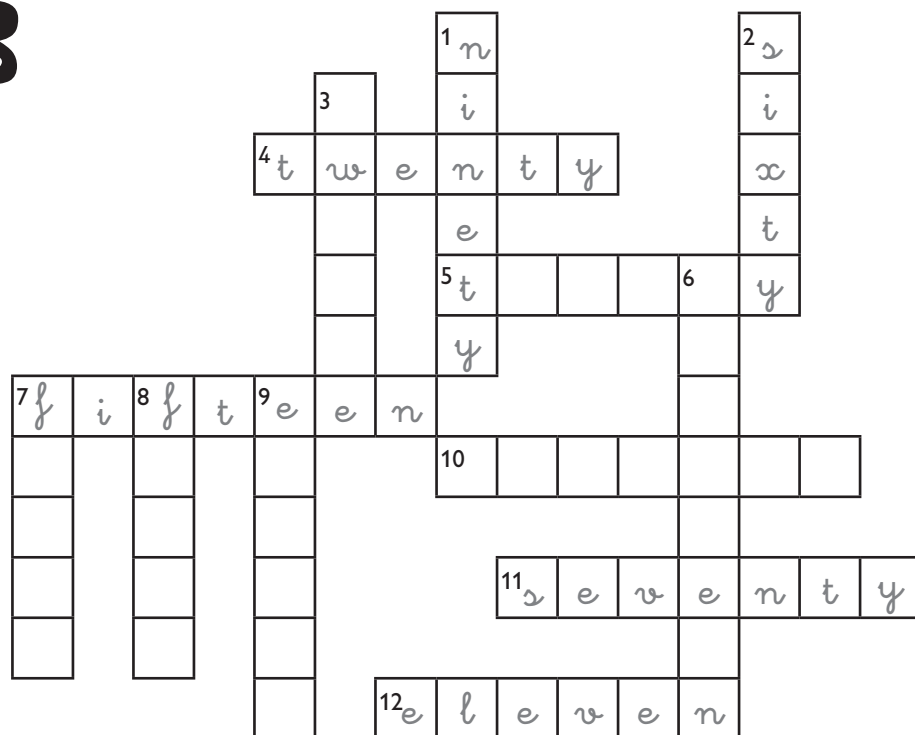
9 Sixty-eight plus twelve



# Photocopiable activity 1b

## Numbers crossword

**B**



Ask your partner questions.

Example:

B: What's 5 across?

A: It's eleven plus nineteen.

Give these clues to your partner.

Across →

- 4 Thirty-nine minus nineteen
- 7 Twelve plus three
- 11 Forty-four plus twenty-six
- 12 Twenty-six minus fifteen

Down ↓

- 1 Thirty-eight plus fifty-two
- 2 Twenty-three plus thirty-seven

# Photocopiable activity 2a



I want to go swimming and climbing.	I want to go climbing and skating.	I want to go skating and fishing.
I want to go swimming and skating.	I want to go climbing and sailing.	I want to go skating and dancing.
I want to go swimming and sailing.	I want to go climbing and fishing.	I want to go sailing and fishing.
I want to go swimming and fishing.	I want to go climbing and dancing.	I want to go sailing and dancing.
I want to go swimming and cycling.	I want to go skating and sailing.	I want to go fishing and dancing.

## Photocopiable activity 2b

# A

### Swimming

An Olympic \_\_\_\_\_ is 50 metres long \_\_\_\_\_  
\_\_\_\_\_. There are a lot \_\_\_\_\_  
\_\_\_\_\_. Races can be \_\_\_\_\_  
\_\_\_\_\_ to 10 kilometres \_\_\_\_\_ can  
swim on \_\_\_\_\_ on their backs. There  
\_\_\_\_\_ in a race. \_\_\_\_\_  
\_\_\_\_\_ of the race, \_\_\_\_\_ touches  
the wall \_\_\_\_\_.

Can you repeat, please?  
How do you spell \*\*\*, please?





# B

### Swimming

\_\_\_\_\_ swimming pool \_\_\_\_\_  
\_\_\_\_\_ and 25 metres wide. \_\_\_\_\_  
\_\_\_\_\_ of different races. \_\_\_\_\_  
\_\_\_\_\_ from 50 metres \_\_\_\_\_ long  
and swimmers \_\_\_\_\_ their stomachs or  
\_\_\_\_\_. \_\_\_\_\_ are eight swimmers  
\_\_\_\_\_. At the end \_\_\_\_\_  
\_\_\_\_\_, the swimmer who \_\_\_\_\_ first  
is the winner.

Can you repeat, please?  
How do you spell \*\*\*, please?

# Photocopiable activity Review 1 and 2

happily	quickly	slowly
quietly	loudly	
		
		



## Photocopiable activity 3



I ate a cheese sandwich	I had a temperature.	I had a toothache.
The doctor gave me some medicine	I was thirsty.	I was tired.
I drank some juice	I wanted to.	I like cheese a lot.
I saw the dentist	I was ill.	I don't like milk.
I went to bed early	my tooth was worse.	I was hungry.

## Photocopiable activity 4

**A**

### The Pevensie children

There are four \_\_\_\_\_ of  
Narnia'. They are \_\_\_\_\_ and  
two girls. The \_\_\_\_\_ Peter and Edmund  
\_\_\_\_\_ are called \_\_\_\_\_.

Peter is older \_\_\_\_\_ the other children. \_\_\_\_\_  
\_\_\_\_\_ the others, and \_\_\_\_\_  
\_\_\_\_\_. Edmund is younger than \_\_\_\_\_,  
\_\_\_\_\_ Lucy.  
\_\_\_\_\_ than \_\_\_\_\_ and  
sister. \_\_\_\_\_ who finds  
\_\_\_\_\_.

**B**

### The Pevensie children

\_\_\_\_\_ children in 'The Chronicles  
\_\_\_\_\_. \_\_\_\_\_ the Pevensies,  
two boys \_\_\_\_\_. \_\_\_\_\_ boys are  
called \_\_\_\_\_ and the girls \_\_\_\_\_  
\_\_\_\_\_ Susan and Lucy.

\_\_\_\_\_ than all \_\_\_\_\_.  
\_\_\_\_\_. He is bigger than \_\_\_\_\_, \_\_\_\_\_ is  
also stronger. \_\_\_\_\_ Susan,  
but older than \_\_\_\_\_. \_\_\_\_\_  
Edmund, and he is \_\_\_\_\_.  
Susan, but older \_\_\_\_\_.  
Lucy is younger \_\_\_\_\_ her brothers \_\_\_\_\_.  
She is the one \_\_\_\_\_ Narnia.

## Photocopiable activity Review 3 and 4

**A**

### Simon's Saturday

On Saturday morning Simon went to the city centre by bus. He saw his friend Alex at the bus station. They ate lunch at a restaurant. Then they went to the cinema. They watched a very funny film. They laughed a lot. Simon went home at four o'clock.

### Stella's Saturday

On Saturday morning Stella went (Where?) \_\_\_\_\_.  
\_\_\_\_\_. Uncle Fred was (Where?) \_\_\_\_\_.  
\_\_\_\_\_. Stella helped Uncle Fred (How?) \_\_\_\_\_.  
\_\_\_\_\_ the sheep. Then she ate lunch (Where?) \_\_\_\_\_.  
\_\_\_\_\_. After lunch Stella and Uncle Fred (What?) \_\_\_\_\_.  
\_\_\_\_\_. They played with  
Uncle Fred's dog. Stella went home at (What time?) \_\_\_\_\_.  
\_\_\_\_\_.



**B**

### Simon's Saturday

On Saturday morning Simon went (Where?) \_\_\_\_\_.  
\_\_\_\_\_ by bus. He saw his friend (Who?) \_\_\_\_\_.  
at the bus station. They ate lunch (Where?) \_\_\_\_\_.  
\_\_\_\_\_. Then they went (Where?) \_\_\_\_\_.  
\_\_\_\_\_. They watched (What?) \_\_\_\_\_.  
\_\_\_\_\_. They laughed a lot. Simon went home at  
(What time?) \_\_\_\_\_.  
\_\_\_\_\_.

### Stella's Saturday

On Saturday morning Stella went to Uncle Fred's farm. Uncle Fred was in the field. Stella helped Uncle Fred to feed the sheep. Then she ate lunch in the farmhouse. After lunch Stella and Uncle Fred walked in the fields. They played with Uncle Fred's dog. Stella went home at three o'clock.

# Photocopiable activity 5



Complete the sentences.

In my group \_\_\_\_\_ of us could walk when we were 1.  
In my group \_\_\_\_\_ of us could \_\_\_\_\_  
In my group \_\_\_\_\_ of us \_\_\_\_\_  
In my group \_\_\_\_\_  
In my group \_\_\_\_\_  
In my group \_\_\_\_\_



Complete the chart.

4						
3						
2						
1						
	Could walk at 1	Could talk at 2	Could write at 4	Could swim at 5	Could read at 6	Could ride a bike at 8
	yellow	blue	purple	green	red	orange



## Photocopiable activity 6a

**A**

### Robots

A robot is \_\_\_\_\_ can do some jobs like  
\_\_\_\_\_. \_\_\_\_\_ can do a \_\_\_\_\_  
\_\_\_\_\_ things, but they \_\_\_\_\_ or  
bored, thirsty \_\_\_\_\_. \_\_\_\_\_ can look different  
\_\_\_\_\_ women, but some \_\_\_\_\_  
\_\_\_\_\_ arms, legs, hands \_\_\_\_\_.  
\_\_\_\_\_ are different because \_\_\_\_\_  
\_\_\_\_\_ do different things. \_\_\_\_\_  
like us, but \_\_\_\_\_ computer inside them  
\_\_\_\_\_ what they must \_\_\_\_\_.



**B**

### Robots

\_\_\_\_\_ a machine which \_\_\_\_\_  
\_\_\_\_\_ a person. Robots  
\_\_\_\_\_ lot of difficult \_\_\_\_\_,  
\_\_\_\_\_ never get tired \_\_\_\_\_,  
\_\_\_\_\_ or hungry. They \_\_\_\_\_ from  
men or \_\_\_\_\_, \_\_\_\_\_ of them have \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ or feet. All robots \_\_\_\_\_  
\_\_\_\_\_ they need to \_\_\_\_\_. They  
can't think \_\_\_\_\_, \_\_\_\_\_ they have a \_\_\_\_\_  
\_\_\_\_\_ which tells them \_\_\_\_\_  
\_\_\_\_\_ do.

## Photocopiable activity 6b



I got up at 8 o'clock.  
I didn't have a shower  
before breakfast.

I got up at 8 o'clock.  
I bought a comic after  
breakfast.

I got up at 7 o'clock.  
I read a book after  
breakfast.

I got up at 7 o'clock.  
I had a shower after  
I got up.

I bought a comic after  
breakfast.  
I didn't have a shower  
before breakfast.

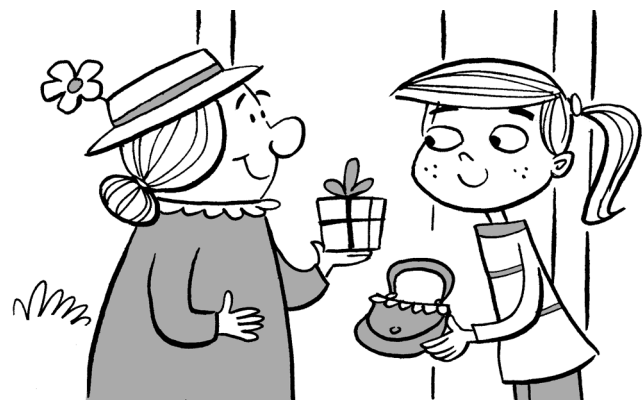
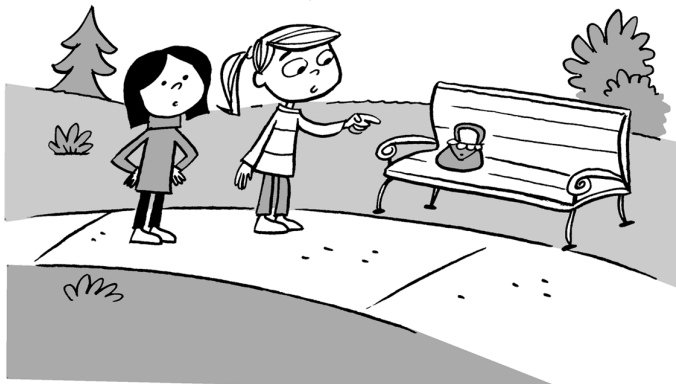
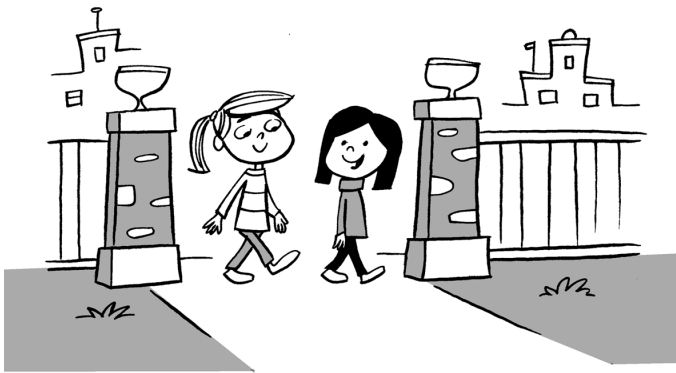
I had a shower after  
I got up.  
I read a book after  
breakfast.

I got up at 7 o'clock.  
I didn't have a shower  
before breakfast.

I bought a comic after  
breakfast.  
I went to school with  
my sister.

I didn't have a shower  
before breakfast.  
I read a book after  
breakfast.

