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Kid's Box

English for Spanish Speakers

Updated Second Edition

Teacher's Book 6

Andalusian Edition

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Language summary

	Key vocabulary	Key grammar and functions	Phonics	Revision
High technology	Schoolwork: *article, competition, project* Technology: *app, chat, headphones, keyboard, laptop, microphone, pen drive, screen, speakers, webcam* adjectives	Revision of present tenses Revision of *can, have got, how many, how often, must, should, there's*	Consonant sounds: *'j' (jump, orange)* and *'ch' (cheese, lunch)*	school subjects, telling the time, days of the week, *Let's ... , Why don't we ... ?, sounds (exciting), We use ... to ... ,* adverbs of frequency, *must, should, can, how often, how many, article, text,* technology, *weigh, screen, prefer, internet, invention*
1 Beastly tales	Theatre: *act, actor, audition, part (in a play), play (n)* Myths and legends: *beast, claws, eagle, feathers, fur, hero, horn, legend, nest, scales* Mythical beasts: *centaur, dragon, griffin, harpy (harpies), mermaid, minotaur, phoenix, siren, unicorn*	Plans, intentions and predictions: *going to* Describing creatures: *It has got the body of a lizard, They have got feathers, They live in nests.* Joining clauses with *who, where, which*: *Icarus, the boy who flew too near the Sun. The nests where griffins live are made of gold. A dragon is a beast which has scales and big claws.*	Consonant sounds: voiced and unvoiced *'th' (weather, theatre)*	question words, animals, *film, cinema, restaurant, funny, enjoy,* animal body parts, beasts, *steal,* past simple, adjectives, comparatives, *myth, sounds like*
Art Myths and legends				
2 Tomorrow's world	Transport: *carry (passengers), catch, get lost, pick up, transport (n), travel by (air / bus, etc.)* Space travel: *air, astronaut, businessman, Earth, engineer, Moon, rocket, space, tourist*	Predictions: *will* Connectors: *after that, because, before, then, when*	Contractions: *'ll, 'm, 're, 's, n't*	transport, *future, photos, will* for predictions, numbers, *NASA, float, ride,* space and space travel, *What kind of ... ?,* past simple, question forms
Science The solar system				**Review** 1 and 2
3 The great outdoors	The countryside: *adventure, break (an arm / leg), cave, fall over, hole, rock, waterfall, wood (place)* Compass points: *north, south, east, west* Exploration: *expedition, explorer, journey, land (n), rucksack, sledge, sleeping bag, tent, torch (flashlight)*	Past continuous and past simple: *I was climbing when I fell. What an adventure* Describing location: *Oldbridge is east of the mountains.*	Consonant sounds: *'k' (coat, kick) and 'g' (goat, big)*	*when, rock, hill, happen, wood, river, bridge, adventure, hole,* action verbs, *countryside,* dates, past simple, past continuous, adjectives, countryside, telling the time
Geography Natural features of Spain				
4 Food, glorious food!	Food: *biscuit, butter, chopsticks, dish (part of a meal), jam, pan, snack, popcorn, sauce, strawberry*	Countable and uncountable nouns: *We haven't got enough eggs. We've got too many apples. We've got too much sugar.*	Pronouncing the letters *'gh': night, laugh, cough*	food, *plates, knife / knives, spoon, fork, Could you pass me ... ?, How often ... ?, twice, three times,* polite requests, *too much, too many, enough,* imperatives
Science Microorganisms				**Review** 3 and 4

	Key vocabulary	Key grammar and functions	Phonics	Revision
5 Under the sea	Seas and oceans: *coral, crab, jellyfish, lobster, octopus, seal, squid*	Present perfect with *for, since, still*: *The whale's been here for three hours. I've lived here since 2008. We still haven't chosen a project.*	Stressed syllables: *bottle, today*	sea creatures, the sea, *mermaid,* food, animal body parts, measurements, numbers, infinitive, past simple, past participles, *Have you ever ... ?*
Science Food chains				
6 Free time	Free time and hobbies: *beatbox, board game, chess, clothes design, do puzzles, free running, mountain bike, skateboard*	Quantifiers: *some, any, no, every, someone, anyone, no-one, everyone, something, anything, nothing, everything, somewhere, anywhere, nowhere, everywhere*	Short vowel sound: *'u' (fun, cousin, London)*	free time activities, past simple, *hobby, rules,* dates, question forms, picture descriptions
Science How sound travels				
Review 5 and 6				
7 Dress sense	Clothes: *belt, button, gloves, pocket, decorate, shorts, tights, umbrella* Adjectives: *heavy, light, thick, thin*	Possibility: *may, might* Describing clothes: *He's wearing grey shorts.* Describing pictures: *There are some people outside a cinema. I can see ...*	Intonation for expressing feelings	*can, should, made of,* clothes, jobs, family, *sew, protect,* adjectives, *left, right,* prepositions, *look like*
History Clothes				
8 Around the world	Countries and nationalities: *Brazil, Brazilian, France, French, Germany, German, Greece, Greek, India, Indian, Mexico, Mexican, Portugal, Portuguese, Spain, Spanish*	Present perfect with *just, yet, already* Regular and irregular past participles	Intonation in lists	countries, names of towns, *something, lunchtime,* continents, present perfect, dialogues
Geography The European Union				
Review 7 and 8				
Values 1 & 2 Living with technology				
Values 3 & 4 Be safe at home				
Values 5 & 6 Harmony at home				
Values 7 & 8 Sharing problems				
Plays				
Festivals				
Irregular verbs				
Grammar reference				
Flyers 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 characters: Shari, Dan and Alvin. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

Cambridge English: Young Learners

In *Kid's Box English for Spanish Speakers Updated Second Edition* we have followed the syllabus for the *Cambridge English: Young Learners* exams so that each cycle of two levels corresponds to one of the exams. 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 English for Spanish Speakers Updated Second Edition* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task types from the exams. 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* exam consists of three papers: Listening, Reading and Writing, and Speaking. These exams 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 exams can act as a stepping stone to other Cambridge English exams, as the highest level exam, *Cambridge English: Flyers*, is roughly equivalent in language level to *Cambridge English: Key for Schools*. The *Cambridge English: Young Learners* exams are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: 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 6 of *Kid's Box English for Spanish Speakers Updated Second Edition* consists of:

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

Pupil's Book

This 120-page full-colour book consists of eight main units, plus an introductory unit. Each main unit is eight pages in length, with each page providing sufficient material for one lesson. The last two pages of each main unit there is a Content and Language Integrated Learning (CLIL) spread where pupils can learn about other subjects through English.

There is also a phonics section within every unit. After every second unit, there is a two-page Review section, which reviews the language from the two previous units, followed by two pages that have been specially designed to support Spanish speakers: *Say it with me*, and *Get it right!* At the end of the book, there are four Values pages to develop pupils' social awareness, two plays, three Festivals pages, an irregular verbs list and two Grammar reference pages. The festivals covered in level 6 are United Nations Day, Earth Day and The Glastonbury Festival.

Lessons include a variety of interesting and motivating activities. The series' strong cast of characters appears throughout the book. The antics of the popular Diggory Bones are played out in a picture story at the end of each unit.

Activity Book

This 96-page book is designed to give pupils further practice of the new language and to help them consolidate their understanding. 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 (Flyers level).

CD-ROM (see page 12)

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

My Home Booklet (see page 12)

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

Teacher's Book

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

Teaching notes

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

Photocopiable activities

There is a photocopiable page for each unit on pages 202–211 of the Teacher's Book. These pages provide you with a range of activities: information gap activities, crosswords and games.

Extra activities & Extra project ideas

There are two Extra activities provided for most lessons in the Teacher's Book for times when you need even more material. This section is followed by some Extra project ideas, on pages 224–227.

Evaluation activities

At the end of the book there are seven Evaluation pages, one page to be used after each main unit. The format and design of the Evaluation pages is similar to the tasks in the *Cambridge English: Young Learners* exams (Flyers level). The teaching notes and key for the Evaluation pages can be found on pages 228 and 229 of this book.

Teacher's Resource Book with Audio CDs

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

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

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 and personalisation activities, which help pupils become more aware of themselves.
- **Musical intelligence:** appreciation of rhythm and music. This intelligence runs almost parallel to linguistic intelligence. Each unit of *Kid's Box English for Spanish Speakers Updated Second Edition* includes a song as well as occasional raps, rhymes and chants.
- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body. This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid's Box English for Spanish Speakers Updated Second Edition* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever-restless young learner.
- **Logical-mathematical intelligence:** problem solving and logical thought. There is a range of different activity types for this intelligence in *Kid's Box English for Spanish Speakers Updated Second Edition*. These activities help develop logical reasoning, problem solving and the detection of patterns.
- **Visual-spatial intelligence:** expression and understanding through the visual world. This intelligence is one of the key ways that children learn. In *Kid's Box English for Spanish Speakers Updated Second Edition* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, such as the full colour illustrations in the Pupil's Books and the drawing and colouring activities.

Cross-curricular lessons

At the end of each unit of the Pupil's Book, there are two pages of Content and language integrated learning (CLIL).

These lessons are designed to teach aspects of subject topics which the pupils would be learning in their other school classes such as history, science, music, language and art, using English as the medium of instruction. The focus during these lessons is on learning the content matter of the subject. Pupils often find it very motivating to learn new things related to other subjects they study at school through English. The lessons are carefully graded to the language level of the pupils, with activities designed to structure and support the pupils' spoken and written output. The role of language in these lessons is to function as a tool to enable children to learn about other things.

Tips for teachers

Preparation

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

Classroom dynamics

- Try to move around the classroom while explaining or doing the activities. This enables you more effectively to supervise and monitor those who may need more attention at times.
- 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.

Noise

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

Teaching and learning

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, pupils can use language to practise English, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.
- The Extra activities can be used when you feel that pupils need more practice with some of the language, or when you finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. 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. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
  - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again. It can be extremely motivating for children to watch their own performances on video, but make sure you get written permission from parents or guardians first.

Competition

- An element of competition can make many pupils try harder. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

Display

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

Craft activities: storage of material

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

Evaluation pages

The Evaluation pages in *Kid's Box 6 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. The *Cambridge English:Young Learners Flyers* practice test might be used after Review Units 7–8.

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

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

General instructions

- Hand out the copy to each pupil and make sure they have the relevant materials (crayons, pencils, etc.).
- You should allow about 10 minutes for each Evaluation activity.
- Give the instructions in English.
- Monitor pupils as they do the activity and give encouragement.
- At the end of the activity, collect their work.
- Give pupils feedback on their work, by colouring in the stars and drawing a smiley face. You should always focus on what they can do and what they have done, rather than on what they can't do.
- For teaching notes on each Evaluation sheet, see pages 228 and 229.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it.

Caroline Nixon and Michael Tomlinson, Murcia 2017.

Kid's Box English for Spanish Speakers edition

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

Extra Cambridge English: Young Learners *exam preparation*

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

New Grammar sections

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

Story playscripts

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

New pronunciation features for Spanish speakers

In each unit, there is a new 'Dan's phonics' feature, which focuses on particular vowel or consonant sounds, rhyming words or sentence stress. In addition to this regular practice, there are four 'Say it with me' pages (on pages 28, 48, 68 and 88 of both the Pupil's Book and the Activity Book), which provide practice of some further sounds that can be difficult for Spanish speakers. These are:
Review 1: Contractions as in 'D' y' wanna see something?'.
Review 2: /v/ and /b/ as in 'The vampire bat that lived in a vat'
Review 3: /t/, /d/ and /ɪd/ as in 'They watched, dreamed and waited'.
Review 4: /θ/, /ð/ and /d/ as in 'The Fifth Myths is a band'.

New social values lessons

At this early stage in a child's education teachers also play an important part in the development of the everyday life skills children need in order to participate actively and appropriately in society. To this end, four new Values pages promote tolerance and respect, whilst helping pupils to develop their interpersonal skills and gain awareness of the social behaviour that is expected of them in everyday situations. At the same time, they will learn some useful language that they will encounter in the real world. The four social awareness areas covered in *Kid's Box 6 English for Spanish Speakers Updated Second Edition* are: Living with technology (Units 1 & 2), Be safe at home (Units 3 & 4), Harmony at home (Units 5 & 6), Sharing problems (Units 7 & 8).

My Home Booklet

This new component is designed to strengthen home–school connections, and to enable pupils to review language content and development of competences with their parents.
At this level, *My Home Booklet* contains an additional spelling section to give pupils extra practice at spelling the sounds that are focused on in Dan's phonics section. There is also a Picture dictionary, which offers pupils the option of translating the vocabulary into their own language.

New features on Digital Box

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

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

Cross-curricular learning (CLIL)

The eight CLIL spreads, which aim to put language learning into context with the learning of other subjects, have been given a new look, and some new vocabulary has been added.
One of the main reasons why cross-curricular learning is so successful lies in the fact that English moves away from being just another school subject to being a vehicle for learning other subject matter. With this in mind, the *Kid's Box 6 English for Spanish Speakers Updated Second Edition* offers lessons focusing on the following areas of the curriculum: history, science, music, language and art.

Get it right!

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

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

Festivals

One of the key objectives of the *Kid's Box* series is to promote tolerance and respect and one way of doing this is to help pupils to understand different cultures. *Kid's Box 6 English for Spanish Speakers Updated Second Edition* provides material for five festivals in total: **United Nations Day** (Pupil's Book page 98, with teaching notes on pages 194-195 of the Teacher's Book), **Earth Day** (Pupil's Book page 99, with teaching notes on pages 196-197 of the Teacher's Book), **The Glastonbury Festival** (Pupil's Book page 100, with teaching notes on pages 198-199 of the Teacher's Book).

In addition, there are four extra worksheets in the *Teacher's Resource Book 6*, covering two further festivals: **Christmas** (pages 72-73) and **Easter** (pages 74-75), with accompanying teaching notes on page 71.

Plays

In *Kid's Box 6 English for Spanish Speakers Updated Second Edition*, there are two plays included in the Pupil's Book: Demeter and Persephone, and Glastonbury Festival. Drama is an excellent way of developing good speaking skills in a foreign language. Through plays specially written for children of this age, the pupils can improve their intonation and pronunciation in an amusing and interesting way. They will also benefit from the cultural input in the plays which in turn will add to the general knowledge of each pupil.

CD-ROM

The *Kid's Box 6 English For Spanish Speakers Updated Second Edition* CD-ROM aims to enhance the learning experience through dynamic games which practise the key vocabulary and structures in each unit, as well as encouraging them to reflect on pronunciation and aural comprehension. There are a maximum of five games per unit.

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

My Home Booklet

My Home Booklet has been designed to enhance home-school connections, by keeping parents informed about what their children have been learning in their English lessons at school. After completing each unit of *Kid's Box* at school, pupils can take *My Home Booklet* home, to show their parents what that they have been learning in class. Each of the 9 units in *My Home Booklet* contains the following activities:

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

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

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

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

Answer key

Unit – High technology (pages 6-7)

1 mobile phone, screen, microphone, laptop, pen drive, keyboard, mouse, webcam, speakers, headphones
2 webcam, 3 keyboard, 4 laptop, 5 headphones, speakers, 6 microphone, 7 pen drive
2 2 haven't (c), 3 do (e), 4 doesn't (f), 5 can (b), 6 has (a)
3 1 yesterday, 2 Tom and Josh, 3 Josh's dad
4 gr8 = great, n = and, ftbl = football, tomo = tomorrow, gd = good, C = see, sch = school, hav = have, 2 = to, bday = birthday, yr = your

Unit 1 Beastly tales (pages 8-9)

1 b siren, c dragon, d centaur, e mermaid, f harpy, g griffin
2 2 griffin, 3 mermaid, 4 griffin, siren, 5 harpy, 6 griffin, dragon, harpy, 7 centaur, 8 dragon, mermaid
3 1 She's going to go to the audition. 2 I'm not going to watch the film. 3 Are you going to read my story? 4 They are going to be in the play. 5 Is he going to write about a dragon?
4 Prometheus stole some lightning and gave it to humas to use it as fire.
5 which was necessary for cooking and keeping warm / who liked the humans / where the sun was very hot

Unit 2 Tomorrow's world (pages 10-11)

1 1 tourist, 2 engineer, 3 businessman, 4 astronaut, 5 Earth, 6 moons, 7 space (Neptune)

2 2 I will/won't watch TV this evening. 3 On my next birthday, I will/won't be thirteen. 4 I will/won't eat some bread tomorrow. 5 It will/won't snow tomorrow. 6 I will/won't live in a castle when I'm older.

3 Pupil's own answers

4 2 go the beach, 3 travel to China, 4 eat Chinese food, 5 fly to Canada, 6 go skiing, 7 fly to Brazil, 8 play football

5 then, After lunch, Before dinner, because, then

Unit 3 The great outdoors (pages 12-13)

1 2 flashlight, 3 explorer, 4 east, 5 tent, 6 rucksack, 7 sleeping bag (Sri Lanka)

2 2 Was he talking to me when his phone broke? 3 I was swimming when it started to rain. 4 We weren't having breakfast when our friends arrived. 5 Were you sleeping when the plane arrived? 6 They weren't playing when the house caught fire.

3 swim, sail, hire a sailing boat

4 I would like to go sailing. / Please could you send me some information about hiring a boat? / I would like to know how much it costs. / Also, please could you tell me if it's possible to swim in the lake?

Unit 4 Food, glorious food! (pages 14-15)

1 2 recipe, 3 sauce, 4 jam, 5 popcorn, 6 pan, 7 biscuits, 8 chopsticks

2 There aren't enough bananas. / There are too many peas. / There's too much sauce. / There aren't enough peanuts. / There isn't enough milk.

3 Chocolate chip biscuits

Unit 5 Under the sea (pages 16-17)

1 2 jellyfish (b), 3 coral (e), 4 lobster (d), 5 squid (g), 6 octopus (f), 7 crab (a)

2 2 for, 3 still, 4 since, 5 still, 6 since

3 1 Jellyfish have been in our oceans for a long time. 2 We still haven't been to the aquarium. 3 I've been in the sea since five o'clock! 4 The seals have been here for five minutes. 5 My sister still hasn't taken any photos. 6 I've had this toy shark since my birthday.

4 **Body:** spots like leopards, 3–3.5m long, big sharp teeth; **Where:** Antarctica; **How move:** swim fast; **Food:** fish, squid, smaller seals, seabirds penguins; **Other info:** live for 12–15 years

Unit 6 Free time (pages 18-19)

1 2 board game, 3 beatbox, 4 clothes design, 5, mountain bike, 6 free running, 7 skateboard

2 2 someone, 3 everywhere, 4 anything, 5 Everyone, 6 something, 7 anywhere, 8 nothing

3 1 ✗, 2 ✓, 3 ✓, 4 ✗

4 in my opinion it is the best album (...) / I like listening to (...) / My favourite one is 'Sing the blues' (...) / I love the fast, loud sound (...) / I don't like the song (...) / I think it's too slow.

Unit 7 Dress sense (pages 20-21)

1 1 button, 3 umbrella, 4 tights, 5 pockets, 6 gloves, 7 belt, 8 shorts

2 2 She might wear her red trousers. 3 What might you wear to the party? 4 When might they go shopping? 5 I think it might rain later. 6 I might take some photos with my camera.

3 Pupil's own drawings

4 The woman is very tall and thin. She's got short black straight hair and a small nose. She's wearing a long, purple dress, with black tights and black shoes. She's smiling and she looks like a film star. The man is older and shorter than the woman. He's got grey hair and a moustache and a beard, and he's wearing glasses. He isn't wearing a coat. He's got a white cotton shirt, blue jeans and brown shoes. He looks like a teacher.

Unit 8 Around the world (pages 22-23)

1 French, German, Greek, Indian, Mexican, Portuguese, Spanish 2 Mexican, 3 India, 4 Portugal, 5 Spain, 6 German, 7 French, 8 Greek

2 speak – spoken, send – sent, arrive – arrived, play – played, make – made, listen – listened, do – done

3 2 I have (I've) already done my homework. 3 She has (She's) just sent an email. 4 Have they arrived at school yet? 5 I have (I've) just made a cake. 6 He hasn't had dinner yet.

4 1 England, British, 2 30 January, 3 Turnpike, Hillbrook

5 nationality, a person's name, months, names of streets / towns / countries

Spelling

High technology

1 1 armchair, 2 bookshop, postcards, 3 toothbrush, suitcase, 4 airport, laptop

Unit 1 Beastly tales

1 2 feathers, 3 mythical, 4 Maths, 5 Thursday, 6 weather, 7 mouth, 8 clothes

Unit 2 Tomorrow's world

1 he's = he has, she'll = she will, she's = she is, isn't = is not, haven't = have not

2 1 we will = we'll, 2 We will = We'll, 3 I will = I'll, 4 I am = I'm, do not = don't

Unit 3 The great outdoors

1 goat, cat, goat, coat, could, count, forgot, cat, clever, goat

2 2 grass (e), 3 classroom (a), 4 car (b), 5 gold (f), 6 glasses (d)

Unit 4 Food, glorious food!

1 light, half, off, puff, who, you

2 1 straight, 2 night, 3 eight, 4 high

Unit 5 Under the sea

1 window, monkey, today, giraffe, below, again, elephant, jellyfish, family, kangaroo, magazine, engineer

2 important, explorer, cinema, octopus

Unit 6 Free time

1 cousin, Gus, fun, just, us, lovely, lunch, double, bus

2 1 sun, 2 nothing, 3 mother, 4 country

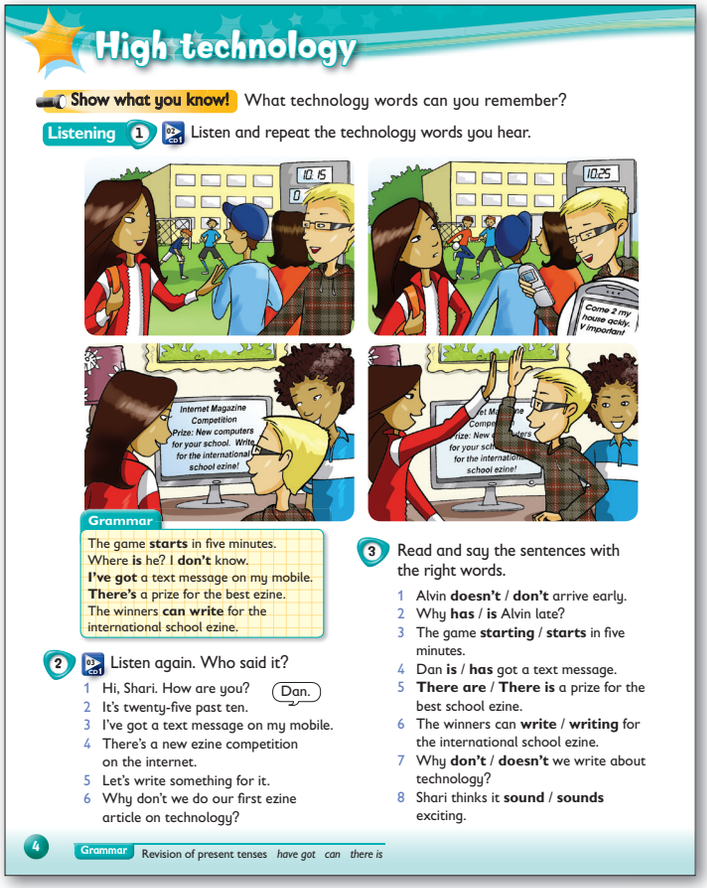
Unit 7 Dress sense

1 2 angry (d),3 sad (c), 4 excited (b), 5 surprised (a), 6 tired (e)

Unit 8 Around the world

1 (list in any order) 1 German, Greek, Spanish, 2 Berlin, Madrid, Paris, Rome, 3 bread, butter, jam, milk, 4 brother, dad, mum, sister, 5 Art, P.E., Geography, Maths

High technology



High technology

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

Listening 1 CD1 Listen and repeat the technology words you hear.

Grammar

The game **starts** in five minutes.
Where **is** he? I **don't** know.
I've got a text message on my mobile.
There's a prize for the best ezine.
The winners **can write** for the international school ezine.

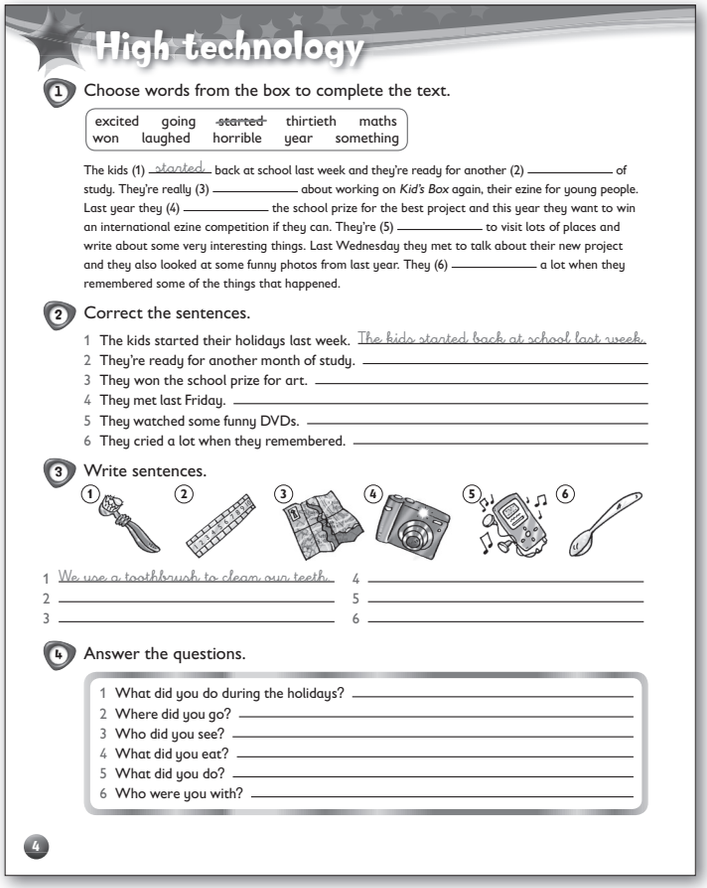
2 CD1 Listen again. Who said it?

1 Hi, Shari. How are you? Dan.
2 It's twenty-five past ten.
3 I've got a text message on my mobile.
4 There's a new ezine competition on the internet.
5 Let's write something for it.
6 Why don't we do our first ezine article on technology?

3 Read and say the sentences with the right words.

1 Alvin **doesn't** / **don't** arrive early.
2 Why **has** / **is** Alvin late?
3 The game **starting** / **starts** in five minutes.
4 Dan **is** / **has** got a text message.
5 **There are** / **There is** a prize for the best school ezine.
6 The winners can **write** / **writing** for the international school ezine.
7 Why **don't** / **doesn't** we write about technology?
8 Shari thinks it **sound** / **sounds** exciting.

4 **Grammar** Revision of present tenses *have got* *can* *there is*



High technology

1 Choose words from the box to complete the text.

excited going ~~started~~ thirtieth maths
won laughed horrible year something

The kids (1) started back at school last week and they're ready for another (2) _____ of study. They're really (3) _____ about working on *Kid's Box* again, their ezine for young people. Last year they (4) _____ the school prize for the best project and this year they want to win an international ezine competition if they can. They're (5) _____ to visit lots of places and write about some very interesting things. Last Wednesday they met to talk about their new project and they also looked at some funny photos from last year. They (6) _____ a lot when they remembered some of the things that happened.

2 Correct the sentences.

1 The kids started their holidays last week. The kids started back at school last week.
2 They're ready for another month of study. _____
3 They won the school prize for art. _____
4 They met last Friday. _____
5 They watched some funny DVDs. _____
6 They cried a lot when they remembered. _____

3 Write sentences.

1 We use a toothbrush to clean our teeth.
2 _____
3 _____
4 _____
5 _____
6 _____

4 Answer the questions.

1 What did you do during the holidays? _____
2 Where did you go? _____
3 Who did you see? _____
4 What did you eat? _____
5 What did you do? _____
6 Who were you with? _____

4

Objectives: By the end of the lesson, pupils will have reviewed present and past tenses and learnt about the topic of technology.

Target language

- **Key language:** revision of tenses and their uses: present simple, present continuous, past simple, *going to* future; *text message, mobile, ezine, technology, international school, prize, article*
- **Revision:** school subjects, time, days of the week, *Let's ... , Why don't we ... ?, sounds (exciting), We use ... to ...*

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Reinforcement worksheet 1 (pages 8-9); Grammar reference High technology Unit *Activity Book 6* (page 94)

Pupil's Book page 4

Warmer

- Greet the pupils and introduce yourself. Make pairs. Pupils find out each other's names and then find out one interesting, unusual thing their partner did on their holidays. Ask each pupil to introduce their partner and tell about their partner's holiday.

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

- Write *Technology* on the board and draw a circle around it. Say *Show what you know ... about technology.* Elicit one or two words, e.g. *digital camera, mobile,* and then brainstorm in two minutes technology words. Create a mind map on the board. Pupils copy the mind map into their notebooks.

1 Listen and repeat the technology words you hear.

- Tell pupils to open their Pupil's Books at page 4. Introduce the characters. Elicit where the characters are (outside and inside school) and the technology items they can see (mobile, computer). Elicit/Pre-teach *Ezine.* Focus pupils on the activity instruction. They repeat the words they hear. Play the audio. Pupils listen and repeat. Use the mind map on the board to point at the words they hear.

CD 1, 02

DAN: Hi, Shari. How are you?
SHARI: Hi, Dan. I'm fine, thanks. Where's Alvin?
DAN: I don't know. He isn't here.
SHARI: That's strange. It's quarter past ten. He's late.
SHARI: Where is he? It's twenty-five past ten. The game starts in five minutes.
DAN: Wait a minute. I've got a text message on my mobile. It's from Alvin. 'Come to my house quickly. Vee important.'
SHARI: Very important! Come on then. Let's go.
NARRATOR: Internet Magazine Competition. Prize: New computers for your school. Write for the international school ezine.
ALVIN: Look at this. There's a new ezine competition on the internet.
SHARI: There's a prize for the best school ezine in the country.
DAN: Yeah! And the winners can write for the international school ezine next year.
ALVIN: Let's write something for it and try and get some new computers for our school.
SHARI: Why don't we do our first ezine article on technology?
DAN: Great idea, Shari. That sounds 'vee' exciting!

2 Listen again. Who said it?

- Focus pupils on Activity 2. They read the sentences before they listen. Review the characters' names (Dan, Shari, Alvin).
- Play the audio. Check with the class.
- Ask *what time is it in the first picture? Who gets a text message? What does 'vee important' mean? Why is Alvin excited?*

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

CD 1, 03

See previous recording

Extra activity 1: see page 212 (if time)

3 Read and say the sentences with the right words.

- Focus pupils on the Grammar box and revise tenses and their uses. Elicit who said each sentence (Shari, Dan, Shari, Dan).
- Focus pupils on Activity 3. Do the first one as an example and elicit why *doesn't* is correct (third person singular). Pupils work in pairs. Check with the class. Pupils write the correct sentences in their notebooks.

Key: 1 doesn't, 2 is, 3 starts, 4 has, 5 There is, 6 write, 7 don't, 8 sounds

Activity Book page 4

1 Choose words from the box to complete the text.

Key: 2 year, 3 excited, 4 won, 5 going, 6 laughed

2 Correct the sentences.

Key: 2 They're ready for another year of study. 3 They won the school prize for the best project. 4 They met last Wednesday. 5 They looked at some funny photos. 6 They laughed a lot when they remembered.

3 Write sentences.

Key (possible answers): 2 We use a ruler to measure things. 3 We use a map to find a place. 4 We use a camera to take photos. 5 We use an MP3 player to listen to music. 6 We use a spoon to eat with.

4 Answer the questions. F towards

Key: Pupils' own answers

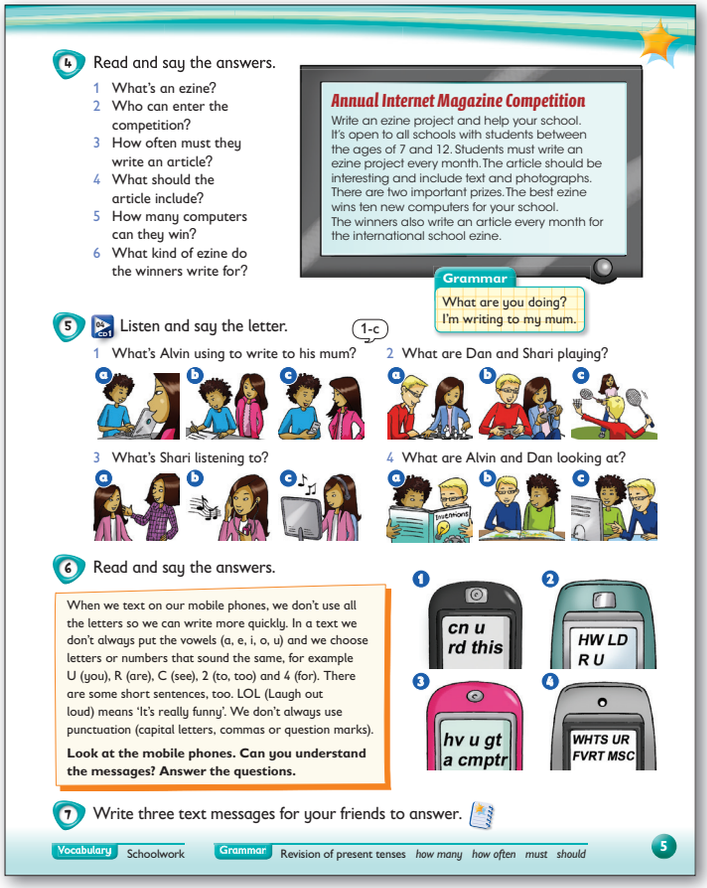
Extra activity 2: see page 212 (if time)

Optional activities

- High technology Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 8 and 9).
- Grammar reference High technology Unit *Activity Book 6* (page 94). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Review with pupils what they learnt in this lesson, e.g. *What did we do today? What new words did you learn?* Do this orally.



4 Read and say the answers.

1 What's an ezine?
2 Who can enter the competition?
3 How often must they write an article?
4 What should the article include?
5 How many computers can they win?
6 What kind of ezine do the winners write for?

Annual Internet Magazine Competition

Write an ezine project and help your school. It's open to all schools with students between the ages of 7 and 12. Students must write an ezine project every month. The article should be interesting and include text and photographs. There are two important prizes. The best ezine wins ten new computers for your school. The winners also write an article every month for the international school ezine.

Grammar

What are you doing?
I'm writing to my mum.

5 CD1 Listen and say the letter. 1-c

1 What's Alvin using to write to his mum?
2 What are Dan and Shari playing?
3 What's Shari listening to?
4 What are Alvin and Dan looking at?

6 Read and say the answers.

When we text on our mobile phones, we don't use all the letters so we can write more quickly. In a text we don't always put the vowels (a, e, i, o, u) and we choose letters or numbers that sound the same, for example U (you), R (are), C (see), 2 (to, too) and 4 (for). There are some short sentences, too. LOL (Laugh out loud) means 'It's really funny'. We don't always use punctuation (capital letters, commas or question marks).

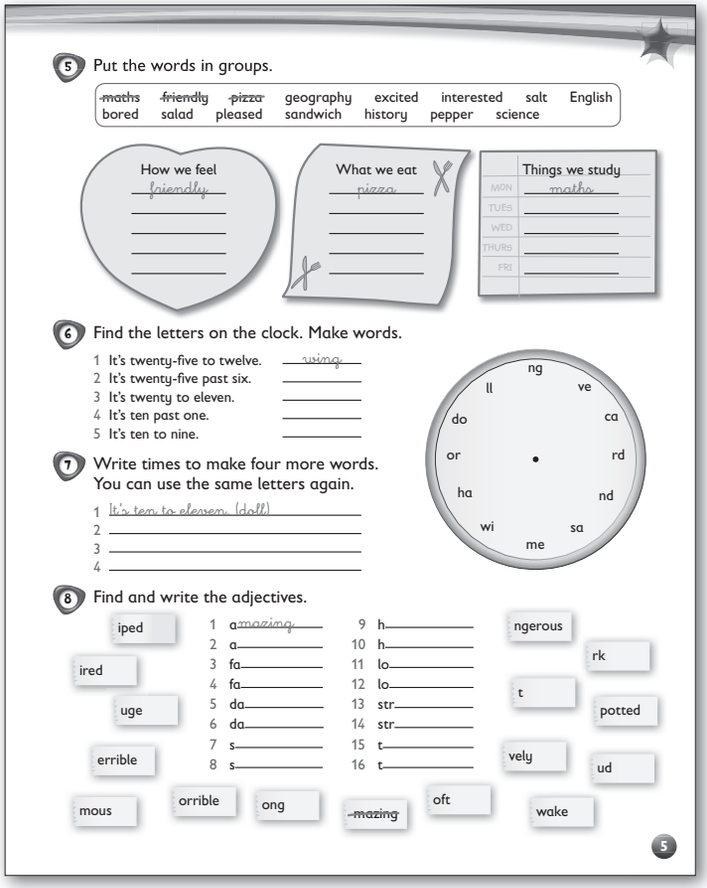
Look at the mobile phones. Can you understand the messages? Answer the questions.

1 cn u rd this
2 HW LD R U
3 hv u gt a cmptr
4 WHTS UR FVRT MSC

7 Write three text messages for your friends to answer.

Vocabulary Schoolwork Grammar Revision of present tenses *how many how often must should*

5



5 Put the words in groups.

~~maths~~ ~~friendly~~ ~~pizza~~ geography excited interested salt English bored salad pleased sandwich history pepper science

How we feel: ~~friendly~~

What we eat: ~~pizza~~

Things we study: MON ~~maths~~, TUES, WED, THURS, FRI

6 Find the letters on the clock. Make words.

1 It's twenty-five to twelve. ~~wing~~
2 It's twenty-five past six.
3 It's twenty to eleven.
4 It's ten past one.
5 It's ten to nine.

ng, ll, ve, do, ca, or, rd, ha, nd, wi, sa, me

7 Write times to make four more words. You can use the same letters again.

1 It's ten to eleven. (doll)
2
3
4

8 Find and write the adjectives.

iped, ired, uge, errible, mous, orrible, ong, ngerous, rk, t, potted, vely, ud, oft, wake

1 a~~mazing~~
2 a
3 fa
4 fa
5 da
6 da
7 s
8 s
9 h
10 h
11 lo
12 lo
13 str
14 str
15 t
16 t

~~mazing~~

5

Objectives: By the end of the lesson, pupils will have reviewed use of the present continuous, how to tell the time and spelling of adjectives.

Target language

- **Key language:** present continuous, adjectives, *vowel, punctuation, capital letter, comma, question mark*
- **Additional language:** *It's open to all schools.*
- **Revision:** adverbs of frequency, telling the time, *must, should, can, how often, how many, article, text*

Materials required

- *Kid's Box Language Portfolio 6* (pages 1–2)

Pupil's Book page 5

Warmer

- Write the word *Ezine* on the board. Elicit what it is and what pupils remember about the story from the first lesson. Elicit ideas for an ezine if pupils had one in their school.
  Note: If you have time, you can create a class ezine.

4 Read and say the answers.

- Tell pupils to open their Pupil's Books at page 5. Focus them on the Activity 4 text. Pupils cover the questions. Ask pupils to read the text aloud. Focus pupils on the questions. They work in pairs and answer the questions orally. Check comprehension of vocabulary, e.g. *It's open to all schools*. Focus on questions 3 and 4 and check concepts of *must* and *should*.

Key: 1 It's an internet magazine. 2 Students between the ages of 7 and 12 in any school can enter the competition. 3 They must write an article every month. 4 It should include text and photographs. 5 They can win ten computers for their school. 6 They write for an international school ezine.

5 Listen and say the letter. F towards

- Focus pupils on the Activity 5. Give them time to look at the pictures. Play the audio. Pupils listen and say the answers. They check in pairs. Play the audio again. Check with the class. Pupils give the answer (a, b or c) plus a full sentence.

Key: 2c, 3b, 4a

CD 1, 04

1 **What is Alvin using to write to his mum?**
SHARI: Good morning, Alvin.
ALVIN: Hi, Shari.
SHARI: What are you doing?
ALVIN: I'm writing to my mum. I haven't got any money for the bus, so I'm sending her a text to see if she can come and get me.
SHARI: Good idea.

2 **What are Dan and Shari playing?**
GIRL: Is that a picture of Dan and Shari?
ALVIN: Yes, it is. They're playing sport.
GIRL: What game are they playing?
ALVIN: They're playing badminton. They really like it.

3 **What's Shari listening to?**
DAN: Shari, what are you listening to?
SHARI: Eh, pardon?
DAN: I said, what are you listening to?
SHARI: Oh, it's great music – the Black-eared Beans – on my new MP3 player. Love it.
DAN: Yeah, cool.

4 **What are Alvin and Dan looking at?**
DAN: Wow! Look at this, Alvin!
ALVIN: What is it?
DAN: This book is all about different inventions. We can use it for our technology project.
ALVIN: Yeah! Great book!

6 Read and say the answers.

- Focus pupils on the Activity 6 text and pictures. Ask pupils to read the text aloud. Check comprehension of vocabulary. Elicit what the messages say. Write the full messages on the board (1 Can you read this? 2 How old are you? 3 Have you got a computer? 4 What's your favourite music?). Elicit how text messages work in their language.

7 Write three text messages for your friends to answer.

- Pupils work in groups of four. They each write three text messages, one for each friend in the group. Tell them to write the full message first and then reduce it to give to their friends. Pupils answer their messages using another text message.

Activity Book page 5

5 Put the words in groups.

Key: How we feel: excited, interested, bored, pleased;
What we eat: salt, salad, sandwich, pepper;
Things we study: geography, English, history, science

Extra activity 1: see page 212 (if time)

6 Find the letters on the clock. Make words.

Key: 2 same, 3 hall, 4 cave, 5 door

7 Write times to make four more words. You can use the same letters again.

Key: Pupils' own answers

8 Find and write the adjectives.

Key: 2 awake, 3 famous, 4 fat, 5 dangerous, 6 dark, 7 spotted, 8 soft, 9 huge, 10 horrible, 11 lovely, 12 loud, 13 striped, 14 strong, 15 tired, 16 terrible

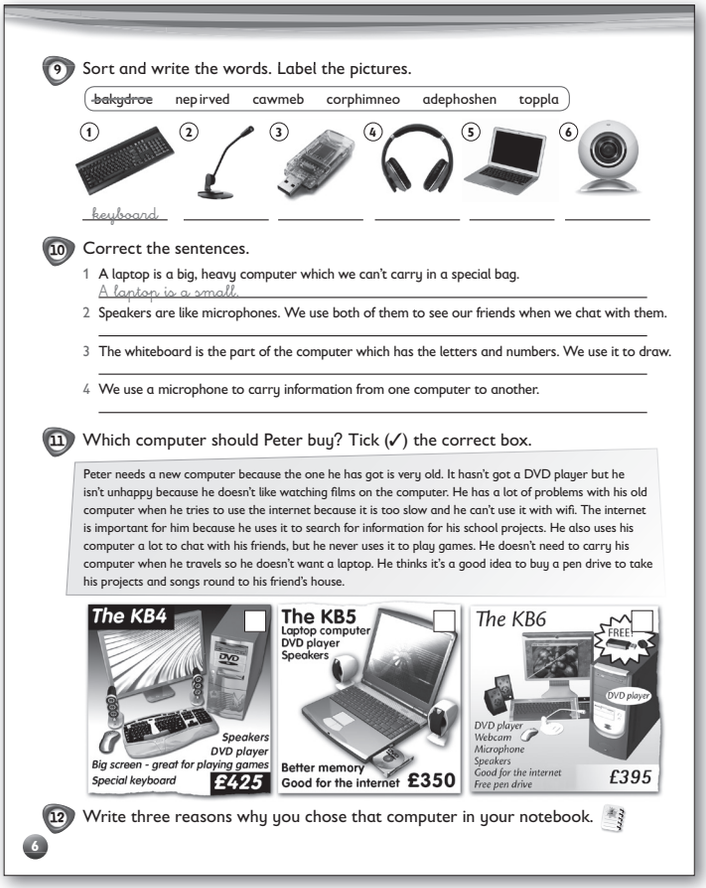
Extra activity 2: see page 212 (if time)

Language Portfolio (online)

- Pupils complete the cover and pages 1 and 2 of *Kid's Box Language Portfolio 6* (My languages and Language Portfolio language skills: my progress).

Ending the lesson

- Dictate some simple messages for pupils to write in text message format, e.g. *What time's the football match tonight? Meet me at five o'clock outside the cinema. Have you read our story? It's really funny!*



Objectives: By the end of the lesson, pupils will have read about technology, made appropriate choices and given reasons.

Target language

- **Key language:** *communicate, communication, in person, microphone, webcam, speakers, headphones, laptop, pen drive, keyboard, chat*
- **Revision:** technology, *weigh, screen, prefer, internet, app, search*

Materials required

- Extra activity 2: Paper for the game
- Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 8, 10 and 11)

Pupil's Book page 6

Warmer

- Write about six technology words from Lessons 1 and 2 (not new words from this lesson) as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings.

8 Read and think. Which is the smallest thing in the photos?

- Tell pupils to open their Pupil's Books at page 6. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the technology words at the bottom of the texts. They read the texts silently and think about their answers to the question. Elicit the different things they have read about and discuss their ideas as a class, reminding them to say how they know the thing they chose is the smallest. Check comprehension of vocabulary by referring pupils back to the texts. Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the type of technology and what it does.

Key: g pen drive

9 Listen. Repeat the word and say the letter.

- Focus pupils on the Activity 9 instructions. Play the first word as an example to check pupils know what to do. Play the rest of the audio. Pupils repeat the word in chorus and then write the letter in their notebooks the first time they listen. Play the audio again. Pupils repeat the word and say the letter.

Key: 2 chat h, 3 microphone c, 4 laptop e, 5 headphones b, 6 keyboard f, 7 pen drive g, 8 webcam a

CD 1, 05

1 speakers, 2 chat, 3 microphone, 4 laptop, 5 headphones, 6 keyboard, 7 pen drive, 8 webcam

10 Read again and say the correct sentences.

- Focus pupils on the Activity 10 and on the instruction. Check they know what to do. In pairs, pupils look back at the text to correct the sentences. They do this orally first. Check with the class. Pupils then write the correct version of each one in their notebooks.

Key: 1 On a computer we talk into a microphone. 2 A small computer is called a laptop. 3 We can use a computer to 'chat'. 4 Other people can't hear if we use headphones. 5 We can carry information on a pen drive. 6 We can see people with a webcam.

Extra activity 1: see page 212 (if time)

Activity Book page 6

9 Sort and write the words. Label the pictures.

Key: 2 microphone, 3 pen drive, 4 headphones, 5 laptop, 6 webcam.

10 Correct the sentences.

Key: 1 A laptop is a small, light computer which we can carry in a special bag. 2 Speakers are like headphones. We use both of them to hear our friends when we chat with them. 3 The keyboard is the part of the computer which has the letters and numbers. We use it to write. 4 We use a pen drive to carry information from one computer to another.

11 Which computer should Peter buy? Tick (✓) the correct box.

Key: The KB6

12 Write three reasons why you chose that computer in your notebook.

Key: Pupils' own answers.

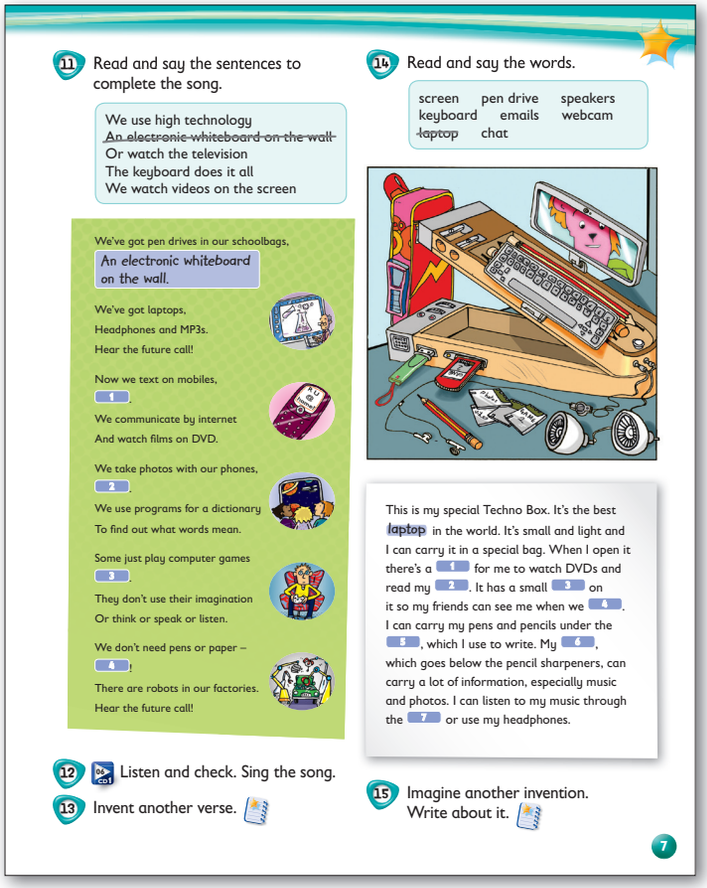
Extra activity 2: see page 212 (if time)

Optional activities

- High technology Unit Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 8, 10 and 11).

Ending the lesson

- Elicit from pupils the most interesting thing they learnt about in today's lesson. If they don't have any ideas, offer them alternatives, e.g. *Was it:*
  a) how much laptops weigh,
  b) the English word for loudspeaker,
  c) that information can be carried on a pen drive?



11 Read and say the sentences to complete the song.

We use high technology
~~An electronic whiteboard on the wall~~
Or watch the television
The keyboard does it all
We watch videos on the screen

We've got pen drives in our schoolbags,
An electronic whiteboard on the wall.
We've got laptops,
Headphones and MP3s.
Hear the future call!

Now we text on mobiles,
1 .
We communicate by internet
And watch films on DVD.

We take photos with our phones,
2 .
We use programs for a dictionary
To find out what words mean.

Some just play computer games
3 .
They don't use their imagination
Or think or speak or listen.

We don't need pens or paper –
4 !
There are robots in our factories.
Hear the future call!

12 CD 1.01 Listen and check. Sing the song.

13 Invent another verse.

14 Read and say the words.

screen pen drive speakers
keyboard emails webcam
~~laptop~~ chat

This is my special Techno Box. It's the best laptop in the world. It's small and light and I can carry it in a special bag. When I open it there's a 1 for me to watch DVDs and read my 2. It has a small 3 on it so my friends can see me when we 4. I can carry my pens and pencils under the 5, which I use to write. My 6, which goes below the pencil sharpeners, can carry a lot of information, especially music and photos. I can listen to my music through the 7 or use my headphones.

15 Imagine another invention. Write about it.

7

13 Join two words to make one. Write the new word.

1 home		ball	
2 head		board	
3 key		room	
4 class		work	homework
5 basket		phones	

14 Write another word at the end to make new words.

1	bath~~room~~	3	ear	5	arm	7	foot
2	book	4	hand	6	tooth	8	snow

15 Find eight differences.

In picture a, the boy's chatting online. In picture b, he's watching a film.

16 Answer the questions.

1 Can you use a computer?
2 Do you write emails?
3 Do you use apps to chat with your friends?
4 Have you got wifi at home?
5 Do you use a pen drive?
6 Do you send messages to your friends?
7 How do you listen to music?
8 Do you prefer headphones or speakers?

7

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

Target language

- **Key language:** *high technology, electronic whiteboard, keyboard,* present simple, present continuous
- **Additional language:** *hear the future call, especially, some just play ...*
- **Revision:** technology, *invention*

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Song worksheet (pages 8 and 13); *Kid's Box Interactive DVD 6, The music room,* High technology Unit 'The future' song

Pupil's Book page 7

Warmer

- Review key vocabulary from the previous lesson using a guessing game. Say, e.g. *I'm thinking of a small computer you can carry around* (laptop). Pupils take turns to give similar clues about technology words from the previous lesson for others to guess. Include all the key words from the bottom of the webpage on Pupil's Book page 6.

11 Read and and say the sentences to complete the song.

- Tell pupils to open their Pupil's Books at page 7. Focus them on the Activity 11 and on the song. Check they understand to use the words in the box to complete the lines. Pupils read the song individually and try to complete it with the phrases in the box. Remind them to use rhythm and rhyme to help. They can quickly check with a partner.

Key: 1 We use high technology, 2 We watch videos on the screen, 3 Or watch the television, 4 The keyboard does it all.

12 Listen and check. Sing the song.

- Play the audio. Pupils listen and correct. Check with the class. Check understanding of key vocabulary, e.g. *electronic whiteboard*.
- Play the audio again. Pupils listen and repeat, first line by line, then verse by verse, and finally all through. Ask individuals questions about the song to check comprehension and practise the target structures. Divide the class into five groups and give them each one part. Play the karaoke version of the song.

CD 1, 06

As in Pupil's Book and key for Activity 11

CD 1, 07

Now sing the song again. (Karaoke version)

13 Invent another verse.

- Focus pupils on the Activity 13 instruction. Write the following on the board:
  We don't need _____ *or* _____.
  There are no _____ *on the wall.*
  We just use our _____.
  Hear the future call!
- Elicit technology vocabulary and other words to complete the spaces as a whole class, e.g. *films, cameras, photos, mobile phones, CDs, music, radios, MP3s, pens, pencils, paintings, computer screen.*
- Pupils work in pairs or groups of three and invent another verse. They write it in their notebooks. They perform it for the class. More confident pupils can add their own ideas.

14 Read and complete.

- Focus pupils on Activity 14 and check they know what to do. Remind them to use the picture to help them. They work individually, completing the text using the words in the box and writing them into their notebooks. They check in pairs. Check with the class. Ask comprehension questions to check their understanding of the text as a whole.

Key: 1 screen, 2 emails, 3 webcam, 4 chat, 5 keyboard, 6 pen drive, 7 speakers

15 Imagine another invention. Write about it.

- Focus pupils on the activity instructions and brainstorm some ideas before they start. Pupils write their ideas in note form and then exchange ideas in pairs. Each pupil writes a first draft and then a final version into their notebooks.

Extra activity 1: see page 212 (if time)

Activity Book page 7

13 Join two words to make one. Write the new word.

Key: 2 headphones, 3 keyboard, 4 classroom, 5 basketball

14 Write another word at the end to make new words.

Key: Pupils' own answers (Possible answers: 2 bookcase, 3 earache, 4 handball, 5 armchair, 6 toothbrush, 7 football, 8 snowball)

15 Find eight differences. F towards

Key (possible answers):
In picture a, there is a webcam. In picture b, there isn't a webcam.
In picture a, there are headphones. In picture b, there aren't any headphones.
In picture a, there aren't any speakers. In picture b, there are speakers.
In picture a, there is a microphone. In picture b, there isn't a microphone.
In picture a, the computer isn't a laptop. In picture b, the computer is a laptop.
In picture a, there is a book on the desk. In picture b, there isn't a book on the desk.
In picture a, there isn't a pen drive on the desk. In picture b, there is a pen drive on the desk.

16 Answer the questions. F towards

Key: Pupils' own answers

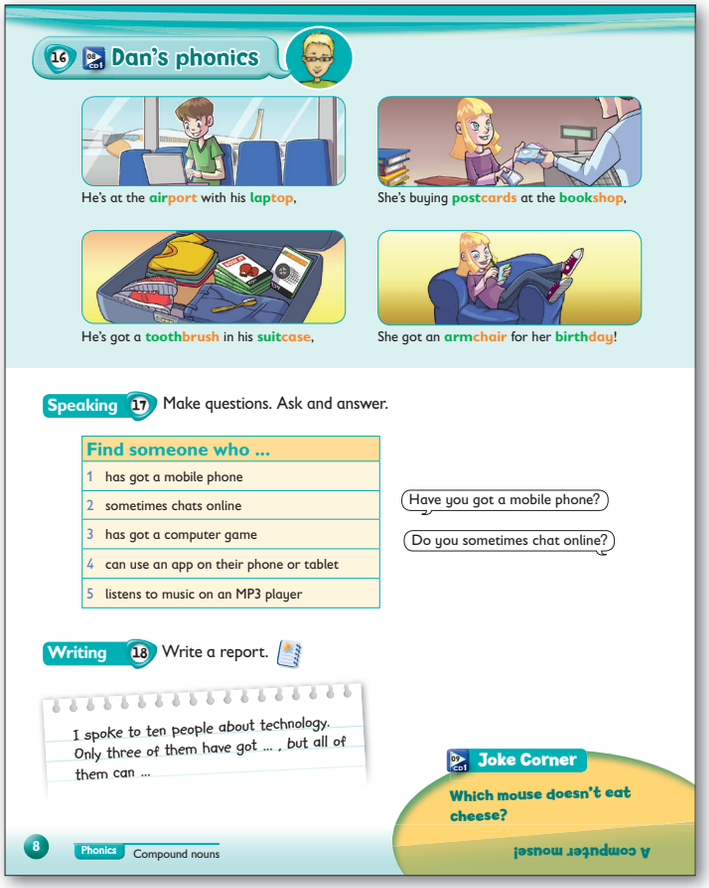
Extra activity 2: see page 212 (if time)

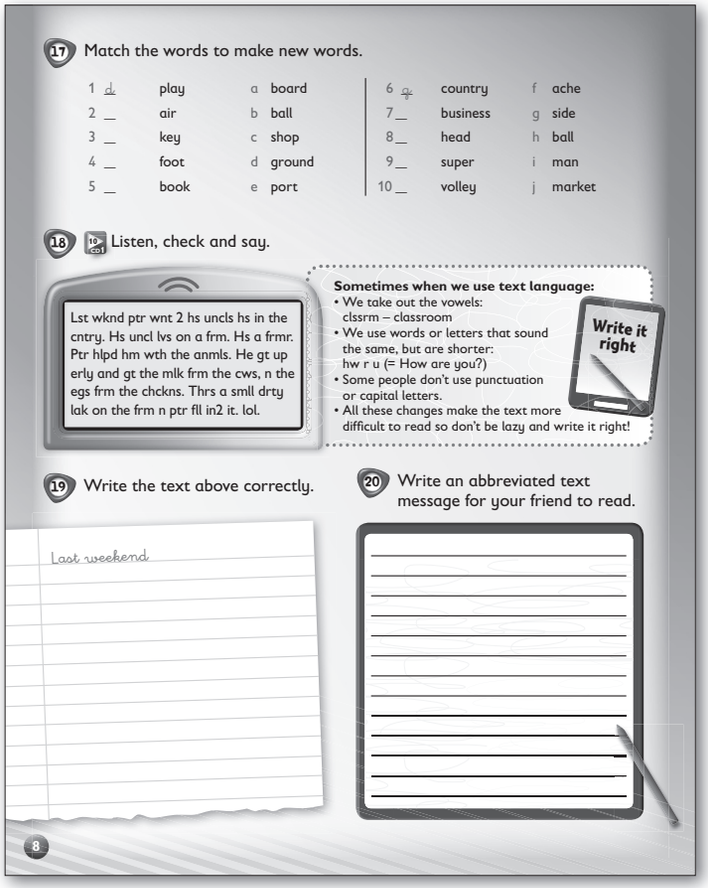
Optional activities

- High technology Unit Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 8 and 13).
- *The music room:* High technology Unit 'The future' song from *Kid's Box Interactive DVD 6*. See pages 28-33 of the *Teacher's Booklet*.

Ending the lesson

- Pupils sing the song from the beginning of the lesson again.





Objectives: By the end of the lesson, pupils will be able to identify and say compound nouns with the correct stress and they will have completed a communication activity.

Target language

- **Key language:** compound nouns (*airport, laptop, toothbrush, suitcase, postcard, bookshop, armchair, birthday*), question forms, report writing
- **Additional language:** *Find someone who ...*
- **Revision:** technology

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Extension worksheet 2 (pages 8 and 12)

Pupil's Book page 8

Warmer

- Elicit some of the pupils' words from Activity Book page 7 Activity 14 and write them on the board (e.g. *bathroom, bookcase, armchair, snowman*). Ask pupils to come to the board and draw a line to separate the two words which make up each of these words. Point out that the two words mean something individually, but they come together to make a new word, with a different meaning. Explain that we call these compound nouns. Elicit two or three examples of compound nouns which are written as two separate words on the board (e.g. *pen drive, ice cream, table tennis*). See if pupils can think of a compound noun written with a hyphen (e.g. *T-shirt*).

16 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 8. Focus them on Activity 16. Elicit/Tell the class that this is the pronunciation activity. Play the audio. Pupils repeat after each line and then after the whole rhyme. Play the audio again. Check comprehension of the compound nouns and make sure pupils are stressing the first syllable of each one. In pairs, pupils practise saying the rhyme together.

CD 1, 08

As in Pupil's Book

Extra activity 1: see page 212 (if time)

17 Make questions. Ask and answer.

- Focus pupils on Activity 17 and tell them this is the communication activity. Ask pupils to read the example speech bubbles and elicit a question for each of the other prompts. Brainstorm ideas for the other questions. Pupils copy the questionnaire into their notebooks and complete it with two questions of their own.
- This is a mingling activity. Half the class get up and move around, asking eight different pupils who are sitting down. Then the first half sit down and the other half get up, move around and ask their questions of eight sitting pupils. Elicit from some of the pupils what they found.

18 Write a report.

- Focus pupils on the Activity 18 and on the example text. Individually, pupils write their reports in their notebooks.

Joke Corner

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

CD 1, 09

As in Pupil's Book

Activity Book page 8

17 Match the words to make new words.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words. Go through the example and make sure pupils know that they have to match numbers 1 to 5 with a to e and 6 to 10 with f to j. Pupils complete the activity in pencil. Tell them to say the words aloud to help. Do not confirm answers at this stage.

18 Listen, check and say.

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

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

CD 1, 10

1 playground, 2 airport, 3 keyboard, 4 football, 5 bookshop, 6 countryside, 7 businessman, 8 headache, 9 supermarket, 10 volleyball

19 Write the text above correctly.

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

Key: Last weekend Peter went to his uncle's house in the country. His uncle lives on a farm. He's a farmer. Peter helped him with the animals. He got up early and got the milk from the cows, and the eggs from the chickens. There's a small dirty lake on the farm and Peter fell into it. Laugh out loud.

20 Write an abbreviated text message for your friend to read.

Key: Pupils' own answers

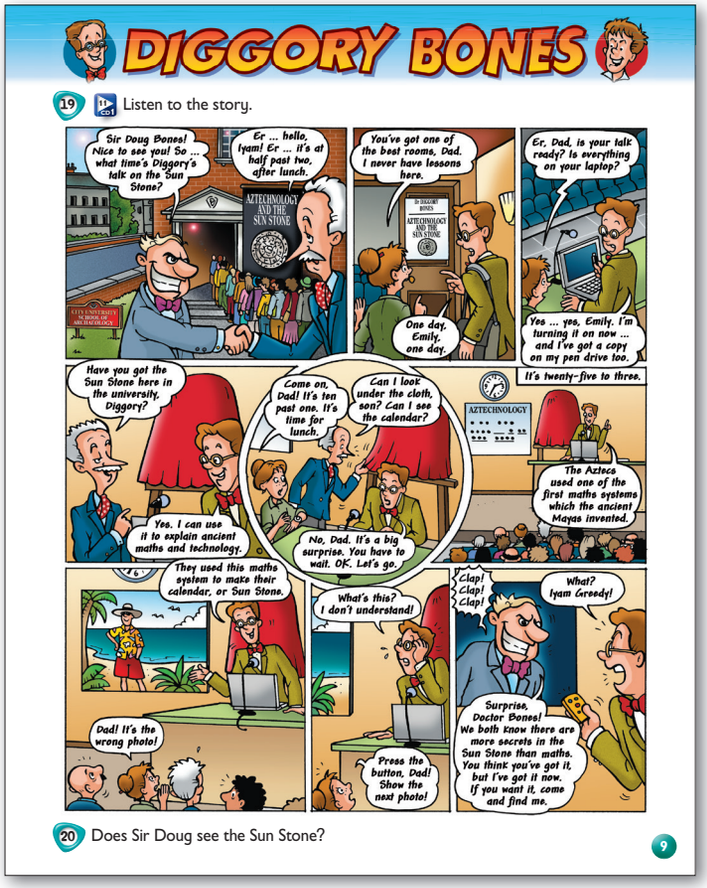
Extra activity 2: see page 212 (if time)

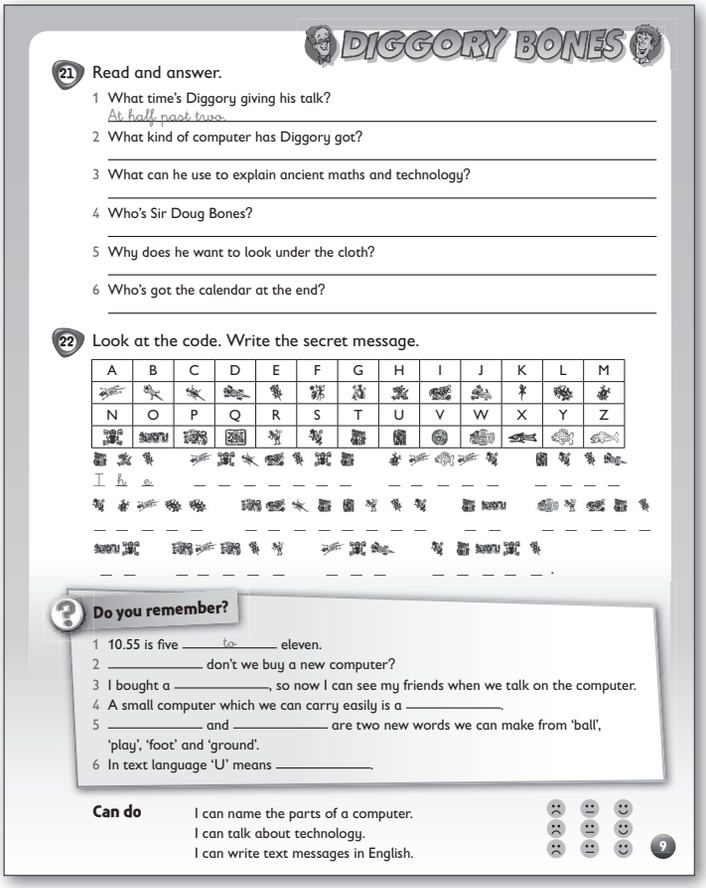
Optional activity

- High technology Unit Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 8 and 12).

Ending the lesson

- Play the chant again for pupils to join in. They practise it in pairs – slowly, quickly, quietly and loudly.





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

Target language

- **Key language:** language in the story, *archaeologist, Sun Stone, cloth, calendar, maths systems,* story characters
- **Additional language:** *press the button*
- **Revision:** language from the unit

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Topic Worksheet (pages 8 and 14); the animated version of the High technology Unit story from *Kid's Box Interactive DVD 6* (*The school library*); Playscript High technology from *Kid's Box Teacher's Resource Book 6* (pages 76-77)

Pupil's Book page 9

Warmer

- Review/Introduce the story and the characters. Write *Diggory Bones* on the board and tell pupils he is an archaeologist. Elicit/Tell the class what an archaeologist does. Write *Sir Doug Bones* and *Emily Bones* on the board and tell pupils they are his father and daughter.

Story

19 Listen to the story.

- Tell pupils to open their Pupil's Books at page 9. Focus them on the story in general, eliciting where the characters are (City University School of Archaeology) and who Diggory, Sir Doug and Emily are. Set the gist questions: *What's the topic of the talk? Who's giving the talk? Is it the correct photo at the end?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Aztechnology and the Sun Stone, Diggory Bones, No). Elicit what the problem with the photo is (it's Iyam Greedy, not the Sun Stone).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. Check understanding of *calendar*. At the end, check general comprehension by asking, e.g. *What time's the talk? Is Emily studying at the university? What do you think happened to the talk on the laptop? Where is the Sun Stone? Is it under the cloth next to Diggory? Who has taken it?*
- Provide information in L1 for pupils about the Maya if appropriate.

  Note: Maya is ancient and Aztec is up to the 1500s. Both civilisations used similar rites, maths, astrology and sports. With other cultures of the region, they are collectively called Mesoamerican cultures.

  The Aztec calendar (or 'Sun Stone') is the calendar system that was invented and used by the Mayas and, later, by the Aztecs, as well as other Pre-Columbian peoples of central Mexico. It is one of the Mesoamerican calendars, sharing the basic structure of calendars throughout ancient Mesoamerica.

CD 1, 11

As in Pupil's Book

20 Does Sir Doug see the Sun Stone?

- Focus pupils on Activity 20 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame five).

Key: No, he doesn't.

Extra activity 1: see page 212 (if time)

Activity Book page 9

21 Read and answer.

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

Key: 2 It's a laptop. 3 He can use the Sun Stone to explain ancient maths and technology. 4 Sir Doug Bones is Diggory's father (and Emily's grandfather). 5 He wants to see the calendar. 6 Iyam Greedy's got the calendar at the end.

22 Look at the code. Write the secret message.

Key: The Ancient Mayas used small pictures to write on paper and stone.

Extra activity 2: see page 212 (if time)

Do you remember?

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

Key: 2 Why, 3 webcam, 4 laptop, 5 Football, playground, 6 'you'

Can do.

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

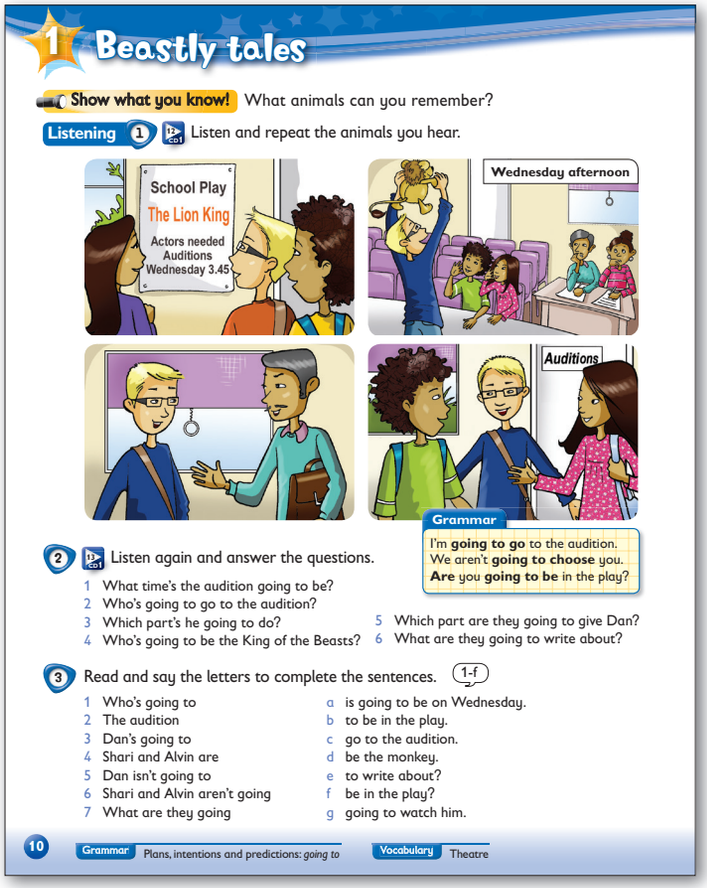
Optional activities

- High technology Unit Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 8 and 14).
- *The school library*: the animated version of the High technology Unit story from *Kid's Box Interactive DVD 6*. See pages 41–43 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 9. Hand out a copy to each student of Playscript High technology from *Kid's Box Teacher's Resource Book 6* (page 77). See notes on page 76.

Ending the lesson

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

1 Beastly tales



1 Beastly tales

Show what you know! What animals can you remember?

Listening 1 CD1 Listen and repeat the animals you hear.

School Play
The Lion King
Actors needed
Auditions
Wednesday 3.45

Wednesday afternoon

Auditions

Grammar
I'm **going to go** to the audition.
We aren't **going to choose** you.
Are you **going to be** in the play?

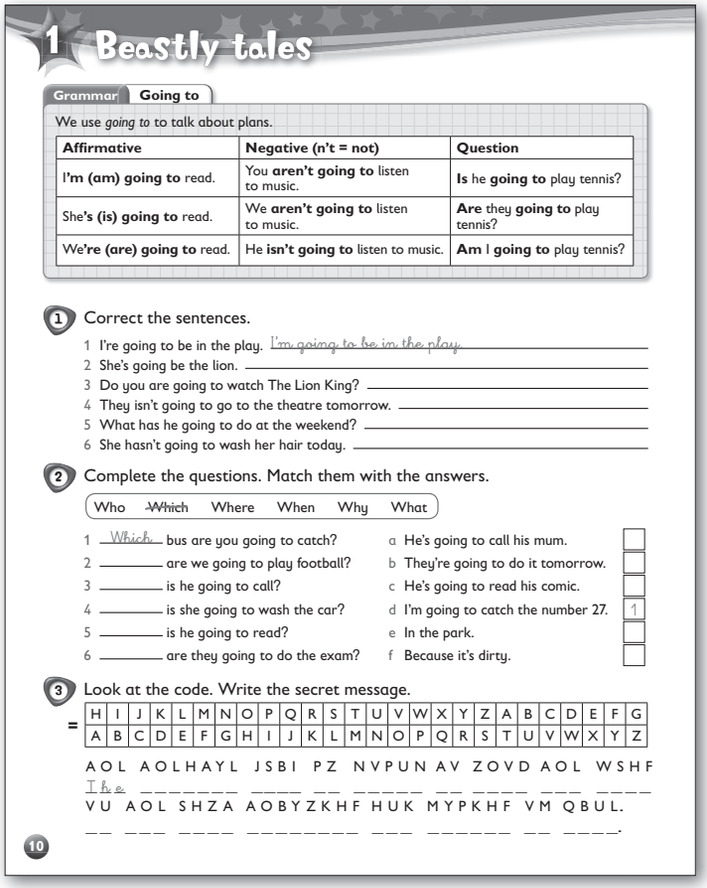
2 CD1 Listen again and answer the questions.