# Photocopiable activity Review 5 and 6



# Photocopiable activity 7

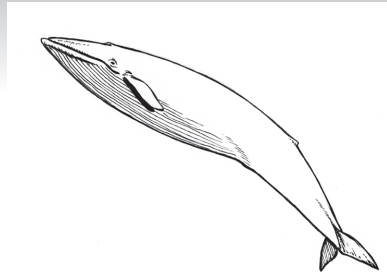
## Animal fact cards

Animal: Bengal tiger



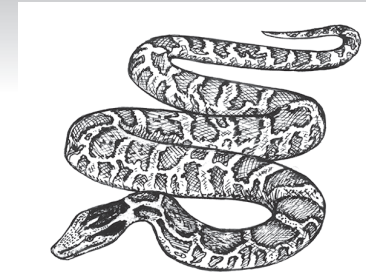
Height: 1 metre  
Weight: 250 kg  
Length: 3 metres  
Beautiful: \*\*\*\*\*  
Good swimmer: \*\*\*  
Speed: 60 km/h

Animal: Blue whale



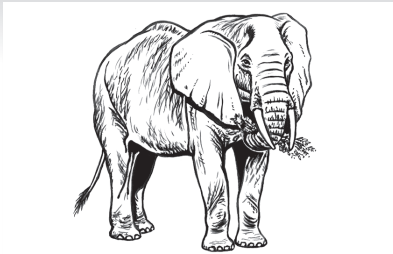
Height: 4 metres  
Weight: 181,000 kg  
Length: 21 metres  
Beautiful: \*\*\*  
Good swimmer: \*\*\*\*\*  
Speed: 45 km/h

Animal: Python



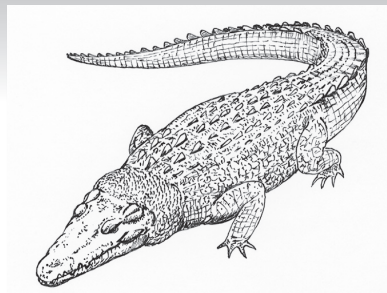
Height: 20 cm  
Weight: 110 kg  
Length: 10 metres  
Beautiful: \*\*  
Good swimmer: \*\*\*  
Speed: 10 km/h

Animal: African elephant



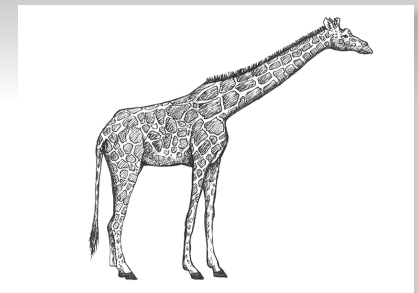
Height: 4 metres  
Weight: 7,000 kg  
Length: 9 metres  
Beautiful: \*\*  
Good swimmer: \*\*\*  
Speed: 25 km/h

Animal: Crocodile



Height: 40 cm  
Weight: 1,200 kg  
Length: 6 metres  
Beautiful: \*  
Good swimmer: \*\*\*  
Speed: 15 km/h

Animal: Giraffe

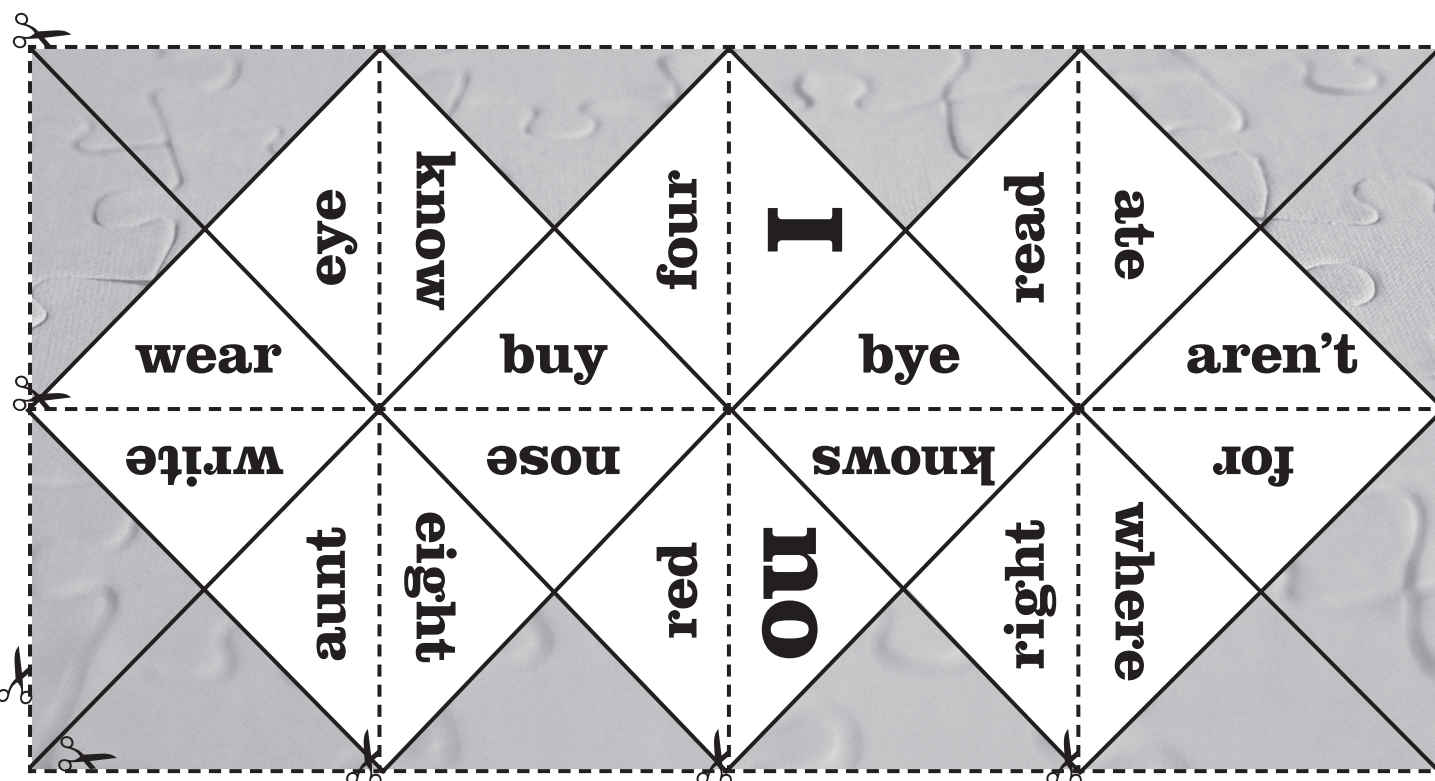
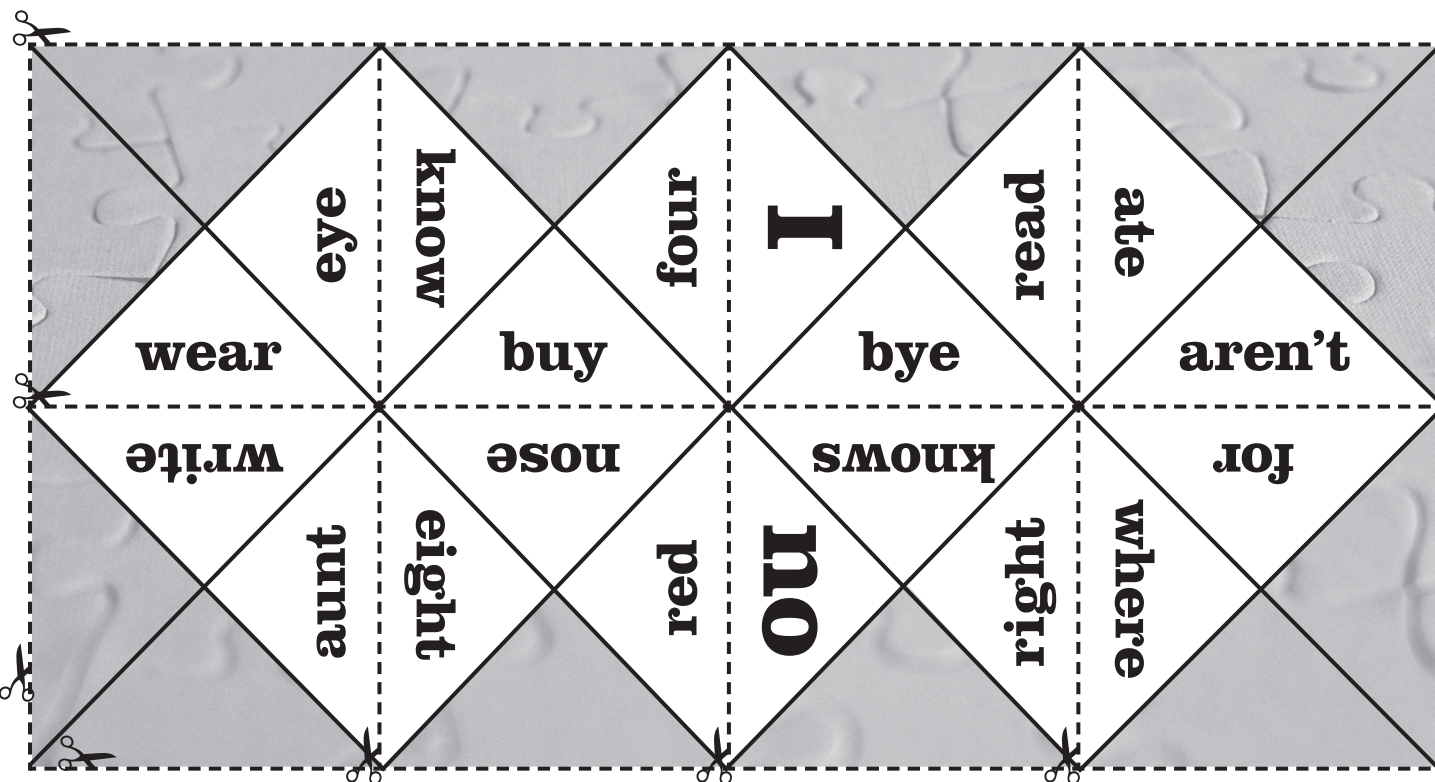


Height: 5 metres  
Weight: 1,300 kg  
Length: 3 metres  
Beautiful: \*\*\*  
Good swimmer: \*\*  
Speed: 50 km/h



# Photocopiable activity 8

## Homophones jigsaw



# Photocopiable activity Review 7 and 8

## A Scott and Amundsen

Robert Scott was \_\_\_\_\_ went on  
two \_\_\_\_\_ Pole, but he  
and \_\_\_\_\_ back from the  
\_\_\_\_\_.

Scott went on \_\_\_\_\_ Antarctic expedition  
in \_\_\_\_\_. On this \_\_\_\_\_ the first  
person \_\_\_\_\_ air balloon on  
Antarctica.

\_\_\_\_\_ again in 1910.  
He \_\_\_\_\_ to be the first  
\_\_\_\_\_ Pole. Amundsen got  
\_\_\_\_\_, \_\_\_\_\_ days before Scott \_\_\_\_\_  
\_\_\_\_\_.

## B Scott and Amundsen

\_\_\_\_\_ an explorer. Scott \_\_\_\_\_  
\_\_\_\_\_ expeditions to the South \_\_\_\_\_,  
\_\_\_\_\_ his men didn't come \_\_\_\_\_  
\_\_\_\_\_ terrible second expedition.  
\_\_\_\_\_ his first British \_\_\_\_\_  
\_\_\_\_\_ 1901. \_\_\_\_\_ adventure, he was  
\_\_\_\_\_ to fly a hot \_\_\_\_\_  
\_\_\_\_\_.

Scott left for Antarctica \_\_\_\_\_.  
was racing Roald Amundsen \_\_\_\_\_  
\_\_\_\_\_ man to the South \_\_\_\_\_. \_\_\_\_\_ there  
first, fourteen \_\_\_\_\_ and his men.

# Extra activities

## Hello there!

### Page 4

#### ● Extra activity 1: Information exchange

Display the large piece of paper with the scrambled questions. Pupils work in pairs. They unscramble the questions and write them in their notebooks. They take turns to interview each other using the questions. They don't write the answers. Pupils can report about their partner to the class.

#### ● Extra activity 2: What do you want to do?

You will need space for this activity. Write the sports and hobbies from Activity Book page 4 Activity 2 on the board. Make a sentence with one of the activities and *want to*, e.g. *I want to go cycling*. Ask individual pupils to make sentences in the same way. Play the audio of quiet music. Pupils move around the space. Pause the audio. Pupils make pairs. They tell each other what they want to do. If they say the same thing, encourage them to say *Me too!* Play the audio again. Pupils swap partners. Continue until pupils have spoken to five or six different classmates.

### Page 5

#### ● Extra activity 1: Mime the adjective

Place the cards with the adjectives on them face down on your desk. Twelve pupils come to the front. They take it in turns to mime each adjective. The rest of the class don't speak: they write down the adjectives. Pupils swap their lists of words with a neighbour and check each other's. If time, repeat with 12 more pupils miming. Make sure the adjectives are in a different order this time.

#### ● Extra activity 2: What does it mean?

You will need space for this activity. Pupils choose one piece of information from their Kid's Box File and write it on a piece of paper, e.g. *blue / Adriana, Biagio and Milena / playing computer games*. They pin or stick the paper to their front. Play the audio of quiet music. Pupils move around the space. Pause the audio. Pupils make pairs. They look at each other's papers and think of / ask the question which has this response, e.g. for the label *blue* the question might be *What colour are your eyes?* They take turns to ask questions. They can each ask two questions. Start the music again. Pupils move on. Repeat.