1 What time's the audition going to be?
2 Who's going to go to the audition?
3 Which part's he going to do?
4 Who's going to be the King of the Beasts?
5 Which part are they going to give Dan?
6 What are they going to write about?

3 Read and say the letters to complete the sentences. 1-f

1 Who's going to	a is going to be on Wednesday.
2 The audition	b to be in the play.
3 Dan's going to	c go to the audition.
4 Shari and Alvin are	d be the monkey.
5 Dan isn't going to	e to write about?
6 Shari and Alvin aren't going	f be in the play?
7 What are they going	g going to watch him.

10 Grammar Plans, intentions and predictions: *going to* Vocabulary Theatre



1 Beastly tales

Grammar Going to

We use *going to* to talk about plans.

Affirmative	Negative (n't = not)	Question
I'm (am) going to read.	You **aren't going to** listen to music.	**Is** he **going to** play tennis?
She**'s (is) going to** read.	We **aren't going to** listen to music.	**Are** they **going to** play tennis?
We**'re (are) going to** read.	He **isn't going to** listen to music.	**Am** I **going to** play tennis?

1 Correct the sentences.

1 I're going to be in the play. I'm going to be in the play.
2 She's going be the lion. _____
3 Do you are going to watch The Lion King? _____
4 They isn't going to go to the theatre tomorrow. _____
5 What has he going to do at the weekend? _____
6 She hasn't going to wash her hair today. _____

2 Complete the questions. Match them with the answers.

Who ~~Which~~ Where When Why What

1 Which bus are you going to catch?	a He's going to call his mum.	
2 _____ are we going to play football?	b They're going to do it tomorrow.	
3 _____ is he going to call?	c He's going to read his comic.	
4 _____ is she going to wash the car?	d I'm going to catch the number 27.	1
5 _____ is he going to read?	e In the park.	
6 _____ are they going to do the exam?	f Because it's dirty.	

3 Look at the code. Write the secret message.

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

AOL AOLHAYL JSBI PZ NVPUN AV ZOVD AOL WSHF
I h e _ _ _

Pupil's Book page 10

Warmer

- Write the name of a play pupils know on the board. Check/Teach the word *play*. Elicit names of other plays or musicals pupils know or have seen.

Show what you know! What animals can you remember?

- Write *Animals* on the board and draw a circle around it. Say *Show what you know ... about animals*. Brainstorm animals and their body parts in two minutes and create a mind map on the board. Pupils copy it into their notebooks.

1 Listen and repeat the animals you hear.

- Tell pupils to open their Pupil's Books at page 10. Focus them on the title of the unit. Pre-teach/Elicit *beast* and *tale*. Focus pupils on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a poster for a school play). Pre-teach *audition*. Focus pupils on the activity instruction.
- Play the audio. Pupils listen and repeat. Point at the words in the mind map on the board while listening.

CD 1, 12

NARRATOR: School play. *The Lion King*. Actors needed. Auditions – Wednesday 3.45.
DAN: I want to be an actor. I'm going to go to the audition.
SHARI: Yeah, that's a good idea. You love acting.
ALVIN: Which part are you going to do in the audition?
DAN: I want to be Rafiki, the clever monkey.
SHARI: Yeah!
ALVIN: Emm.
NARRATOR: Wednesday afternoon.
DAN: This baby lion, Simba, is going to be errr ... the King of the Animals.
SHARI: The King of the Beasts.
DAN: Oh, yes! ... is going to be ... the King of the Beasts.
TEACHER: I'm sorry, Dan. We aren't going to choose you for the monkey, but we have got another part for you if you're interested.
DAN: Really? Thanks very much.
ALVIN: So, are you going to be in the play, Dan?
DAN: Oh, yes. I've got a part. I'm going to be a ... singing tree!
ALVIN: Oh, dear. So you aren't going to be a famous actor.
DAN: No. I'm going to be a famous writer, starting with that international ezine! So what are we going to write about this time?
SHARI: Well, not *The Lion King*!
ALVIN: No, but there are some older stories about other really exciting beasts. Let's do that!

2 Listen again and answer the questions.

- Focus pupils on the Activity 2 questions. Read them through with the class before playing the audio. Check understanding of *going to* in the questions, reminding pupils that it's about future plans.
- Play the audio again. Pupils listen and write short answers in their notebooks. They check in pairs. Check with the class, replaying sections of the audio if necessary.

Key: 1 At 3.45. 2 Dan. 3 Rafiki, the clever monkey. 4 Simba. 5 A singing tree. 6 Older stories about exciting beasts.

CD 1, 13

See previous recording

3 Read and say the letters to complete the sentences.

- Focus pupils on the Grammar box. Ask them to read each sentence aloud. Check pupils realise they're about future plans. Focus pupils on the Activity 3 instruction. Remind them to refer to the Grammar box as they do the activity. They work in pairs. Check with the class.

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

Extra activity 1: see page 212 (if time)

Activity Book page 10

1 Correct the sentences.

- Focus pupils on the Grammar box before they do the activities.

Key: 2 She's going to be the lion. 3 Are you going to watch *The Lion King*? 4 They aren't going to go to the theatre tomorrow. 5 What is he going to do at the weekend? 6 She isn't going to wash her hair today.

2 Complete the questions. Match them with the answers.

Key: 2 Where e, 3 Who a, 4 Why f, 5 What c, 6 When b

Extra activity 2: see page 212 (if time)

3 Look at the code. Write the secret message.

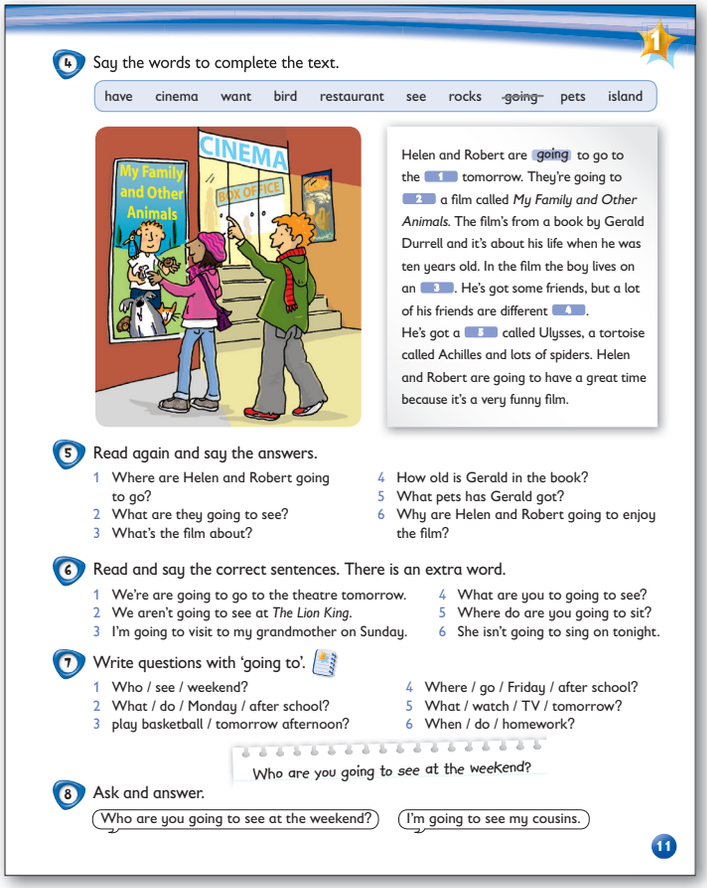
Key: The Theatre Club is going to show the play on the last Thursday and Friday of June.

Optional activities

- Unit 1 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 15 and 16).
- Grammar reference Unit 1 from *Pupil's Book 6* (page 102) and *Activity Book 6* (page 94). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Choose about four short extracts from the audio which use *going to*, e.g. *I'm going to be a singing tree*. Say each one in turn. Pupils tell you who said it.



4 Say the words to complete the text.

have cinema want bird restaurant see rocks ~~going~~ pets island

Helen and Robert are going to go to the 1 tomorrow. They're going to 2 a film called *My Family and Other Animals*. The film's from a book by Gerald Durrell and it's about his life when he was ten years old. In the film the boy lives on an 3. He's got some friends, but a lot of his friends are different 4. He's got a 5 called Ulysses, a tortoise called Achilles and lots of spiders. Helen and Robert are going to have a great time because it's a very funny film.

5 Read again and say the answers.

1 Where are Helen and Robert going to go?
2 What are they going to see?
3 What's the film about?
4 How old is Gerald in the book?
5 What pets has Gerald got?
6 Why are Helen and Robert going to enjoy the film?

6 Read and say the correct sentences. There is an extra word.

1 We're are going to go to the theatre tomorrow.
2 We aren't going to see at *The Lion King*.
3 I'm going to visit to my grandmother on Sunday.
4 What are you to going to see?
5 Where do are you going to sit?
6 She isn't going to sing on tonight.

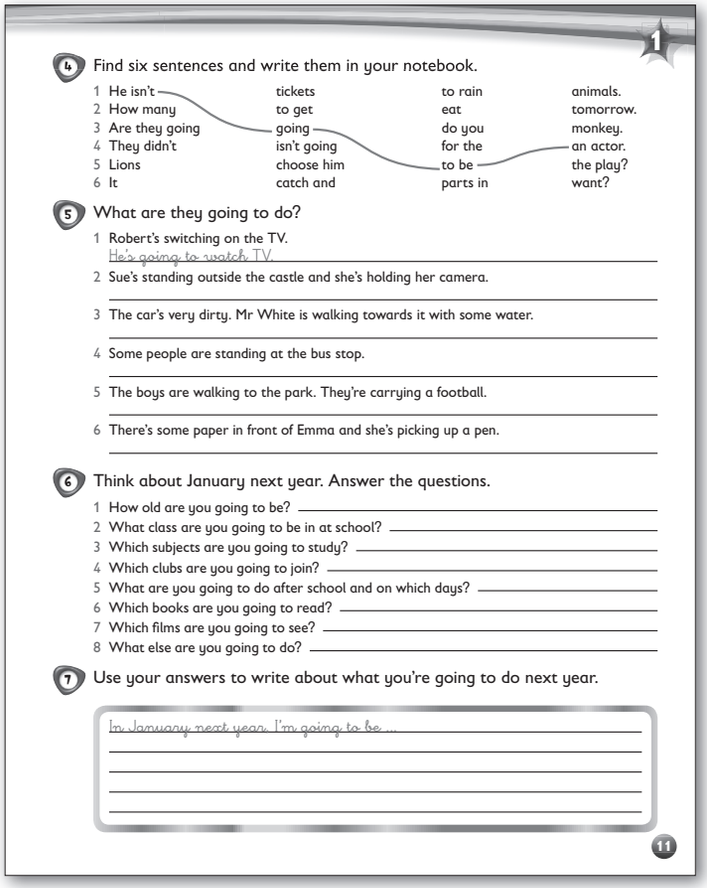
7 Write questions with 'going to'.

1 Who / see / weekend?
2 What / do / Monday / after school?
3 play basketball / tomorrow afternoon?
4 Where / go / Friday / after school?
5 What / watch / TV / tomorrow?
6 When / do / homework?

Who are you going to see at the weekend?

8 Ask and answer.

Who are you going to see at the weekend? I'm going to see my cousins.



4 Find six sentences and write them in your notebook.

1 He isn't	tickets	to rain	animals.
2 How many	to get	eat	tomorrow.
3 Are they going	going	do you	monkey.
4 They didn't	isn't going	for the	an actor.
5 Lions	choose him	to be	the play?
6 It	catch and	parts in	want?

5 What are they going to do?

1 Robert's switching on the TV.
He's going to watch TV.
2 Sue's standing outside the castle and she's holding her camera.
3 The car's very dirty. Mr White is walking towards it with some water.
4 Some people are standing at the bus stop.
5 The boys are walking to the park. They're carrying a football.
6 There's some paper in front of Emma and she's picking up a pen.

6 Think about January next year. Answer the questions.

1 How old are you going to be?
2 What class are you going to be in at school?
3 Which subjects are you going to study?
4 Which clubs are you going to join?
5 What are you going to do after school and on which days?
6 Which books are you going to read?
7 Which films are you going to see?
8 What else are you going to do?

7 Use your answers to write about what you're going to do next year.

In January next year, I'm going to be ...

Objectives: By the end of the lesson, pupils will have had further practice using *going to* for future plans and for present evidence.

Target language

- **Key language:** *going to, tortoise, island, rock, life*
- **Additional language:** *Gerald Durrell, Ulysses, Achilles*
- **Revision:** animals, *film, cinema, restaurant, funny, enjoy*

Materials required

- Grammar reference Unit 1 from *Pupil's Book 6* (page 102)

Pupil's Book page 11

Warmer

- Review use of *going to* for future plans. Ask pupils what they are going to do after this class, after school, at the weekend, next week.

4 Say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 11. Focus them on the picture and elicit what they can see (a poster for a film). Ask them the name of the film (*My Family and Other Animals*). Tell pupils the names of the two children are Helen and Robert. Check pupils have read the instruction and know what to do. They do the activity individually and then check in pairs. Check with the class reading through the whole text. Check general comprehension of the text by asking, e.g. *When are they going to go to the cinema? Who wrote the book? What animals did he have?* Elicit if pupils have heard the names *Ulysses* and *Achilles* before, and, if so, when. They write the answers in their notebooks.

Key: 1 cinema, 2 see, 3 island, 4 pets, 5 bird

5 Read again and say the answers.

- Focus pupils on Activity 5 and check they know what to do. They ask and answer in pairs, checking with another pair when they are not sure. Check with the class using open pairs. Pupils write the answers in their notebooks.

Key: 1 They are going to go to the cinema. 2 They are going to see a film called *My Family and Other Animals*. 3 The film's about Gerald Durrell's life. 4 He is ten years old. 5 He has got a bird, a tortoise and lots of spiders. 6 They are going to enjoy it because it's very funny.

6 Read and say the correct sentences. There is an extra word.

- Focus pupils on the Activity 6 instruction and check understanding. Pupils work individually, writing the extra words in their notebooks. They check in pairs. Check with the class.

Key: 1 are, 2 at, 3 the second 'to', 4 the first 'to', 5 do, 6 on

7 Write questions with 'going to'.

- Focus pupils on the Activity 7 example. Remind them to write all the questions using *going to*. Elicit one or two more examples if necessary. Pupils write the questions in their notebooks, using the Grammar reference on Pupil's Book page 102 to help them. They can check with a partner. Check with the class.

Key: 2 What are you going to do on Monday after school? 3 Are you going to play basketball tomorrow afternoon? 4 Where are you going to go on Friday after school? 5 What are you going to watch on TV tomorrow? 6 When are you going to do your homework?

8 Ask and answer.

- Pupils work in pairs, taking turns to ask and answer the questions from Activity 7. Remind them to use full sentences in their answers. Monitor and help, listening for correct pronunciation and intonation. Check with the whole class using open pairs.

Extra activity 1: see page 213 (if time)

Activity Book page 11

4 Find six sentences and write them in your notebook.

Key: 2 How many tickets do you want? 3 Are they going to get parts in the play? 4 They didn't choose him for the monkey. 5 Lions catch and eat animals. 6 It isn't going to rain tomorrow.

5 What are they going to do?

Key (possible answers): 2 She's going to take a photo of the castle. 3 He's going to wash his car. 4 They're going to catch the bus. 5 They're going to play football. 6 She's going to write something.

6 Think about January next year. Answer the questions.

Key: Pupils' own answers

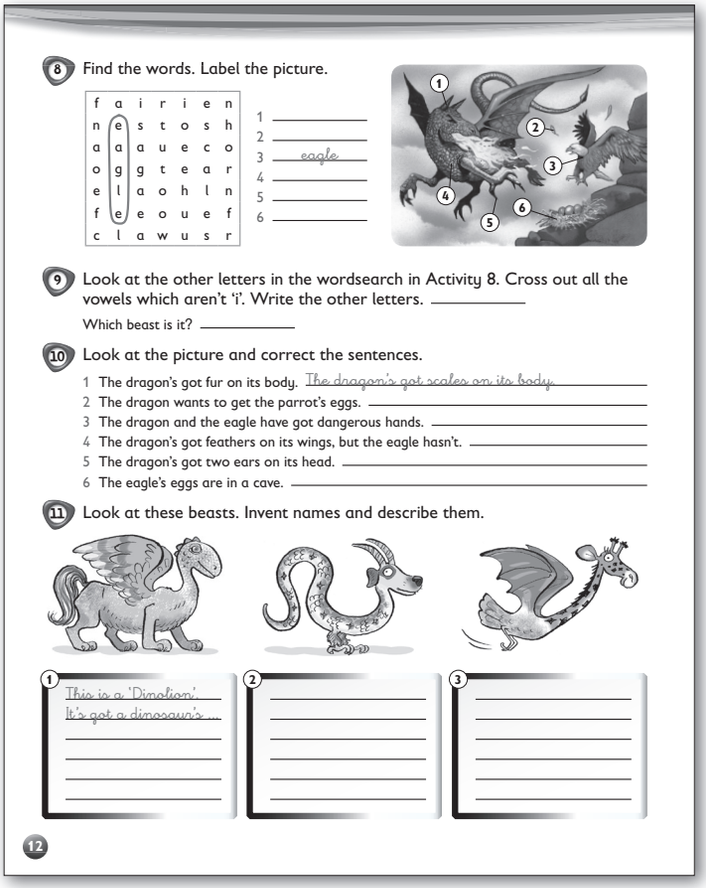
7 Use your answers to write about what you're going to do next year.

Key: Pupils' own answers

Extra activity 2: see page 213 (if time)

Ending the lesson

- Ask pupils what they're going to do immediately after class.



Objectives: By the end of the lesson, pupils will have read and talked about myths, heroes and beasts.

Target language

- **Key language:** *countries, heroes, myths, real, griffin, claw, eagle, nest, gold, unicorn, horn, harpies, sirens, dragon, lizard, scales, breathe, centaur, mermaid, feather*
- **Additional language:** *part ... , part ... ; half ... , half ...*
- **Revision:** animal body parts, beasts, *steal*

Materials Required

- Extra activity 1: Photocopiable activity 1 (see page 202), one copy for each pupil
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 1 Reinforcement worksheet 2 and/or Extension worksheets 1 and 2 (pages 15, 17, 18 and 19)

Pupil's Book page 12

Warmer

- Draw a picture of a fantastic animal on the board, e.g. a dragon. Elicit from pupils what it is in L1 and supply *dragon*. Brainstorm the body parts pupils know and write them on the board. Introduce the topic of myths and legends.

9 Read and think. How many of the beasts are part bird?

- Tell pupils to open their Pupil's Books at page 12. Focus them on the Activity 9 and on the activity instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the texts and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary under the texts.
- They read the texts silently to answer the question. Check with the class, asking pupils to read out the relevant section about each animal. Check comprehension of vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves, e.g. *scales*.
- Check general comprehension by asking, e.g. *Which animals have wings/tails / are part human?* Listen to different opinions and allow flexibility in their answers. Discuss how many of these beasts pupils have heard about and if they know of any other similar ones from their own culture.

Key: Three (a, e, f)

10 Listen. Repeat the word and say the letters.

- Focus pupils on the Activity 10 instructions. Play the example to check pupils know what to do. Play the rest of the audio. Pupils repeat the word in chorus and then write the letters in their notebooks the first time they listen. Play the audio again. Pupils repeat the word and say the letter.

Key: 2 Feathers. That's 'a' and 'e'. 3 Mermaid. That's 'g'. 4 Scales. That's 'b' and 'g'. 5 Nest. That's 'a' and 'f'. 6 Horn. That's 'c'. 7 Eagle. That's 'a'. 8 Dragon. That's 'b'.

CD 1, 14

1 claws, 2 feathers, 3 mermaid, 4 scales, 5 nest, 6 horn, 7 eagle, 8 dragon

11 Read again and say 'yes' or 'no'.

- Focus pupils on the Activity 11 instruction. Pupils work in pairs, taking turns to read the sentence and say *Yes* or *No*. Pupils try to correct 'no' answers. Monitor and help. Check with the class.

Key: 1 yes, 2 yes, 3 no, 4 no, 5 yes, 6 no

Extra activity 1: see page 213 (if time)

Activity Book page 12

8 Find the words. Label the picture.

Key: 1 horn, 2 feather, 3 eagle, 4 scales, 5 claw, 6 nest

9 Look at the other letters in the wordsearch in Activity 8. Cross out all the vowels which aren't 'i'. Write the other letters.

Key: i r i n g f f
Beast: griffin

10 Look at the picture and correct the sentences.

Key: 2 The dragon wants to get the eagle's eggs. 3 The dragon and the eagle have got dangerous claws. 4 The eagle's got feathers on its wings, but the dragon hasn't. 5 The dragon's got two horns on its head. 6 The eagle's eggs are in a nest.

11 Look at these beasts. Invent names and describe them.

Key: Pupils' own answers

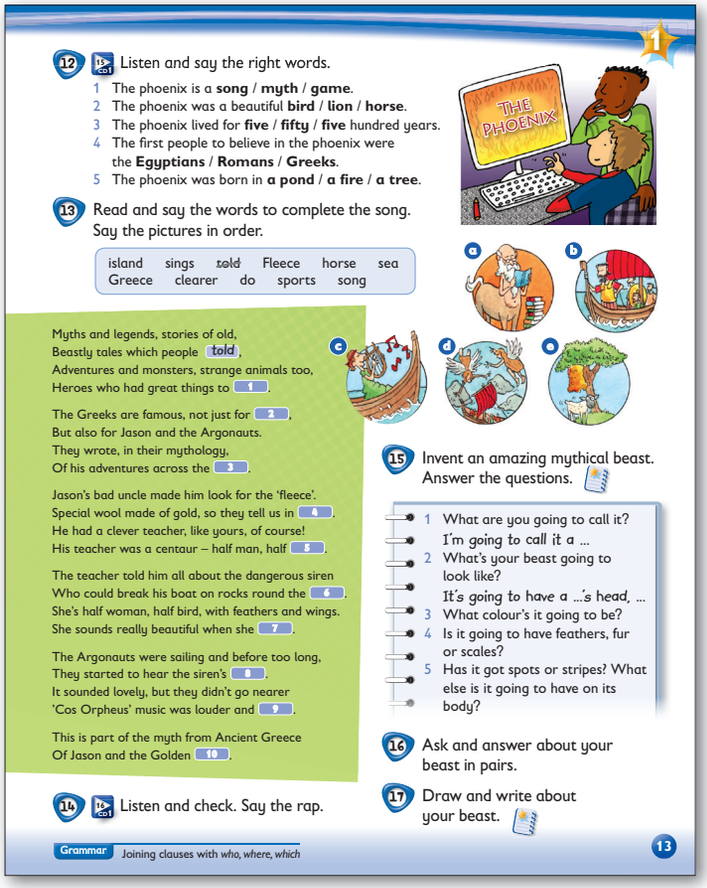
Extra activity 2: see page 213 (if time)

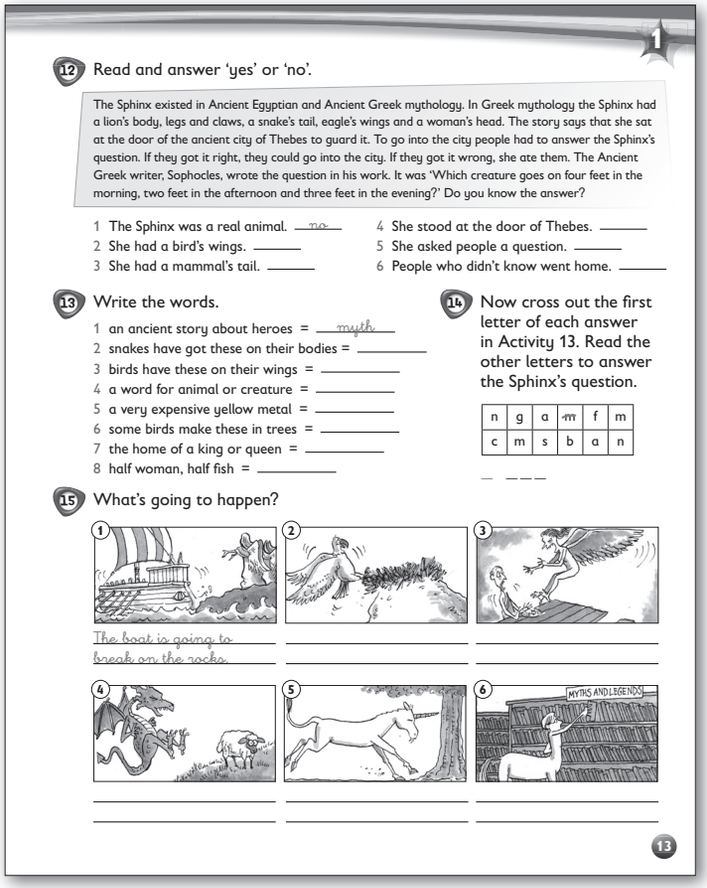
Optional activities

- Unit 1 Reinforcement worksheet 2 and/or Extension worksheets 1 and 2 from *Kid's Box Teacher's Resource Book 6* (pages 15, 17, 18 and 19).

Ending the lesson

- Pupils close their Pupil's Books. Say, e.g. *Tell me about the centaur.* Elicit parts of a description from different pupils. Do the same for all the new beasts. At the end, ask which is the pupils' favourite mythical beast and why.





Objectives: By the end of the lesson, pupils will have had further practice talking and writing about strange beasts and sung a song.

Target language

- **Key language:** *phoenix, fleece, adventure, legend, was born, believe in, mythology, mammal, going to* for future plans and prediction
- **Additional language:** *Egyptians, Romans, Greeks, Jason, Argonauts, Orpheus, Sphinx, Thebes, Sophocles*
- **Revision:** beasts, past simple, adjectives, comparatives, *myth*

Materials required

- Extra activity 1: Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 1 Song worksheet (pages 15 and 20); *Kid's Box Interactive DVD 6: The music room,* Unit 1 'The Golden Fleece' song

Pupil's Book page 13

Warmer

- Review the new vocabulary with a game. Give a definition of an animal for the class to guess, e.g. *It's got the body of a lizard. It hasn't got fur. It's got claws and wings.* (A dragon.) Continue with other animals, including domestic ones.

12 Listen and say the right words.

- Tell pupils to open their Pupil's Books at page 13. Focus them on the picture and elicit what they can see. Pupils read the five sentences through before they listen. Encourage them to make predictions at this stage. Play the audio. Pupils listen and say the right word. They check in pairs. Play the audio again. Check with the class.

Key: 1 myth, 2 bird, 3 five, 4 Egyptians, 5 a fire

CD 1, 15

BOY 1: Wow! This looks really interesting. It's a myth about a bird or something.
BOY 2: Yeah, look – it says it's a phoenix.
BOY 1: What's a phoenix then?
BOY 2: The phoenix was a beautiful red and gold bird which lived for five hundred years.
BOY 1: But who believed that? Click on that button there.
WOMAN: The Egyptians were the first people to believe in the phoenix, but the Greeks, the Romans and others also believed in the myth.
BOY 2: And what was special about it? Let's click ... this button now.
WOMAN: When the phoenix was old, it made a special nest, sat in it and made a fire. Both the nest and the phoenix burned and out of the fire a new, young phoenix was born.
BOY 1: Wow! That's really interesting. So do you think the phoenix really lived?
BOY 2: No, of course not. It's just a myth.

13 Read and say the words to complete the song. Say the pictures in order.

- Focus pupils on the Activity 13 pictures. Pupils work in pairs. They read the rap and try to complete it with the words from the word box. Remind them to concentrate on meaning and rhyme. Pairs check with pairs. When they have completed the song, they try to put the pictures in order. Check understanding of key words. Note: *'Cos* is a shortened form of *Because*.

Key: 1 do, 2 sports, 3 sea, 4 Greece, 5 horse, 6 island, 7 sings, 8 song, 9 clearer, 10 Fleece. Order of pictures: 1b, 2e, 3a, 4d, 5c

14 Listen and check. Say the rap.

- Play the audio. Pupils check their answers. Check with the class. Play the audio line by line for pupils to repeat the rap. Then play it again for them all to rap along with the audio.

CD 1, 16

As in Pupil's Book and key for Activity 13

CD 1, 17

Now say the rap again. (Karaoke version)

15 Invent an amazing mythical beast. Answer the questions.

- Focus pupils on the instructions. Check they understand what to do. Brainstorm some ideas using mythological beasts they know. Elicit/Introduce others, especially those that will appear in *Kid's Box*, e.g. *Quetzalcoatl* (half snake, half bird). Go through the questions, eliciting ideas. Pupils work individually, answering the questions in their notebooks.

16 Ask and answer about your beast in pairs.

- Make new pairs. Pupils take turns to ask and answer about their beasts, using the questions from Activity 15.

17 Draw and write about your beast.

- Pupils work individually. They draw and write the description on a piece of paper. After Extra activity 2 (if done), collect the texts and make a *Book of Beasts* for the classroom.

Extra activity 1: see page 213 (if time)

Extra activity 2: see page 213 (if time)

Activity Book page 13

12 Read and answer 'yes' or 'no'.

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

13 Write the words.

Key: 2 scales, 3 feathers, 4 beast, 5 gold, 6 nests, 7 castle, 8 mermaid

14 Now cross out the first letter of each answer in Activity 13. Read the other letters to answer the Sphinx's question.

Key: a man

15 What's going to happen?

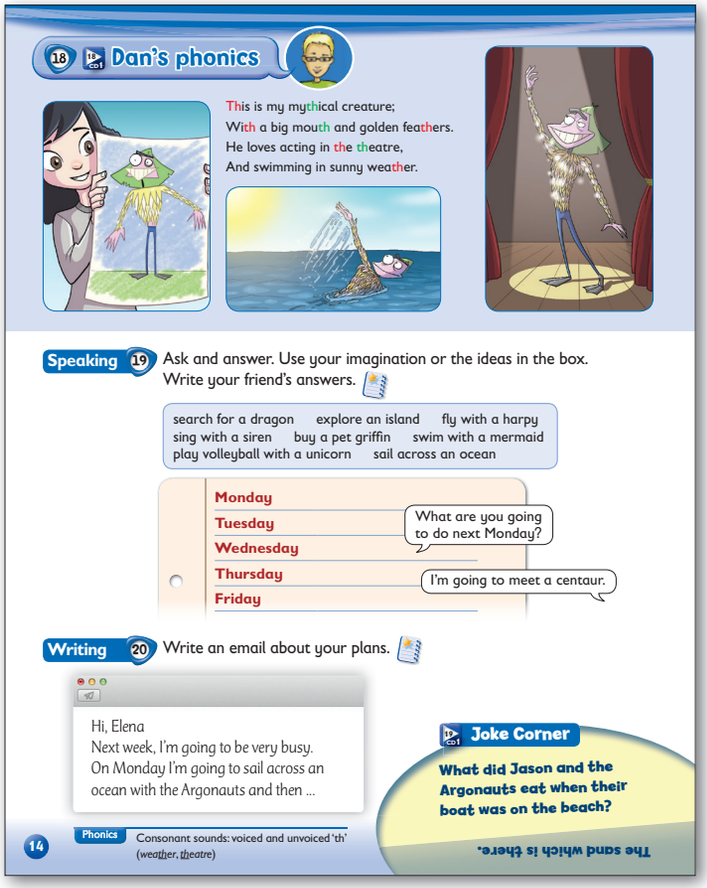
Key (possible answers): 2 The eagle is going to fall. 3 The harpy is going to steal the man's food. 4 The dragon is going to eat the sheep. 5 The unicorn is going to break its horn. 6 The centaur is going to read a book.

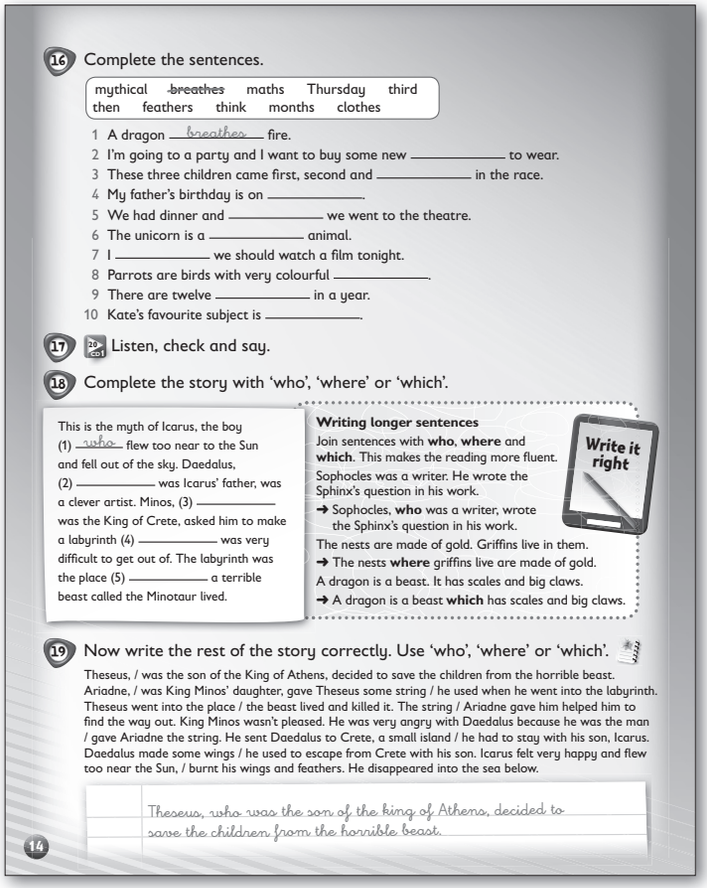
Optional activities

- Unit 1 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 15 and 20).
- *The music room*: Unit 1 'The Golden Fleece' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Pupils do the rap from the beginning of the lesson again. Make six groups. Each group sings one of the verses.





Objectives: By the end of the lesson, pupils will be able to identify and say the phonemes /ð/ and /θ/ in many words and they will have completed a communication activity.

Target language

- **Key language:** words with the phonemes /ð/ and /θ/ (e.g. *this, think*), *labyrinth, going to* for plans, *who, where, which*
- **Additional language:** *Icarus, Daedalus, Minos, Crete, Minotaur, Ariadne*
- **Revision:** beasts, myths and legends

Materials required

- Extra activity 1: One sheet of paper for each group
- *Kid's Box Language Portfolio 6* (page 9)

Pupil's Book page 14

Warmer

- Write the words *month* and *then* on the board. Underline the letters 'th' and tell pupils that they will practise two ways of saying these letters in today's lesson. Say the sound /θ/ (unvoiced). Pupils practise. Repeat with the sound /ð/ (voiced). Practise the words *month* and *then*. If you wish, ask pupils to put their fingers on their throat while they say the words. They should feel vibration for the voiced 'th' sound in *month* and no vibration for the unvoiced 'th' sound in *then*.

18 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 14. Focus them on the Activity 18 instruction. Tell the class that this is the pronunciation activity. Play the audio. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils say the 'th' sounds correctly. In pairs, pupils practise the rhyme.

CD 1, 18

As in Pupil's Book

19 Ask and answer. Use your imagination or the ideas in the box. Write your friend's answers.

- Focus pupils on the Activity 19 and on the instructions. Check pupils know what to do. Make sure they invent the most fantastic week possible. Draw their attention to the use of *going to* in the table and remind them to use it when they complete it with their ideas.
- Pupils work individually and complete the table for each day of the week. They don't show their partner. Pupils copy the table from the Pupil's Book into their notebooks, including the days but none of the activities. They take turns to ask and answer using the prompts on the page. They write their partner's plans in the table in their notebooks.

Extra activity 1: see page 213 (if time)

20 Write an email about your plans.

- Focus pupils on the Activity 20 instruction and on the example text. Check they know what to do. Pupils work individually and write their emails to their friend. Monitor and help as they are working.

Joke Corner

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

CD 1, 19

As in Pupil's Book

Activity Book page 14

16 Complete the sentences

Key: 2 clothes, 3 third, 4 Thursday, 5 then, 6 mythical, 7 think, 8 feathers, 9 months, 10 maths

17 Listen, check and say.

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

Key: See audioscript

CD 1, 20

1 A dragon breathes fire.
2 I'm going to a party and I want to buy some new clothes to wear.
3 These three children came first, second and third in the race.
4 My father's birthday is on Thursday.
5 We had dinner and then we went to the theatre.
6 The unicorn is a mythical animal.
7 I think we should watch a film tonight.
8 Parrots are birds with very colourful feathers.
9 There are twelve months in a year.
10 Kate's favourite subject is maths.

18 Complete the story with 'who', 'where' or 'which'.

- Before pupils do the activity, focus them on the Write it right box and discuss each sentence in turn, checking they understand how the relative pronouns are used to extend the sentences.