### Page 6

#### ● Extra activity 1: Daily routines

Display the 15 pieces of paper with the phrases on at random on the board. Write a number between 1 and 15 under each one. In groups of four, pupils decide on the order for the activities in a typical day. They don't have to include all of them. They then (secretly if possible) prepare a mime of the activities in sequence for the other groups to guess. After groups have done their mimes, compare the sequences as a class and put the pieces of paper in an agreed class sequence down the side of the board. Check how often some of the things happen, e.g. *Do you always go to the park after school?*

#### ● Extra activity 2: Bingo

Write the phrases *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to sleep* on the board. Tell pupils you are going to play Bingo. Pupils draw a 2 x 2 Bingo card and choose a phrase from the list to write in each square. Call out the phrases at random. Make a list of the phrases you say.

Pupils cross out the phrases on their Bingo card when they hear them. The first pupil to cross out all four words on his / her card shouts *Bingo!* Elicit the phrases on the winner's card to check. Repeat.

### Page 7

#### ● Extra activity 1: Clothes race

Set a time limit. Pupils close their Pupil's Books. In pairs, they write a list of all the clothes they can remember from the pictures on the Pupil's Book page. Pupils swap lists with other pairs. They open their books and check.

#### ● Extra activity 2: Play the game

Write the head words for all the word families from Activity Book Activity 9 on the board (jobs, homes, in the city, animals, in the country, plants, family, weather, clothes, comparing). Pupils copy the head words in their notebooks. They work in pairs to add as many words to each family as they can. Set a time limit of ten minutes. They swap notebooks with another pair. Correct as a class. Award pupils 2 points for each correct word with correct spelling, 1 point for a correct word with incorrect spelling. The winners are the pair with the most points.

### Page 8

#### ● Extra activity 1: About my friend

Pupils use the information from Pupil's Book Activity 13 to write a short paragraph about their friend. Tell them to think about how to organise and sequence the information. Tell them also to think about using linking words, e.g. *and, but*. Pupils write a draft of their texts and then give it to their partner to check language and content. Pupils then write a final version of their text for display. They can illustrate the text, if time.

#### ● Extra activity 2: Notice the spellings

Write on the board the three head words from the table in Activity Book Activity 10, which show examples of the different 'a' sounds from the lesson. Make three groups. Give each group a piece of paper and assign each group a word, e.g. *sad*. Each group finds all the words in the lesson with the appropriate 'a' sound (they look back at the Pupil's Book and the Activity Book pages). They list the different spellings of this sound on their paper for display.

### Page 9

#### ● Extra activity 1: Role play

Make groups of five (Lock, Key, Peter, Peter's aunt, the man in the park). Pupils practise and then role play the story. More confident groups can perform their role plays for the class. Encourage them to do the role plays without their books; they should speak, not read. If time, pupils can make a 'Wanted' poster for a picnic thief, to be displayed in the park.

#### ● Extra activity 2: Play a game

Pupils vote for a game from the unit to play again.

# Unit 1 Back to school

## Page 10

### ● Extra activity 1: Mime game

With books closed, make four teams. A pupil from one of the teams comes to the front. Whisper an adjective to the pupil. He/She mimes the adjective for the class to guess. The pupil who guesses has to spell it correctly without help from his/her team to win a point. Repeat with a pupil from the next team, and so on.

### ● Extra activity 2: Make a wordsearch

Brainstorm school subjects with pupils, or use the list from the Warmer, adding any others that came up in the lesson. Pupils draw a 10 x 10 grid in their notebooks (or hand out squared paper). They choose six subjects, place them in the wordsearch and then fill the wordsearch with letters. They draw/write clues for their subjects under the wordsearch. Pupils swap with a partner, find the subjects and write them next to the pictures/clues.

## Page 11

### ● Extra activity 1: Our teachers

Pupils make groups of eight. They each write a list of the adjectives from the lesson. They take it in turns to read their texts about the teacher aloud to their groups. Pupils listen to hear how many times each adjective is used. They also note the teacher and the subject. Elicit information from the groups about what they learnt. Pupils display their texts in the classroom.

### ● Extra activity 2: Comparing answers

Pupils make new groups of four (not with their partners). They tell the information they have found about the subjects in the Activity Book questionnaire, e.g. *Music lessons: boring x 1, easy x 5, exciting x 3*. They prepare a poster with the information. For each subject, they draw a small illustration at the side. They display the posters on the wall. Discuss the results with the class and compare them with the results from the Warmer. Remind them that 'easy' is not always good.

## Page 12

### ● Extra activity 1: In our class

Describe a pupil in the class using a relative clause with *who*, e.g. *She's the pupil who's got a purple bag. He's the pupil who's got blond, curly hair*. Pupils put up their hands to guess. The first pupil to guess correctly describes a classmate in the same way for the others to guess.

### ● Extra activity 2: Word race

Give pupils one minute to write down as many objects as they can which they can see in the classroom. Pupils swap their lists. Elicit all the objects to check they are correct. The pupil who has written the most is the winner.

## Page 13

### ● Extra activity 1: Playground games

Pupils do a class survey of the playground games/activities their friends do. Elicit playground games/activities and write them on the board, e.g. *skipping, chatting, looking at comics, races*. Pupils prepare a survey sheet in their notebooks (7 rows x 5 columns). They write the six activities down the left-hand side. At the top of the four columns they write *Me* and then the names of three friends. Practise the questions, e.g. *Do you like skipping in the playground?* They ask and answer in groups of four and note their friends' answers. Find out which are the most/least popular playground games/activities and if these are different for boys and girls.

### ● Extra activity 2: Hobbies

Brainstorm at least 12 hobbies and write them on the board (some the pupils do, some they don't). Make groups of four. Hand out the 12 pieces of paper/card to each group. Pupils in the group write a hobby on each one. They place them face down on the desk. They take turns to turn one over and say as much as they can about it in 30 seconds, e.g. *I like playing tennis. I play with my sister on Saturdays. I have got a new racquet. We play at the sports centre*. The player keeps the card. At the end of the game, pupils write about the hobby they found it easiest to talk about in their notebooks.

## Page 14

### ● Extra activity 1: About my friends

Pupils use the information from the communication activity to write a short paragraph about their two friends. They also add information about themselves. Remind them about linking words, e.g. *and, but*.

### ● Extra activity 2: Notice the spellings

In their notebooks, pupils write all the words from the lesson which had the /i:/ sound. They put them in three columns according to spelling: *e, ee, ea*.

## Page 15

### ● Extra activity 1: Role play

Make groups of five. Elicit from pupils who the five characters are (Lock, Key, teacher, boy, Peter). Pupils decide roles in their groups. Play the audio 1.17 again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they're having lunch). In their groups, pupils decide on a different ending for the episode. They practise the new role play in their groups.

### ● Extra activity 2: What I can do

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.



## Unit 2 Good sports

### Page 18

#### ● Extra activity 1: Yes or no

Pupils close their Pupil's Books. Tell them to write numbers 1 to 8 in their notebooks. Ask them to listen and write *Yes* or *No* next to each number. Read the sentences below. Pairs swap books to check. Pupils can repeat the game in pairs.

- 1 *At the activity centre you can learn to sail.* (yes)
- 2 *At the activity centre you can learn to sing.* (no)
- 3 *At the activity centre you can learn to climb.* (yes)
- 4 *At the activity centre you can learn to dance.* (yes)
- 5 *At the activity centre you can learn to skate.* (yes)
- 6 *At the activity centre you can learn to draw.* (no)
- 7 *At the activity centre you can learn to use a computer.* (no)
- 8 *At the activity centre you can learn to drive a car.* (no)

#### ● Extra activity 2: Activity centre posters

Pupils work in groups of four and make a poster for an activity centre. They give the centre a name and write what sports there are, in sentences, e.g. *You can learn to ski.* They can add pictures and prices too. Remind pupils to check the Grammar box. They should write the question *What can I learn to do?* at the top of their poster. Groups present their posters to the class. Pupils ask each other about their centres, using *What can I learn to do?* *What water sports can I learn?* and so on. The class can vote for the best activity centre.

### Page 19

#### ● Extra activity 1: True or false

Say the following sentences using the names of pupils in your class. The class responds to each sentence by either sitting down (if they think the sentence is false), or standing up (if they think it's true). Elicit the equipment needed for the sports in the false sentences.

- (Name) *wants to swim. She needs a towel.* (true)  
(Name) *wants to climb. He needs a ball.* (false)  
(Name) *wants to sail. She needs a net.* (false)  
(Name) *wants to skate. He needs some skates.* (true)  
(Name) *wants to swim. She needs some shoes.* (false)  
(Name) *wants to fish. He needs some boots.* (false)  
(Name) *wants to play basketball. She needs a racquet.* (false)  
(Name) *wants to play football. He needs some shorts.* (true)  
(Name) *wants to run. She needs a hat.* (false)  
(Name) *wants to climb. He needs a rope.* (true)

#### ● Extra activity 2: Job wordsearch

Pupils work individually. They choose at least six of the jobs from Activity Book Activity 4, draw a 10 x 10 grid and put the words into a wordsearch. They swap wordsearches with a partner and find the words.

### Page 20

#### ● Extra activity 1: Match and mime

Put the pieces of coloured card in two piles on your desk (actions in one pile, adverbs in another). Take a card from each pile (e.g. *get dressed, carefully*) and mime the action in the manner of the adverb. Pupils guess by asking questions, e.g. *Are you drawing a picture quickly?* When a pupil guesses correctly, put the cards back at the bottom of the piles. The pupil comes and takes two cards and mimes for the class to guess. Repeat with different pupils.

#### ● Extra activity 2: Compare and write

Pupils work in pairs. They compare each other's answers for Activity Book Activity 6. Pupils write six sentences in their notebooks comparing themselves with their partner, e.g. *I play tennis well and Sally plays tennis well, too.* Provide models on the board for pupils to use when writing:

*I play tennis well and Sally plays tennis well, too.*

*I read quickly but Sally reads slowly and carefully.*

### Page 21

#### ● Extra activity 1: Sentence race

Write the following words at random on the board: *badly, quickly, can, swim, swims, they, he, she, dance, dances, skate, skates, Suzy, Grandpa, the children, play, plays, football, the guitar, carefully, easily.*

In pairs, pupils write as many sentences as they can with these words on a piece of paper. Set a time limit. Pupils swap papers. Elicit sentences to correct. Sentences have to be grammatically and semantically correct. This could also be played as a team game.

#### ● Extra activity 2: Complete the sentences

Pupils copy the full sentences from Activity Book Activity 9 into their notebooks. They then rewrite the beginnings of sentences 1, 2, 3, 4 and 6 and add other endings / reasons, starting with *because*. Pairs check each other's work.

### Page 22

#### ● Extra activity 1: Things we want to do this weekend

Pairs join up with two other pairs to make groups of six. Tell them to think about the weekend and things they want to do. Pairs read out what's on their card (Photocopiable activity 2a. See page 201) and take turns to say if it's something they want to do this weekend or not, e.g. *I don't want to go swimming and climbing this weekend. I want to go dancing and shopping.* Monitor and help. Encourage them to say what's true and supply English words where necessary. When all six pupils have said what they want to do, pupils write the true information about themselves and their friends in their notebooks, with the heading *Things we want to do this weekend.*

#### ● Extra activity 2: Spelling patterns

Write the following selection of words with silent consonants on the board (but in random order): *knee, know, knife, scissors, science, scene, comb, climb, tomb, where, why, which.* Pupils put the words in groups according to spelling patterns. Monitor, check and help weaker pupils as necessary. Elicit the groups, write them on the board and practise pronunciation.

## Page 23

### ● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the characters are (Lock, Key, coach, Terry Sweep). Pupils decide their roles. Play the audio 1.28. Characters repeat in role. Pupils practise their role plays in groups. Remind them to write the note. Groups perform their role plays for the class.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can say more action verbs. I want to learn to sail and climb. I like climbing because it's exciting. I don't want to learn to skate. I don't like falling.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Review Units 1–2

### Page 26

#### ● Extra activity 1: A guessing game

Pupils work in groups of three or four. Hand out a set of cards from Photocopiable activity Review 1 and 2 (page 203) to each group. The pupils put the cards face down, with the grey cards and the white cards in two separate piles. The group decides who will go first. This pupil takes a card from each pile and looks at them, without showing anyone else (e.g. *running* and *slowly*). He/She stands up and acts out the verb and adverb. The rest of the group guess by asking, e.g. *Are you running badly? Are you walking slowly?* The pupil who guesses correctly scores a point. The cards are placed back at the bottom of the two piles. The next pupil in the group then takes a card from each pile and mimes.

#### ● Extra activity 2: Write your own quiz

Pupils use the model in Activity Book Activity 1 to write questions for their partner. They look back through Units 1 and 2 to find the new words. They have to draw the pictures too. Tell them to think of the final word (the one made up of the missing letters) before writing the quiz questions. They write and draw on a piece of paper and swap with their partners to answer.

### Page 27

#### ● Extra activity 1: Conversations

Pupils use lines from Pupil's Book Activity 2 to make short conversations, e.g. *Who is she? She's my Aunt Sue.* They act out their conversations for the class.

#### ● Extra activity 2: Games

Play one of the games from Units 1 and 2 with the class. Let pupils choose which one to play.

## Unit 3 Health matters

### Page 28

#### ● Extra activity 1: Role play

Display the large piece of paper with the audio script from Pupil's Book Activity 2. Pupils role play the dialogue in pairs, taking turns to be Simon and Alex. More confident pupils can role play their dialogue for the class.

#### ● Extra activity 2: My day

Pupils write a diary about one school day last week, using Stella's diary in Activity Book Activity 1 as a model. Remind them to use the nine verbs on the Activity Book page. Monitor and check. Pupils exchange diaries with their partner and read each other's.

### Page 29

#### ● Extra activity 1: Giving reasons

Hand out a copy of Photocopiable activity 3 (page 204) to each pupil. They cut the cards out and keep the grey cards and the white cards in two separate piles. In pairs, they put their two piles of cards face down together. Pupil A turns over a grey card and a white card. If the two cards make a sentence with *because*, he/she says it, e.g. *The doctor gave me some medicine because I was ill.* Pupil A scores two points. If the cards make a sentence but Pupil A doesn't realise, then Pupil B says the sentence and scores one point. These cards are then moved to the bottom of the piles and each pile is mixed up. If the two cards don't make a sentence, Pupil A just moves the cards to the bottom of the piles (without mixing them) and it is Pupil B's turn. Play continues in this way until you stop the game. They could write down their sentences for you to check.

### ● Extra activity 2: Spelling game

Pupils each choose ten words from this and the previous lesson. They should include adjectives, verbs and nouns. Make new pairs. In these pairs, they take turns to dictate their words to each other. If they have the same word, they move on to the next word on their list. They swap and check each other's work. Elicit the words pupils chose.

## Page 30

### ● Extra activity 1: Questions and answers

Ask the following questions. Pupils individually write the answers, keeping them secret. *What did you eat for breakfast yesterday? Who did you see in the playground yesterday (one person)? What did you give your mum yesterday? What did you have in your school bag yesterday (one item)?* Write the prompt *Did you ... ?* on the board. Review the responses *Yes, I did* and *No, I didn't*. Pupils make pairs. They take turns to guess what their partner has written, e.g. Pupil A says *Did you eat eggs and bread for breakfast?* B responds, e.g. *No, I didn't. I ate fruit and cereal*. Pupils say *Yes, I did* for correct guesses.

### ● Extra activity 2: Scrambled sentences

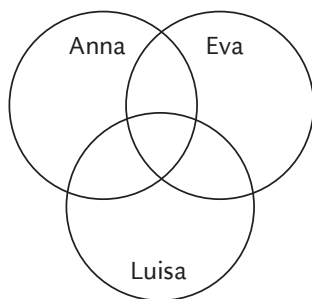
Display the large piece of paper on the board with the scrambled sentences / questions. Pupils work in pairs to unscramble them. Pairs check with pairs. Check with the class.

## Page 31

### ● Extra activity 1: Comparing breakfasts

Brainstorm what pupils ate and drank for breakfast (or the previous Saturday or Sunday), writing any new words on the board. Individually, pupils write a list of what they ate and drank for breakfast. Pupils work in groups of three. Pupil A asks the others, using information from his / her list, e.g. *Did you eat eggs for breakfast?* Pupil A marks the information about Pupils B and C on his / her list.

Pupils construct a Venn diagram on a large piece of paper to show the results of their discussion: they draw three intersecting circles and label each one with the name of one pupil from the group (see below). Where the circles all overlap, they write the common foods / drinks. Where two circles overlap, they write the common foods / drinks for those two pupils. Pupils display their diagrams and talk about the results to the class.



### ● Extra activity 2: Meera's day

Pupils use the information from the table in Activity Book Activity 8 to write a short text about Meera's day in their notebooks. If time, they can illustrate their texts.

## Page 32

### ● Extra activity 1: Things we did in the past

Pupils work in new groups of four. They take turns to ask the rest of the group their questions from Pupil's Book Activity 15. They write down the answers. In their notebooks, they write a short paragraph about each of their three friends. Provide a model on the board if necessary.

### ● Extra activity 2: Notice the spellings

In their notebooks, pupils write all the words from the lesson which had the /f/, /b/ and the /v/ sounds, underlining the relevant letters. They put them in two columns.

## Page 33

### ● Extra activity 1: Role play

Make groups of three (Lock, Key, Nick Motors). Pupils decide their roles. Play the audio 1.38 again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they run into the hospital). In their groups, pupils decide on a different ending for the episode to include Nick Motors. They write the new ending on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new endings.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can talk about the past. I ate fruit for breakfast yesterday and I drank milk*. Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 34

### ● Extra activity 1: Parts of the body

Hand out a piece of paper to each pupil. They draw an outline of the human body. They label as many parts of the body as they can, keeping their picture hidden. Pupils compare their pictures in pairs. They see who has the most words. Elicit words and write them on the board. Tell pupils to check their spelling.

### ● Extra activity 2: What made the sound?

Pupils work in pairs. Pupil A closes his/her eyes. Pupil B makes a sound, using either a part of their body (e.g. clicking fingers, clapping, popping their mouth) or an item on their desk (e.g. closing a book, tapping a pencil on the desk). Pupil B asks *What made the sound?* Pupil A has to guess by asking questions (e.g. *Was it a ... ?*). Then they swap roles. Demonstrate the game with the class first (pupils close their eyes and you make a sound).

## Page 35

### ● Extra activity 1: Play your drum

Pupils use their drums from the Pupil's Book project activity. Give instructions about how the pupils should play, e.g. *Play your drum slowly / quickly / loudly / softly / carefully*. Pupils respond by playing in the appropriate way. They can repeat the activity in pairs (one gives instructions, the other plays, then they swap over).

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the last two lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Body percussion*. 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 musical notes. I made a drum*. If time, pupils can illustrate the page.

## Unit 4 After school club

### Page 36

#### ● Extra activity 1: After school clubs

Pupils work in groups of four. Each group makes a poster to advertise an After school club. They display their posters. They imagine what they did there the day before and tell the class.

#### ● Extra activity 2: Spelling game

Make two or three teams. Teams line up at the front. Give the pupils at the front of each team a board pen. Say a regular verb. Each pupil with a pen writes the past form on the board at the same time (spelling it carefully). They shouldn't look at what the pupils from the other teams are writing. Check the spellings with the class. Pupils who have spelt the past form correctly win a point for their team. Clean the board. Pupils pass the board pens to the next member of their team. Repeat with a different verb. Continue until as many pupils as possible have had a chance to write.

### Page 37

#### ● Extra activity 1: Gapped texts

Display the large piece of paper with the gapped text(s). Individually, pupils fill in the gaps and write their own texts. More confident pupils can make more changes to the texts. In groups of four, pupils take turns to read their texts aloud to their friends.

#### ● Extra activity 2: Categorising verbs

Pupils work in pairs. They categorise the verbs from the texts in Pupil's Book Activity 4 into three groups according to spelling (+ed, double consonant +ed, +d). Provide a headword for each group (e.g. *worked, hopped, bounced*). Pupils list the other words in the correct columns. Check with the class.

Key: +ed: *helped, walked, kicked, laughed, climbed, sailed, rained, called, played, needed, started, shouted, pointed*; double consonant +ed: *skipped*; +d: *lived, loved, invited, skated*

### Page 38

#### ● Extra activity 1: Class quiz

Pupils close their books. They need a piece of paper and a pencil. Ask the questions you have prepared. Ask them quickly one after another, not giving pupils very long to think. Pupils swap papers. Ask the questions again and correct as a class.

#### ● Extra activity 2: Bingo

Pupils draw a 2 x 2 grid in their notebooks. They choose ordinals from *1st* to *20th* and write them in the four squares as figures, not words. Call out ordinals at random. You could use the corresponding flashcards/wordcards (47-66) to remember the words you have said. Pupils cross out the numbers on their bingo grid as they hear them. The first pupil to cross out all four numbers on his / her grid shouts *Bingo!* Elicit the numbers to check and stick the flashcards/wordcards on the board, if available. Repeat.

### Page 39

#### ● Extra activity 1: Numbers game

Make three teams. They stand in a line facing the board. Whisper a different ordinal number to the first pupil in each team. They whisper it to the back. The pupil at the back runs to the front and writes it on the board as a figure, e.g. *2nd*. This pupil now stands at the front of the line. Repeat with other numbers. The team with the most correct numbers at the end is the winner.

#### ● Extra activity 2: Word puzzles

Pupils use the word puzzle in Activity Book Activity 7 as a model to write their own. They can use the model as it is, or they can make it more complex, e.g. *My first is in bed but not in bad*. Tell pupils to think of the word first and then to write the clues. They swap with their partner and complete each other's puzzles.

### Page 40

#### ● Extra activity 1: Things my friends did last week

Pupils use the information from the communication activity (Pupil's Book Activity 15) to write sentences in their notebooks about their friends. Check that they remember when to join sentences with *and* / *but* and to change *your* to *his* or *her*. Monitor and help where necessary.

#### ● Extra activity 2: Verb practice

Write the past tense forms from Activity Book Activity 9 on the board, mixing up the three pronunciations. Pupils work in pairs. They write the letters *d*, *t* and *id* in their notebooks. Pupil A says one of the past tense forms, concentrating on the pronunciation of the letters *ed*. Pupil B listens carefully and points to *d*, *t* or *id* in his / her notebook, as appropriate. Then pupils swap roles. Monitor and check / support.

### Page 41

#### ● Extra activity 1: Completing the story

In groups of four, pupils imagine what happens next in the story and write dialogues for two more frames. They practise their dialogues in their groups. Monitor and help/advise where necessary. Groups perform the endings of their stories: play the audio first each time to give the performances more context.

#### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can ask questions about last week. Did you watch TV on Friday? Did you walk to school last week?* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full statement at the top of a piece of paper and a short paragraph which explains why they chose each one.



## Review Units 3–4

### Page 44

#### ● Extra activity 1: What did they do on Saturday?

Make pairs, A and B. Hand out Photocopiable activity Review 3 and 4 (page 206), part A to Pupil A and part B to Pupil B. Demonstrate how to do the activity. Pupils ask questions to complete the gaps in their paragraph. They use the question word in brackets and make a question with the verb in the sentence, e.g. to complete the gap in sentence 1 'On Saturday morning Simon went (Where?) by bus', Pupil B asks *Where did Simon go?* Do one or two examples with the class before they begin. Pupil B asks questions first and then pupils swap over. Monitor and check that they are not comparing texts. When they have finished, they compare the completed paragraphs.

#### ● Extra activity 2: Write your own quiz

Brainstorm past verb forms (regular and irregular) from Units 3 and 4. Pupils work in groups of four. Each pupil chooses two different verbs (eight per group) and writes two sentences, one for each verb. They then check each other's sentences in their groups. Monitor and help as necessary. Each group prepares a word box with the key verbs from their sentences in the infinitive, using Activity Book Activity 1 as a model (but not a wordsearch). They write the sentences under the word box with spaces where the verbs should be. They display their quizzes on the walls. Number each quiz. Pupils move around in their groups. They write the quiz number and the verbs for the gaps in their notebooks in the past form. They don't answer their own quiz. Each group provides the answers for their quiz. Pupils check their answers. The group with the most correct answers is the winner.

### Page 45

#### ● Extra activity 1: What did you do last week?

Draw the table below on the board. Pupils copy it and at the top of the second and third columns they write the names of two friends (make sure everyone in the class is chosen by at least one pupil).

	[name of friend 1]	[name of friend 2]
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday and Sunday		

Pupils ask their two chosen friends about what they did each day and note the answers. Remind them to use the information from the listening (CD2 track 18) to help them. In their notebooks, they write about what their two friends did last week.

#### ● Extra activity 2: Games

Play one of the games from Units 3 and 4 with the class. Let pupils choose which one to play.

## Unit 5 Exploring our world

### Page 46

#### ● Extra activity 1: True or false

Pupils study the text on the Pupil's Book page and, in pairs, write eight true / false statements about the text, using the new verbs. They make groups of four. They close their books. Pairs take turns to read a sentence to the other pair. They get one point for correctly guessing if the sentence is true or false and another for correcting the information if the sentence is false.

#### ● Extra activity 2: Make sentences

In their notebooks, pupils write six sentences using the verbs from the wordsearch on Activity Book page 46 in the past simple. Give them a context, e.g. *last weekend / your last holidays / an expedition to the mountains / sea.*

### Page 47

#### ● Extra activity 1: Things we could and couldn't do

This is an extension of Activity Book page 47 Activity 5. Pupils work in the same groups of four. Hand out a copy of Photocopiable activity 5 (page 207) to each pupil. Pupils discuss what they can write for each sentence in Activity 1. Elicit a few examples before pupils write. Show pupils how to complete the bar chart on the board if necessary. Pupils then transfer the information from the sentences onto the bar chart. Monitor and help. Elicit the information from the groups to make a class bar chart for display.

#### ● Extra activity 2: Pelmanism

Pupils work in pairs. They use the sentence openers from Activity Book Activity 6, but write their own reasons, e.g. *He couldn't find his pen so he wrote a letter on his computer.* They write each sentence on a different strip of paper. Pupils then cut each sentence in half after *so*, e.g. *He couldn't find his pen so / he wrote a letter on his computer.* Pairs swap sentence papers with other pairs. They put the paper face down on their desks and take turns to turn over two pieces. They say the two sentence parts. If they match, the pupil who turned them over keeps them. If not, the pupil turns them face down again. At the end, pairs confirm with the other pair that their sentence matches are correct. The pupil with the most sentences at the end is the winner.

### Page 48

#### ● Extra activity 1: Opposites

Write the following adjectives on the board: *good, beautiful, straight, boring, last, quick, easy, strong, clean, quiet, wrong, tall, new*, and their opposites, at random. Give pupils two minutes to match the adjectives in pairs. Choose a word from the board. One pair of pupils make a sentence, using the adjective in the comparative. Another pair gives a sentence, using the opposite comparative adjective. Repeat until all the adjectives have been used.