Key: 2 who, 3 who, 4 which, 5 where

19 Now write the rest of the story correctly. Use 'who', 'where' or 'which'.

Key: who, who, which, where, which, who, where, which, which

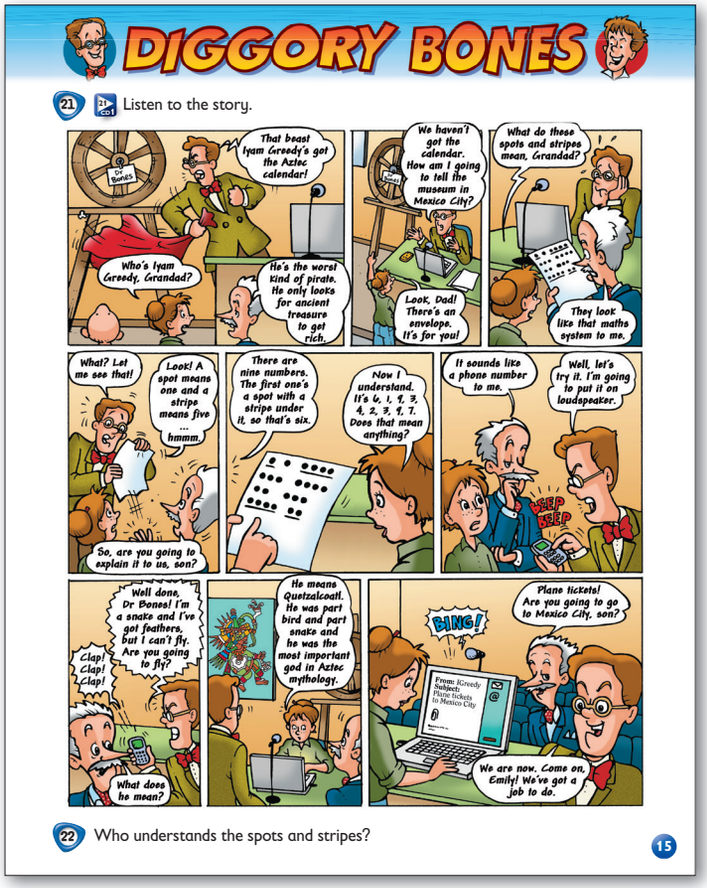
Extra activity 2: see page 213 (if time)

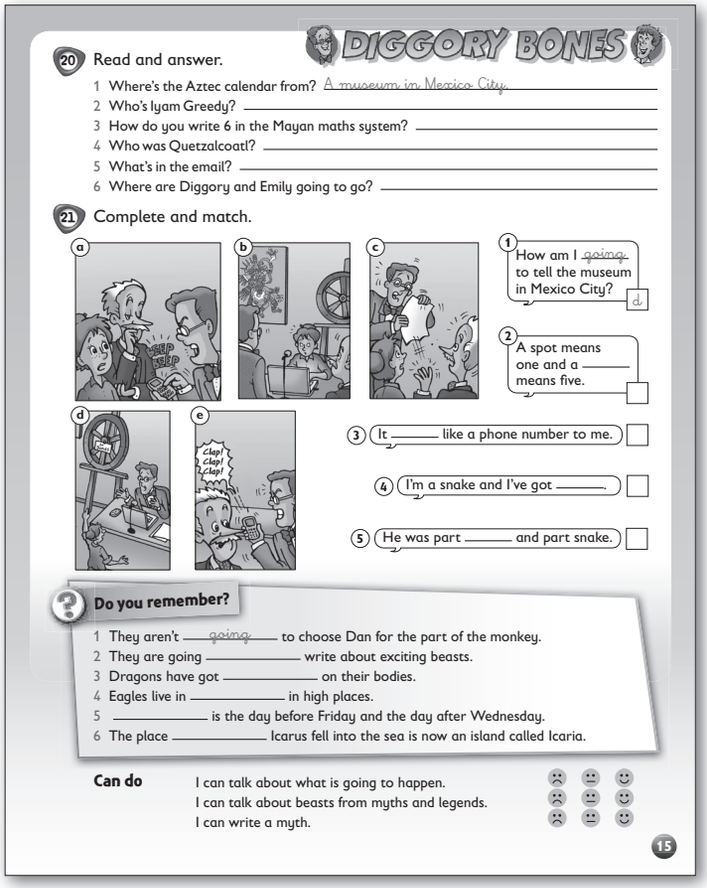
Language Portfolio (online)

- Pupils complete page 9 of *Kid's Box Language Portfolio 6* (A mythical creature).

Ending the lesson

- Do the chant from the beginning of the lesson with pupils. Make four groups. Each group does the full chant in turn. The class votes for the group who performed the best.





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

Target language

- **Key language:** language from the story, *pirate, treasure, spots and stripes, explain*
- **Additional language:** *Quetzalcoatl, We've got a job to do, Morse code*
- **Revision:** language from the unit, *sounds like*

Materials required

- Extra activity 2: Reference books / the internet for pupils to find out more about Quetzalcoatl
- Optional: The animated version of the Unit 1 story from *Kid's Box Interactive DVD 6* (*The school library*); Playscript 1 from *Kid's Box Teacher's Resource Book 6.* (pages 76 and 78); Evaluation 1 from *Kid's Box Teacher's Book 6* (page 230)

Pupil's Book page 15

Warmer

- Review the first episode of the story with the class. Write the following words scattered around the board: *calendar, Diggory, archaeology, laptop, talk, Mr Greedy*. Pupils use the words to reconstruct what happened, without looking in their Pupil's Books. Make sure they tell the story in the past.

Story

21 Listen to the story.

- Tell pupils to open their Pupil's Books at page 15. Focus them on the story. Set the gist questions: *What's in the envelope? What does Diggory put in his phone? Where are they all going at the end? Why?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (A code of spots and stripes, The number from the code, Mexico City, Because the clue tells them to go there).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What does Iyam Greedy say? Who was Quetzalcoatl?* Check pupils understand other key vocabulary.

CD 1, 21

As in Pupil's Book

22 Who understands the spots and stripes?

- Focus pupils on Activity 22 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame four).

Key: Diggory Bones.

Extra activity 1: see page 213 (if time)

Activity Book page 15

20 Read and answer.

Key: 2 A man who looks for treasure to get rich. 3 A spot with a stripe under it. 4 He was a god in Aztec mythology – part bird, part snake. 5 Plane tickets to Mexico City. 6 Mexico City.

21 Complete and match.

Key: 2 stripe c, 3 sounds a, 4 feathers e, 5 bird b

Extra activity 2: see page 213 (if time)

Do you remember?

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

Key: 2 to, 3 scales, 4 nests, 5 Thursday, 6 where

Can do.

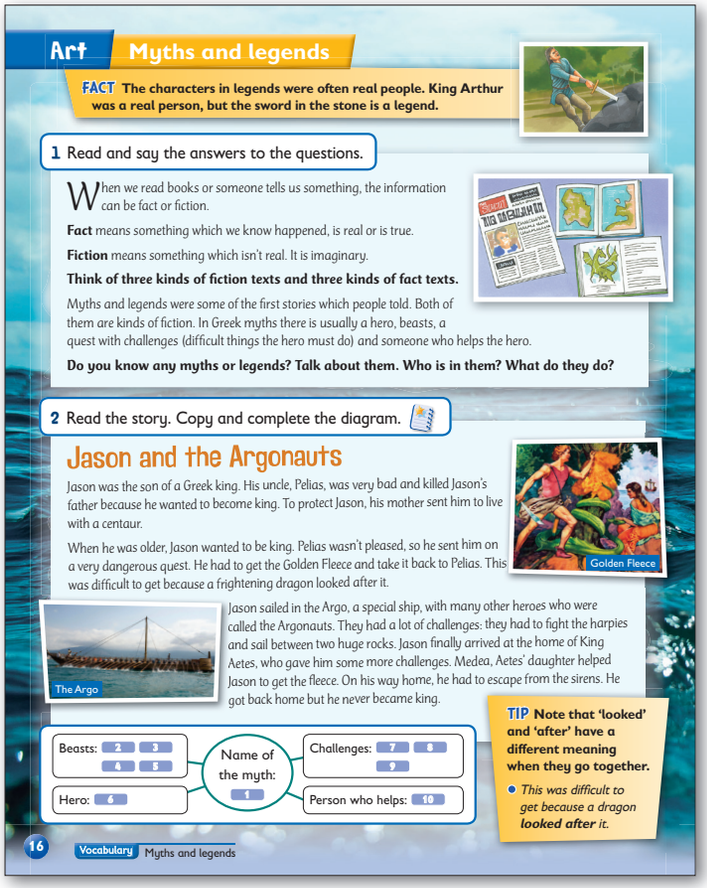
- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about plans for the future. Review what the three faces mean (not very well / OK / very well).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

Optional activities

- *The school library*: the animated version of the Unit 1 story from *Kid's Box Interactive DVD 6*. See pages 38-45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 15. Hand out a copy to each student of Playscript 1 from *Kid's Box Teacher's Resource Book 6* (page 78). See notes on page 76.
- Evaluation 1 from *Kid's Box Teacher's Book 6* (page 230). See notes on page 228.

Ending the lesson

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



Art Myths and legends

FACT The characters in legends were often real people. King Arthur was a real person, but the sword in the stone is a legend.

1 Read and say the answers to the questions.

When we read books or someone tells us something, the information can be fact or fiction.

Fact means something which we know happened, is real or is true.

Fiction means something which isn't real. It is imaginary.

Think of three kinds of fiction texts and three kinds of fact texts.

Myths and legends were some of the first stories which people told. Both of them are kinds of fiction. In Greek myths there is usually a hero, beasts, a quest with challenges (difficult things the hero must do) and someone who helps the hero.

Do you know any myths or legends? Talk about them. Who is in them? What do they do?

2 Read the story. Copy and complete the diagram.

Jason and the Argonauts

Jason was the son of a Greek king. His uncle, Pelias, was very bad and killed Jason's father because he wanted to become king. To protect Jason, his mother sent him to live with a centaur.

When he was older, Jason wanted to be king. Pelias wasn't pleased, so he sent him on a very dangerous quest. He had to get the Golden Fleece and take it back to Pelias. This was difficult to get because a frightening dragon looked after it.

Golden Fleece

The Argo

Jason sailed in the Argo, a special ship, with many other heroes who were called the Argonauts. They had a lot of challenges: they had to fight the harpies and sail between two huge rocks. Jason finally arrived at the home of King Aetes, who gave him some more challenges. Medea, Aetes' daughter helped Jason to get the fleece. On his way home, he had to escape from the sirens. He got back home but he never became king.

Name of the myth: 1

Beasts: 2 3 4 5

Challenges: 7 8 9

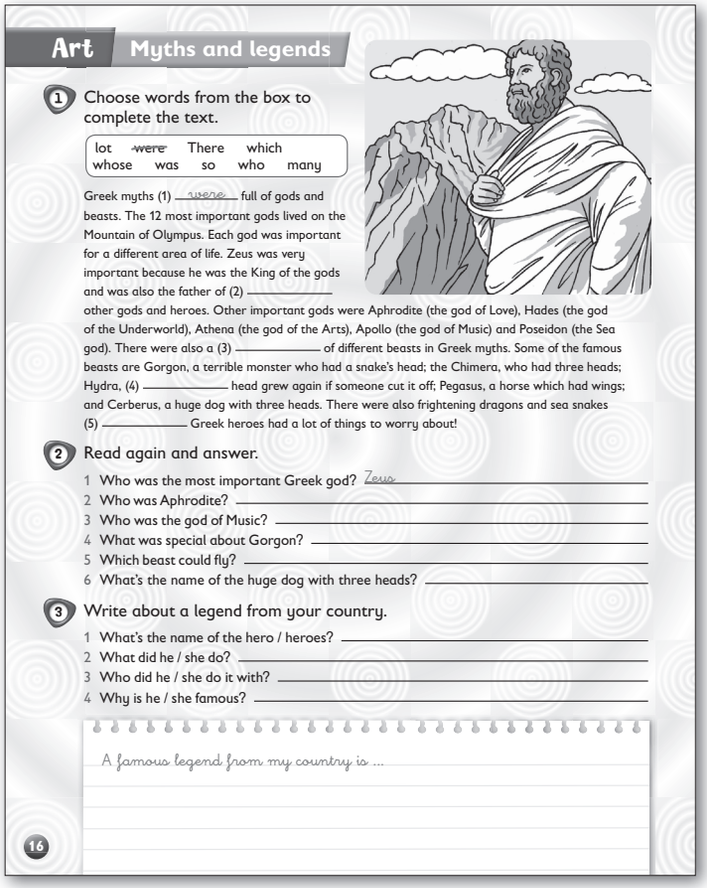
Hero: 6

Person who helps: 10

TIP Note that 'looked' and 'after' have a different meaning when they go together.

- *This was difficult to get because a dragon **looked after** it.*

16 Vocabulary Myths and legends



Art Myths and legends

1 Choose words from the box to complete the text.

lot	~~were~~	There	which		
whose	was	so	who	many	

Greek myths (1) were full of gods and beasts. The 12 most important gods lived on the Mountain of Olympus. Each god was important for a different area of life. Zeus was very important because he was the King of the gods and was also the father of (2) _____ other gods and heroes. Other important gods were Aphrodite (the god of Love), Hades (the god of the Underworld), Athena (the god of the Arts), Apollo (the god of Music) and Poseidon (the Sea god). There were also a (3) _____ of different beasts in Greek myths. Some of the famous beasts are Gorgon, a terrible monster who had a snake's head; the Chimera, who had three heads; Hydra, (4) _____ head grew again if someone cut it off; Pegasus, a horse which had wings; and Cerberus, a huge dog with three heads. There were also frightening dragons and sea snakes (5) _____ Greek heroes had a lot of things to worry about!

2 Read again and answer.

1 Who was the most important Greek god? Zeus
2 Who was Aphrodite? _____
3 Who was the god of Music? _____
4 What was special about Gorgon? _____
5 Which beast could fly? _____
6 What's the name of the huge dog with three heads? _____

3 Write about a legend from your country.

1 What's the name of the hero / heroes? _____
2 What did he / she do? _____
3 Who did he / she do it with? _____
4 Why is he / she famous? _____

A famous legend from my country is ...

16

Objectives: By the end of the lesson, pupils will have read about different kinds of texts and completed a mind map.

Target language

- **Key language:** *sword, fact, fiction, imaginary, quest, challenges, knights*
- **Additional language:** *Pelias, to protect, King Arthur, Olympus, Zeus*
- **Revision:** adjectives, past simple, *stone, myth, legend, hero, mythical beasts, Jason*

Materials required

- Extra activity 2: Computers if possible

Pupil's Book page 16

Warmer

- Elicit what pupils remember about the story of Jason and the Golden Fleece, singing the song again with the class if necessary. Elicit that this is a myth. Tell pupils that today's topic is myths and another kind of story, legends.

Fact

- Tell pupils to open their Pupil's Books at page 16. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit if myths are about real people (no). Establish the difference between myths and legends by eliciting other examples. Ask if any pupils know the story of King Arthur and the sword in the stone.

1 Read and say the answers to the questions.

- Focus pupils on the Activity 1 text. Ask three pupils to read the first part of the text aloud for the class (the first two sentences). Write the words *fact*/*fiction* on the board. Elicit examples of each one from books the pupils like to read.
- Focus pupils on the activity instruction. They read the rest of the text silently and then discuss their answers for the questions in pairs. Pairs share ideas with the whole class. Check understanding of key vocabulary in the text.

2 Read the story. Copy and complete the diagram.

- Focus pupils on the Activity 2 instructions. Draw the diagram on the board. Ask pupils to read the text aloud around the class. Elicit how to complete the diagram and write the first answer in place. Pupils continue to work in pairs, writing the answers in their notebooks. Check with the class by asking pupils to tell you the other answers to complete the diagram on the board.

Key: 1 Jason and the Argonauts, 2 centaur, 3 dragon, 4 harpies, 5 sirens, 6 Jason, 7 fight the harpies, 8 sail between two huge rocks, 9 escape from the sirens, 10 Medea

Extra activity 1: see page 213 (if time)

Activity Book page 16

1 Choose words from the box to complete the text.

F

Key: 2 many, 3 lot, 4 whose, 5 so

2 Read again and answer.

Key: 2 The god of love. 3 Apollo. 4 She had snakes on her head. 5 Pegasus. 6 Cerberus.

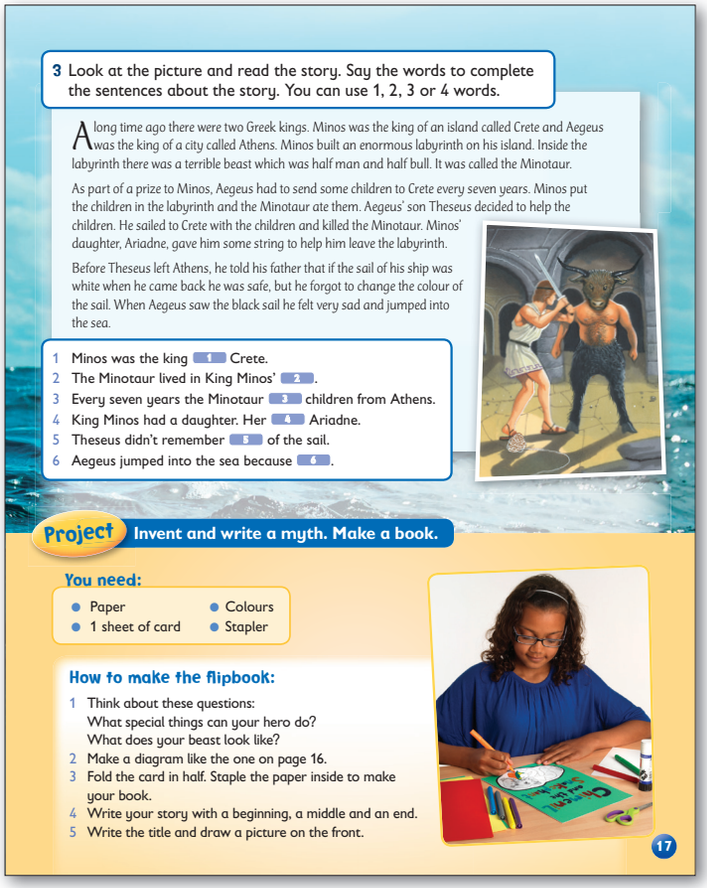
3 Write about a legend from your country.

Key: Pupils' own answers

Extra activity 2: see page 213 (if time)

Ending the lesson

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



3 Look at the picture and read the story. Say the words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A long time ago there were two Greek kings. Minos was the king of an island called Crete and Aegeus was the king of a city called Athens. Minos built an enormous labyrinth on his island. Inside the labyrinth there was a terrible beast which was half man and half bull. It was called the Minotaur.

As part of a prize to Minos, Aegeus had to send some children to Crete every seven years. Minos put the children in the labyrinth and the Minotaur ate them. Aegeus' son Theseus decided to help the children. He sailed to Crete with the children and killed the Minotaur. Minos' daughter, Ariadne, gave him some string to help him leave the labyrinth.

Before Theseus left Athens, he told his father that if the sail of his ship was white when he came back he was safe, but he forgot to change the colour of the sail. When Aegeus saw the black sail he felt very sad and jumped into the sea.

1 Minos was the king [1] Crete.
2 The Minotaur lived in King Minos' [2].
3 Every seven years the Minotaur [3] children from Athens.
4 King Minos had a daughter. Her [4] Ariadne.
5 Theseus didn't remember [5] of the sail.
6 Aegeus jumped into the sea because [6].

Project **Invent and write a myth. Make a book.**

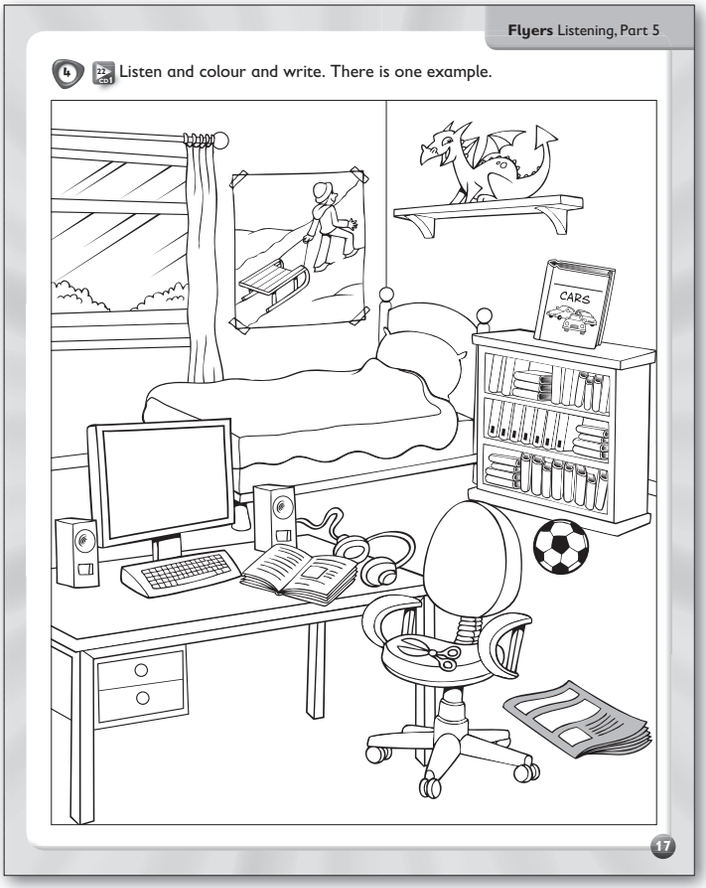
You need:

- Paper
- Colours
- 1 sheet of card
- Stapler

How to make the flipbook:

1 Think about these questions:
What special things can your hero do?
What does your beast look like?
2 Make a diagram like the one on page 16.
3 Fold the card in half. Staple the paper inside to make your book.
4 Write your story with a beginning, a middle and an end.
5 Write the title and draw a picture on the front.

17



Flyers Listening, Part 5

4 22 col Listen and colour and write. There is one example.

CARS

17

Objectives: By the end of the lesson, pupils will have read more about myths and legends and completed a project.

Target language

- **Key language:** narrative tenses, *prize, string*
- **Additional language:** *Minos, Aegeus, Minotaur, Ariadne*
- **Revision:** beasts and animal parts, *labyrinth, sail, bull*

Materials required

- Project: For each pupil, paper, a sheet of card, colours, a stapler
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 1 Topic worksheet (pages 15 and 21); Extra project idea, Unit 1 'Myths and legends from our region' from *Kid's Box Teacher's Book 6* (page 224)

Pupil's Book page 17

Warmer

- Review the previous lesson by asking pupils to tell you the difference between *fact* and *fiction*, and *myths* and *legends*. Elicit examples of stories to fit these groups.

3 Look at the picture and read the story. Say the words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. F towards

- Tell pupils to open their Pupil's Books at page 17. Focus them on the activity instructions and check understanding of how many words they can use to complete the sentences. Pupils do the task individually. Tell them to write in their notebooks any words they don't know, but not to worry about their meaning at this stage. Pupils check their answers in pairs. Check with the class. Encourage pupils to guess the meanings of the words they didn't know as a class.

Key: 1 of an island called / of, 2 labyrinth, 3 ate some, 4 name was, 5 to change the colour, 6 the sail was black OR: he felt very sad

Project Invent and write a myth. Make a book.

- Focus pupils on the project. Read through the instructions aloud with the class. Check pupils understand what they have to do. Remind pupils to follow the instructions carefully. Remind them to include any of the mythical beasts they have seen or invented so far in the unit. Monitor and help pupils as they are working. Supply paper, card, colours and a stapler as and when pupils need them. Make sure they have written a rough draft of their myth for you to check before they write the final version in their books. Display the books in the classroom.

Extra activity 1: see page 213 (if time)

Activity Book page 17

Flyers Listening, Part 5.

4 Listen and colour and write. There is one example. F

- Tell pupils to open their Activity Book at page 17. Elicit the activities they can see (items of furniture, technology words, a dragon). Check they know what to do. Explain there is an example and that they will hear the example described first.
- Play the audio. Pupils don't colour or write the first time. They listen and look. Play the audio again. Pupils put a coloured dot on the relevant part of the picture. They check in pairs. Pupils colour the picture and write, or listen again if necessary. Show a completed picture for pupils to check their answers or elicit the correct colours/word from the class.

CD1, 22

NARRATOR: Listen and look at the picture. There is one example.
MAN: Hello, Holly. Would you like to colour this picture?
GIRL: Yes, I would. It looks just like my brother's bedroom.
MAN: Really? What are you going to colour first?
GIRL: Er ... Can I colour the newspaper?
MAN: The one on the floor? OK. Colour it grey, please.

Can you see the grey newspaper? This is an example. Now you listen and colour and write.

1 **GIRL**: What shall I colour now?
MAN: Do you want to colour the scissors?
GIRL: OK. Where are they?
MAN: They're on the chair. Can you see them?
GIRL: Oh, yes. What colour do you want them?
MAN: They're going to be purple.
GIRL: Fine. I'm colouring them now.

2 **GIRL**: What am I going to do next?
MAN: Next I'd like you to write a word.
GIRL: What should I write?
MAN: Can you write the word 'screen' on the computer screen, please?
GIRL: OK.

3 **MAN**: Have you done that?
GIRL: Yes. What next?
MAN: Would you like to colour something else?
GIRL: Yes. What about the sledge? Can I colour that, please?
MAN: Do you mean the one on the poster?
GIRL: That's right.
MAN: Good idea. Colour it red.
GIRL: OK.

4 **MAN**: Now I'd like you to write another word.
GIRL: OK. Shall I write something on the newspaper?
MAN: No. Can you see the large book on top of the bookcase?
GIRL: Yes. Can I write 'racing' above the cars?
MAN: Yes – the book is about those.

5 **GIRL**: What now?
MAN: Now I'd like you to colour the shelf.
GIRL: The one with the dragon on it?
MAN: That's right. Colour it green.
GIRL: OK.

Extra activity 2: see page 214 (if time)

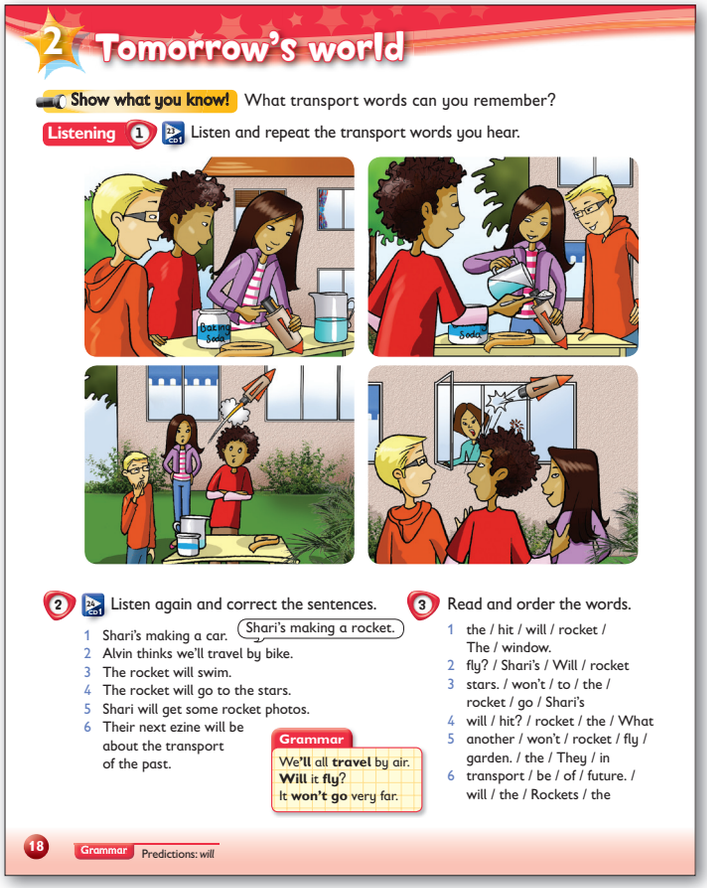
Optional activities

- Unit 1 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 15 and 21).
- Extra project idea, Unit 1 'Myths and legends from our region'. See notes on *Kid's Box Teacher's Book 6* (page 224).

Ending the lesson

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

2 Tomorrow's world



2 Tomorrow's world

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

Listening 1 Listen and repeat the transport words you hear.

2 Listen again and correct the sentences.

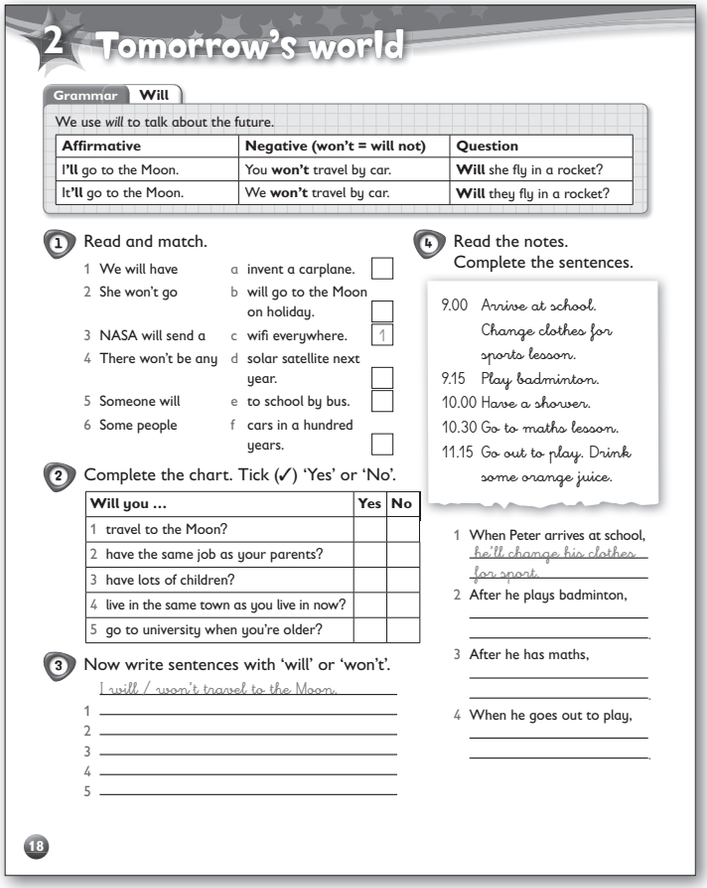
1 Shari's making a car. (Shari's making a rocket.)
2 Alvin thinks we'll travel by bike.
3 The rocket will swim.
4 The rocket will go to the stars.
5 Shari will get some rocket photos.
6 Their next ezine will be about the transport of the past.

Grammar
We'll all travel by air.
Will it fly?
It won't go very far.

3 Read and order the words.

1 the / hit / will / rocket / The / window.
2 fly? / Shari's / Will / rocket
3 stars. / won't / to / the / rocket / go / Shari's
4 will / hit? / rocket / the / What
5 another / won't / rocket / fly / garden. / the / They / in
6 transport / be / of / future. / will / the / Rockets / the

18 Grammar Predictions: *will*



2 Tomorrow's world

Grammar Will

We use *will* to talk about the future.

Affirmative	Negative (won't = will not)	Question
I'll go to the Moon.	You **won't** travel by car.	**Will** she fly in a rocket?
It'll go to the Moon.	We **won't** travel by car.	**Will** they fly in a rocket?

1 Read and match.

1 We will have	a invent a carplane.		
2 She won't go	b will go to the Moon on holiday.		
3 NASA will send a	c wifi everywhere.	1	
4 There won't be any	d solar satellite next year.		
5 Someone will	e to school by bus.		
6 Some people	f cars in a hundred years.		

2 Complete the chart. Tick (✓) 'Yes' or 'No'.

Will you ...	Yes	No
1 travel to the Moon?		
2 have the same job as your parents?		
3 have lots of children?		
4 live in the same town as you live in now?		
5 go to university when you're older?		

3 Now write sentences with 'will' or 'won't'.

I will / won't travel to the Moon.

1 _____
2 _____
3 _____
4 _____
5 _____

4 Read the notes. Complete the sentences.

9.00 Arrive at school. Change clothes for sports lesson.
9.15 Play badminton.
10.00 Have a shower.
10.30 Go to maths lesson.
11.15 Go out to play. Drink some orange juice.

1 When Peter arrives at school, he'll change his clothes for sport.
2 After he plays badminton, _____
3 After he has maths, _____
4 When he goes out to play, _____

18

Objectives: By the end of the lesson, pupils will have talked about transport and will be able to talk about predictions using *will*.

Target language

- **Key language:** *will* for predictions, *rocket, stars, bike, bicycle, transport, NASA, solar satellite, carplane, Moon, as, when*
- **Additional language:** *I'm sure (it will)*
- **Revision:** transport, character names, *future, photos*

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 2 Reinforcement worksheet 1 (pages 22 and 23); Grammar reference Unit 2 *Pupil's Book 6* (page 102) and *Activity Book 6* (page 94)

Pupil's Book page 18

Warmer

- Start to draw a means of transport on the board, e.g. a bus. Draw it very slowly to give pupils opportunities to guess. Repeat with another known means of transport. Elicit what they think links the pictures. Write *Transport* on the board.

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

- Draw a circle around the word *Transport* on the board and elicit the words from the Warmer to start the mind map. Say *Show what you know ... about transport*. Brainstorm all the different means of transport that they know and create a mind map on the board. Supply words in English. Include *travel* and *rocket*. Pupils copy the mind map into their notebooks.

1 Listen and repeat the transport words you hear.

- Tell pupils to open their Pupil's Books at page 18. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are (in the garden of a house). Focus pupils on the activity instruction.
- Play the audio. Pupils listen and repeat. Use the mind map on the board to point at the words when they listen to the audio.

CD 1, 23

DAN: What are you doing, Shari?
SHARI: I'm making a rocket. Look, it's almost finished.
ALVIN: Wow! That's the transport of the future. Soon there won't be any buses or cars – we'll all travel by air.
DAN: Or we'll walk.
DAN: Will it fly?
SHARI: I'm sure it will. Watch.
ALVIN: You only need to put a little of this in the water and it'll fly.
ALVIN: How far will it go?
SHARI: It won't go very far.
DAN: Do you think it'll hit a window?
SHARI: Er, sorry, Mum. I think I'll get some more information about rockets next time.
DAN: Well, now we've got something to write about for the ezine!
ALVIN: Yeah, transport of the future.

2 Listen again and correct the sentences.

- Focus pupils on the Activity 2 instruction. Give them time to read the sentences and check any words they don't know. Play the audio again. Pupils listen and correct the sentences. They check in pairs. Check with the class. Write each corrected sentence on the board, underlining the *will* future.
- Focus pupils on the Grammar box. Ask them to read each sentence aloud. Check for each one that pupils realise they're talking about future predictions and that *won't* is the contraction of *will not*. Ask comprehension questions.

Key: 2 Alvin thinks we'll travel by air. 3 The rocket will fly. 4 The rocket won't go to the stars. 5 Shari will get some rocket information. 6 Their next ezine will be about transport of the future.

CD 1, 24

See previous recording

Extra activity 1: see page 214 (if time)

3 Read and order the words.

- Focus pupils on Activity 3 and on the instruction. Do the first one with the class. They complete the activity in pairs. Check with the class and write the sentences on the board. Pupils copy them into their notebooks.

Key: 1 The rocket will hit the window. 2 Will Shari's rocket fly? 3 Shari's rocket won't go to the stars. 4 What will the rocket hit? 5 They won't fly another rocket in the garden. 6 Rockets will be the transport of the future.

Activity Book page 18

1 Read and match.

- Focus pupils on the Grammar box before they do the activities on the Activity Book page.

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

2 Complete the chart. Tick (✓) 'Yes' or 'No'.

Key: Pupils' own answers

3 Now write sentences with 'will' or 'won't'.

Key: Pupils' own answers

4 Read the notes. Complete the sentences.

Key: 2 he'll have a shower. 3 he'll go out to play. 4 he'll drink some orange juice.