#### ● Extra activity 2: Comparative adjectives

Write the heading *Comparative adjectives* on the board and draw a table like this:

One syllable	Ending in 'y'	Two syllables not ending in 'y'	Three + syllables	Irregular

Pupils copy the table in their notebooks. Elicit an example for each column. They check back through the lesson to find the adjectives used and write them in the correct columns. Monitor and check. Under the table, pupils write an example sentence for each column (not for each word) as a reminder.

## Page 49

### ● Extra activity 1: Our own scrambled sentences

Pupils work in pairs. They either create their own sentences using the comparative or look back through the unit to find examples. They write the sentences in scrambled word order without using a capital letter for the first word. Each pair writes at least six scrambled sentences. They swap their sentences with other pairs and write the correct version on the paper. Pairs join with the other pair to check/correct.

### ● Extra activity 2: School trips

Elicit places pupils can go for school trips, e.g. museums, art galleries, the theatre, the cinema, the zoo. In groups of four, pupils imagine a school trip they went on and make a poster about it. They draw/cut out pictures and then write text at the bottom. Provide a model on the board, e.g.

*Last month we went on a school trip to \_\_\_\_\_. It was really \_\_\_\_\_. First we saw the \_\_\_\_\_. They were \_\_\_\_\_. Then we went to visit the \_\_\_\_\_. Our teacher told us they were very \_\_\_\_\_ because \_\_\_\_\_. Our favourite part of the trip was when we \_\_\_\_\_. It was a \_\_\_\_\_ day.*

Pupils display and talk about their posters. Elicit comparatives from pupils about the posters / trips, e.g. *Do you think the school trip to the art gallery was more interesting than the one to the museum?* Pupils should give their reasons too, using *because*.

## Page 50

### ● Extra activity 1: Write a rap

Write the two verses from the rap on the board. Erase the words, so it looks like this:

*Our world is \_\_\_\_\_, we're making mistakes,  
We need our \_\_\_\_\_, we need our lakes.  
Our world is \_\_\_\_\_, we can make it \_\_\_\_\_,  
It needs our help. Listen to our song.  
We must look after its \_\_\_\_\_ and \_\_\_\_\_,  
We must look after its \_\_\_\_\_ and \_\_\_\_\_.  
We can make it better, we can make it \_\_\_\_\_,  
This is our world, let's keep it clean.*

Pupils work in groups of four to compose one or two more verses for the rap. Groups should try to make the lines rhyme if they can. Monitor and help / give ideas. Groups write the new verse(s) on a large piece of paper. They display the poster and perform their new verse(s). The class votes for the best new verse.

### ● Extra activity 2: Find the words

In their notebooks, pupils write all the /ɜ:/ words from the lesson, underlining the letters which represent the /ɜ:/ sound. They write the words in groups according to their spelling.

## Page 51

### ● Extra activity 1: Role play

Make groups of five (Lock, Key, Nick Motors, Miss Rich, waiter). Pupils decide their roles. Play the audio 2.25 again. Pause after each frame. Pupils repeat their section in role. Stop after frame 5 (when Lock gets the text message). In their groups, pupils decide on a different text message and a different ending for the episode. They write and practise their new endings in their groups. Vote for the best text message and the best new ending.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them,

e.g. *I can compare people and things. Shackleton's expedition was more dangerous than Jacques Cousteau's, but Jacques Cousteau is more famous.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 52

### ● Extra activity 1: Animal comparisons

Write the names of animals you have talked about in the lesson on the board (e.g. *kangaroo, polar bear, goat, tiger, panda, whale, fish, elephant*). Pupils work in pairs to write as many comparative sentences on the board as they can, using only these animals. Write some adjectives on the board to help, if you wish (e.g. *fast, slow, beautiful, ugly, dangerous, small, big*). Set a time limit of five minutes. Elicit the sentences and write them on the board. Pairs check each other's work. The pair with the most correct sentences wins.

### ● Extra activity 2: Polar bear facts

With books closed, write the following sentences on the board:

- 1 Polar bears live in the \_\_\_\_\_.
- 2 They live on the \_\_\_\_\_.
- 3 They eat seals, fish and small \_\_\_\_\_.
- 4 Polar bears are \_\_\_\_\_ their habitat.
- 5 It's more difficult for the bears to \_\_\_\_\_ for food.
- 6 They can't look \_\_\_\_\_ their babies well.

Pupils copy and complete them individually. Tell them to use only one word each time. They compare answers in pairs. Check with the class. Let pupils look back at Pupil's Book page 52 to confirm.

Key: 1 Arctic, 2 ice, 3 whales, 4 losing, 5 fish, 6 after

## Page 53

### ● Extra activity 1: Sharing information

Make groups of four to six pupils, making sure there are pupils who wrote about different animals for the Pupil's Book Project. Pupils take turns to read their article about endangered animals to the rest of the group. The pupils in the group take notes about all the animals they hear about, using these headings:

Name of animal	Why it's endangered
Where it lives	What we must do
What it eats	

Monitor and ask pupils to share any interesting facts they discovered from the rest of their group with you.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the last two lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Endangered animals*. 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 read about endangered animals. I wrote about an endangered animal.* If time, pupils can illustrate the page.

# Unit 6 Technology

## Page 54

### ● Extra activity 1: My desk

In their notebooks, pupils draw a picture of an imaginary desk at home showing all the new vocabulary from the lesson. They label the items. Provide other words if pupils need them, e.g. *mobile phone, headphones*.

### ● Extra activity 2: Writing instructions

In pairs, pupils use the set of instructions in Activity Book Activity 2 as a model for writing a set of instructions for using one of the other technologies, e.g. laptop, phone or e-book. Provide vocabulary as necessary. Pairs write their set of instructions on paper for display. If time, they can illustrate their instructions / write another set for a different device.

## Page 55

### ● Extra activity 1: Pairwork dictation

Pre-teach/Check understanding of key words from the text before handing it out to pupils: *robot, machine, bored*. Hand out a copy of Photocopiable activity 6a (page 208) to each pair of pupils, part A to Pupil A and part B to Pupil B. Review with pupils how they do pairwork dictations (see instructions for Unit 2, page 25, Extra activity 2). At the end, reveal the completed text for pupils to check or hand out copies (page 198). Check understanding by asking questions, e.g. *Do robots get bored? What do robots look like?*

### ● Extra activity 2: Ordering the dialogues

Make five groups. Hand out the lines of one section of the dialogue from Activity Book Activity 3 to each group. They work together to put the dialogue in the correct order. Play the audio for groups to check. If time, give groups another section and repeat.

## Page 56

### ● Extra activity 1: Role play

Display the audio script of the listening from Pupil's Book Activity 8. Play the audio 2.32 again as pupils read the audio script. In groups of three, pupils role play the conversation. More confident pupils can role play it for the class.

### ● Extra activity 2: Verbs and sentences

Pupils write all the verbs from the Bingo game (Activity Book Activity 6) in their notebooks (simple infinitive and past simple forms). They write a sentence for each one in the past: they can choose sentences from the lesson or write their own.

## Page 57

### ● Extra activity 1: Game

Make two or three teams. Teams line up facing the board. Say three words, e.g. *Jack, school, yesterday*. Give a time limit. The pupils at the front of the teams run to the board and write a sentence in the past using these prompt words, e.g. *Jack was at school yesterday. / Jack went to school yesterday*. Shout *Stop!* The pupils go to the back of their teams. Repeat with other prompts.

### ● Extra activity 2: More problems!

Pupils work in pairs. They each write another problem, using Activity Book Activity 7 as a model. Remind them to keep answers under 100. Make groups of ten (five pairs). Pairs pass their problems to the left and write the answers to each problem they receive. They write their answers silently/in secret. When they have answered all four problems in their groups, the pairs who wrote the problem read it aloud and give the answer. The other pupils mark their answers. Pupils with the most correct answers in their groups are the winners. If time, pairs can pass their problems to other groups.

## Page 58

### ● Extra activity: Find the rhymes

With books closed, write some of the rhyming words from Activity Book Activity 9 on the board (e.g. *taller, bought, hall, water, floor, talked*). Pupils work in pairs. In their notebooks, they write one or more rhyming words for each one. Check with the class. The pair with the most correctly rhymed words wins.

**Suggested answers:** *taller – smaller; bought – caught, taught, thought, sport, short; hall – call, Paul, ball, tall; water – daughter; floor – door, four, poor, more; talked – walked*

## Page 59

### ● Extra activity 1: Role play

Make groups of four (Lock, Key, Miss Rich, Nick Motors). Pupils decide their roles. Play the audio 2.36 again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they are rowing to Miss Rich's boat). In their groups, pupils decide on a different email and a different ending for the episode to include Nick Motors. They write the new emails and endings on the large piece of paper and practise it in their groups. Display their new emails / endings.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more verbs in the past. I got up at 9 o'clock yesterday. I went shopping with my mum and dad and I bought a new computer game*. Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 60

### ● Extra activity 1: Boring jobs

Write the following everyday tasks on the board: *washing plates, making my bed, cooking, cleaning the floor, taking out the rubbish, looking after pets*. Ask pupils to rank them by numbering them 1 to 6, with 1 being the most boring task and 6 the least boring. They compare answers in small groups. Have a class vote on the most boring task.

- **Extra activity 2: Robots vs people**

Make pairs. Name pupils A and B in each pair. Ask 'A' pupils to make a list of all the things robots can do which people can't do. Ask 'B' pupils to make a list of the things people can do which robots can't do. Set a time limit of five minutes. Monitor and help with ideas and new language.

Pupils compare their sentences in pairs to see who has the most. They can role play a discussion between a robot and a person, talking in the first person, e.g. Pupil A (the robot): *I can explore dangerous places like underwater or space.* Pupil B: *But you can't think. I program you.* Confident pupils can perform their role play for the class.

## Page 61

- **Extra activity 1: Meet my robot**

Pupils need their picture and writing from the Pupil's Book project. They work in small groups. They take turns to show and talk about the robot they have designed. Encourage pupils to ask the people in their group about the robots. Elicit some key questions and write them on the board (e.g. *What does your robot do? What's it called? What parts does it have? Can it talk / walk?*). Each group can choose their favourite robot.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the CLIL lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Robots*. 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 read about robots. I designed a robot.* If time, pupils can illustrate the page.

## Review Units 5–6

### Page 62

- **Extra activity 1: What they did yesterday**

Allocate names to the people on the game board in the Pupil's Book. In their notebooks, pupils write the sentences from the game, using the names of the people.

- **Extra activity 2: Songs, chants and rhymes**

Sing one of the songs or say one of the chants from Units 5 and 6.

### Page 63

- **Extra activity 1: Scrambled sentences**

Display the large piece of paper with the ten scrambled statements/questions. Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order.

- **Extra activity 2: Game**

Play one of the games from Units 5 and 6 with the class. Let pupils choose which one to play.

## Unit 7 At the zoo

### Page 64

- **Extra activity 1: Animal quiz**

Pupils work in groups. Give each group a reference book about animals. Each group writes three or four questions using the model from the quiz in the Pupil's Book listening, using their reference book or the internet to check facts. They write two factual questions and two personal opinion questions, e.g. Factual: *Which animal is the longest: the crocodile, the boa constrictor or the blue whale?* Personal opinion: *Which animal do you think is the most frightening?* For the factual questions, pupils provide the answer. Collect the questions.

Make three teams. Teams number their members from 1 to however many there are in the team. Ask a question of the teams in turn, calling out a number at random to decide who answers. For the opinion questions, pupils have to give two reasons using superlatives. Award 1 point for each correct answer. The team with the most points is the winner.

- **Extra activity 2: Families!**

Draw a simple family tree on the board to review family relationships, e.g. *mother, father, brother, cousin, uncle*. Brainstorm some adjectives used to describe family members and write them in simple form down one side of the board, e.g. *tall, old, young, intelligent, interesting, careful*. Pupils each write the words for the family members on small pieces of paper. In pairs, they put the pieces of paper in front of them and turn them face down on their desks. Pupil A turns over one of his/her pieces of paper and says to Pupil B, e.g. *Now tell me about your mother.* Pupil B then says a sentence using at least two superlative adjectives, e.g. *She's the tallest person in my family. She's the most beautiful person in my family.* Then it's Pupil B's turn.

### Page 65

- **Extra activity 1: Top trumps**

Show pupils your set of *Top trumps cards*. Write the categories from the cards on the board: *Height, Weight, Length, Speed* and elicit the corresponding adjectives (*tall, heavy, long, fast*). Tell pupils that in this game they will be trying to get the card with the tallest animal, the heaviest animal, the longest animal, the best swimmer and so on.

Hand out a copy of Photocopiable activity 7 (see page 211) to each pupil. They cut out the cards and make a small mark in one corner of each card, so they know which set is theirs. Pupils play the game in groups of four. Demonstrate first, using a group of pupils. Mix the cards and deal them out to the pupils in the group. Each pupil holds his/her cards so that the others can't see them and he/she can only see the card on the top. The first pupil selects a category from his/her top card and reads it out, e.g. *Length: 10 metres*. The other pupils then read out their Length information in turn. The pupil with the highest number says, e.g. *My animal is the longest*. He/She wins this round, and takes the other players' cards and puts them at the bottom of his/her pile. If there is a draw, pupils put the four cards on the desk and the same pupil chooses a new category from his/her next card. The winner of that round also gets the other four cards. Play continues around the group. Encourage pupils to make sentences with the superlative.

- **Extra activity 2: Draw my animals**

Pupils work individually. They draw pictures of three animals for comparison. Make pairs (make sure pupils haven't seen each other's pictures). Pupils take turns to talk about the animals, describing them using comparative and superlative adjectives so that their partner can draw them in their notebook. After both pupils have described and drawn, they look and check.