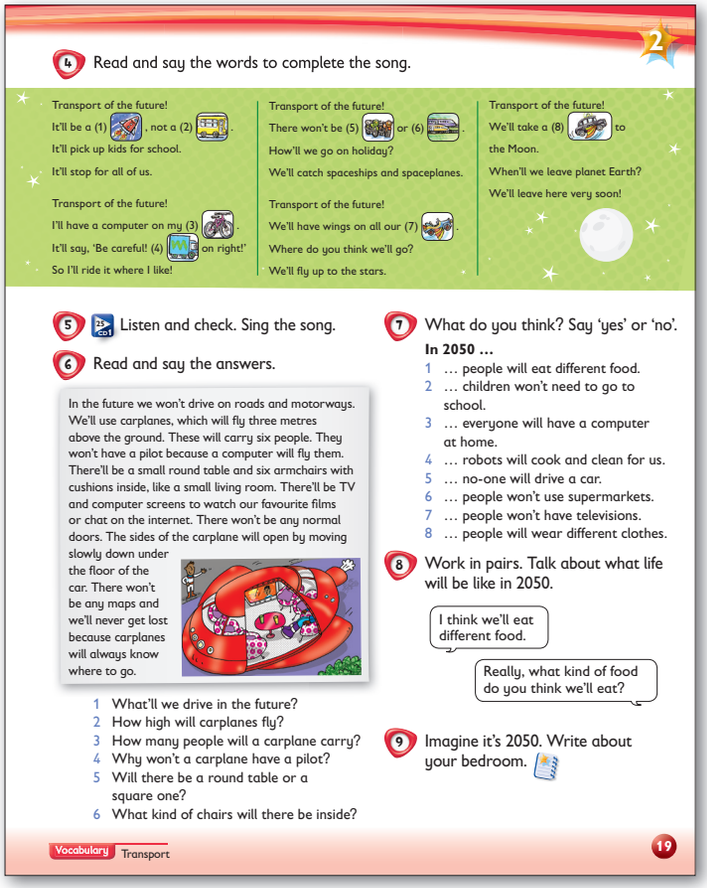
Extra activity 2: see page 214 (if time)

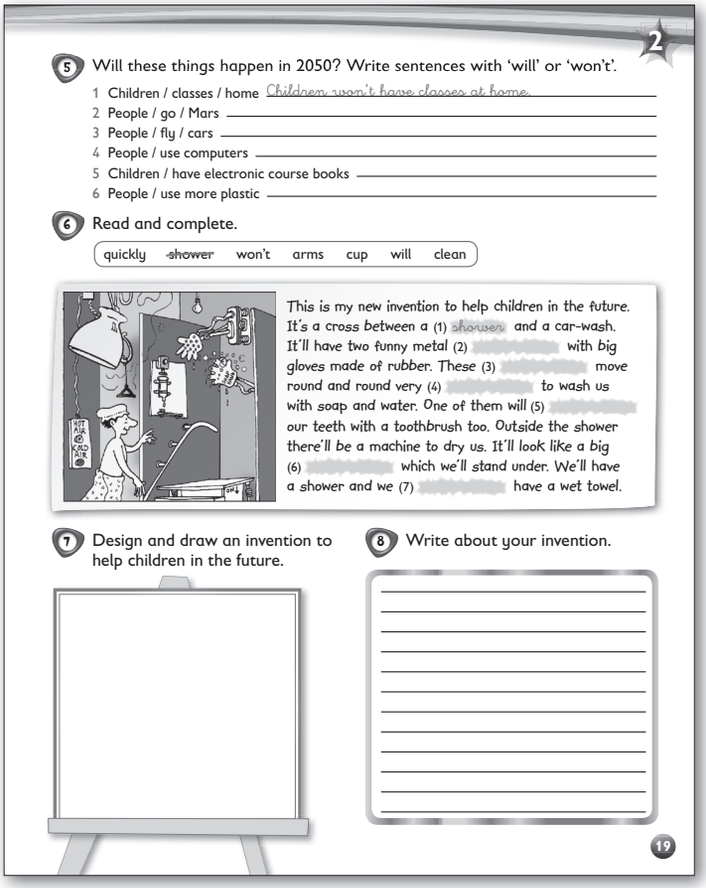
Optional activities

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book* (pages 22 and 23).
- Grammar reference Unit 2 from *Pupil's Book 6* (page 102) and *Activity Book* (page 94). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Elicit predictions about the weather the following day, how they'll do in their exams, and results of sports matches.





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

Target language

- **Key language:** *spaceships, spaceplanes, planet Earth, pilot, armchair, map, car wash*
- **Additional language:** *Be careful!, a cross between ... and ... , made of, motorway, cushion*
- **Revision:** transport, *will* for predictions

Materials required

- Extra activity 1: Photocopiable activity 2 (page 203), one copy for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 2 Song worksheet (pages 22 and 27); *Kid's Box Interactive DVD 6*: *The music room,* Unit 2 'Transport of the future' song

Pupil's Book page 19

Warmer

- With Pupil's Books closed, elicit some predictions from pupils about the future, either their own ideas, or ones from the previous lesson. Start the activity by saying, e.g. *In the future we won't use cars. What do you think?*

4 Read and say the words to complete the song.

- Tell pupils to open their Pupil's Books at page 19. Focus them on the Activity 4 instruction. Do the first verse as an example, asking different pupils to read the lines aloud. Pupils then work in pairs, each reading a verse before the other continues. They say the transport word as they say the verse. Pupils help each other if they get stuck.

Key: 1 rocket, 2 bus, 3 bike, 4 Lorry, 5 motorbikes, 6 trains, 7 cars, 8 taxi

5 Listen and check. Sing the song.

- Focus pupils on Activity 5. Play the audio for them to listen and check. Play the audio again, line by line for pupils to repeat. Then play it again for them to sing at the same time as the audio. When pupils are more competent, ask them to sing the whole song without the audio and possibly record them. Ask pupils what they think about the predictions in the song.

CD 1, 25

As in Pupil's Book and key for Activity 4

CD 1, 26

Now sing the song again. (Karaoke version)

6 Read and say the answers.

- Focus pupils on the Activity 6 text and pictures. Pupils take turns to read the text aloud. Check understanding of *motorway* and *cushion* – point out the cushions in the picture. Write the words on the board and ask a pupil to spell them out loud. Focus pupils on the questions. Remind them to read the questions before reading the text silently a second time. Pupils work in pairs, taking turns to ask and answer. Check with the class. Pupils write the answers in their notebooks.

Key: 1 We'll drive carplanes in the future. 2 Carplanes will fly three metres above the ground. 3 A carplane will carry six people. 4 A carplane won't have a pilot because a computer will fly it. 5 There'll be a round table. 6 There'll be armchairs with cushions inside.

7 What do you think? Say 'yes' or 'no'.

- Focus pupils on the Activity 7 instructions and check they remember how to say years. Pupils work individually, saying *Yes* or *No* for each one.

8 Work in pairs. Talk about what life will be like in 2050.

- Focus pupils on the Activity 8 instructions and prompts. Do the activity first in open pairs, working through all eight sentences in Activity 7. Then pupils work in pairs, taking turns to give their opinion, using their answers for Activity 7. Monitor and help as necessary.

9 Imagine it's 2050. Write about your bedroom.

- Focus pupils on the activity instructions. Brainstorm ideas and create a mind map on the board. Then elicit sentences from the mind map, e.g. *robot: There'll be a robot to clean my room*. Pupils write notes about their bedroom, choosing at least six points, before they start the text. When they have written a draft, they swap with a friend and correct each other's work. Then pupils write a final version in their notebooks. If time, they can illustrate their texts.

Extra activity 1: see page 214 (if time)

Activity Book page 19

5 Will these things happen in 2050? Write sentences with 'will' or 'won't'.

Key: Pupils' own answers

6 Read and complete.

Key: 2 arms, 3 will, 4 quickly, 5 clean, 6 cup, 7 won't

7 Design and draw an invention to help children in the future.

Key: Pupils' own answers

8 Write about your invention.

Key: Pupils' own answers

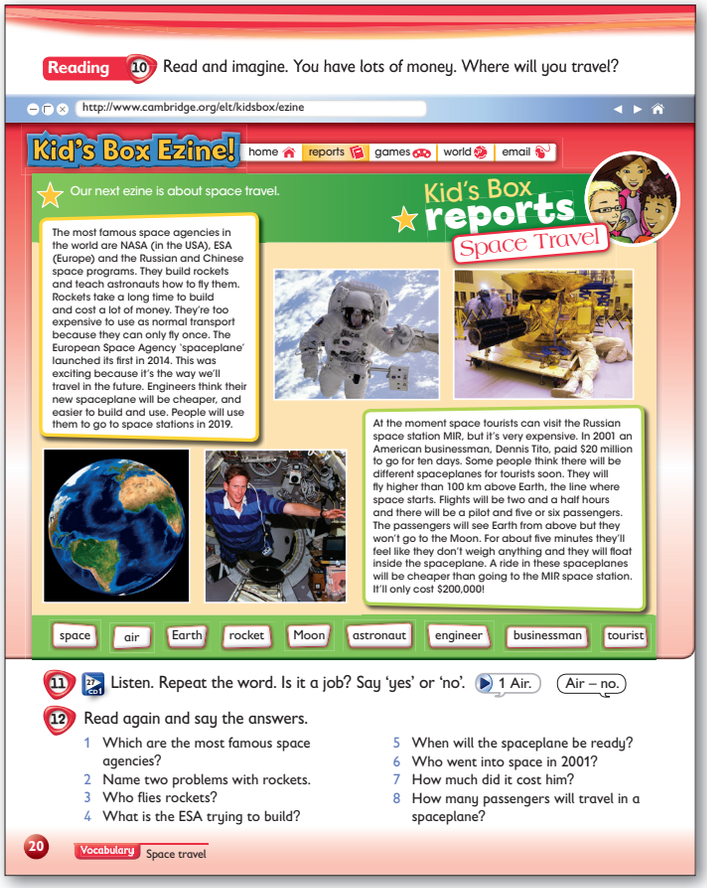
Extra activity 2: see page 214 (if time)

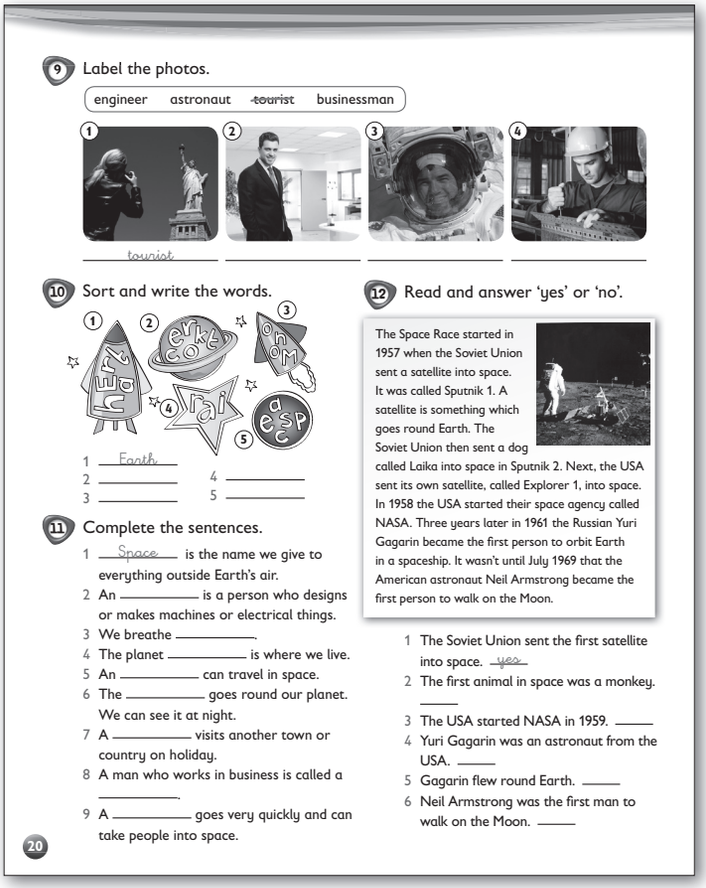
Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 22 and 27).
- *The music room*: Unit 2 'Transport of the future' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song with pupils again. Make five groups, one for each verse. Pupils sing in turn.





Objectives: By the end of the lesson, pupils will have read and talked about travel in the future.

Target language

- **Key language:** *space, air, Earth, rocket, Moon, astronaut, engineer, businessman, tourist, ESA, MIR, cost, too expensive, once, space station, orbit*
- **Additional language:** *wish, passenger*
- **Revision:** numbers, *NASA, float, ride*

Materials required

- A CD of relaxing music
- Extra activity 1: If possible, write half of one of the texts from Pupil's Book Activity 10 on a hidden part of the board before the lesson.
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 22, 24 and 25)

Pupil's Book page 20

Warmer

- Tell pupils to close their eyes and imagine ... Start playing the CD of relaxing music. Tell them to look into the future and to imagine the jobs they'll do. Pupils don't speak – they imagine. Slowly turn down the volume of the CD and tell pupils to open their eyes. Elicit what they imagined and their reasons, e.g. *I think I'll be a doctor because ...*

10 Read and imagine. You have lots of money. Where will you travel?

- Tell pupils to open their Pupil's Books at page 20. Focus them on the Activity 10 instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the texts and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary under the texts. Check understanding of these words. Pupils read the texts silently for ideas. Check with the class, asking pupils to read out relevant sections from the texts. Check comprehension of vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves. Check general comprehension by asking, e.g. *How many times can rockets fly? What is a spaceplane? Where does 'space' start?* Discuss if pupils have heard of these space agencies before and what they know about space travel.

11 Listen. Repeat the word. Is it a job? Say 'yes' or 'no'.

- Focus pupils on the Activity 11 instructions and example. Play the audio. Pause after each word for pupils to whisper the answer to their partner. Play the audio again. Elicit a choral response each time.

Key: 2 Businessman – yes, 3 Rocket – no, 4 Astronaut – yes, 5 Space – no, 6 Tourist – no, 7 Earth – no, 8 Moon – no, 9 Engineer – yes

CD 1, 27

1 air, 2 businessman, 3 rocket, 4 astronaut, 5 space, 6 tourist, 7 Earth, 8 Moon, 9 engineer

12 Read again and say the answers.

- Focus pupils on the Activity 12 instruction. Check understanding. Pupils work in pairs. They take it in turns to ask their partner a question. They don't have to ask them in order. Check using open pairs.

Key: 1 NASA, ESA and the Russian and Chinese space programme. 2 Two of the following: They take a long time to build / cost a lot of money / can only fly once. 3 Astronauts. 4 A 'spaceplane'. 5 In 2019. 6 Dennis Tito. 7 $20 million. 8 Five or six passengers.

Extra activity 1: see page 214 (if time)

Activity Book page 20

9 Label the photos.

Key: 2 businessman, 3 astronaut, 4 engineer

10 Sort and write the words.

Key: 2 rocket, 3 Moon, 4 air, 5 space

11 Complete the sentences.

Key: 2 engineer, 3 air, 4 Earth, 5 astronaut, 6 Moon, 7 tourist, 8 businessman, 9 rocket

12 Read and answer 'yes' or 'no'.

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

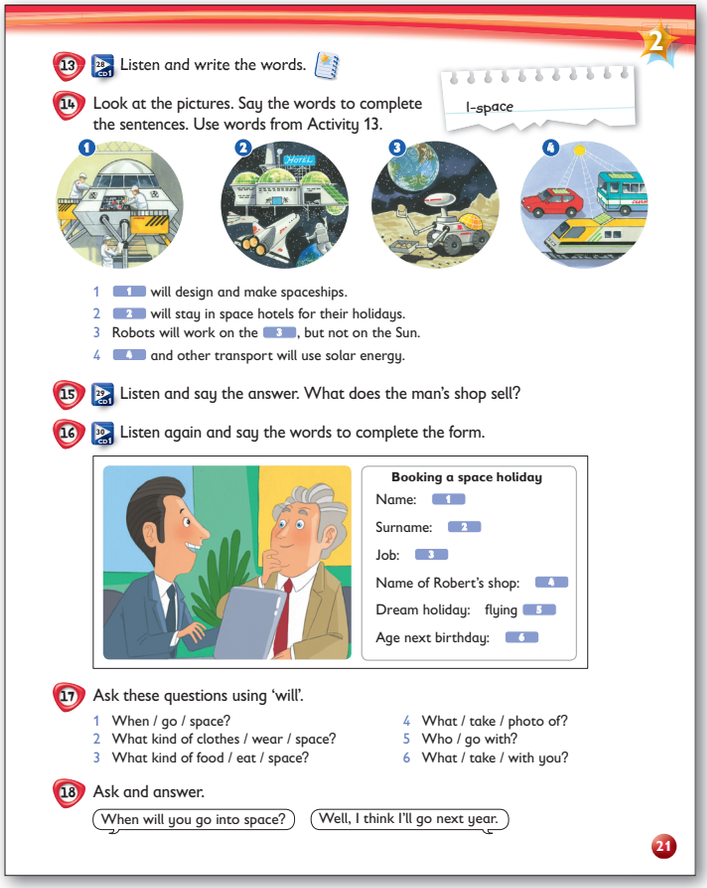
Extra activity 2: see page 214 (if time)

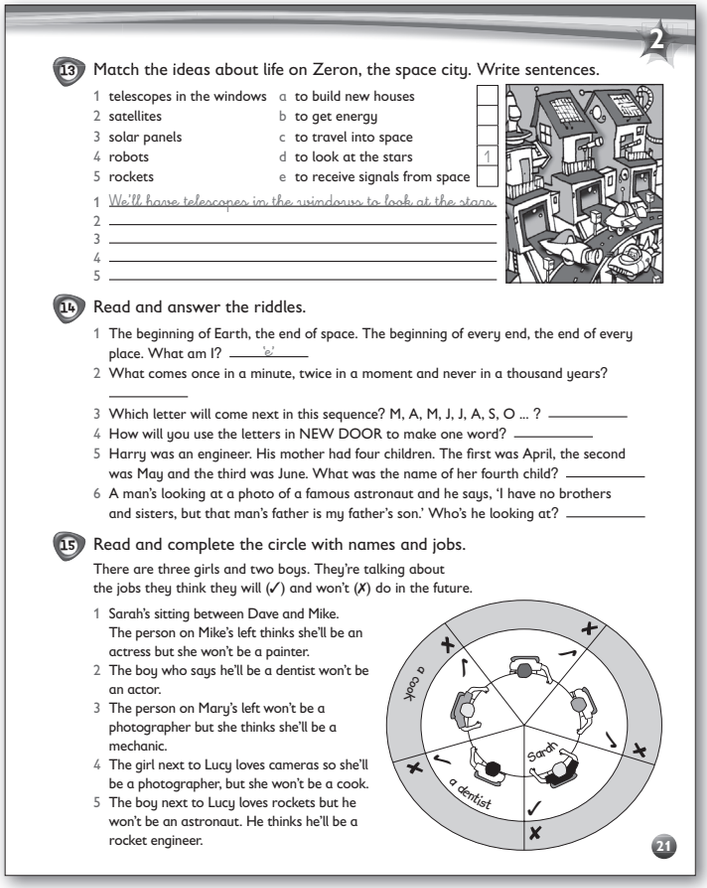
Optional activities

- Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 22, 24 and 25).

Ending the lesson

- Ask pupils about some of the proper names in the lesson, e.g. *Tell me about MIR. Tell me about Neil Armstrong.* Pupils try to remember without looking in their Pupil's Books or Activity Books.





Objectives: By the end of the lesson, pupils will have had further practice using *will* to make predictions.

Target language

- **Key language:** spelling out, *telescope, solar panel, surname, riddle*
- **Revision:** space, *What kind of ... ?, will* for predictions, past simple

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* Unit 2 Extension worksheet 2 (pages 22 and 26)

Pupil's Book page 21

Warmer

- Play the class game from Extra activity 2 (page 214) in the previous lesson to review use of *will*. One pupil thinks of a job they'll have in the future. The class take turns to ask ten different questions to guess what the job is. Write useful questions on the board if necessary, e.g. *Will you wear a uniform?*

13 Listen and write the words.

- Tell pupils to open their Pupil's Books at page 21. Tell them to write the words in their notebooks. Play the audio. Pupils listen and write. They check in pairs. Play the audio again. Pupils spell out the words as you write them on the board.

CD 1, 28

1 s-p-a-c-e, 2 a-s-t-r-o-n-a-u-t, 3 a-i-r ,4 t-o-u-r-i-s-t, 5 e-n-g-i-n-e-e-r, 6 M-o-o-n, 7 b-u-s-i-n-e-s-s-m-a-n, 8 r-o-c-k-e-t, 9 E-a-r-t-h

14 Look at the pictures. Complete the sentences. Use words from Activity 13.

- Focus pupils on the Activity 14 pictures and elicit some of the things they can see. Check they have read the instructions and know what to do. Pupils complete the sentences in their notebooks and then they check in pairs. Check with the class.

Key: 1 Engineers, 2 Tourists, 3 Moon, 4 Rockets

15 Listen and say the answer. What does the man's shop sell?

- Focus pupils on Activity 15. Play the audio. Pupils listen for the answer. They check in pairs. Check with the class.

Key: Toy rockets

CD 1, 29

MR SMITH: Hello. My name's John Smith. Welcome to the European Space Agency. Could you tell me your name, please?
MR WINDSOR: Certainly. My name's Robert Windsor.
MR SMITH: Windsor?
MR WINDSOR: Yes. W-i-n-d-s-o-r.
MR SMITH: Er, thank you. And what can we do for you, Mr Windsor?
MR WINDSOR: I'm interested in one of your special holidays. You see, when I was a boy, I wanted to be an astronaut, but I'm a businessman now. I have a small shop that makes and sells toy rockets.
MR SMITH: Toy rockets? What's the name of your shop?
MR WINDSOR: It's called My Space. So, you see, flying to the Moon is my dream holiday. I couldn't be an astronaut, but I'd like to be a space tourist.
MR SMITH: Of course, Mr Windsor. Now, there's one thing I need to ask ... How old will you be on your next birthday?
MR WINDSOR: I'll be 59. It's my birthday next week!
MR SMITH: That's fine. Now, I also need some information from you about your health. Can you tell me ... ?

16 Listen again and say the words to complete the form. F towards

- Focus pupils on the Activity 16 instruction. Play the audio again. Pupils listen and write the information. They check in pairs. Play the audio again. Check with the class.

Key: 1 Robert, 2 Windsor, 3 businessman, 4 My Space, 5 to the Moon, 6 59

CD 1, 30

See previous recording

17 Ask these questions using 'will'.

- Focus pupils on the Activity 17 instruction. They write the questions in their notebooks.

Key: 1 When will you go to space? 2 What kind of clothes will you wear in space? 3 What kind of food will you eat in space? 4 What will you take a photo of? 5 Who will you go with? 6 What will you take with you?

18 Ask and answer.

- Pupils work in pairs. They imagine they are Robert Windsor and John Smith. They role play a conversation using the questions from Activity 17. Pupils swap roles.

Extra activity 1: see page 214 (if time)

Activity Book page 21

13 Match the ideas about life on Zeron, the space city. Write sentences.

Key: 2e We'll have satellites to receive signals from space. 3b We'll have solar panels to get energy. 4a We'll have robots to build new houses. 5c We'll have rockets to travel into space.

14 Read and answer the riddles.

Key: 2 'm', 3 N, 4 one word, 5 Harry, 6 his own son

15 Read and complete the circle with names and jobs.

Key (answers clockwise round from Sarah):
Sarah will be an actress. She won't be a painter.
Dave will be a dentist. He won't be an actor.
Mary will be a photographer. She won't be a cook.
Lucy will be a mechanic. She won't be a photographer.
Mike will be a rocket engineer. He won't be an astronaut.

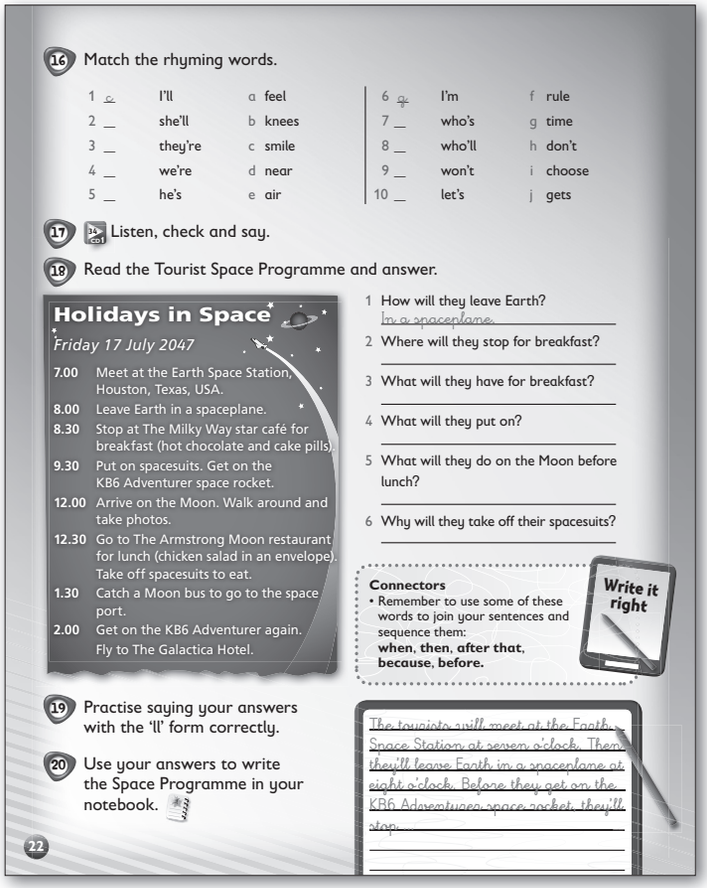
Extra activity 2: see page 214 (if time)

Optional activity

- Unit 2 Extension worksheet 2 from *Kid's Box Teacher's Resource Book* 6 (pages 22 and 26).

Ending the lesson

- Play the audio from Pupil's Book Activity 15 again. Pause the audio mid sentence for pupils to complete, e.g. *Toy rockets? What's the name of your shop? It's called ...* (pause) *... My Space.*



Objectives: By the end of the lesson, pupils will have practised the pronunciation of contractions and completed a communication activity.

Target language

- **Key language:** contracted *'ll, 'm, 't, 're,* and *'s, will* future contrasted with present simple, *pill, spacesuit,* connectors: *when, because, then, after that, before*
- **Revision:** question forms, space travel

Pupil's Book page 22

Warmer

- Ask a question about the future, e.g. *What job'll you do in the future?* Get pupils to repeat it and focus them on the pronunciation of *job'll*. Ask them what the apostrophe and letters *ll* stand for (*will*). Tell pupils they will be practising this and other contracted forms in today's lesson.

19 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 22. Focus them on the Activity 19. Remind them that this is the pronunciation activity. Play the audio. Pupils repeat after each line and then after the whole rhyme. Play the audio again. Listen for correct pronunciation of the contractions. Repeat the rhyme once or twice more as a class. In pairs, pupils practise the rhyme.

CD 1, 31

As in Pupil's Book

20 Listen to these sentences. Say 'now' or 'the future'.

- Focus pupils on the Activity 20 instructions. Give them an example for 'now', e.g. *I am a teacher*. Play the audio. Pupils point to the words the first time. Play the audio again. Pupils write *now* and *the future* in their notebooks. Elicit the answers from pupils. Check that they understand why each time.

Key: 2 Now, 3 The future, 4 Now, 5 The future, 6 The future, 7 Now, 8 The future, 9 The future, 10 The future, 11 Now, 12 The future, 13 Now, 14 Now

CD 1, 32

1 We'll use rockets to travel.
2 I walk to school.
3 What'll they do next week?
4 I'd like some water, please.
5 It'll be hot tomorrow.
6 He wants to be an engineer.
7 That bottle's open.
8 I'll do it tomorrow.
9 We'll make a rocket next week.
10 When'll you be home?
11 They've got a metal box.
12 We'll see you at the cinema.
13 I'd like a little salt, please.
14 The purple skirt's eleven pounds.

Extra activity 1: see page 214 (if time)

21 Imagine your future. Ask and answer about the year 2050.

- Focus pupils on Activity 21 and on the example. Pupils work in pairs or small groups, asking and answering the questions. Encourage them either to tell the truth, or to use their imagination. Monitor and help. Check by asking pupils to tell the class about their partner. Listen for correct use pronunciation of *will*.

22 Write about your future.

- Focus pupils on the Activity 22 instruction. They write a first draft of their text in their notebooks, using ideas from Activity 21. They swap with a friend and check each other's work. Pupils then write a final version in their notebooks.

Joke Corner

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

CD 1, 33

As in Pupil's Book

Activity Book page 22

16 Match the rhyming words.

- Tell pupils to open their Activity Book at page 22. Make sure they understand they need to match the rhyming words which are in columns next to each other.
- Pupils work in pairs. They match the rest of the words by saying them out loud.

  Note: Since contractions are not a feature of many languages, pupils often want to pronounce them as the two words (e.g. instead of 'I'm' they say 'I am'). Using rhyming words helps pupils hear and say the contractions correctly.

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

17 Listen, check and say.

- Play the audio for pupils to listen and check their answers. Check with the class. Play the audio again for pupils to listen and repeat.

CD 1, 34

1 I'll, smile; 2 she'll, feel; 3 they're, air; 4 we're, near; 5 he's, knees; 6 I'm, time; 7 who's, choose; 8 who'll, rule; 9 won't, don't; 10 let's, gets

18 Read the Tourist Space Programme and answer.

Key: 2 They'll stop at The Milky Way star café. 3 They'll have hot chocolate and cake pills. 4 They'll put on spacesuits. 5 They'll walk around and take photos. 6 They'll take them off to eat.

19 Practise saying your answers with the 'll' form correctly.

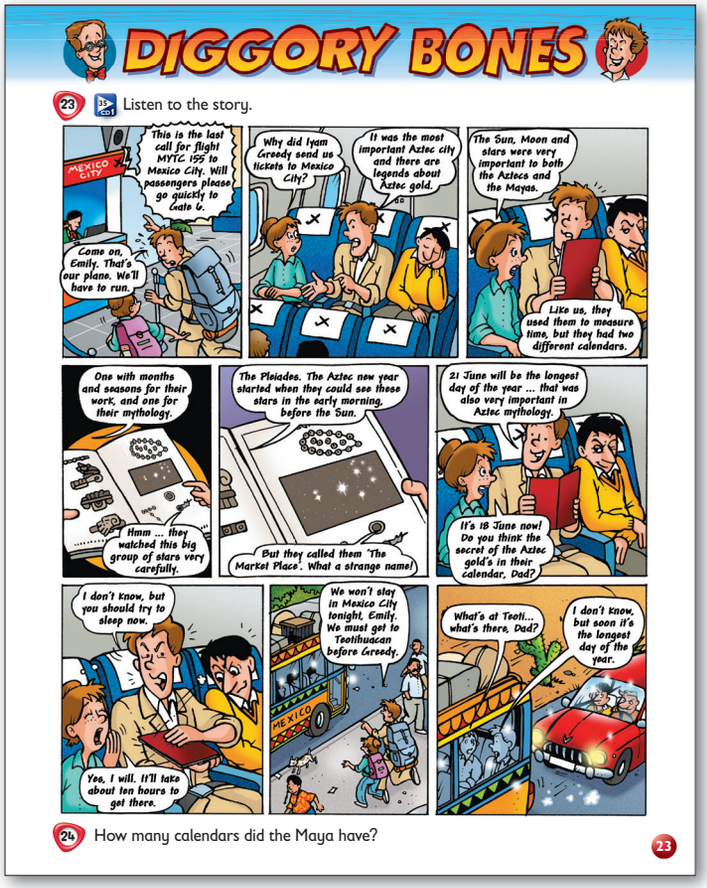
20 Use your answers to write the Space Programme in your notebook.

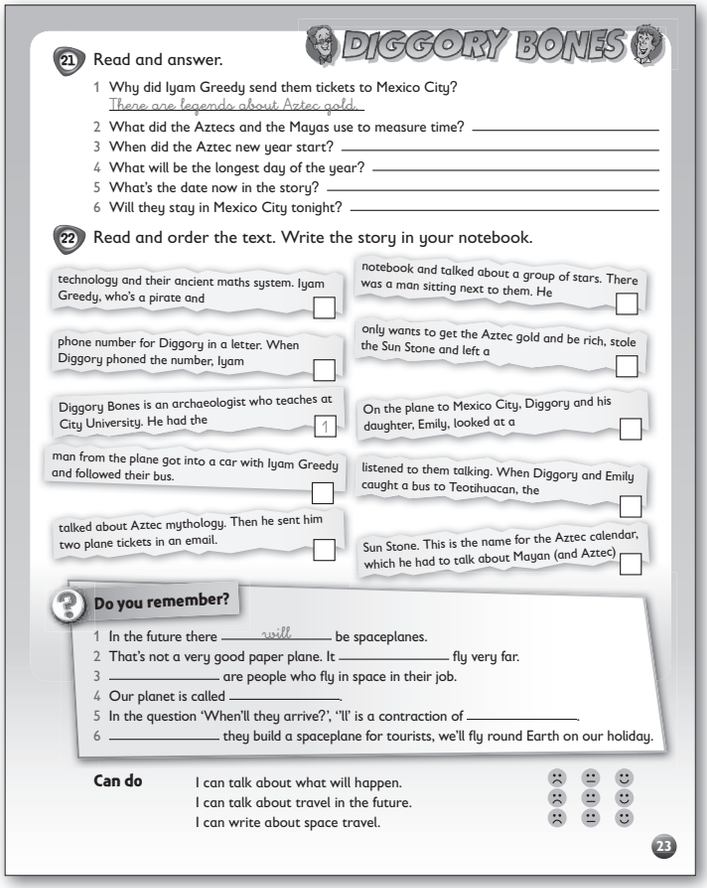
- Before pupils do the activity, focus them on the Write it right box and check they understand how to use connectors.

Extra activity 2: see page 214 (if time)

Ending the lesson

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





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

Target language

- **Key language:** language from the story, *measure, months, seasons*
- **Additional language:** *the last call, The Pleiades, Teotihuacan*
- **Revision:** language from the unit

Materials required

- Extra activity 1: A video recorder if possible
- Optional: *Kid's Box Interactive DVD 6*: 'A day at the Space Centre' episode (*The school hall*); the animated version of the Unit 2 story from *Kid's Box Interactive DVD 6* (*The school library*); Playscript 2 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 79)

Pupil's Book page 23

Warmer

- Make groups of four. Give each group a character from the story: Emily, Sir Doug, Diggory, Iyam. Without looking at the Pupil's Book, they brainstorm the story so far from the point of view of their character. Elicit and check.

Story

23 Listen to the story.

- Tell pupils to open their Pupil's Books at page 23. Focus them on the story and elicit who they can see in the first picture, where they are going and why. Set the gist questions: *Who sent them the tickets to Mexico? How many calendars did the Maya have? What is special about 21 June?* Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Iyam Greedy, Two, It's the longest day).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What are The Pleiades? Describe the man sitting next to Diggory. Do you think he's really asleep? What's he doing? Are they going to stay in Mexico City? Where do they want to get to before Iyam?*

CD 1, 35

As in Pupil's Book

24 How many calendars did the Maya have?

- Focus pupils on Activity 24 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame three).

Key: They had two different calendars.

Extra activity 1: see page 214 (if time)

Activity Book page 23

20 Read and answer.

Key: 2 The Sun, the Moon and stars. 3 When they could see The Pleiades in the early morning, before the Sun. 4 It'll be 21 June. 5 It's 18 June. 6 No, they won't.

21 Read and order the text. Write the story in your notebook.

Key: 3, 5, 1, 10, 6, 8, 4, 7, 9, 2

Diggory Bones is an archaeologist who teaches at City University. He had the Sun Stone. This is the name for the Aztec calendar, which he had to talk about Mayan (and Aztec) technology and their ancient maths system. Iyam Greedy, who's a pirate and only wants to get the Aztec gold and be rich, stole the Sun Stone and left a phone number for Diggory in a letter. When Diggory phoned the number, Iyam talked about Aztec mythology. Then he sent him two plane tickets in an email. On the plane to Mexico City, Diggory and his daughter, Emily, looked at a notebook and talked about a group of stars. There was a man sitting next to them. He listened to them talking. When Diggory and Emily caught a bus to Teotihuacan, the man from the plane got into a car with Iyam Greedy and followed their bus.

Extra activity 2: see page 214 (if time)

Do you remember?

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

Key: 2 won't, 3 Astronauts, 4 Earth, 5 'will', 6 When

Can do.

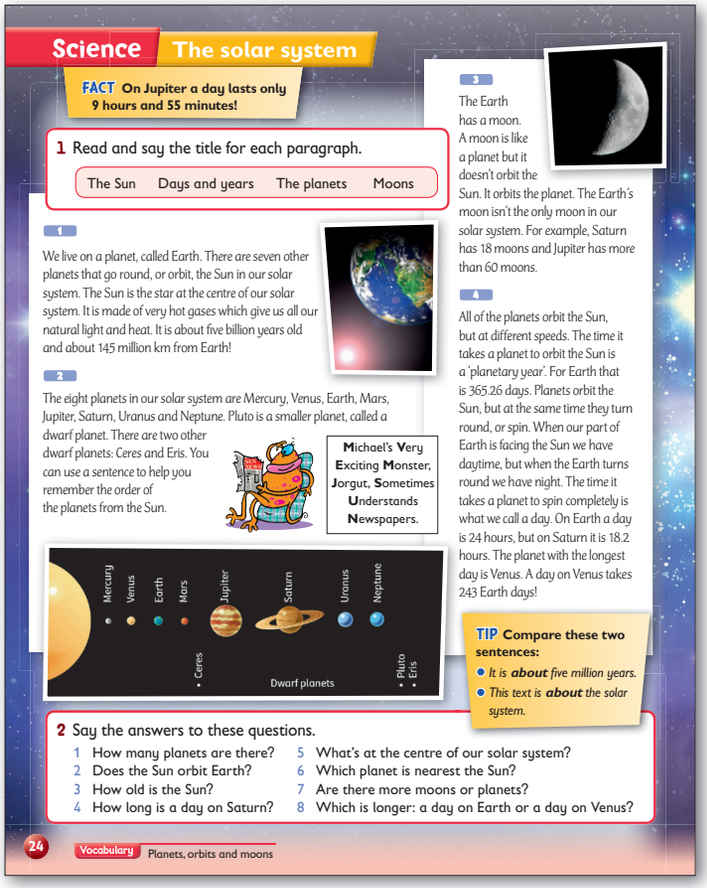
- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they used *'ll*. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle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

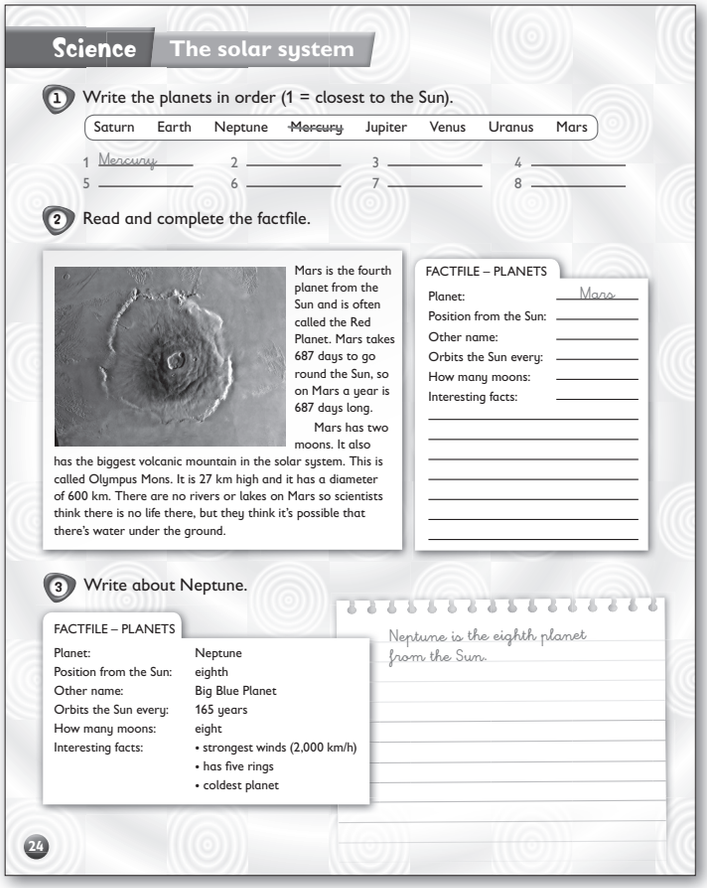
Optional activities

- *The school hall*: the 'A day at the Space Centre' episode from *Kid's Box Interactive DVD 6*. See pages 5-6, 8-11 of the *Teacher's Booklet*.
- *The school library*: the animated version of the Unit 3 story from *Kid's Box Interactive DVD 6*. See pages 38-45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 23. Hand out a copy to each student of Playscript 2 from *Kid's Box Teacher's Resource Book 6* (page 79). See notes on page 76.