## Page 66

### ● Extra activity 1: A zoo picture

Pupils draw a composite zoo picture in their notebooks. They work in groups and talk about what they did/saw at the zoo with their friends. They write sentences under the picture.

### ● Extra activity 2: Following instructions

You will need space for this activity. Pupils hold hands and make circles of five or six. Play the audio and call out instructions for the groups to follow as in line dancing, e.g. *Steps to the right, one, two, three. Steps to the left, one, two, three. Move into the centre, one, two, three. Touch hands and shout. Move out of the centre, one, two, three.*

## Page 67

### ● Extra activity 1: Make the song

Tell pupils they are going to listen and stand in a line in the same order as the song. Hand out the pieces of paper at random. (Tell them to form two groups of pupils with the same coloured paper, if you have more than 12 pupils.) Play the audio 3.08 for Pupil's Book Activity 9. The first time, pupils listen for their line. Play the audio again. Pupils organise themselves into lines to match the sequence of the song. Play the audio again, if necessary, to check.

### ● Extra activity 2: Prepositions

Pupils look back through the lesson and find all the prepositions used. Brainstorm them and write them on the board. In their notebooks, pupils draw a simple picture to illustrate each one and write the preposition under the drawing.

## Page 68

### ● Extra activity 1: Animal opinions

Pairs use the information from the communication activity and write up the surveys in their notebooks. Provide language on the board, e.g. *Everyone / most / some people I talked to thought that ... One person I talked to thought that ... No-one I talked to thought that ...* Monitor and help where necessary.

### ● Extra activity 2: Find the words

In their notebooks, pupils write all the rhyming words from the lesson, underlining the relevant parts of the words. They put them in colour columns.

## Page 69

### ● Extra activity 1: How did the story end?

Make groups of four (Lock, Key, Zookeeper, Nick Motors). Pupils decide their roles. Play the audio 3.13 again. Pause after each frame. Pupils repeat their section in role. In their groups, pupils decide how the story ends. On a large piece of paper, they draw two more frames to illustrate this and add the dialogue. They practise the complete dialogue (including the ending) in their groups. All groups display their posters with their endings. The class votes for the best one.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence/ask their questions and to demonstrate them, e.g. *I can say more verbs in the past. The parrots flew round their cage. The baby lions ran in their cage. Suzy drew a picture of her visit to the zoo.* Clap your hands. Pupils move on. Repeat four or five times. OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 70

### ● Extra activity 1: Body facts

Draw an outline of the human body on the board. Hand out the paper to each pupil. They copy the body outline. They label as many different parts of the body as they can (e.g. *head, arm, wrist, finger*). Monitor and check spelling and position of labels. Pupils compare their pictures in pairs. Elicit all the body parts pupils know and use them to label your picture on the board.

### ● Extra activity 2: Heart beats

You will need space for this activity. Show pupils how to feel their heart beat/pulse in their wrists. In pairs, they take turns to take each other's pulse, counting how many beats there are in a minute. They can use the second hands of their watches. Pupils stand up. They do about one minute of quite vigorous exercise by following your instructions, e.g. *Touch your head. Touch your toes. Turn around. Jump up and down.* When the minute is up, pupils work in the same pairs again. Pupil A takes Pupil B's pulse again and notes it down. Repeat the exercise and then Pupil B takes Pupil A's pulse and notes it down. Discuss the results with the class.

## Page 71

### ● Extra activity 1: My Super Animal

Call on volunteers to present the Super Animal they drew and wrote about for the project. They talk about what the animal looks like and what it can do, without reading what they wrote word for word. Invite the rest of the class to ask questions, e.g. *Has it got a tail? Can it swim?*

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the CLIL lessons and write them on the board. Check pupils understand the meaning and know how to say them. In their vocabulary books, pupils write the heading *Skeleton and body*. 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 read about animal skeletons. I made a book about Super Animals.* If time, pupils can illustrate the page.

# Unit 8 Let's party!

## Page 72

### ● Extra activity 1: Role play

Make groups of five. Elicit the food and drink that pupils heard on the audio 3.15 and write the words on the board. In their groups, pupils draw and cut out pictures of each of these foods and drinks. Display the large piece of paper and play the audio 3.15 one more time. Pupils work in their groups, decide on their roles and then role play the conversation, using the pictures as props. More confident groups act out their conversations for the class.

### ● Extra activity 2: Word maps

Make six groups. Give each group one of the expressions of quantity, e.g. *A box of*. They write the expression in the centre of a piece of paper and then make a word map of the food words that go with it, e.g. *a box of – bananas, oranges, eggs, apples*. Pupils present their word maps to the class.

## Page 73

### ● Extra activity 1: Chant

Teach the following chant to pupils:

*Hum (x5) (as if mouth full, miming actions to open the door)*

*Hum (x5) (as if mouth full, miming actions to open the door)*

(Grandma / Grandpa-type voice) *What did you say, dear? I can't hear you!*

*She wants him to open, to open, to open,*

*She wants him to open the door!*

*Hum (x5) (as if mouth full, miming actions to pass a cake)*

*Hum (x5) (as if mouth full, miming actions to pass a cake)*

(Grandma / Grandpa-type voice) *What did you say, dear? I can't hear you!*

*He wants her to pass, to pass, to pass,*

*He wants her to pass the cake!*

*Hum (x5) (as if mouth full, miming actions to make a sandwich)*

*Hum (x5) (as if mouth full, miming actions to make a sandwich)*

(Grandma / Grandpa-type voice) *What did you say, dear? I can't hear you!*

*She wants him to make, to make, to make,*

*She wants him to make a sandwich.*

### ● Extra activity 2: Party food

Draw a rectangle on the board and tell pupils that this is a party table. Demonstrate the activity by drawing six items on the 'table', e.g. a bottle of lemonade, a plate of sandwiches, a box of chocolates, a bag of crisps. Elicit from pupils what they can see and where it is, e.g. *The box of chocolates is behind the bottle of lemonade*. Pupils work individually. They draw a 'table' in their notebooks with up to six items of party food on it. Make new pairs. They take turns to describe their tables and draw their partner's table of items in their notebooks.

## Page 74

### ● Extra activity 1: Make sentences

Draw the following grid on the board. Pupils use it to make sentences about the picture on Pupil's Book page 74 and about what the children are doing. If they can't remember, tell them to put down their pens and listen while you play the audio for Activity 7 again. Then they can write their sentences.

Suzy	's jumping	the best.
Meera		the most carefully.
Simon		the most slowly.
Alex		the worst.
Lenny		the most quickly.
Stella		

### ● Extra activity 2: My party

Pupils use the model in Activity Book Activity 5 to write about the last birthday party they went to. They can make other changes. Pupils write a draft. They swap with a partner to check their work. They then write a final version in their notebooks.

## Page 75

### ● Extra activity 1: Describing differences

Pupils write the differences between the two Pupil's Book pictures (page 75 Activity 9) in their notebooks.

### ● Extra activity 2: Children in costumes

In their notebooks, pupils draw the children from Activity Book Activity 7 in their costumes and write their names.

## Page 76

### ● Extra activity 1: Jigsaw

Hand out a copy (half a page) of Photocopiable activity 8 (page 212) to each pair. They cut along the dotted lines to make playing cards. Demonstrate using two cards. Put two words together which have the same sound, e.g. *wear-where*. Pupils work in their pairs to arrange the cards on their desks so that words with the same sounds are touching (making squares). Pairs check other pairs' answers. Monitor pupils as they do the activity and review any problem areas at the end of the activity.

**Key:** wear-where; eye-I; bye-buy; read-red; nose-knows; eight-ate; aren't-aunt; write-right; no-know; for-four

### ● Extra activity 2: What's for dinner, Mr Wolf?

You'll need a large space for this activity. Demonstrate the activity. You are Mr Wolf. Stand at one end of the room, facing the wall. The pupils line up at the other end of the room. They creep forward so Mr Wolf doesn't hear. The aim is to reach Mr Wolf. Mr Wolf keeps turning round. When he does, the pupils freeze. A pupil asks *What's for dinner, Mr Wolf?* Mr Wolf responds with a one- or two-syllable word, e.g. *Soup* and turns back to the wall. One time Mr Wolf responds *Vegetables!* (the three-syllable word is the clue to run) and runs to catch one of the pupils. Repeat the game, this time tell pupils to listen for a one-syllable word as the clue that they need to run.

## Page 77

### ● Extra activity 1: Lock and Key's party

Pupils work in groups of four. They plan a party for Lock and Key. They decide on food, drink, games, decorations, guests, etc. They draw a picture of the party. At the bottom they write a text about the party, e.g. *Lock and Key had a party last week because they caught Nick Motors. They had lots of yummy food. They had ...*

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence/ask their questions and to demonstrate them, e.g. *I can say more food and container words. At the party we had three bottles of lemonade and four bags of sweets*. Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 78

### ● Extra activity 1: Our menu

Pupils work individually. In their notebooks, they write a list of what they ate for each meal on the previous day. Then they write one or two sentences about whether they think they ate the correct amount of each food group, and how they should change their diet (e.g. *I ate too many sweets yesterday. I need to eat more fruit and vegetables.*).

### ● Extra activity 2: What's in our food?

Make groups of four. Show pupils the packets and cartons you have brought in. Tell them they are going to look at the list of nutrients in the food and find out what is in each one. Before handing out the packets and cartons, pupils guess what the main food group in each one is. Hand out cartons and packets to groups in turn. They read the information and record it in their notebooks. After all the groups have recorded information about all the foods, discuss what they found and if there were any surprises.

## Page 79

### ● Extra activity 1: Food and meals

In their notebooks, pupils write up what recipes the different groups created for the project. They briefly discuss each one in turn and say what they like about it. They summarise by saying which recipe they prefer and why.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the CLIL/Real world lessons and write them on the board. In their vocabulary books, pupils write the heading *Food and nutrients*. They write the new words, phrases and expressions from the last two lessons. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about the different food groups and how to eat a balanced diet*. If time, pupils can illustrate the page.

## Review Units 7–8

### Page 80

#### ● Extra activity 1: Pairwork dictation

Review key vocabulary: *expedition, South Pole, Antarctica*. Hand out a copy of A and B of Photocopiable activity Review 7 and 8 (page 213) to each pair of pupils. Remind pupils how to do pairwork dictations (see instructions for Photocopiable activity 2b, Unit 2, page 25 Extra activity 2). At the end, reveal the completed text for pupils to check or hand out copies (see page 198). Check understanding by asking about Scott's past expeditions, the last expedition and whether he reached the South Pole first.

#### ● Extra activity 2: Songs, chants and rhymes

Sing one of the songs or do one of the chants or rhymes from *Kid's Box 4*.

### Page 81

#### ● Extra activity 1: Scrambled sentences

Display the large piece of paper with the ten scrambled statements/questions. Pupils work individually. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board.

#### ● Extra activity 2: Games

Play one of the games from *Kid's Box 4* with the class.

## Values

### Page 82

#### ● Extra activity 1: A present for you

Elicit examples of presents people can give others to say 'Thank you' and write them on the board, e.g. *fruit, flowers, a picture, a book, a letter*. Give each pupil a piece of paper. Ask them to draw one of the things from the board. Pupils work in pairs. They make up two dialogues using the pictures they have drawn, e.g. Pupil A hands over a picture of flowers to Pupil B. He/She says *These are for you. Thank you for your help*. Pupil B: *That's nice. Thank you very much*. Ask pairs to perform their favourite dialogue for the class.

#### ● Extra activity 2: Matching

Give each pupil a piece of paper with a phrase from the lesson. Pupils walk around, saying their sentence to pupils until they find a partner who has an appropriate response. Ask them to invent the rest of the dialogue/situation.

### Page 83

#### ● Extra activity 1: Scriptwriters

Say *Let's write a script*. Tell pupils they need to write a mini script for the characters from the first picture on Pupil's Book page 83, Activity 1. Elicit a short dialogue between the girl and the elderly woman and write it on the board (e.g. Girl: *Are you tired?* Woman: *Yes, I am*. Girl: *Please have my seat*. Woman: *Oh, thank you. You're very kind*.). Call on volunteers to act out the dialogue. Pupils work in pairs. They choose one of the other three pictures from Activity 1 and write a mini script. Pairs work with pairs. They perform the mini dialogues.

#### ● Extra activity 2: Posters

Elicit situations at school when we can be kind (e.g. lending some school equipment, taking turns in the playground, helping a younger pupil reach something). Pupils work in groups. Give each group a large piece of paper. Ask them to design a poster with the title *Be kind at school*. They draw a picture to illustrate one of the situations and write one or two phrases in English to use, e.g. *Would you like to use my pencil?* Display the finished posters in the classroom.

### Page 84

#### ● Extra activity 1: Cycling rules

Ask pupils how often they use their bicycles and where they usually ride them. Write the road safety rules about cycling from the lesson on the board (*Always wear a helmet when you are on your bike. Wear bright clothes when you ride your bike*.). Elicit reasons for each rule. Write more rules for safe cycling on the board, with the pupils' help, e.g. *Don't cycle on the pavement when there are people walking. Cycle on the correct side of the road*.

#### ● Extra activity 2: Crossing the road

Take your class into the school hall or out into the playground. Draw some white stripes on the ground or use white tape. Have pupils practise crossing the road safely, using the stripes as a zebra crossing. One pupil can 'be' the traffic light for pedestrians – showing a red or green piece of card at the side of the 'crossing' to make pupils stop or go.

### Page 85

#### ● Extra activity 1: Colours in our lives

Display pieces of paper or card in the following colours: yellow, black, white, green, blue. Tell pupils to look at each colour and think carefully about what it means to them. They write the name of the colour and then any words which they think of related to the colour. Set a time limit of five minutes.