Ending the lesson

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





Objectives: By the end of the lesson, pupils will have read about the stars and the planets.

Target language

- **Key language:** *star, planet, orbit, solar system, gases, made of, billion, dwarf, speed, spin, daytime, facing the sun,* large numbers
- **Additional language:** *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Ceres, Eris, planetary year*
- **Revision:** present simple

Materials required

- Extra activity 2: Dictionaries
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 2 Topic worksheet (pages 22 and 28)

Pupil's Book page 24

Warmer

- Ask pupils what the name of our planet is (Earth). Brainstorm with pupils the names of any other planets they know. Supply the English names.

Fact

- Tell pupils to open their Pupil's Books at page 24. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit how long a day lasts on Earth. Ask pupils if they know why a day on Jupiter is shorter. (They can find out from reading the texts on the Pupil's Book page.)

1 Read and say the title for each paragraph.

- Focus pupils on the Activity 1 pictures. Elicit what the names of all the planets are (from the diagram). Focus pupils on the activity instruction and check they know what to do. Tell pupils to read quickly and silently to do the matching task. They check in pairs. Check with the class. Elicit reasons for their choices.
- Read the texts through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words and the numbers. Elicit how the sentence helps them remember the order of the planets. In pairs, pupils practise the sentence until they can say it without looking.

Key: 1 The Sun, 2 The planets, 3 Moons, 4 Days and years

2 Say the answers to these questions.

- Focus pupils on the Activity 2 instruction. Pupils work in pairs. They read the questions and then re-read the texts to find the answers. Pairs check with pairs. Check with the class. Pupils write the answers in their notebooks.

Key: 1 There are eight planets in our solar system. 2 No, it doesn't. 3 The Sun is about five billion years old. 4 A day is 18.2 hours on Saturn. 5 The Sun is at the centre of our solar system. 6 Mercury is nearest the Sun. 7 There are more moons than planets. 8 A day on Venus.

Extra activity 1: see page 214 (if time)

Activity Book page 24

1 Write the planets in order (1 = closest to the Sun).

Key: 2 Venus, 3 Earth, 4 Mars, 5 Jupiter, 6 Saturn, 7 Uranus, 8 Neptune

2 Read and complete the factfile.

Key: Position from the Sun: Fourth
Other name: The Red Planet
Orbits the Sun every: 687 days
How many moons: Two
Interesting facts: Has the biggest volcanic mountain: Olympus Mons. No rivers or lakes but possibly water under the ground.

3 Write about Neptune.

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

Optional activity

- Unit 2 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 22 and 28).

Ending the lesson

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

3 Listen and say the figures to complete the table.

2,871 57.9 12,104 142,796 149.6 1,427

Planet	How far is it from the Sun?	What is the diameter?
Mercury	1 million km	4,878 km
Venus	108.2 million km	2 km
Earth	3 million km	12,756 km
Mars	227.9 million km	6,787 km
Jupiter	778.3 million km	4 km
Saturn	5 million km	120,660 km
Uranus	6 million km	51,118 km
Neptune	3,674.5 million km	48,600 km

4 Ask and answer. Check your answers.

How far is Mercury from the Sun?

Fifty-seven point nine million kilometres.

5 Write some quiz questions for a 'Class Planet Quiz'.

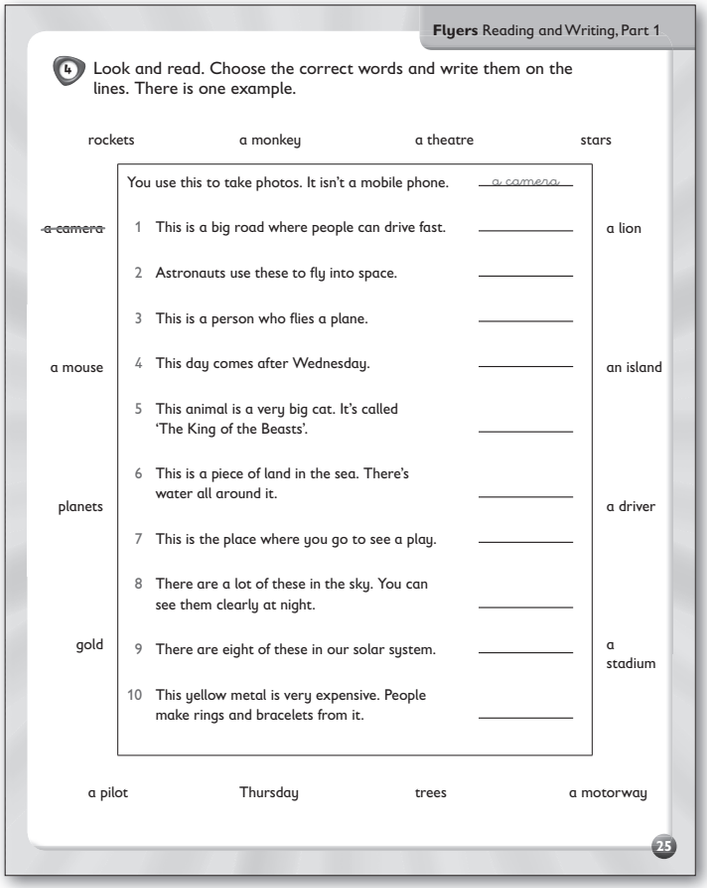
Which is the biggest planet?
Is Venus bigger than Mars?

Project Make a solar system mobile.

You need:
- Card (thin and thick)
- Scissors
- Colours
- String
- Sticky tape

How to make the solar system mobile:
1 Look at the chart in Activity 3 which tells you how big the planets are.
2 Cut circles of thin card for each planet (and the Sun). Colour them the same as on page 24.
3 Cut a big circle from the thick card.
4 Make a hole in the middle and knot a piece of string through it.
5 Use string and sticky tape to hang the Sun and the planets from the big circle, with the Sun in the centre.
6 Hang the planets in the correct order with Mercury nearest the Sun. Use the whole circle. Don't put them all in a line because your mobile won't balance!

25



Flyers Reading and Writing, Part 1

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

rockets a monkey a theatre stars

You use this to take photos. It isn't a mobile phone. a camera

~~a camera~~

1 This is a big road where people can drive fast. _____ a lion

2 Astronauts use these to fly into space. _____

3 This is a person who flies a plane. _____

a mouse 4 This day comes after Wednesday. _____ an island

5 This animal is a very big cat. It's called 'The King of the Beasts'. _____

6 This is a piece of land in the sea. There's water all around it. _____

planets a driver

7 This is the place where you go to see a play. _____

8 There are a lot of these in the sky. You can see them clearly at night. _____

gold 9 There are eight of these in our solar system. _____ a stadium

10 This yellow metal is very expensive. People make rings and bracelets from it. _____

a pilot Thursday trees a motorway

25

Objectives: By the end of the lesson, pupils will have read more about the stars and the planets and completed a project.

Target language

- **Key language:** stars and planets, large numbers with decimal points, *diameter*

Materials required

- Project: For each pupil, thin and thick card, string, sticky tape; for the class, scissors, colours. Make a solar system mobile before the lesson to use as an example. Follow the instructions in the Pupil's Book.
- Optional: Extra project idea, Unit 2 'The planets in the solar system' from *Kid's Box Teacher's Book 6* (page 224)

Pupil's Book page 25

Warmer

- With books closed, review the mnemonic for the planets.
- Play a quick bingo game to review large numbers, some with decimal points.

3 Listen and say the figures to complete the table.

- Tell pupils to open their Pupil's Books at page 25. Focus them on the instruction. Give them time to read the table and the numbers. Play the audio. Pupils listen and say the figures. They check in pairs. Play the audio again.

Key: 1 57.9, 2 12,104, 3 149.6, 4 142,796, 5 1,427, 6 2,871

CD 1, 36

PRESENTER: Welcome to tonight's *Solar System Quiz*. Tonight we've got three players and they will answer my questions about the planets and moons in our solar system. We gave them the numbers. They looked at them. But can they remember them? Let's see, shall we? Don't forget – press the button to answer the questions. Here's our first question. Can you tell me how far Earth is from the Sun?
PETER: Er, a very long way. Er, I think it's a hundred and forty-nine point six million kilometres.
PRESENTER: That's right, Peter. Well done. Two points. Next question. Which is the nearest planet to the Sun?
KATY: That one's easy. Mercury is closest to the Sun, and it's fifty-seven point nine million kilometres away.
PRESENTER: Good. Two points to Katy. Now, can you tell me which is the biggest planet?
MICHAEL: I think that's Jupiter.
PRESENTER: That's right, Michael. Two points. And that's an extra point question! So, can you tell me how big it is?
MICHAEL: Well, I think the diameter of Jupiter is a hundred and forty-two thousand seven hundred and ninety-six kilometres. Is that right?
PRESENTER: Yes, it is. So you now have three points, Michael. OK. Now, which planet has a diametre of twelve thousand one hundred and four kilometres across?
KATY: I think that's the second planet. That's Venus.
PRESENTER: Well done, Katy. Two more points for you. OK. Next question. Which planet is one thousand four hundred and twenty-seven million kilometres from the Sun?
PETER: Is that Uranus?
PRESENTER: No, I'm sorry. It isn't, Peter.
KATY: Then it's ... it's Saturn!
PRESENTER: Well done, Katy. You're on six points! Now another distance question. How far is Uranus from the Sun?
MICHAEL: Is that eight thousand two hundred and ... No, sorry. I can't remember.
PRESENTER: Anyone else?
PETER: I think it's two thousand eight hundred and seventy-one million kilometres from the Sun.
PRESENTER: You're quite right, Peter. Two more points. Now, the results at the end of ...

4 Ask and answer. Check your answers.

- Focus pupils on the prompts. Also model the question *What is the diameter?* Demonstrate the activity using open pairs. Pupils take turns to ask and answer.

5 Write some quiz questions for a 'Class Planet Quiz'.

- Focus pupils on the instruction. Use the two examples to give them some ideas. Suggest other ideas: *What colour ... ? How many moons ... ?* Pupils must know the answers to their questions.
- In pairs, pupils write at least four questions. Make four teams. Teams pool their questions. They have to answer in a given time limit. Teams get a point for a correct answer.

Project Make a solar system mobile.

- Tell pupils that today's project is making a solar system mobile. Show them the one you have made. Read the project information through with the class, showing the materials. Hand out the materials. Monitor and help where necessary.

Extra activity 1: see page 215 (if time)

Activity Book page 25

Flyers Reading and Writing, Part 1.

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

F towards

- Tell pupils to open their Activity Books at page 25. Focus them on the activity instructions and the example. They write the word to match each definition by choosing from the words around the edges of the box. Make sure they realise they do not need to use all the words. They check in pairs. Elicit answers. Ask pupils to explain their choices.

Key: 1 a motorway, 2 rockets, 3 a pilot, 4 Thursday, 5 a lion, 6 an island, 7 a theatre, 8 stars, 9 planets, 10 gold

Extra activity 2: see page 215 (if time)

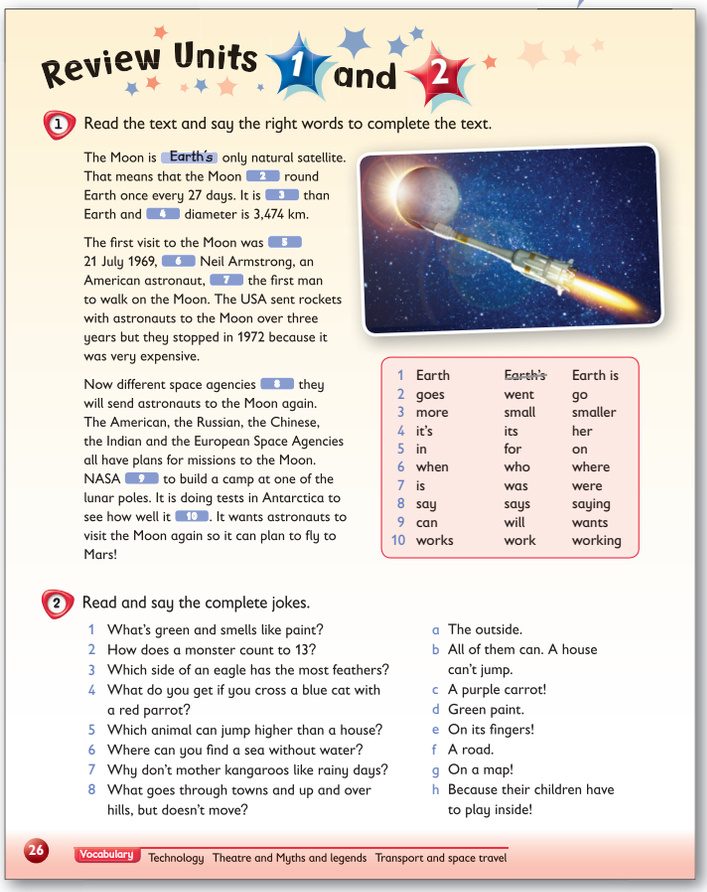
Optional activity

- Extra project idea, Unit 2 'The planets in the solar system'. See notes on *Kid's Box Teacher's Book 6* (page 224).

Ending the lesson

- Review with pupils what they read about and which activities they liked best from this and the previous lesson.

Review Units 1 and 2



Review Units 1 and 2

1 Read the text and say the right words to complete the text.

The Moon is Earth's only natural satellite. That means that the Moon 2 round Earth once every 27 days. It is 3 than Earth and 4 diameter is 3,474 km.

The first visit to the Moon was 5 21 July 1969, 6 Neil Armstrong, an American astronaut, 7 the first man to walk on the Moon. The USA sent rockets with astronauts to the Moon over three years but they stopped in 1972 because it was very expensive.

Now different space agencies 8 they will send astronauts to the Moon again. The American, the Russian, the Chinese, the Indian and the European Space Agencies all have plans for missions to the Moon. NASA 9 to build a camp at one of the lunar poles. It is doing tests in Antarctica to see how well it 10. It wants astronauts to visit the Moon again so it can plan to fly to Mars!

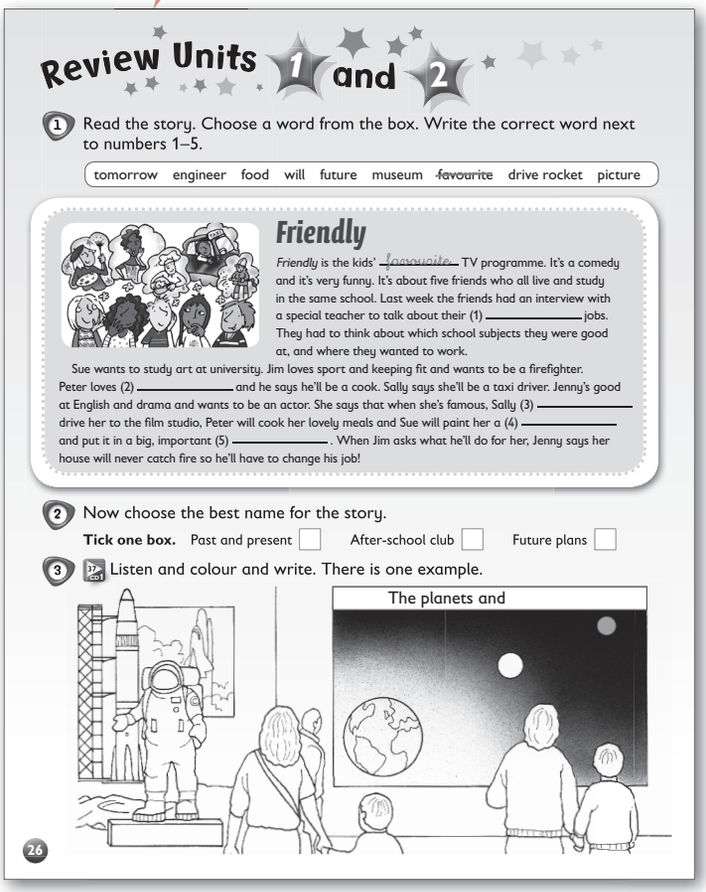
1	Earth	~~Earth's~~	Earth is
2	goes	went	go
3	more	small	smaller
4	it's	its	her
5	in	for	on
6	when	who	where
7	is	was	were
8	say	says	saying
9	can	will	wants
10	works	work	working

2 Read and say the complete jokes.

1 What's green and smells like paint?
2 How does a monster count to 13?
3 Which side of an eagle has the most feathers?
4 What do you get if you cross a blue cat with a red parrot?
5 Which animal can jump higher than a house?
6 Where can you find a sea without water?
7 Why don't mother kangaroos like rainy days?
8 What goes through towns and up and over hills, but doesn't move?

a The outside.
b All of them can. A house can't jump.
c A purple carrot!
d Green paint.
e On its fingers!
f A road.
g On a map!
h Because their children have to play inside!

26 Vocabulary Technology Theatre and Myths and legends Transport and space travel



Review Units 1 and 2

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

tomorrow engineer food will future museum ~~favourite~~ drive rocket picture

Friendly

Friendly is the kids' ~~favourite~~ TV programme. It's a comedy and it's very funny. It's about five friends who all live and study in the same school. Last week the friends had an interview with a special teacher to talk about their (1) _____ jobs. They had to think about which school subjects they were good at, and where they wanted to work.

Sue wants to study art at university. Jim loves sport and keeping fit and wants to be a firefighter. Peter loves (2) _____ and he says he'll be a cook. Sally says she'll be a taxi driver. Jenny's good at English and drama and wants to be an actor. She says that when she's famous, Sally (3) _____ drive her to the film studio, Peter will cook her lovely meals and Sue will paint her a (4) _____ and put it in a big, important (5) _____. When Jim asks what he'll do for her, Jenny says her house will never catch fire so he'll have to change his job!

2 Now choose the best name for the story.

Tick one box. Past and present ☐ After-school club ☐ Future plans ☐

3 CD 1 Listen and colour and write. There is one example.

The planets and

26

Objectives: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and completed a reading and a listening activity.

Target language

- **Key language:** vocabulary and language from Units 1 and 2

Materials required

- Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each pupil in the class
- Twenty pieces of paper, each with half a joke from Pupil's Book page 26 Activity 2

Pupil's Book page 26

Warmer

- Make groups of six. Hand out a word to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.

1 Read the text and say the right words to complete the text. F towards

- Tell pupils to open their Pupil's Books at page 26. Focus them on the Activity 1 text and instructions. Check they know what to do. Do the example first with the class. Remind pupils to read the words around the gap to help them choose the correct word each time. Pupils complete the text individually in their notebooks and then check in pairs. Check with the class by asking pupils to read the text aloud in turn around the class.

Key: 2 goes, 3 smaller, 4 its, 5 on, 6 when, 7 was, 8 say, 9 wants, 10 works

2 Read and say the complete jokes.

- Focus pupils on the Activity 2 instruction. Check they know what to do. Elicit the meaning of 'joke' and tell them to look for three 'jokes' in previous units (Joke Corner, pages 8, 14 and 22). Pupils work in pairs and match the jokes. Check with the class by asking pupils to read the question and the answer in turn.

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

Extra activity 1: see page 215 (if time)

Activity Book page 26

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. F towards

Key: 1 future, 2 food, 3 will, 4 picture, 5 museum

2 Now choose the best name for the story. F towards

Key: Future plans

Extra activity 2: see page 215 (if time)

3 Listen and colour and write. There is one example. F towards

- Focus pupils on the Activity 2 picture. Tell pupils to read the activity instruction. Check understanding. Pupils need colours for this activity. Play the audio once through. Pause to give pupils time to quickly check with their partner before playing the audio again. Check with the class.

CD 1, 37

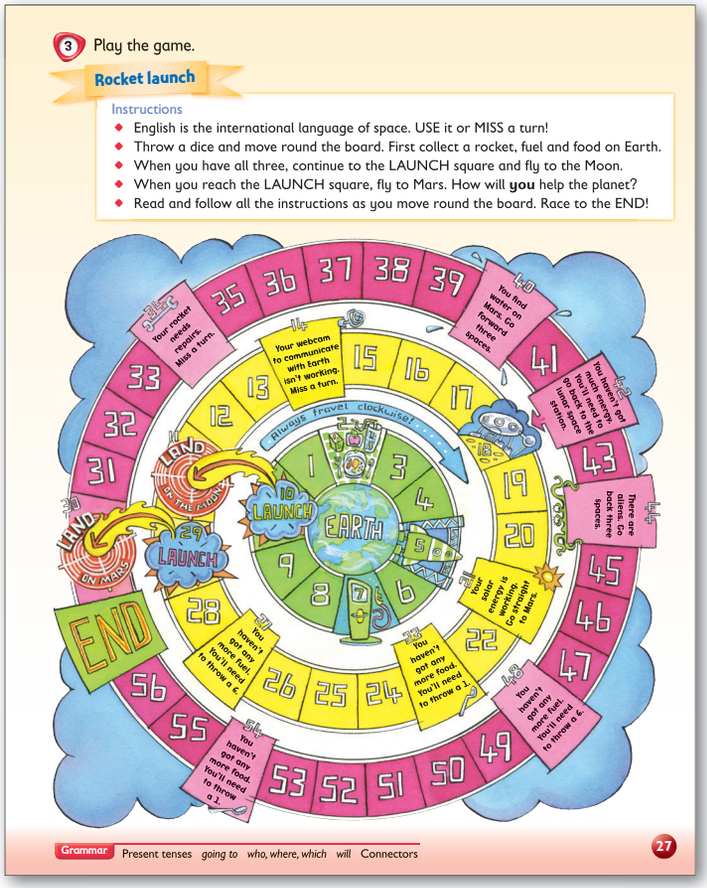
WOMAN: Can you see this picture of a space museum?
BOY: Yes, it looks great.
WOMAN: Well, I'm going to ask you to colour some of it for me.
BOY: Of course. What would you like me to colour?
WOMAN: Can you see the sun on the poster? Can you colour it grey, please?
BOY: OK. I'm doing that now.

Can you see the grey sun? Now you listen and colour and write.

1 **WOMAN:** Now, can you colour the astronaut's uniform, please?
BOY: Do you mean all of it?
WOMAN: That's right, from his head to his feet. Colour it grey, please.
2 **BOY:** OK. What next?
WOMAN: Now, can you write the word 'astronaut' at the bottom of his uniform?
BOY: Here, below his feet?
WOMAN: That's right.
3 **BOY:** What else?
WOMAN: Look at the poster again.
BOY: The one with Earth, the Moon and the Sun?
WOMAN: Yes. Colour Earth, please.
BOY: Earth ... OK, I'll use blue. That's the colour it looks from space.
WOMAN: Yes, that's right!
BOY: Finished.
4 **WOMAN:** I'd like you to write something else now. We need to complete the name of the poster, too.
BOY: OK, that's a good idea.
WOMAN: Well, can you see the words 'The planets and..' we need to write a word there.
BOY: All right.
WOMAN: We'll call it 'The planets and earth'.
BOY: OK, that sounds good. I'll write that now.
WOMAN: Thank you.
5 **WOMAN:** Do you want to do some more colouring?
BOY: Yes. What shall I colour?
WOMAN: Can you see the boy looking at the poster? He's with his mother, on the right. Colour her jumper.
BOY: His jumper?
WOMAN: No, his mother's jumper. Colour her jumper purple.
BOY: Finished.
WOMAN: Perfect. Well done.

Ending the lesson

- Hand out the pieces of paper with jokes and punch lines at random to pupils. Ask a pupil with a question to start. He/She stands up and reads the first part of the joke, e.g. *How does a monster count to 13?* Encourage them to use appropriate intonation. The class replies in chorus *I don't know. How does a monster count to 13?* The pupil with the correct punch line stands up and says it, again with



3 Play the game.

Rocket launch

Instructions

- English is the international language of space. USE it or MISS a turn!
- Throw a dice and move round the board. First collect a rocket, fuel and food on Earth.
- When you have all three, continue to the LAUNCH square and fly to the Moon.
- When you reach the LAUNCH square, fly to Mars. How will **you** help the planet?
- Read and follow all the instructions as you move round the board. Race to the END!

Grammar Present tenses *going to* *who, where, which* *will* Connectors

27

4 Complete the sentences. Count and write the letters.

1 Space is the place outside Earth's air, where the Moon and planets are. 5
2 A griffin's nest is made of _____.
3 In text language, 'tchnlgy' means _____.
4 We breathe _____. It's called 'wind' when it moves over Earth.
5 Somebody who works in space is an _____.
6 Eagles have got lots of _____ on their wings.
7 A small, light computer that we can carry easily is a _____.
8 'What _____ you do?' 'I'll ask Michael to help me.'
9 The Sun is the only _____ in our solar system.
10 The _____ is the part of the computer which has the letters which we use to write.
11 A space station uses a _____ to send astronauts into space.
12 An _____ designs cars and motorbikes.
13 We use a _____ to see our friends when we're chatting on the internet.
14 _____ are at the end of a dragon's leg.

5 Write the words in the crossword. Write the message.

1 2 3 4 5 6 7 8 9 10 !

6 Quiz time!

1 What toy animal did Dan have in the audition? He had _____
2 What was the name of Jason's boat? _____
3 Who fought the Minotaur? _____
4 How will tourists fly into space in the future? _____
5 Which planet is 'the Red Planet'? _____
6 How many moons has Saturn got? _____

7 Write questions for your quiz in your notebook.

27

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

Target language

- **Key language:** language and vocabulary from Units 1 and 2, *fuel, launch*
- **Additional language:** *Always travel clockwise!*
- **Revision:** language for playing games

Materials required

- Board game: dice, coloured counters
- Optional: *Kid's Box Interactive DVD 6*: *The classroom* Quiz 1; Evaluation 2 from *Kid's Box Teacher's Book 6* (page 231); Test Units High technology-2 *Kid's Box Teacher's Resource Book 6* (pages 86–100)
- *Kid's Box Language Portfolio 6* (page 3)

Pupil's Book page 27

Warmer

- Review the names of the planets and their order with the class (using the mnemonic if they remember it). Elicit *rocket* and pre-teach *fuel* and *launch*.

3 Play the game.

- Tell pupils to open their Pupil's Books at page 27. Elicit that this is a board game. Focus them on the instructions. Read them through aloud with the class and check pupils know what to do. Check understanding of *Always travel clockwise!* Pupils play in groups of three. They take turns to throw the dice and move around the board following the instructions. Monitor pupils as they are playing the game. If a pupil doesn't throw the correct number or launch from the correct square, he/she misses a turn. On the Mars landing square, pupils have to say something good they will do (or something bad they won't do) for the planet. They must not repeat a verb someone else has used. The first player in each group to finish is the winner.

Extra activity 1: see page 215 (if time)

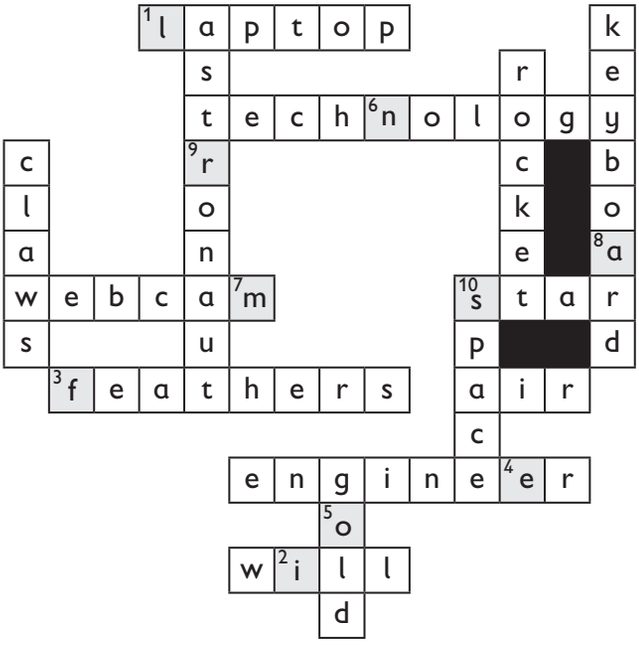
Activity Book page 27

4 Complete the sentences. Count and write the letters.

Key: 2 gold (4), 3 technology (10), 4 air (3), 5 astronaut (9), 6 feathers (8), 7 laptop (6), 8 will (4), 9 star (4), 10 keyboard (8), 11 rocket (6), 12 engineer (8), 13 webcam (6), 14 Claws (5)

5 Write the words in the crossword. Write the message.

Key: Message: life on Mars



6 Quiz time!

Key: 1 a lion. 2 The Argo. 3 Theseus. 4 In spaceplanes. 5 Mars. 6 More than 60.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Optional evaluations

- *The classroom*: Quiz 1 from *Kid's Box Interactive DVD 6*. 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 6* (page 231). See notes on page 228.
- The test for Units High technology-2 from *Kid's Box Teacher's Resource Book 6* (pages 86-100). F towards

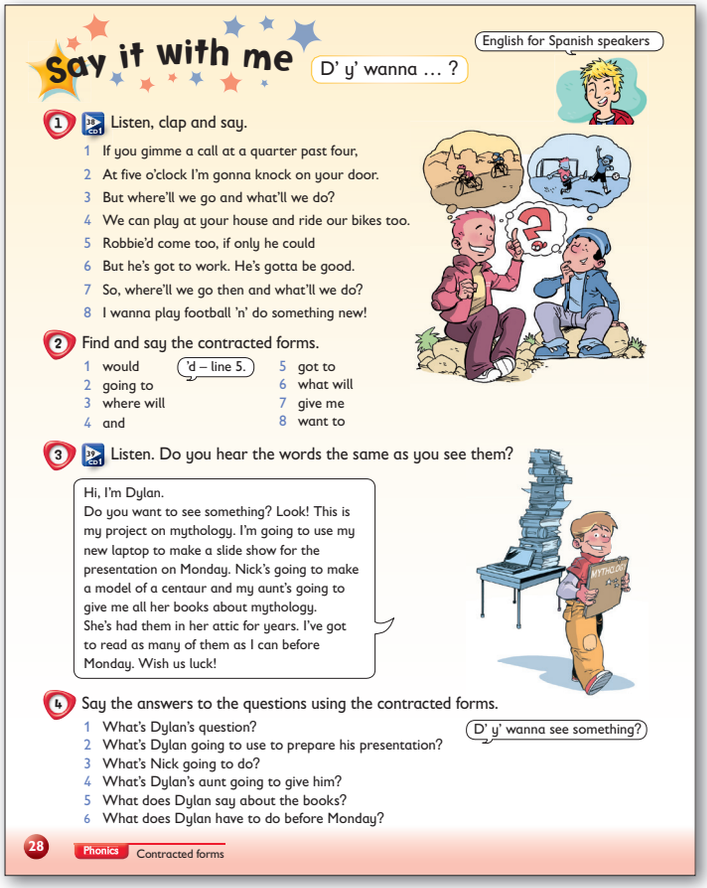
Language Portfolio (online)

- Pupils complete page 3 of *Kid's Box Language Portfolio 6* (*I can* ... Units 1-2).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 1 and 2 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

Say it with me



Say it with me

D' y' wanna … ?

English for Spanish speakers

1 Listen, clap and say.

1 If you gimme a call at a quarter past four,
2 At five o'clock I'm gonna knock on your door.
3 But where'll we go and what'll we do?
4 We can play at your house and ride our bikes too.
5 Robbie'd come too, if only he could
6 But he's got to work. He's gotta be good.
7 So, where'll we go then and what'll we do?
8 I wanna play football 'n' do something new!

2 Find and say the contracted forms.

'd – line 5.

1 would
2 going to
3 where will
4 and
5 got to
6 what will
7 give me
8 want to

3 Listen. Do you hear the words the same as you see them?

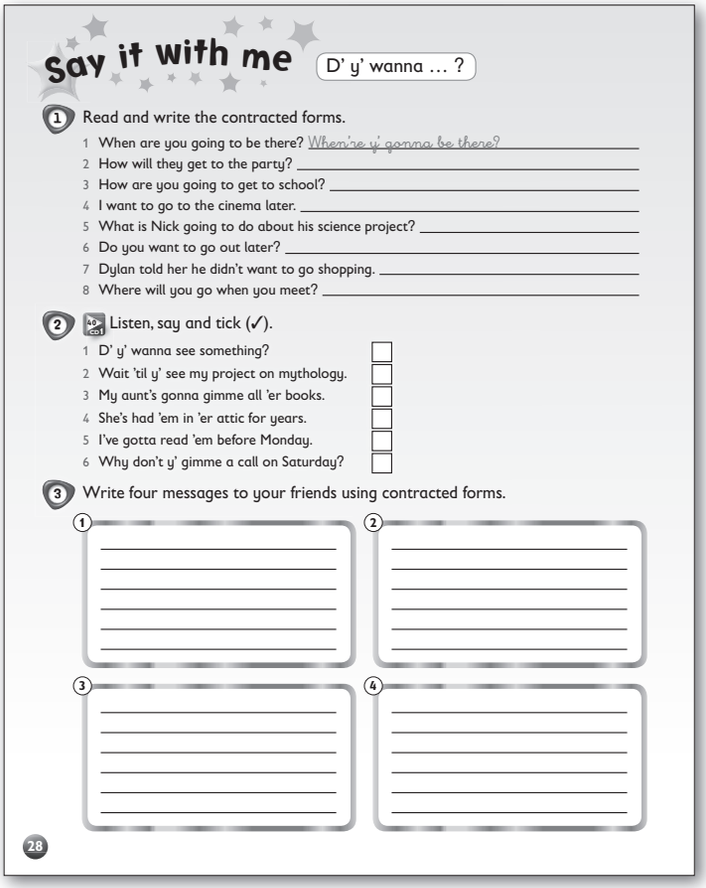
Hi, I'm Dylan.
Do you want to see something? Look! This is my project on mythology. I'm going to use my new laptop to make a slide show for the presentation on Monday. Nick's going to make a model of a centaur and my aunt's going to give me all her books about mythology.
She's had them in her attic for years. I've got to read as many of them as I can before Monday. Wish us luck!

4 Say the answers to the questions using the contracted forms.

D' y' wanna see something?

1 What's Dylan's question?
2 What's Dylan going to use to prepare his presentation?
3 What's Nick going to do?
4 What's Dylan's aunt going to give him?
5 What does Dylan say about the books?
6 What does Dylan have to do before Monday?

28 Phonics Contracted forms



Say it with me

D' y' wanna … ?

1 Read and write the contracted forms.

1 When are you going to be there? When're y' gonna be there?
2 How will they get to the party? _____
3 How are you going to get to school? _____
4 I want to go to the cinema later. _____
5 What is Nick going to do about his science project? _____
6 Do you want to go out later? _____
7 Dylan told her he didn't want to go shopping. _____
8 Where will you go when you meet? _____

2 Listen, say and tick (✓).

1 D' y' wanna see something? ☐
2 Wait 'til y' see my project on mythology. ☐
3 My aunt's gonna gimme all 'er books. ☐
4 She's had 'em in 'er attic for years. ☐
5 I've gotta read 'em before Monday. ☐
6 Why don't y' gimme a call on Saturday? ☐

3 Write four messages to your friends using contracted forms.

1 _____
2 _____
3 _____
4 _____

28

Objectives: By the end of the lesson, pupils will have learnt more about elision and had practice in asking and answering questions with correct syllable timing.

Target language

- **Key language:** contracted forms of: *would ('d), going to (gonna), where will (where'll), and ('n'), got to (gotta), what will (what'll), give me (gimme), want to (wanna), he ('e), her ('er), them ('em), you (y')*
- **Additional language:** *meet up, laptop, a slide show, a presentation, a centaur, attic, Wish us luck!*

Pupil's Book page 28

Spanish specific

- Most pupils of this age will recognise typical contractions of English verbs in their written form (*I'm, don't,* etc.) and they may also be aware of some spoken contractions (e.g. *gonna* and *wanna*) from songs. However, Spanish speakers tend not to use these contractions in their own speech and may also find it difficult to identify full phrases when they are listening because their own language does not contract in the same way.
- Remind pupils that spoken contractions such as *gonna* or *wanna* are not usually acceptable in written English.

Warmer

- Say *Do you want to hear some music? Do you like Abba?* Elicit answers and ask if they understood the question easily or with difficulty. Now say *D' y' wanna hear some music? D' y' like Abba?* Say *Was the second time I asked the question more difficult or less difficult to understand than the first time?* Write both forms of the questions on the board.

1 Listen, clap and say.

- Tell pupils to open their Pupil's Books at page 28. Focus them on the picture and elicit what the boys are thinking. Tell pupils to read the chant while they listen. Play the audio. Say *Are the boys friends? How do you know?* Play the audio twice more and invite pupils to first clap to the rhythm of the verses and then chant it.

CD 1, 38

As in Pupil's Book

2 Find and say the contracted forms.

- Focus pupils on the list of words in Activity 2. Tell pupils to find the contracted form of these words in the chant in Activity 1.

Key: 2 gonna (line 2), 3 where'll (lines 3 and 7), 4 'n' (line 8), 5 gotta (line 6), 6 what'll (lines 3 and 7), 7 gimme (line 1), 8 wanna (line 8)

3 Listen. Do you hear the words the same as you see them?

- Tell pupils to read the text in Activity 3 silently. Play the audio and pupils listen and look for the words that sound different from the written text. Pause the audio and give pupils time to compare the two versions. Check with the class.
- Play the audio again. Pupils repeat. Check pronunciation.

CD 1, 39

BOY: Hi! I'm Dylan. D' y' wanna see something? Look! This is my project on mythology. I'm gonna use my new laptop to make a slide show for the presentation on Monday. Nick's gonna make a model of a centaur and my aunt's gonna gimme all 'er books 'bout mythology. She's had 'em in 'er attic for years. I've gotta read as many of 'em as I can before Monday. Wish us luck!

4 Say the answers to the questions using the contracted forms.

- Pupils read the text in Activity 3 again. Pupils work in pairs and ask and answer the questions. Encourage pupils to answer using the contracted forms. Monitor and help/correct where necessary.

Key: 2 He's gonna use his new laptop. 3 He's gonna make a model. 4 She's gonna give 'im all of 'er books about mythology. 5 She's had 'em in her attic for years. 6 He's gotta read as many of 'em as 'e can.

Activity Book page 28

1 Read and write the contracted forms.

- Pupils decide which word/words can be contracted and write the question/sentence on the line provided. Pupil A reads the full form and pupil B reads the contracted form of each sentence/question. Check with the class.

Key: 2 How'll they get to the party? 3 How are y' gonna get to school? 4 I wanna go to the cinema later. 5 What's Nick gonna do 'bout 'is science project? 6 D' y' wanna go out later? 7 Dylan told 'er 'e didn't wanna go shopping. 8 Where'll y' go when y' meet?

2 Listen, say and tick (✓).

- Play the audio. Pupils listen to the sentences. They repeat, using the correct sentence stress and contracted forms. Check pronunciation and practise the sentences around the class. Play the audio again if necessary. They then practise saying the sentences in pairs. They tick the box if they think they were able to say the sentence correctly. Then they say the full form of the sentence.

CD 1, 40

As in Activity Book

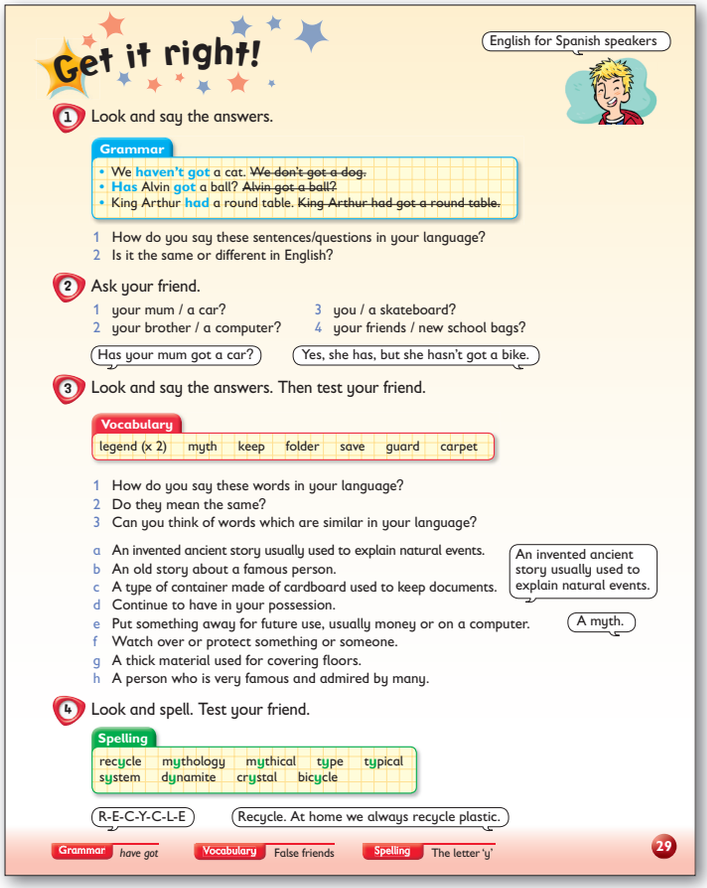
3 Write four messages to your friends using contracted forms.

- Pupils read Dylan's note (Pupil's Book Activity 3) again. Tell pupils to write four notes using short forms. Prompt if necessary, e.g. making plans for the weekend, what to play at break time, etc. They practise reading their notes aloud to a partner or group to see if others can easily understand them. Encourage pupils to correct each other's mistakes.

Ending the lesson

- Pupils work in pairs. Pupil A writes a question correctly and pupil B writes the question in the contracted form and answers it. Repeat several times. Monitor and help/correct.

Get it right!



Get it right!

English for Spanish speakers

1 Look and say the answers.

Grammar

- We **haven't got** a cat. ~~We don't got a dog.~~
- **Has** Alvin **got** a ball? ~~Alvin got a ball?~~
- King Arthur **had** a round table. ~~King Arthur had got a round table.~~

1 How do you say these sentences/questions in your language?
2 Is it the same or different in English?

2 Ask your friend.

1 your mum / a car?
2 your brother / a computer?
3 you / a skateboard?
4 your friends / new school bags?

Has your mum got a car?

Yes, she has, but she hasn't got a bike.

3 Look and say the answers. Then test your friend.

Vocabulary

legend (x 2) | myth | keep | folder | save | guard | carpet

1 How do you say these words in your language?
2 Do they mean the same?
3 Can you think of words which are similar in your language?

a An invented ancient story usually used to explain natural events.
b An old story about a famous person.
c A type of container made of cardboard used to keep documents.
d Continue to have in your possession.
e Put something away for future use, usually money or on a computer.
f Watch over or protect something or someone.
g A thick material used for covering floors.
h A person who is very famous and admired by many.

An invented ancient story usually used to explain natural events.

A myth.

4 Look and spell. Test your friend.

Spelling

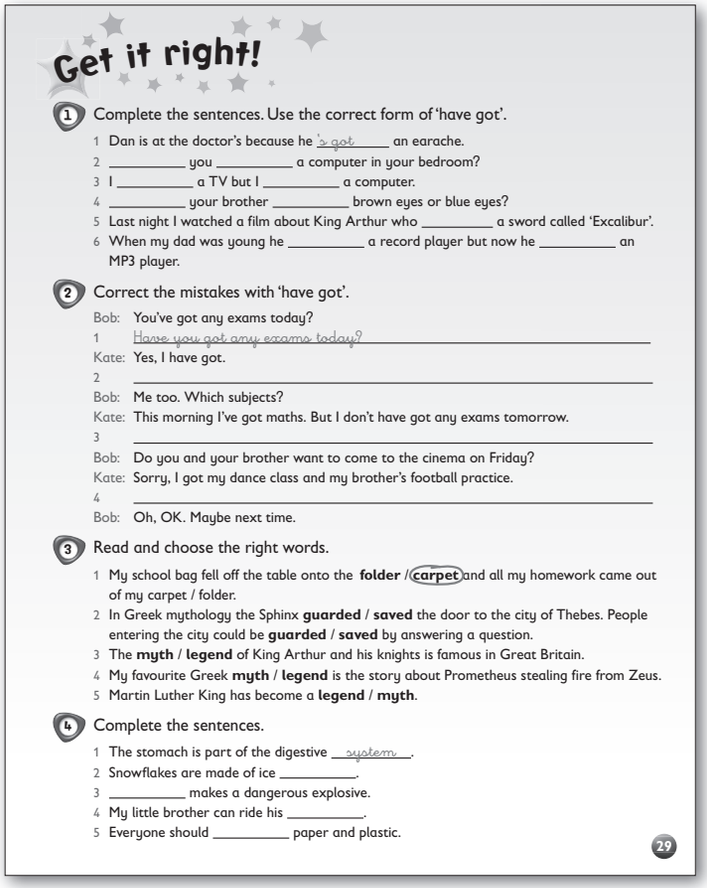
recycle | mythology | mythical | type | typical
system | dynamite | crystal | bicycle

R-E-C-Y-C-L-E

Recycle. At home we always recycle plastic.

Grammar *have got* Vocabulary False friends Spelling The letter 'y'

29



Get it right!

1 Complete the sentences. Use the correct form of 'have got'.

1 Dan is at the doctor's because he *'s got* an earache.
2 _____ you _____ a computer in your bedroom?
3 I _____ a TV but I _____ a computer.
4 _____ your brother _____ brown eyes or blue eyes?
5 Last night I watched a film about King Arthur who _____ a sword called 'Excalibur'.
6 When my dad was young he _____ a record player but now he _____ an MP3 player.

2 Correct the mistakes with 'have got'.

Bob: You've got any exams today?
1 *Have you got any exams today?*
Kate: Yes, I have got.
2 _____
Bob: Me too. Which subjects?
Kate: This morning I've got maths. But I don't have got any exams tomorrow.
3 _____
Bob: Do you and your brother want to come to the cinema on Friday?
Kate: Sorry, I got my dance class and my brother's football practice.
4 _____
Bob: Oh, OK. Maybe next time.

3 Read and choose the right words.

1 My school bag fell off the table onto the **folder** / **carpet** and all my homework came out of my carpet / folder.
2 In Greek mythology the Sphinx **guarded** / **saved** the door to the city of Thebes. People entering the city could be **guarded** / **saved** by answering a question.
3 The **myth** / **legend** of King Arthur and his knights is famous in Great Britain.
4 My favourite Greek **myth** / **legend** is the story about Prometheus stealing fire from Zeus.
5 Martin Luther King has become a **legend** / **myth**.

4 Complete the sentences.

1 The stomach is part of the digestive *system*.
2 Snowflakes are made of ice _____.
3 _____ makes a dangerous explosive.
4 My little brother can ride his _____.
5 Everyone should _____ paper and plastic.

29

Objectives: By the end of the lesson, pupils will have had practice using *have got* (present) and *had* (past). They will also have learnt about *false friends* and the correct spelling of words with *y* in English and *i* in Spanish.

Target language

- **Key language:** *legend, myth, keep, folder, save, guard, carpet, have got, dynamite, crystal*
- **Additional language:** *a type of ... , container, cardboard, an earache, a sword, a record player, the Sphinx, steal, the stomach, snowflakes, ice*

Pupil's Book page 29

Warmer

- Play a question chain game. Ask a pupil a question with *Have you got ... ?* and a possession beginning with 'a' (an aunt). The pupil answers and then asks the next pupil a question with the letter 'b'. Continue around the class with the letters of the alphabet and encourage pupils to be imaginative with their words.

Grammar

1 Look and say the answers.

- Tell pupils to open their Pupil's Books at page 29. Focus them on the Grammar box. Ask pupils to read the sentences. Discuss questions 1 and 2 as a class, referring to the sentences in the box. Compare with the pupils' own language. Point out that the combination *don't got* doesn't exist in English; we have to change *have* to *has* for the third person singular; we use *have/has got* in the present and *had* in the past.

2 Ask your friend.

- Do the example with the class by asking two pupils to read the speech bubbles. Check that pupils know what to do.
- Pupils work in pairs to ask and answer using *have/has got* and the prompts. Encourage pupils to respond as in the example. Monitor and help/check.

Key: 2 Has your brother got a computer? 3 Have you got a skateboard? 4 Have your friends got new school bags?

Vocabulary

3 Look and say the answers. Then test your friend.

- Focus pupils on the Vocabulary box. Remind them about *false friends*, i.e. words that look the same as one in their language but which have a different meaning. Ask questions 1–3. Elicit answers. Point out that the following words can be confused: *keep/save/guard, myth/legend, carpet/folder.*
- Read through the definitions with the class. Check understanding of any new words. Then pupils work in pairs. Pupil A reads the definitions and pupil B says the correct words. They swap and repeat. Check with the class by asking volunteers to read and answer. They write sentences in their notebooks using the words in the Vocabulary box.

Key: b a legend, c a folder, d keep, e save, f guard, g a carpet, h a legend

Spelling

4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Read the words and pupils repeat. Check understanding. Point out the spelling pattern *y* in English and *i* in Spanish. Pupils work in pairs and test each other on the words. Pupil A spells a word from the box. Pupil B identifies the word and puts it in a sentence.

Activity Book page 29

Grammar

1 Complete the sentences. Use the correct form of 'have got'.

- Remind pupils about *have/has got* in the present and *had* in past. They work individually to complete the sentences. Check answers.

Key: 2 Have, got, 3 have got, haven't got, 4 Has, got, 5 had, 6 had, has got

2 Correct the mistakes with 'have got'.

- Pupils work individually to complete the dialogue. Check answers with the class. Pupils practise the dialogue in pairs.

Key: 2 Yes, I have. 3 But I haven't got any exams tomorrow. 4 Sorry, I've got my dance class and my brother's got football practice.

Vocabulary

3 Read and choose the right words.

- Remind pupils about *false friends*. They work individually and circle the correct word. Check answers with the class by asking pupils to read their answers aloud.

Key: 2 guarded, saved, 3 legend, 4 myth, 5 legend

Spelling

4 Complete the sentences.

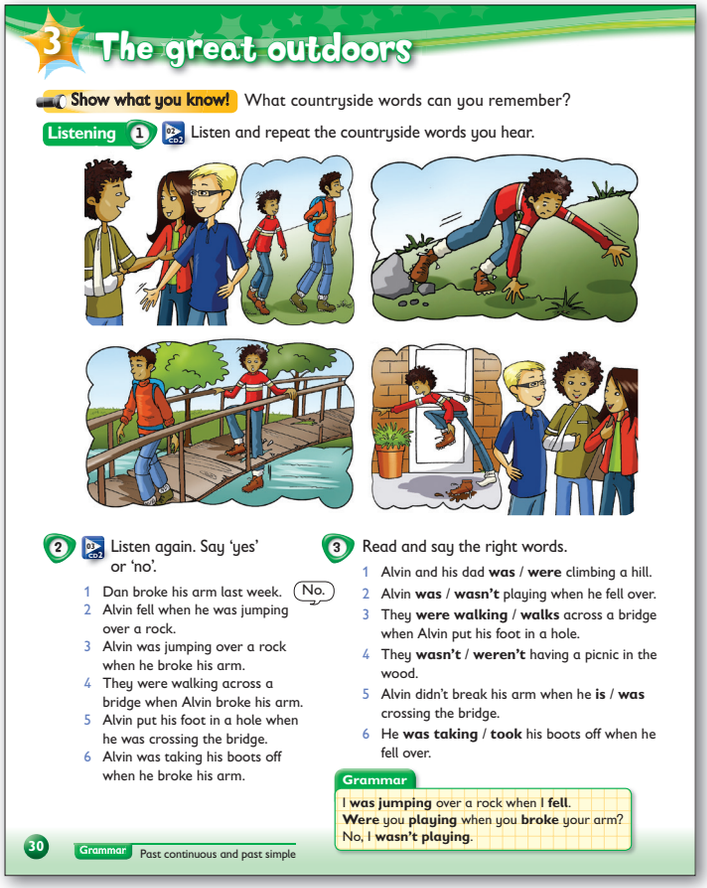
- Tell pupils that all the missing words look very similar to words in their language. Pupils read the sentences and fill in the gaps making sure they spell the words correctly. Check with the class.

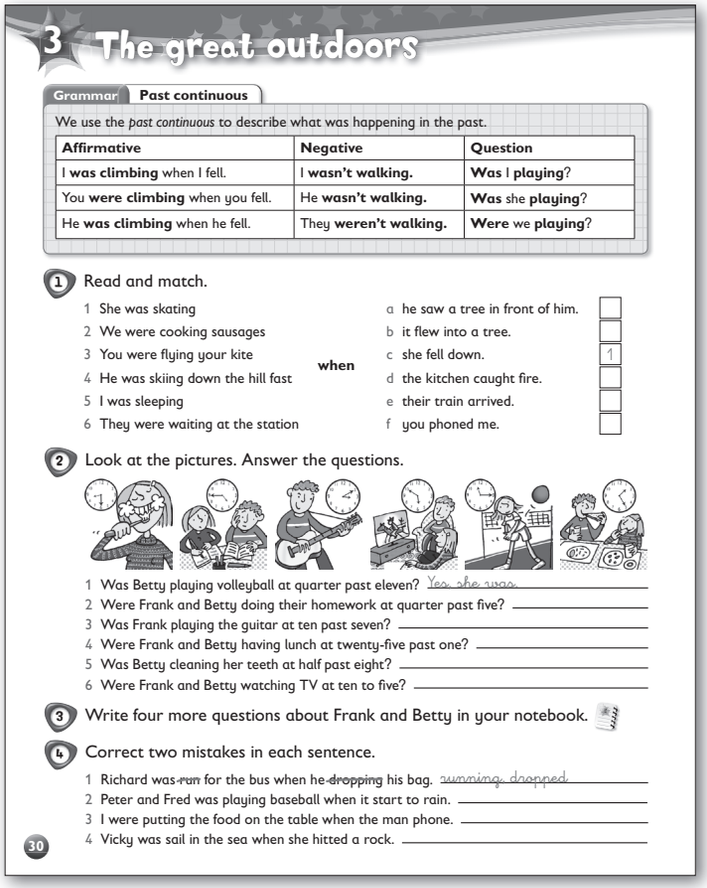
Key: 2 crystals, 3 Dynamite, 4 bicycle, 5 recycle

Ending the lesson

- Divide pupils into two groups. Each group works separately. They play a game using *have/has got*. The first pupil in the group says something everyone has got *We've got Kid's Box Pupil's Books*. The second pupil repeats that sentence, but adds something the first pupil has got. *We've got Kid's Box Pupil's Books and he/she has got glasses/black hair ...* The third pupil repeats all and adds something else. They continue around the group. Pupils are out when they can't remember part of the chain.

3 The great outdoors





Objectives: By the end of the lesson, pupils will be able to talk about background and interrupted actions in the past using the past continuous, and will have reviewed words to describe the countryside.

Target language

- **Key language:** past continuous, past simple, *countryside, outdoors, catch fire*
- **Revision:** *when, rock, hill, happen, wood, river, bridge, adventure, hole,* action verbs

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Extra activity 2: Six strips of paper for each group
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 3 Reinforcement worksheet 1 (pages 29 and 30); Grammar reference Unit 3 *Pupil's Book 6* (page 102) and *Activity Book 6* (page 94)

Pupil's Book page 30

Warmer

- Elicit what pupils did last weekend. Write *Countryside* on the board when it comes up. If it doesn't, invent something you did to introduce it. Elicit things pupils can do in the countryside. Pre-teach *outdoors*.

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

- Draw a circle around *Countryside* on the board. Say *Show what you know ... about the countryside*. Write one or two countryside words, e.g. *mountain, field,* to start the mind map. Then brainstorm other countryside words they remember to extend the mind map. Pupils copy the mind map into their notebooks.

1 Listen and repeat the countryside words you hear.

- Tell pupils to open their Pupil's Books at page 30. Focus them on the title of the unit and on the Activity 1 pictures. Elicit the names of the characters and what Alvin's doing in pictures 2 and 3.
- Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening. Elicit what happened to Alvin last week (he broke his arm). Point to his bandage in pictures 1 and 4 and write the word on the board. Ask a pupil to spell it out loud.

CD 2, 02

DAN: What's the matter with your arm?
ALVIN: I broke it last Saturday.
SHARI: How did that happen?
ALVIN: Well ... On Saturday morning, my dad and I were walking up a really big hill. What an adventure! I was jumping over a rock when I fell.
SHARI: So ... were you playing when you broke your arm?
ALVIN: No, I wasn't playing, and that wasn't when I broke my arm. We were in the wood and we had to cross a really fast river. We were walking across the bridge when I put my foot through a hole and fell again.
DAN: And that's how you broke your arm!
ALVIN: Well ... no. When I got home, I was standing on one leg to take my dirty boots off and ... I fell over.
DAN AND SHARI: And that's how you broke your arm!
ALVIN: Yeah!
SHARI: You call that an adventure!
ALVIN: Yeah. OK, so let's write about some real adventures, then!

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

- Focus pupils on the Activity 2 statements. Read them through with the class before playing the audio. Check pupils understand that this story happened in the past. Play the audio again. Pupils listen and say *Yes* or *No* for each one.

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

CD 2, 03

See previous recording

Presentation

- Write sentence 3 from Pupil's Book Activity 2 on the board. Above the sentence, draw a timeline to show that the past continuous happened over time, the past simple action interrupted it.
- Write the following sentence on the board from the listening: *On Saturday morning, my dad and I were walking up a really big hill.* Ask pupils what the action is (were walking) and if anything interrupted it (no). Above this sentence, draw another timeline. Tell pupils we can also use the past continuous to give the background / set the scene.
- Focus pupils on the Grammar box. They read each sentence aloud.

3 Read and say the right words.

- Focus pupils on the Activity 3 instruction. Refer them to the Grammar box. Check the reasons for their choices. Elicit the connector *when*.

Key: 1 were, 2 wasn't, 3 were walking, 4 weren't, 5 was, 6 was taking

Extra activity 1: see page 215 (if time)

Activity Book page 30

1 Read and match.

- Focus pupils on the Grammar box before they do the activities.

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

2 Look at the pictures. Answer the questions.

Key: 2 No, they weren't. 3 No, he wasn't. 4 Yes, they were. 5 Yes, she was. 6 No, they weren't.

3 Write four more questions about Frank and Betty in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

4 Correct two mistakes in each sentence.

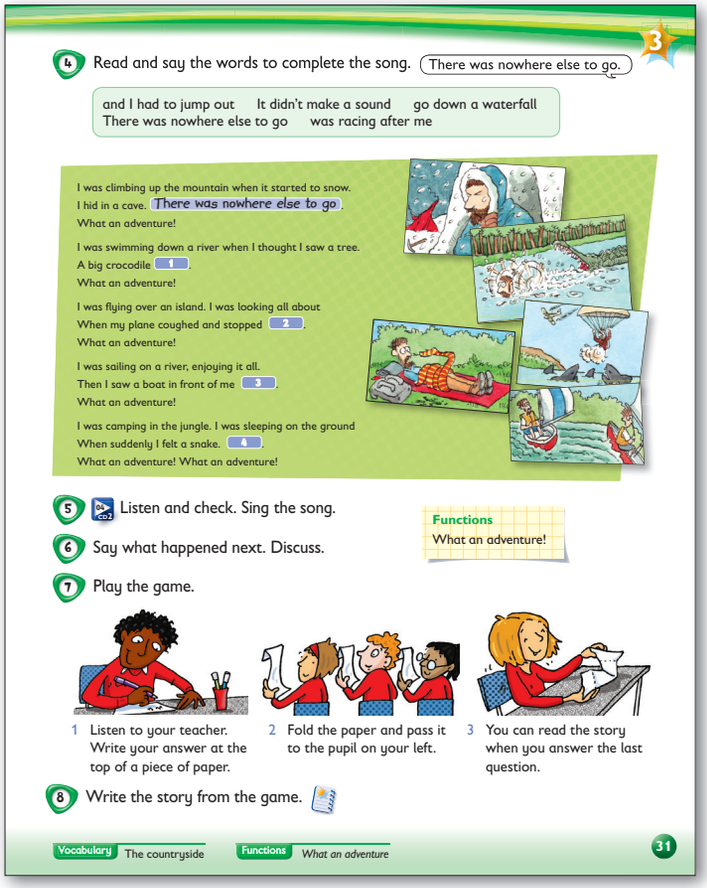
Key: 2 ~~was~~ were, ~~start~~ started, 3 ~~were~~ was, ~~phone~~ phoned, 4 ~~sail~~ sailing, ~~hitted~~ hit

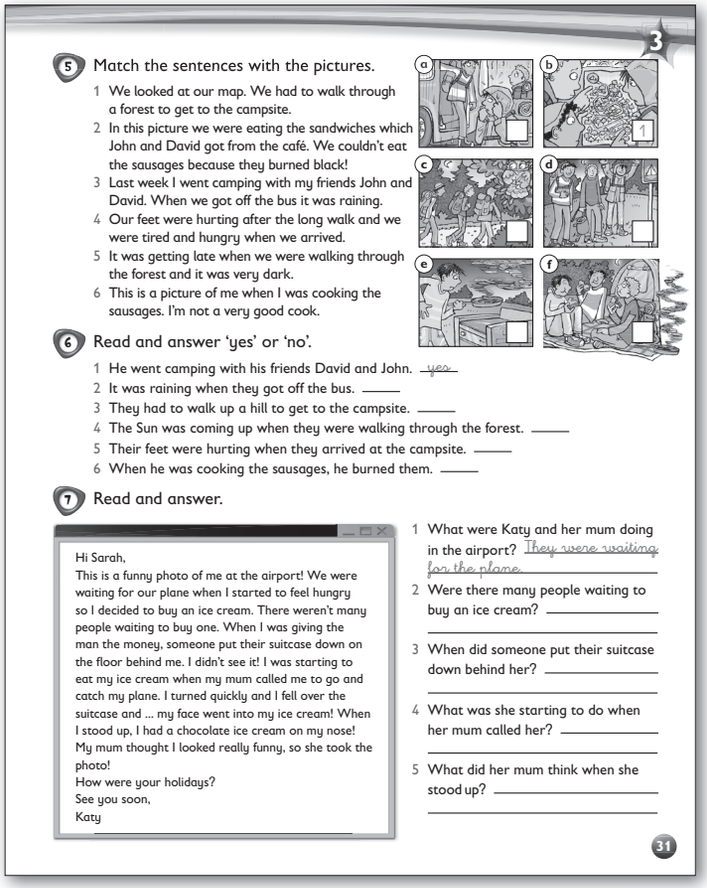
Optional activities

- Unit 3 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 29 and 30).
- Grammar reference Unit 3 from *Pupil's Book 6* (page 102) and *Activity Book* (page 94). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Give some oral prompts for pupils to finish, e.g. *I was walking to school when ... I was ... when my teacher saw me.*





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

Target language

- **Key language:** past continuous, past simple, *crocodile, cave, What an adventure!*
- **Additional language:** *There was nowhere else to go, looking all about*
- **Revision:** action verbs, *countryside*

Materials required

- One sheet of A4 paper for each pupil
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 3 Song worksheet (pages 29 and 34); *Kid's Box Interactive DVD 6*: *The music room* Unit 3 'The adventure' song

Pupil's Book page 31

Warmer

- Review the past continuous. Ask different pupils, e.g. *What were you doing at seven o'clock this morning? What did you do when you got to school?* Check pupils understand how these questions (and their answers) are different in terms of meaning.

4 Read and say the words to complete the song.

- Tell pupils to open their Pupil's Books at page 31. Focus them on the Activity 4 pictures. Elicit some of the things they can see. Focus pupils on the activity instruction and on the phrases in the box. Check pupils know what to do. Demonstrate by asking a pupil to read the first verse aloud.
- Pupils work in pairs to complete the rest of the song. Remind them to use rhyme and rhythm to help them. They write their answers, as well as words they don't know in their notebooks. They can compare their answers with another pair.

Key: 1 was racing after me, 2 and I had to jump out, 3 go down a waterfall, 4 It didn't make a sound

5 Listen and check. Sing the song.

- Play the audio. Pupils check their answers. Check with the class. Pupils read the verses aloud. Play the audio line by line and then verse by verse for pupils to repeat the song. Then play it again for them all to sing along with the audio.

CD 2, 04
As in Pupil's Book and Key for Activity 4

CD 2, 05
Now sing the song again. (Karaoke version)

6 Say what happened next. Discuss.

- Ask some comprehension questions about the song to practise the target structure, e.g. *When did it start to snow? Where did he hide? Why? When did he see a tree?* Pupils talk in pairs about what happened next. Ask them to write down two things. Then open the discussion to the whole class. If you can, form their ideas into another verse.
- Focus on the Functions box. Tell pupils to find the sentence in the song. Elicit other examples to say this sentence.

7 Play the game.

- Focus pupils on the Activity 7 pictures. Ask pupils to read the three sets of instructions aloud. Check understanding. Organise pupils so that they pass their paper from one to another without it going back to the same pupil. Explain that you're going to ask some questions and that they must write the answer and that this answer is secret.
- Pupils take a sheet of A4 paper and write the answer to your question. They use full sentences, e.g. *At four o'clock in the afternoon last Saturday I was at the airport*. They fold the paper so they can't see the answer and pass the paper to the pupil on their left.
- Ask the next question for pupils to write the answer and repeat the procedure. Encourage pupils to use their imagination. If necessary, do a demonstration game with the class first. Questions:
  1 Imagine you're somebody famous. What's your name?
  2 Where were you at four o'clock in the afternoon last Saturday?
  3 What were you wearing?
  4 Why were you wearing those clothes?
  5 What were you doing?
  6 Which famous person were you talking to?
  7 What did you say to him/her?
  8 What did he/she say to you?
  9 What happened?
- After writing the last answer, pupils pass the paper to the left again and unfold the piece of paper to read the answers. They make groups of three or four and take turns to read their stories aloud. Ask volunteers to read two or three of the 'best' stories to the class.

8 Write the story from the game.

- Pupils write the story from the game in their notebooks.

Extra activity 1: see page 215 (if time)

Activity Book page 31

5 Match the sentences with the pictures.

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

Extra activity 2: see page 215 (if time)

6 Read and answer 'yes' or 'no'.

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

7 Read and answer.

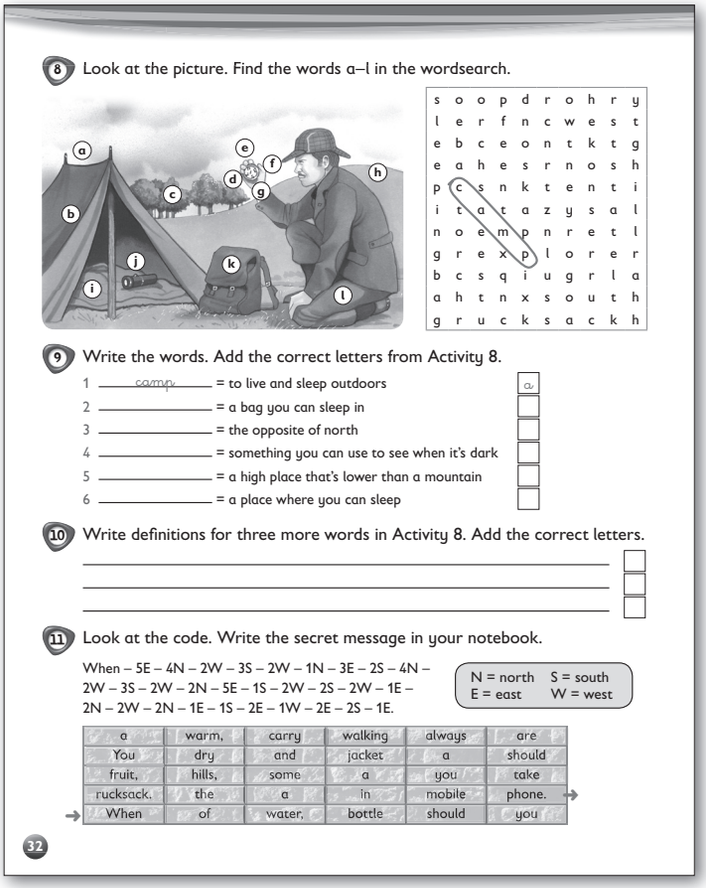
Key: 2 No, there weren't. 3 When she was giving the man the money. 4 She was starting to eat her ice cream. 5 She thought she looked really funny.

Optional activities

- Unit 3 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 29 and 34).
- *The music room*: Unit 3 'The adventure' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song again. Add any verses the class created in Pupil's Book Activity 6.



Objectives: By the end of the lesson, pupils will have read and talked about two explorers and their journeys.

Target language

- **Key language:** compass points: *north, south, east, west*; *explorer, journey, expedition, Pole, Antarctica, rucksack, tent, sledge, sleeping bag, camp, torch, flashlight, European, Europe, Sri Lanka*
- **Additional language:** *Marco Polo, Ranulph Fiennes, Christopher Columbus, Gobi Desert, Guinness World Records*
- **Revision:** dates, past simple, past continuous, action verbs, adjectives

Materials required

- At least one compass
- Extra activity 1: An A4 copy of a world map, one for each pupil
- Extra activity 2: Reference books / the internet
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 3 Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 29, 31 and 32)

Pupil's Book page 32

Warmer

- Draw a large compass on the board with *N, S, E, W* marked. Elicit what this is (pupils will use L1) and provide the word in English: *compass*. Elicit what we use it for. Pre-teach/Elicit the compass points. Pass round the compass(es) for pupils to look at. Discuss with pupils what we use compasses for and why they are important.

9 Read and think. Which journey do you think is the most exciting? Why?

- Tell pupils to open their Pupil's Books at page 32. Focus them on the Activity 9 instructions. Ask a pupil to read them aloud. Check understanding of *journey*. Focus pupils on the texts and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the compass and the map, as well as the key vocabulary at the bottom of the text.
- They read the texts silently to answer the question. Discuss opinions with the class, eliciting the reasons for their choices. Check comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new vocabulary for themselves.
- Discuss the two journeys mentioned, eliciting from pupils why each was so difficult. Ask pupils if they know about other adventures these explorers did, or can tell the class about other famous explorers.

10 Listen. Repeat the word and say 'Marco', 'Ranulph' or 'Both'.

- Focus pupils on the Activity 10 instructions. Play the example to check pupils know what to do. Pupils write *M, R* or *B* in their notebooks. Play the rest of the audio. Pupils repeat the word in chorus and then point to the letter in their notebooks the first time they listen. Play the audio again. Pupils repeat the word and say the name.

Key: 2 explorer: Both, 3 north: Ranulph, 4 camp: Ranulph, 5 tent: Ranulph, 6 sleeping bag: Ranulph, 7 south: Ranulph, 8 torch: Ranulph, 9 rucksack: Ranulph, 10 west: Marco

CD 2, 06

1 east, 2 explorer, 3 north, 4 camp, 5 tent, 6 sleeping bag, 7 south, 8 torch, 9 rucksack, 10 west

11 Read again and say the correct sentences.

- Focus pupils on the Activity 11 instruction. Tell them the mistakes are factual, not grammatical. They work in pairs, re-reading the text to correct the sentences. Check with the class.

Key: 1 Marco Polo travelled east to China. 2 He wrote books about his journey. 3 Fiennes is the world's greatest living explorer. 4 A rucksack is a bag you can carry on your back. / A sleeping bag is a bag you can sleep in. 5 Fiennes went to Antarctica with Dr Stroud. 6 Their sledges weighed 225 kilos.

Extra activity 1: see page 215 (if time)

Activity Book page 32

8 Look at the picture. Find the words a–l in the wordsearch.

Key: b tent, c forest, d west, e north, f east, g south, h hill, i sleeping bag, j torch, k rucksack, l explorer

9 Write the words. Add the correct letters from Activity 8.

Key: 2 sleeping bag i, 3 south g, 4 torch j, 5 hill h, 6 tent b

10 Write definitions for three more words in Activity 8. Add the correct letters.

Key: Pupils' own answers

11 Look at the code. Write the secret message in your notebook.

- For this activity, pupils can tick off words as they go, keeping their finger on the last word.

Key: When you are walking in the hills, you should always carry a rucksack. You should take a bottle of water, some fruit, a warm, dry jacket and a mobile phone.