Brainstorm words for each colour and make mind maps on the board (e.g. yellow – *sun, summer, hot, happy, banana*; black – *night, dark, cat, shoes, sad*; white – *snow, winter, clean, whiteboard, paper*; green – *spring, grass, healthy, countryside, apple*; blue – *sea, cold, sky*).

#### ● Extra activity 2: Class poster

Write the title *Recycling at our school* on the board. Elicit suggestions for ways to reuse or recycle things at school and write them on the board as sentences, e.g. *Use less paper. Don't throw glass or plastic away. Bring a drinking bottle from home*. Pupils work in pairs or small groups. Assign a sentence from the board to each pair/group. They draw a sign/picture to illustrate their sentence and write a reason why it is important. Make a class poster with the work from each pair/group.

# Extra project ideas

## Unit 1 Make a first-aid kit

### You will need:

A shoe box for each pair of pupils, crayons or markers or paints, empty plastic bottles (mini travel bottles), empty boxes of plasters, plastic scissors.

For this project, pupils work in pairs to make a first-aid kit. They think about the important items they need to include and for what reason. They will bring in the different items from home. Point out that they must **not** bring in real medicines. They use empty packages and mini travel bottles and write the name of the medicine on them. Allow pupils to use their imagination to create their first-aid kit. For example, they can use small pieces of paper as plasters.

Tell pupils what the focus of the project is (reviewing possible illnesses and accidents and deciding what is useful to have in a first-aid kit). Brainstorm items that can be included and write them on the board. If you have time, make a first-aid kit of your own as an example. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs/small groups.*

*Step 2: Write a list of items that you want in your first-aid kit. You can draw pictures too.*

*Step 3: Write what each item is for. For example, a thermometer (for a temperature), hand wipes (to clean your hands), cream (to put on a burn), a plaster (to put on a cut). Keep this for the presentation.*

*Step 4: Decorate your shoe box, adding 'First-aid kit' in large letters.*

*Step 5: Add a large red cross to the box.*

*Step 6: Write the names of the medicines on the bottles and boxes.*

*Step 7: Present your first-aid kit to the class. Remember to say what each item is for.*

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 different illnesses or accidents that might need bandages or medicines. Help pupils with their lists and their reasons. Encourage pupils to think carefully about the important items they want to include.

Each group should have time to make their presentation to the rest of the class. Leave the first-aid kits on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

Optional: Ask the school nurse to visit the class to explain the type of things that are normally found in a first-aid kit.

## Unit 2 Summer camp in Andalucía

### You will need:

A large sheet of paper or card (A3) for each group, markers, pens and pencils, glue and scissors, photos.

For this project, pupils work in small groups to make a poster for a summer camp in Andalucía. Then they take turns to present their poster and say why their summer camp is a good place to go to.

Tell pupils what the focus of the project is (making a poster for a summer camp). Write different sports and activities that are usually done at a summer camp on the board. Have pupils give their ideas. Ask pupils to think about where a good place in Andalucía would be to have a summer camp. Point out that if they want to do water sports, the place has to be near the sea or a lake. The posters should be a mix of photos, drawings and short texts. If you have time, make a poster of your own. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of three.*

*Step 2: Decide on a name for a summer camp. Make it something interesting and fun.*

*Step 2: Think about dates for your summer camp. Decide on a month and how long the summer camp is – two weeks or a month.*

*Step 3: Write a list of the sports or activities that you want to include. Are there English classes too?*

*Step 4: Find photos or draw pictures of the sports and activities at the camp. Each person in the group writes a short description of a sport or activity.*

*Step 5: Think about the price and age group for the camp. The price will depend on how long the summer camp is and the sports you can do there.*

*Step 6: Divide up the roles in your group. One person writes the name of the summer camp on the poster, another adds the photos and descriptions of the sports and activities, and another writes the price and age group. Make sure the poster looks attractive.*

*Step 7: Present your poster to the class. Make sure the summer camp sounds exciting.*

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 to think carefully about which sports and activities different ages can do. Encourage pupils to listen to each other when they are doing group work.

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 Responding to music

**You will need:**

About six short extracts of different kinds of music, e.g. classical, rock, modern, techno; paper, coloured pencils, paints, large pieces of paper.

Note: In the previous lesson, ask pupils to bring CDs of their favourite music.

For this project, pupils work individually to create their responses to music they hear. They can draw/paint a picture or write a text, e.g. a story or a poem. They can respond in different ways to each piece of music they hear. Pupils share their responses/interpretations of the music in groups and then as a class.

Tell pupils what the focus of the project is (responding in different ways to different kinds of music). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Close your eyes so you are ready to listen to the music. Let your mind wander as you listen. Perhaps you will see pictures in your head. Perhaps the music will create a story or a poem for you.*
- Step 2: After listening, draw your picture or write your story/poem.*
- Step 3: Repeat Steps 1 and 2 for each piece of music your teacher plays.*
- Step 4: Make groups of four. Take turns to show the other pupils what you drew wrote and to talk about how each piece of music made you feel.*
- Step 5: Make a chart of your group's responses to the music on a large piece of paper.*
- Step 6: Display your posters with examples of the pictures/texts from your group around them.*
- Step 7: Read the other groups' posters and discuss the similarities/differences of responses as a class.*

Choose a variety of music: some that pupils know and some that they don't. Allocate the same time for pupils to write/draw their responses each time and monitor and guide pupils closely to make sure they are on task. At Step 4, provide prompts for the groups if appropriate, e.g. *How did you feel? Did you like the music? What did it make you think of?* Provide an example of a chart for groups at Step 5 so that they can note the type of response (picture / story / poem) and each person's feeling for each piece of music. After pupils have read each other's posters, discuss the different responses as a class.

### Unit 4 Make a Roman mosaic

**You will need:**

Internet access or reference books, a photo of a mosaic from a Roman ruin in Andalucía, A4 card, coloured card or paper, scissors, glue, a ruler and a pencil.

For this project, pupils make a mosaic based on one they like from a Roman ruin. They research different kinds of mosaics found in Roman ruins in Andalucía and choose a section of the one they like best.

Tell pupils what the focus of the project is (recreating a Roman mosaic found in Andalucía). Write the different Roman ruins in Andalucía on the board for the pupils to research. If you have time, make a mosaic of your own and describe it to the class. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Find a photo or illustration of a Roman ruin in Andalucía that has a mosaic that you like.*
- Step 2: Draw an outline of a section of the mosaic on card.*
- Step 3: Decide which colours you want to use to complete it. Think of the pattern and use a nice mix of colours.*
- Step 4: Cut out several small pieces of paper from the colours you chose. Make sure they are squares or triangles.*
- Step 5: Glue them onto the mosaic carefully, keeping the pattern in mind.*
- Step 6: Write sentences about your mosaic – where you found it, the colours you used and anything else that's interesting.*
- Step 7: Present your mosaic 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 that pattern and colour should be used carefully to recreate the Roman mosaic. Tell them to replicate the original as much as possible. Help pupils to glue the pieces of paper onto the mosaic.

Each pupil should have time to make their presentation to the rest of the class. Help them with the following language: *This is my mosaic. It's from ... The colours are ... I chose it because ...*

Leave the mosaics on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 5 Planning an expedition

### You will need:

Reference books, the internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to plan their own expedition. They produce a poster which they display as they make a presentation to the class. 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 (planning an expedition). 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 would like to explore.*

*Step 3: Research the area using the internet and reference books.*

*Make notes about what time of year you will travel, how you will travel, what you will need to take and what you want to do/see on the expedition.*

*Step 4: Exchange information about the expedition in your groups.*

*Decide how to present the information and plan the poster. Find some pictures of the place you want to visit and the equipment you need.*

*Step 5: Each person writes a draft of their text on paper – one can write about where the place is and what it is like, one can write about climate and weather, one about the equipment you need, etc. 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. Every person in the group needs to speak.*

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. 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 6 Mobile phone survey

### You will need:

Paper, pens, computer and printing facilities or a photocopier.

For this project, pupils work in pairs to write a survey about mobile phones. They make a handout of their survey by typing it out on the computer and printing out four copies each. They can then ask four members of their families or friends the questions on the survey for homework.

Tell pupils what the focus of the project is (mobile phones). Explain the meaning of *survey*. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: Think about mobile phones you or members of your family own. What can they do? How do people use them most? Are there any problems with mobile phones? Make notes about what you want to find out in your survey.*

*Step 3: Write six or seven questions for your survey.*

*Step 4: Type out the questions on a computer or copy them out neatly. Use the title 'Mobile phone survey'.*

*Step 5: Hand your survey to your teacher to photocopy or print it out.*

*Step 6: Take copies of your survey home and ask your family/friends the questions.*

*Step 7: Bring the completed surveys to the next class and compare answers with your partner. Do you have the same answers? Do you think the people you know use their mobile phones correctly?*

Monitor and guide pupils as they are working, making sure they all keep on task and helping with new language as necessary. Before the pairwork, you may want to elicit some example questions and write them on the board, e.g. *How often do you use your mobile phone? Do you switch it off at night? Do you worry when you can't find your phone? How often do you buy a new mobile phone? Do you prefer sending people messages or speaking to them face to face?*

Encourage pairs to swap their work for peer correction at Step 3. In the next lesson, make sure you allow time for pupils to feed back about the results of their survey.

## Unit 7 Muscles and bones

### You will need:

Biology reference books, paper.

For this project, pupils research a part of the human body, e.g. an arm, draw it and then label the muscles and bones. The part they choose may depend on what they have done/are doing in Biology. It is a good idea for them to reinforce their L1 work in the English lesson. Pupils can display their work if that is appropriate, though there is no formal presentation phase in this project.

Tell pupils what the focus of the project is (muscles and bones in a part of the human body) and check what they have been studying in Biology. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: Decide what part of the body to draw/research. Use reference books and Biology textbooks to find out the names of the muscles and bones. Find out what the different muscles do and try it out.*

*Step 3: Draw and label the part of the body on a piece of paper. Each pupil produces his/her own diagram.*

*Step 4: Make groups of four (two pairs). Take turns to show the other pair your work and to talk about what you learnt about the bones and the muscles.*

*Step 5: Display your drawing and/or stick it in your notebook.*

Monitor and guide pupils as they are working, making sure they have appropriate reference materials. If they can't find the information they need, guide them to a different body part. For Step 4, prompt pupils to talk about what they learnt and to demonstrate, using, e.g. their arm / hand / foot. Depending on the time you have, pupils can exchange information with several other pairs. If appropriate, leave pupils' drawings on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

## Unit 8 What's in our food?

### You will need:

Empty food packets and containers, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to find out and compare the ingredients of different common food products, e.g. soft drinks, cereal bars, yoghurts, dried pasta, ready meals. Each group produces a poster with a chart of what they found out and presents what they learnt to the class. Presentations should also include the food packets with their lists of ingredients and nutritional content.

Tell pupils what the focus of the project is (finding out and comparing the nutritional content of different common foods). You will need to tell pupils to bring in empty food packets, bottles and clean yoghurt pots before the project. Remind them to keep the food labels. You will also need to bring some empty packets in yourself. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs/small groups.*

*Step 2: Choose some empty food containers which have nutritional information on them.*

*Step 3: Using the information you learnt in the Pupil's Book lessons about food and nutrition, list the contents of the different foods according to fats, carbohydrates, etc. Note how many of the foods contain sugar.*

*Step 4: Plan a chart which compares the information about the different foods. Draw the chart on your poster.*

*Step 5: Prepare your talk in groups. Make notes to help you in your presentation. Include comments on what you learnt and what surprised you about any of the foods.*

*Step 6: Display your poster and your food containers. Deliver your presentation.*

*Step 7: After you have listened to all the presentations, discuss with your teacher what you have learnt about different foods and their nutritional value.*

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. Help pupils with any difficult vocabulary and make suggestions for the chart in Step 4. Pupils make notes for their presentation: they don't need to write a complete text. Allocate the same amount of time to each group for their presentation. Help pupils to draw conclusions about healthy food and eating.

# 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. Explain how it works before pupils start. Say *Look at the picture. Fred is talking to his friend Vicky. Look at the example.* Pupils do the activity individually. Give pupils about 10 minutes to complete the evaluation. At the end, tell pupils to write their names. Collect the papers from pupils.

**Feedback:** There are six 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. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 a, 2 c, 3 b, 4 a, 5 c, 6 b

## Evaluation 2

**Instructions:** Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 2 and elicit vocabulary about the pictures. Explain how it works before pupils start. Say *Look and listen.* Play the audio twice through without a pause. Pupils do the activity individually. 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 each one according to how well the pupil completed the task. 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 10 o'clock, 2 football, 3 climb, 4 roller skating, 5 Park Activity Centre

### TRB CD 2, 12

Listen and write. There is one example. When did John go to the activity centre?

**FRIEND:** Hello, John. What are you doing?

**JOHN:** I'm writing in my diary about the activity centre.

**FRIEND:** Oh, really? When did you go there?

**JOHN:** I went on Thursday.

**FRIEND:** What time did you go to the activity centre?

**JOHN:** Mum wanted to go at nine o'clock but the bus was late so we went at ten o'clock.

**FRIEND:** Did you do lots of sports?

**JOHN:** Yes. We played football first and then we went climbing.

**FRIEND:** Climbing?

**JOHN:** Yes, I'm learning to climb.

**FRIEND:** That's exciting. Was that your favourite activity?

**JOHN:** No. I liked roller skating the best. It was brilliant.

**FRIEND:** What's the name of the activity centre?

**JOHN:** It's called Park Activity Centre.

**FRIEND:** Park? How do you spell that?

**JOHN:** P-A-R-K.

**FRIEND:** I'd like to visit it.

## Evaluation 3

**Instructions:** Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 3. Explain how it works before pupils start. Say *Look at the pictures and words. Read the story and complete it with six of the words on the right. Look at the example.* Pupils do the activity individually. Give pupils about 10 minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

**Feedback:** There are six stars on the right of the page. Colour one for each correct answer. Draw a smiley face in the circle below. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 cough, 2 medicine, 3 lunch, 4 tired, 5 ate, 6 bed

## Evaluation 4

**Instructions:** Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 4. Explain how it works before pupils start. Say *Look at the pictures. They look the same but some things are different. In Picture 1 the boy is eating toast and honey but in Picture 2 he is eating a banana. Circle the different things you can see.* Pupils do the activity individually. Pupils then work in pairs and discuss the differences. Focus on one pair at a time. Give pupils two minutes to draw more differences and ask their partner *What things are different?* Collect the papers from pupils. Make sure they have written their names.

**Feedback:** There are six 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. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 moon/no moon, 2 3 January/20 January, 3 letters W.M./ letters E.R, 4 no snow/ snow, 5 two medals/one medal, 6 no bowl of fruit on the table/bowl of fruit on the table, 7 bread, no bread, 8 toast, banana

## Evaluation 5

**Instructions:** Hand out Evaluation 5. Explain how the speaking task works before pupils start. The teacher tells the beginning of the 4-picture story then students will continue to tell the story. Say, *Look at the pictures. They show a story. It's called 'Anna goes on holiday.' Anna is preparing to go on holiday. [usually three sentences from teacher on first picture]* Now you get into pairs and tell the story. Pupils work in pairs or groups and tell the story one picture at a time. The teacher should walk around the room to listen and focus on one group at a time.

**Feedback:** There are six 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. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** Pupil's own answer



## Evaluation 6

**Instructions:** Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 6. Explain how it works before pupils start. Say *Look at the pictures and words. Read the phrases and write the correct word.* Pupils do the activity individually. Give pupils about 5 minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

**Feedback:** There are six stars on the right of the page. Colour one for each correct answer. Draw a smiley face in the circle below. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 a mouse, 2 a sculpture, 3 a button, 4 row, 5 a landscape, 6 a screen

## Evaluation 7

**Instructions:** Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 7. Explain how it works before pupils start. Say *Look at the pictures. They tell a story. It's called 'The Hot Monkeys'. Put the pictures in the correct order.* Pupils do the activity individually. Pupils then work in groups and tell the story. Focus on one group at a time. Collect the papers from pupils. Make sure they have written their names.

**Feedback:** There are six 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. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 b, 2 a, 3 d, 4 c



Name: \_\_\_\_\_

Read the questions and choose the best answer.

*Fred is talking to his friend Vicky.*



Example:

Fred: Hello, Vicky. Is this your school?

Vicky: ☒ a Yes, it is.

b No, I don't.

c Yes, I do.

1 Fred: Who's your teacher?

Vicky: a Her name's Mrs Green.

b Yes, she is.

c My dad's there today.

2 Fred: Do you like her lessons?

Vicky: a I like my school a lot.

b I'd like that.

c Yes, they're exciting.

3 Fred: What does she teach?

Vicky: a OK, but it's busy.

b She teaches Maths.

c No, thank you.

4 Fred: Where do you keep your books?

Vicky: a In my desk.

b It's a pencil.

c I haven't got one.

5 Fred: What do you like doing at school?

Vicky: a I wouldn't like to.

b Next to the school.

c I like doing Maths.

6 Fred: OK, what's 278 and 57?

Vicky: a I like wearing my uniform.

b I don't know. That's really difficult!

c I can count.

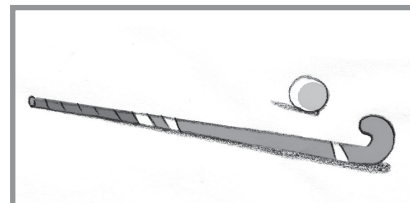
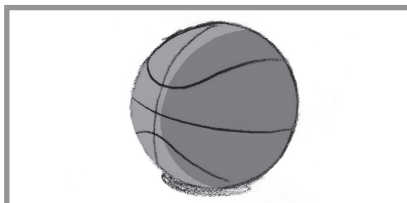
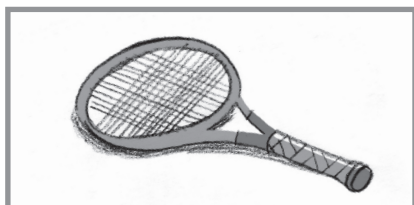


Name: \_\_\_\_\_



Listen and write.

## THE ACTIVITY CENTRE



Example:

When?

Thursday

1 What time?

\_\_\_\_\_

2 First sport:

\_\_\_\_\_

3 Learning to:

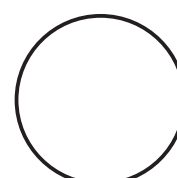
\_\_\_\_\_

4 Favourite activity:

\_\_\_\_\_

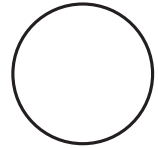
5 Name of centre:

\_\_\_\_\_



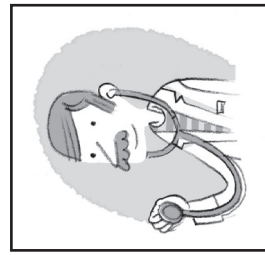
# Evaluation 3

## Reading and Writing

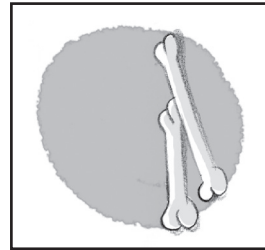


Name: \_\_\_\_\_

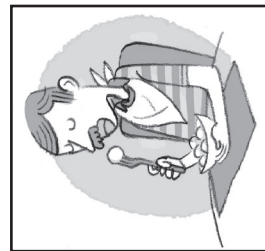
Look at the pictures and words. Read the story.  
Choose six words to complete the story



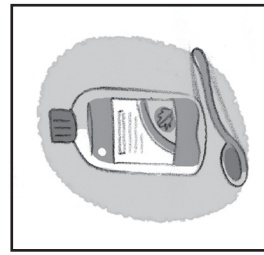
doctor



bones



ate



medicine



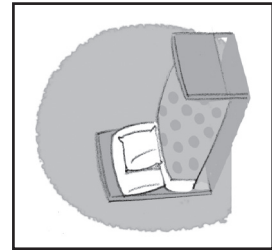
cough



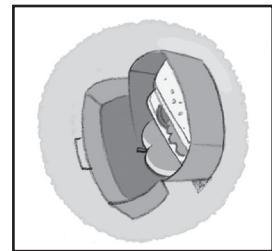
drank



tired



bed



lunch

## Bill's Busy Day

My name is Bill and I'm a doctor.  
Yesterday I had a busy day at the hospital.  
In the morning I saw a man who had a  
terrible (1) \_\_\_\_\_. I gave him  
some (2) \_\_\_\_\_. Then I saw a  
woman with a bad headache and a child  
who wasn't well. There were a lot of  
people with problems! I didn't eat  
(3) \_\_\_\_\_ because I didn't have  
time. I was really (4) \_\_\_\_\_  
because I worked for ten hours.  
After work I (5) \_\_\_\_\_ a lot  
of food because I was hungry. I had two  
burgers, some potatoes, a big bowl of ice  
cream and some lemonade. Then I had a  
stomach-ache! I didn't watch television  
and I went to (6) \_\_\_\_\_ early.



Name: \_\_\_\_\_

- 1 Look at the pictures. What things are different?  
Circle the differences.

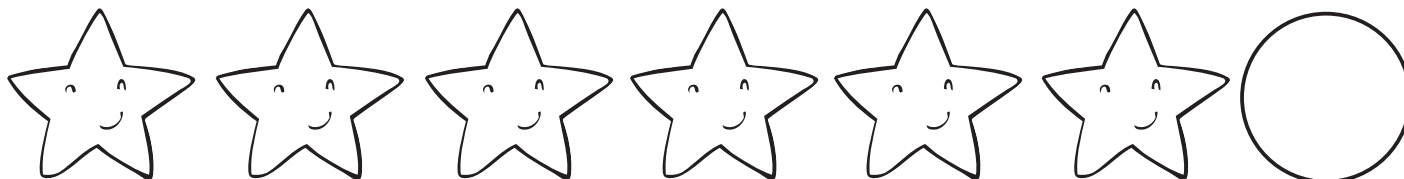
Picture 1



Picture 2



- 2 Talk about the differences with your partner.
- 3 Draw more differences in pictures 1 and 2.
- 4 Ask your partner "What things are different?"

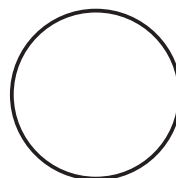
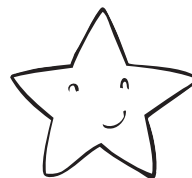
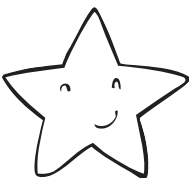


Name: \_\_\_\_\_

**1** Tell the story.

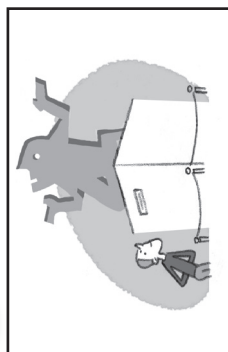
Anna goes on holiday

Anna

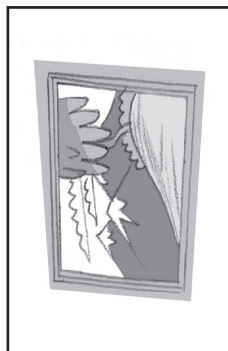


# Evaluation 6

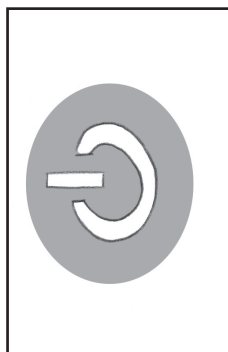
1 Read and write.



a sculpture



a landscape



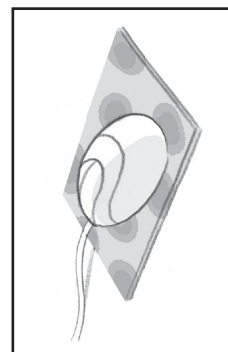
a button



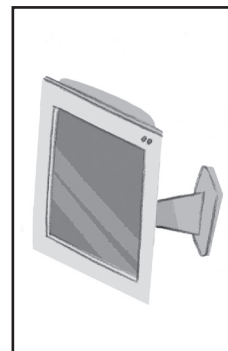
get dressed



row



a mouse



a screen

Name: \_\_\_\_\_



2 Look at the pictures and words. Read the descriptions and write the correct words.

Example:

You do this after you have a shower but before you go to school.

get dressed

1 You move this with your hand to use your computer.

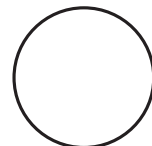
2 An artist can make this from metal.

3 You press this to turn on your computer.

4 You do this in a boat or canoe.

5 This is a picture of mountains, rivers or forests.

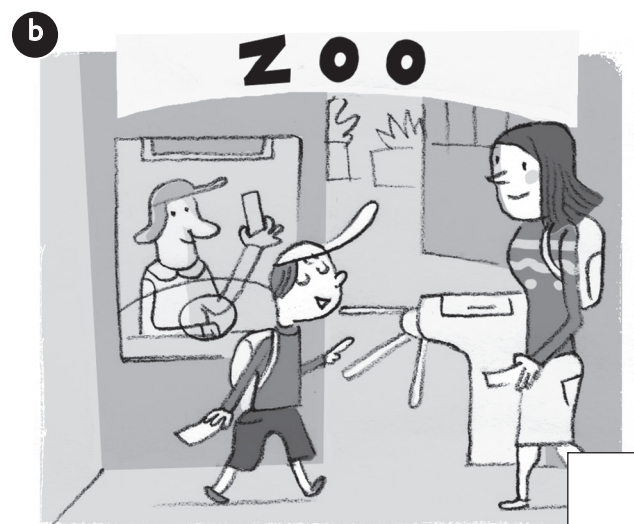
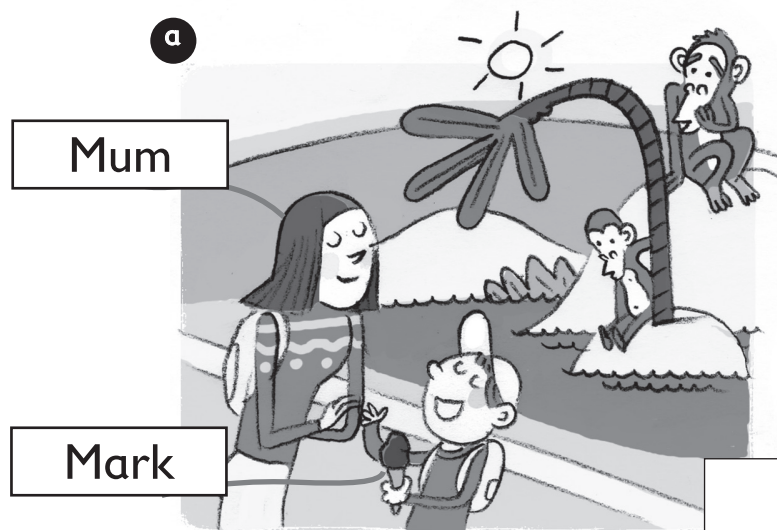
6 This is the part of your computer that you look at.



Name: \_\_\_\_\_

**1** Order the pictures.

## The Hot Monkeys



**2** Tell the story of The Hot Monkeys.

*It was a very sunny day ...*