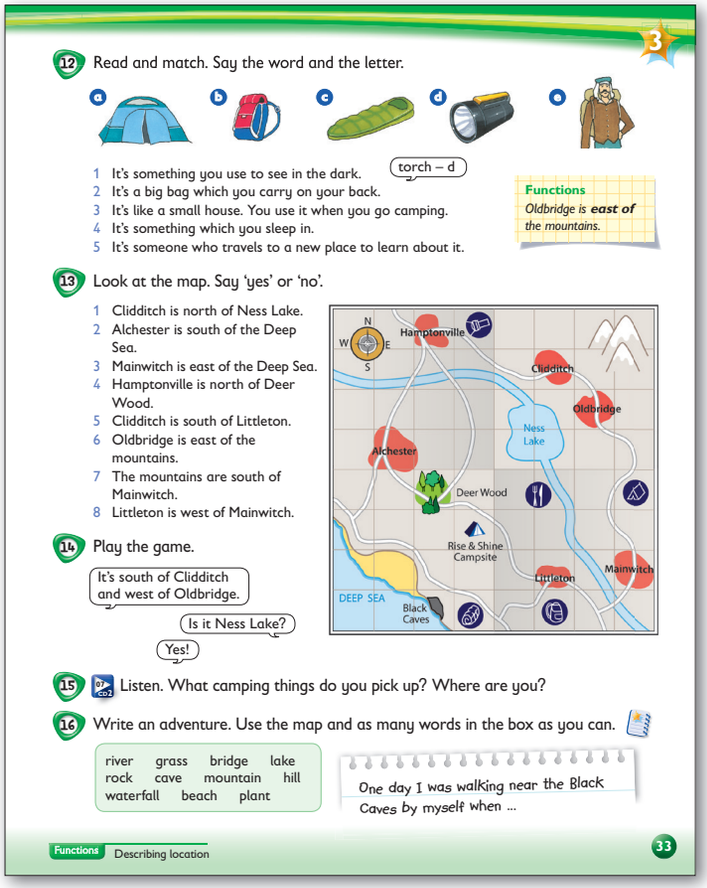
Extra activity 2: see page 215 (if time)

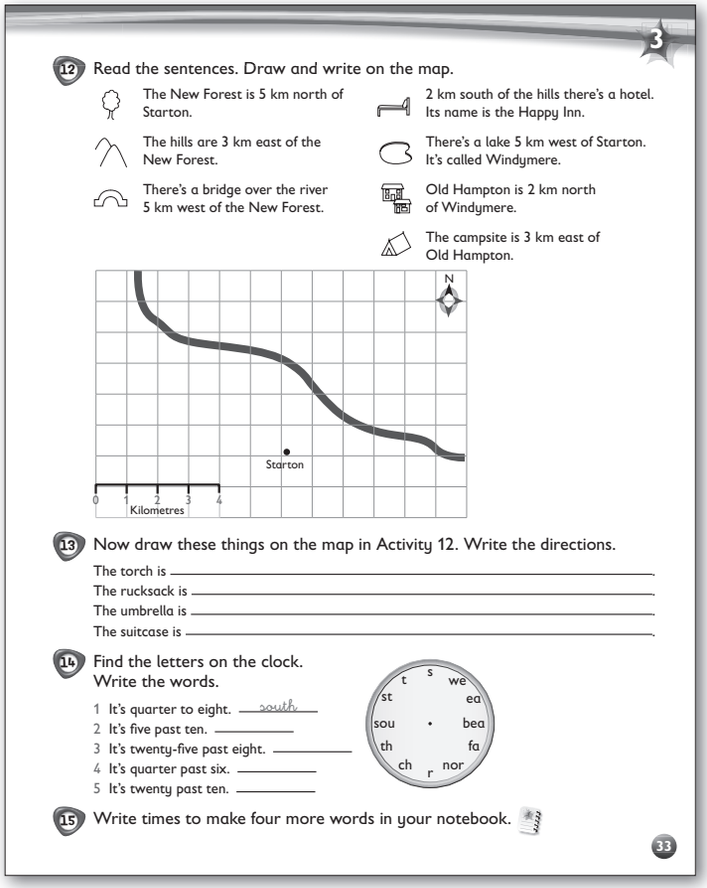
Optional activities

- Unit 3 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 29, 31 and 32).

Ending the lesson

- Write some of the new words from the lesson in jumbled form on the board. Pupils race to unjumble them, without looking in their Pupil's Books. Elicit correct spelling of each word and ask pupils to put each one in a sentence.





Objectives: By the end of the lesson, pupils will have had practice using maps and will have written an adventure story.

Target language

- **Key language:** compass points, directions, *tent, sleeping bag, torch, rucksack, explorer, suitcase, camping*
- **Additional language:** place names, *by myself*
- **Revision:** countryside, narratives using past continuous and past simple, telling the time

Materials required

- Extra activity 2: Photocopiable activity 3 (page 204), one copy for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 3 Extension worksheet 2 (pages 29 and 33)

Pupil's Book page 33

Warmer

- Revise compass points using a TPR game. Pupils stand in line, facing the front of the class (north). As you call out different compass points, pupils make a series of clockwise 90 degree turns on the spot to end up at the right compass point, e.g. when you say *South*, pupils take two 90 degree turns clockwise to end up facing the opposite way from which they started (north). Call out compass points quickly one after another.

12 Read and match. Say the word and the letter.

- Tell pupils to open their Pupil's Books at page 33. Focus them on the Activity 12 instructions. Check they know what to do. They work individually and then say the letter quietly to their friend. Check by asking pupils to take turns to read the definitions aloud and say the word and the letter.

Key: 2 rucksack – b, 3 tent – a, 4 sleeping bag – c, 5 explorer – e

13 Look at the map. Say 'yes' or 'no'.

- Focus pupils on the map. Elicit some of the places they can see and help with pronunciation. Check pupils have read the activity instructions and know what to do. They do the activity individually first, writing *Y* or *N* in their notebooks first for each sentence. They check in pairs. Check with the class by asking one pupil to read a sentence and another to answer. For 'no' answers, pupils can try to correct the sentence.

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 no, 7 no, 8 yes

14 Play the game.

- Focus pupils on the Functions box and read it aloud. Elicit the preposition to be used when describing location (of). Then focus on Activity 14 and on the examples in the speech bubbles. Check pupils know what to do. Practise the game as a class first, using open pairs. Then pupils play in pairs, taking turns to describe where a place is for the other to guess. Monitor and help.

15 Listen. What camping things do you pick up? Where are you?

- Focus pupils on the Activity 15 instructions. Check understanding of *camping*. Tell pupils to look at the map and to start at the Black Caves. Do the first one as an example. Pupils write the answer in their notebooks. Play the rest of the audio. Pupils listen and write. They check in pairs. Check with the class.

Key: torch, Oldbridge, knife and fork, sleeping bag

CD 2, 07

Start at the Black Caves. Go north two squares. Go north through the wood, go north two squares, and cross the river to the next town. Go east one square. What do you pick up here? [BEEP]

Now go east three squares and then two squares south. Where are you? [BEEP]

Go one square west to the lake and then go south two squares. What do you pick up west of the river? [BEEP]

Walk two squares to the west, but turn south at the wood and walk one square down to the campsite. Go south two squares. What do you pick up here? [BEEP]

16 Write an adventure. Use the map and as many words in the box as you can.

- Focus pupils on the Activity 16 instructions and check understanding of the words in the box. Ask a pupil to read the beginning of the text aloud. Check what tense is used (past continuous) and what tenses they will use in their stories (past continuous / past simple). Check understanding of *by myself*. Brainstorm some ideas with the class. Tell them their stories should be about half a page long. Pupils plan and then draft their stories individually. Monitor and help.

Extra activity 1: see page 215 (if time)

Activity Book page 33

12 Read the sentences. Draw and write on the map.

Key: Pupil's own pictures

13 Now draw these things on the map in Activity 12. Write the directions.

Key: Pupils' own answers

14 Find the letters on the clock. Write the words.

Key: 2 west, 3 north, 4 bear, 5 fast

15 Write times to make four more words in your notebook.

Key: Pupils' own answers

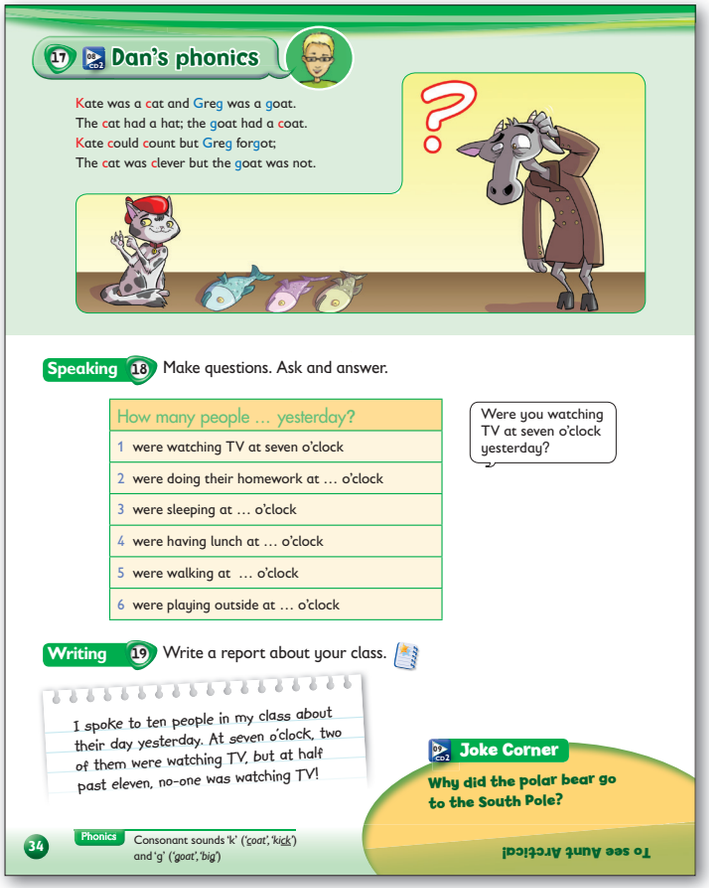
Extra activity 2: see page 215 (if time)

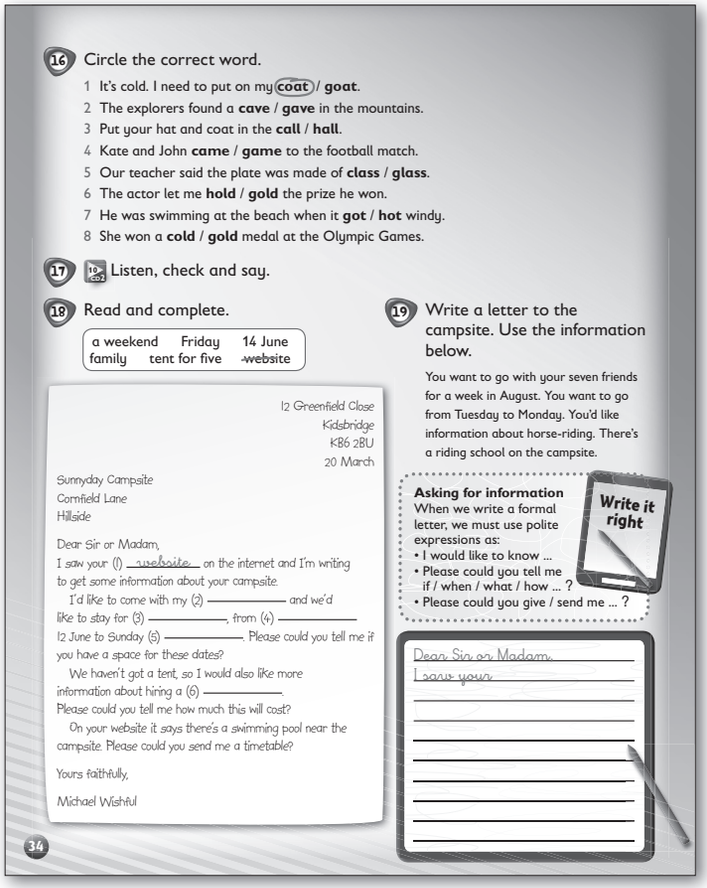
Optional activity

- Unit 3 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 29 and 33).

Ending the lesson

- Provide definitions of some of the words from Pupil's Book Activity 16 for pupils to guess, e.g. *This is water that's moving. It's not the sea.* (River.) They have their Pupil's Books closed.





Objectives: By the end of the lesson, pupils will have practised the /k/ and /g/ phonemes at the beginning, in the middle and at the end of words. They will also have completed a communication activity.

Target language

- **Key language:** words with /k/ and /g/, language for letter writing
- **Additional language:** *horse-riding, campsite*
- **Revision:** past continuous and past simple, telling the time

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* Unit 3 Topic worksheet (pages 29 and 35)

Pupil's Book page 34

Warmer

- Write the words *coat* and *goat* on the board and elicit what they mean. Say the words. Pupils repeat. Ask which sounds are different in the words (/k/ and /g/). Say the sounds. Pupils practise as a class. Explain that we make the sounds /k/ and /g/ at the back of our throat. If pupils hold their fingers to their throat while they make the sounds, they will feel a vibration when they make the /g/ sound (/k/ is unvoiced). Tell pupils they will be practising these sounds in the chant at the beginning of the lesson.

17 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 34. Focus them on the Activity 17. Play the audio. Pupils repeat after each line and then after the whole rhyme. Repeat once or twice more, making sure pupils say the /k/ and /g/ sounds letters correctly. In pairs, pupils practise the chant.

CD 2, 08

As in Pupil's Book

18 Make questions. Ask and answer.

- Focus pupils on the table for Activity 18. Elicit the full question for each one. Tell pupils they're trying to find out what their friends were doing at different times yesterday. They draw the table in their notebooks and write the questions. Pupils then go around the class asking all the other pupils the questions. Alternatively, if you have a big class, you can organise pupils in groups of eight to ten. Pupils note their answers.

19 Write a report about your class.

- Focus pupils on the Activity 19 example report. Ask a pupil to give you information from their table, e.g. *How many people were watching TV at seven o'clock yesterday?* The pupil answers, e.g. *Four.* Ask the pupil what they are going to write in their report (*At seven o'clock, four people were watching TV*). Pupils work individually to write draft reports using the information in their tables. Monitor and help/correct. Pupils swap work with a friend and make corrections/suggestions before pupils write their final version.

Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the audio as pupils read the joke in their books. Play the joke a second time and explain if necessary. Ask pupils where polar bears live (the North Pole). Elicit what animal lives in the South Pole and not the North Pole (penguins).

CD 2, 09

As in Pupil's Book

Extra activity 1: see page 215 (if time)

Activity Book page 34

16 Circle the correct word.

- Tell pupils to open their Activity Books at page 34. Read the activity instruction and go through the example. Pupils read the rest of the sentences and circle their answer in pencil. They compare answers in pairs. Encourage them to say the sentences out loud to practise pronunciation. Monitor and explain any new words.

17 Listen, check and say.

- Play the audio for pupils to listen and check. Check with the class. Play the audio again for pupils to listen and repeat.

  Note: This activity shows pupils how incorrect pronunciation of words can cause confusion to a listener. It helps them to recognise that it is important to say all the phonemes that make a word correctly.

Key: 2 cave, 3 hall, 4 came, 5 glass, 6 hold, 7 got, 8 gold

CD 2, 10

1 It's cold. I need to put on my coat.
2 The explorers found a cave in the mountains.
3 Put your hat and coat in the hall.
4 Kate and John came to the football match.
5 Our teacher said the plate was made of glass.
6 The actor let me hold the prize he won.
7 He was swimming at the beach when it got windy.
8 She won a gold medal at the Olympic Games.

18 Read and complete. F towards

- Before pupils do the activity, focus them on the Write it right box and discuss the expressions in turn. Elicit full examples each time and discuss how pupils use them in letters.

Key: 2 family, 3 a weekend, 4 Friday, 5 14 June, 6 tent for five

19 Write a letter to the campsite. Use the information below.

Key: Pupils' own answers

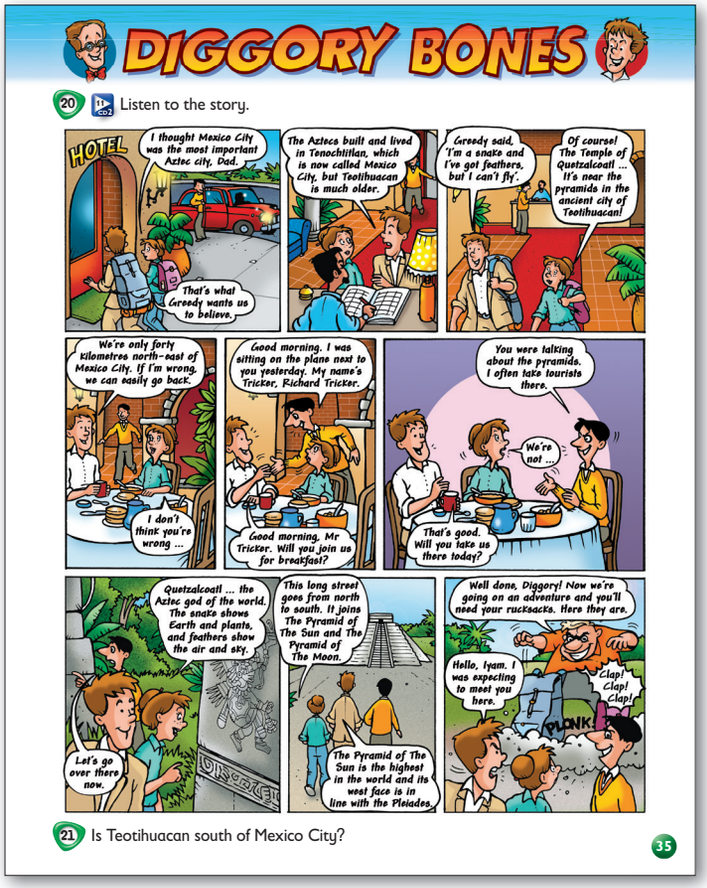
Extra activity 2: see page 216 (if time)

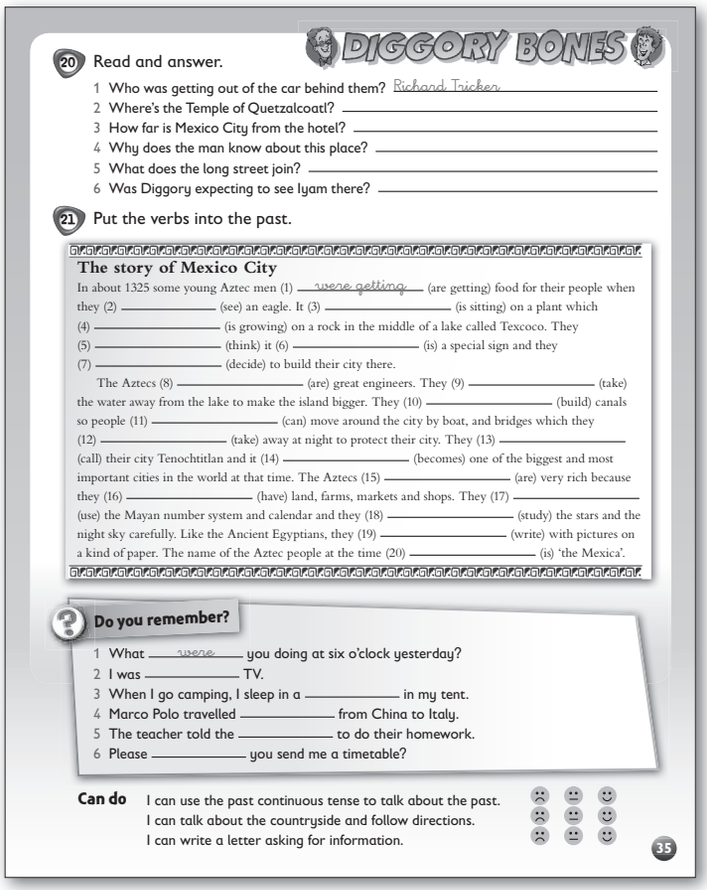
Optional activity

- Unit 3 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 29 and 35).

Ending the lesson

- Do the chant from the beginning of the lesson with pupils.





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

Target language

- **Key language**: language from the story, *pyramid, sign, canal, protect*
- **Revision:** language from the unit

Materials required

- Optional: *Kid's Box Interactive DVD 6*: 'Meet the Mountain Rescue team' episode (*The school hall*); the animated version of the Unit 3 story from *Kid's Box Interactive DVD 6* (*The school library*); Playscript 3 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 80); Evaluation 3 from *Kid's Box Teacher's Book 6* (page 232)

Pupil's Book page 35

Warmer

- Review the story so far. Make some false statements to the class for pupils to correct, e.g. *Oh, yes, I remember. Sir Doug and Emily were on the plane to China.* (No, Diggory and Emily were on the plane to Mexico City). *They were looking for the Moon Stone.* (No, they were looking for the Sun Stone).

Story

20 Listen to the story.

- Tell pupils to open their Pupil's Books at page 35. Focus them on the story. Set the gist questions: *Where did they see Richard Tricker before? Where do they go with him? Who do they meet when they get there?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (*He was sitting next to them on the plane, The Pyramids, Iyam Greedy*).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What did Greedy say?* (Frame 3), *Are they tourists? What's at the north end of the long street?* Check pupils understand other key vocabulary.
  Note: Maya civilisation was 'ancient', like the Ancient Egyptians (from 250 AD to 900 AD), but the Aztec civilisation was more modern (from 1168 to 1522). Both civilisations used the Maya calendar, number system, astronomy, mythology, architecture and farming systems. The Aztecs came after the Maya, but adopted a large part of their culture and traditions, sometimes using different names.

CD 2, 11

As in Pupil's Book

21 Is Teotihuacan south of Mexico City?

- Focus pupils on Activity 21 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame four).

Key: No. it isn't. It's nort-east of Mexico City.

Extra activity 1: see page 216 (if time)

Activity Book page 35

20 Read and answer.

Key: 2 It's near the pyramids in Teotihuacan. 3 It's 40 kilometres from the hotel. 4 He often takes tourists there. 5 It joins the Pyramid of the Sun and the Pyramid of the Moon. 6 Yes.

21 Put the verbs into the past.

Key: 2 saw, 3 was sitting, 4 was growing, 5 thought, 6 was, 7 decided, 8 were, 9 took, 10 built, 11 could, 12 took, 13 called, 14 became, 15 were, 16 had, 17 used, 18 studied, 19 wrote, 20 was

Extra activity 2: see page 216 (if time)

Do you remember?

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

Key: 2 watching, 3 sleeping bag, 4 west, 5 kids, 6 could

Can do.

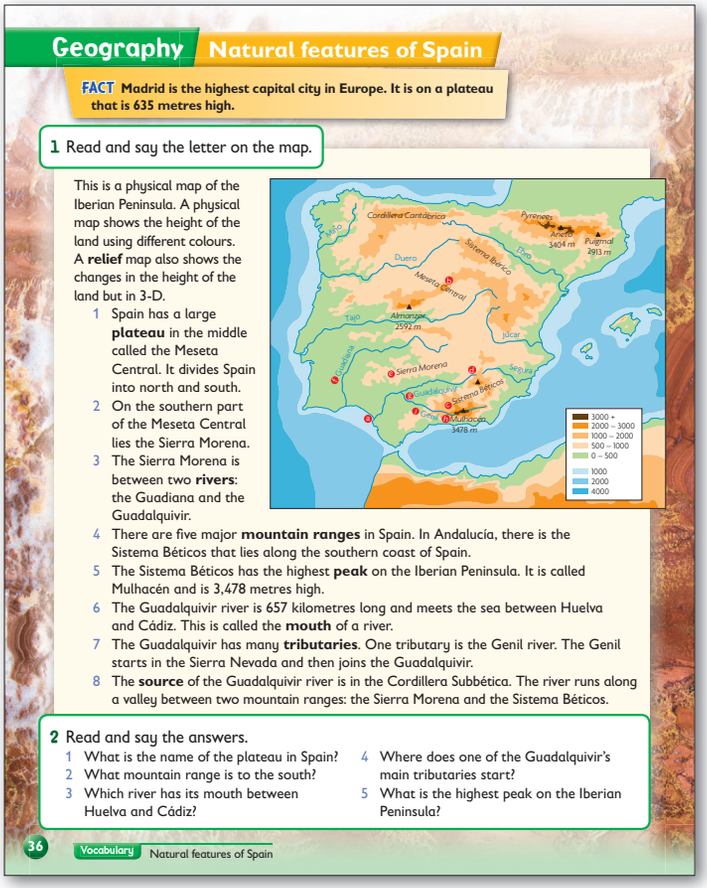
- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities when they used the past continuous. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the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

Optional activities

- *The school hall*: The 'Meet the Mountain Rescue team' episode from *Kid's Box Interactive DVD 6*. See pages 5-6, 12-15 of the *Teacher's Booklet*.
- *The school library*: The animated version of the Unit 3 story from *Kid's Box Interactive DVD 6*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 35. Hand out a copy to each student of Playscript 3 from *Kid's Box Teacher's Resource Book 6* (page 80). See notes on page 76.
- Evaluation 3 from *Kid's Box Teacher's Book 6* (page 232). See notes on page 228.

Ending the lesson

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



Geography Natural features of Spain

FACT Madrid is the highest capital city in Europe. It is on a plateau that is 635 metres high.

1 Read and say the letter on the map.

This is a physical map of the Iberian Peninsula. A physical map shows the height of the land using different colours. A **relief** map also shows the changes in the height of the land but in 3-D.

1 Spain has a large **plateau** in the middle called the Meseta Central. It divides Spain into north and south.
2 On the southern part of the Meseta Central lies the Sierra Morena.
3 The Sierra Morena is between two **rivers**: the Guadiana and the Guadalquivir.
4 There are five major **mountain ranges** in Spain. In Andalucía, there is the Sistema Béticos that lies along the southern coast of Spain.
5 The Sistema Béticos has the highest **peak** on the Iberian Peninsula. It is called Mulhacén and is 3,478 metres high.
6 The Guadalquivir river is 657 kilometres long and meets the sea between Huelva and Cádiz. This is called the **mouth** of a river.
7 The Guadalquivir has many **tributaries**. One tributary is the Genil river. The Genil starts in the Sierra Nevada and then joins the Guadalquivir.
8 The **source** of the Guadalquivir river is in the Cordillera Subbética. The river runs along a valley between two mountain ranges: the Sierra Morena and the Sistema Béticos.

2 Read and say the answers.

1 What is the name of the plateau in Spain?
2 What mountain range is to the south?
3 Which river has its mouth between Huelva and Cádiz?
4 Where does one of the Guadalquivir's main tributaries start?
5 What is the highest peak on the Iberian Peninsula?

36 Vocabulary Natural features of Spain

Objectives: By the end of the lesson, pupils will have read about natural features in Spain, especially in Andalucía.

Target language

- **Key language:** *relief, plateau, river, mountain range, peak, mouth, tributary, source*
- **Additional language:** *height, divide*
- **Revision:** *physical map, cave, rock, waterfall, wood, adventure, rucksack, sleeping bag, torch, compass, adventure; past simple, past continuous*

Materials required

- Map of Spain
- Flashcards from Unit 3: *cave, rock, waterfall, wood, adventure, rucksack, sleeping bag, torch, compass, adventure*

Pupil's Book page 36

Warmer

- Write the following words on the board: *cave, rock, waterfall, wood, adventure, rucksack, sleeping bag, torch, compass, adventure*. Point to them in turn and pupils say the words around the class. Ask pupils to come and draw what each word means.
- Start a story using the words on the board. Say, e.g. *Last week, I went on an adventure*. Tick the word 'adventure' on the board. Then ask a pupil to continue. Go round the class, inventing a story. Pupils try to use all the words. Help where necessary. Alternatively, they could just say sentences.

Fact

- Tell pupils to open their Pupil's Books to page 36. Focus them on the top of the page. Ask a pupil to read the fact to the class. Ask if they have visited Madrid. If they have, encourage them to say what they remember about it.

1 Read and say the letter on the map.

- Focus pupils on Activity 1. Tell pupils to look at the map. Allow them time to study it. Point out that the letters indicate specific natural features in Andalucía.
- Ask different pupils to read aloud for the class. Check understanding of key vocabulary. Say, e.g. *The Meseta Central is a ...* (plateau). *The Guadalquivir is a ...* (river). *The Sierra Morena is a ...* (mountain range). *The Genil is a ...* (tributary) *of the Guadalquivir.*
- Pupils read the texts individually and match the descriptions to the letters on the map. Check as a class. Ask a pupil to read out an item and then say the corresponding letter.

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

2 Read and say the answers.

- Pupils look at the map in Activity 1 again. They read the text silently again.
- Then ask pupils to look at Activity 2. Pupils answer the questions. They can write their answers in their notebooks. Allow them time to compare answers in pairs. Then correct as a class.
- Pupils work in pairs. They ask and answer questions on the text and on each other's knowledge of Andalucía. Write: *Where, What, Which, How high, How long* on the board to help pupils think of questions.

Key: 1 the Meseta Central, 2 Sierra Morena, 3 the Guadalquivir, 4 in the Sierra Nevada, 5 Mulhacén

Ending the lesson

- Ask pupils what parts of Andalucía they have visited. Encourage them to say the places also the natural features. Ask pupils to say the places they would like to go.

Objectives: By the end of the lesson, pupils will have listened to descriptions and talked about natural features in Andalucía and they will have completed a project.

Target language

- **Key language:** *relief, plateau, river, mountain range, peak, mouth, tributary, source*
- **Additional language:** *valley, section*
- **Revision:** past simple

Materials required

- Project: A large physical map of Andalucía, a large political map of Andalucía and large sheets of white paper, pencils, markers or crayons for each group of four
- Optional: Extra project idea, Unit 3 'Make a model of the Sierra Nevada' from *Kid's Box Teacher's Book 6* (page 225)

Pupil's Book page 37

Warmer

- Review what pupils remember about the natural features from the previous lesson. Give definitions and pupils say the natural feature. Say *High, flat land.* (plateau) *Several mountains together.* (mountain range) *The top of a mountain.* (peak) *Where a river starts. (source) Where a river ends.* (mouth) *A small river that joins a larger river. (tributary)*

3 Listen and say the photo and the place.

- Tell pupils to open their Pupil's Books to page 37. Focus them on the photos and describe them together. They try to guess where the photos are. Do not reveal the answers yet.
- Say *Listen and point*. Play the audio, pausing for the pupils look at the photos and decide which is the correct one. They check in pairs.
- Play the audio again. Pause it after each item and this time the pupils say which photo it is and where it is. Elicit words and phrases from the audio that helped them to find the answers.
- Ask pupils what natural features they can see in the photos.

Key: a Guadalquivir through Sevilla – 4, b Mulhacén – 3, c Estepona – 2, d Torre de los lobos – 1

CD 2, 12

1 This is the Torre de los Lobos in Almería. We walked a long way that day. The view of the hills and the valleys below was wonderful. When we were going down into the valley, it started to rain. But it was still a great day.
2 This is a fantastic beach in Estepona, near Malaga. It's also near the strait that links the Mediterranean Sea and the Atlantic Ocean. I learnt that when we went on holiday to the south coast of Andalucía. We went to the beach every day. It was great.
3 The amazing thing about Andalucía is you can go from the beach to the mountains easily. This photo shows the Mulhacén peak. We wanted to climb to the top, but when we started to walk, a heavy fog came down. We didn't continue.
4 This is the Guadalquivir. It is one of the longest rivers in Andalucía. It passes through Córdoba and Sevilla on its way to the sea. We were taking a boat trip along the river when we saw the Giralda. It looked beautiful in the sunshine.

4 Play the game. Choose a picture. Ask and answer.

- Focus pupils on Activity 4. Make sure pupils understand the words in the word box.
- Ask two people to read the speech bubbles. Tell pupils that one pupil chooses a photo from Activity 3 and another pupil then asks questions to guess which photo it is. The first pupil can only answer yes or no. Pupils play the game in pairs.

Key: Pupils' own answers.

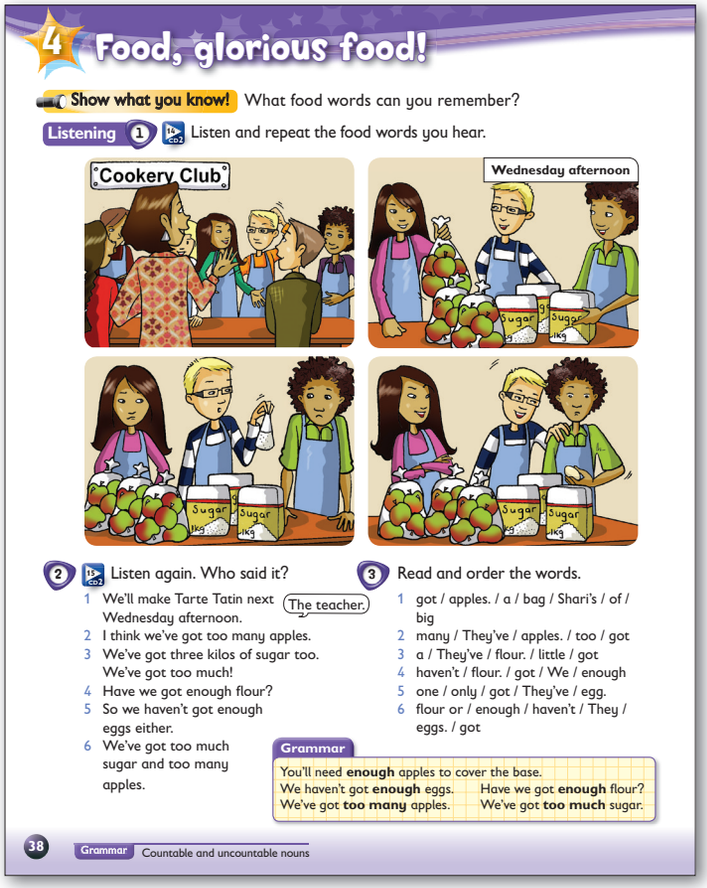
Project Draw and describe a section of the Guadalquivir river.

- Focus pupils on the project title. Read the instructions aloud with the class. Check pupils understand what they have to do. Remind pupils to follow the instructions carefully.
- Place the two maps on the board side by side (political and physical). Allow pupils to come and look at the maps and to see where the Guadalquivir river goes and what cities, towns and natural features it passes through.
- Remind them to draw the picture of the river first and then write sentences about their section and find photos. Monitor and help where necessary.
- Pupils present their projects to the class.

Ending the lesson

- Do a quick quiz to check the pupils' knowledge of places in Andalucía. Say *Tell me what natural feature the following places are: Meseta Central* (plateau), *Sistema Béticos* (mountain range), *Guadalquivir* (river), *Mulhacén* (peak), *Guadiana* (river), *Sierra Morena* (mountain range), *Genil* (river).

4 Food, glorious food!



4 Food, glorious food!

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

Listening 1 CD2 Listen and repeat the food words you hear.

2 CD2 Listen again. Who said it?

1 We'll make Tarte Tatin next Wednesday afternoon. The teacher.
2 I think we've got too many apples.
3 We've got three kilos of sugar too. We've got too much!
4 Have we got enough flour?
5 So we haven't got enough eggs either.
6 We've got too much sugar and too many apples.

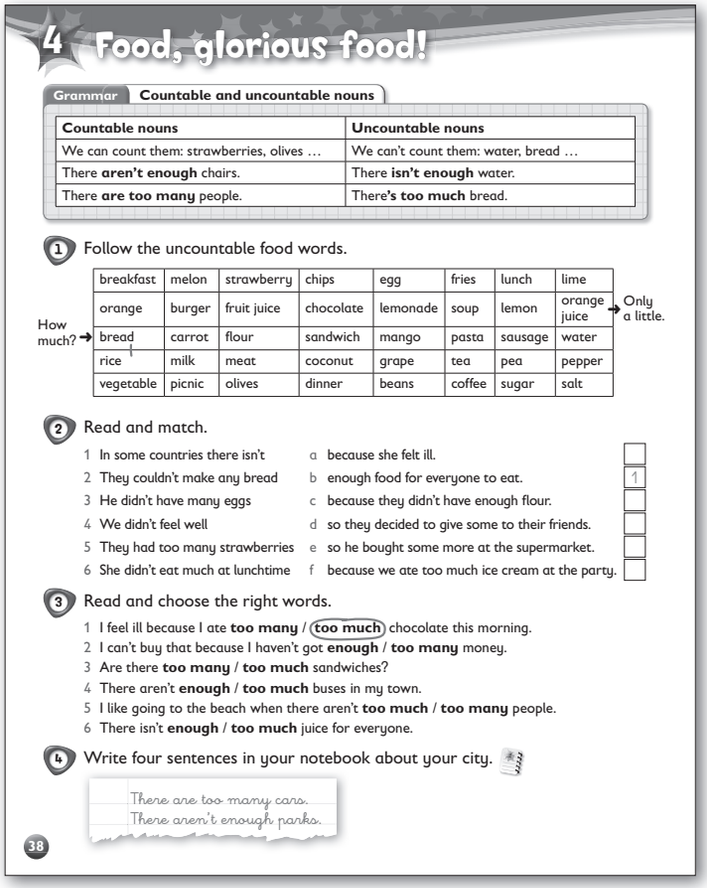
3 Read and order the words.

1 got / apples. / a / bag / Shari's / of / big
2 many / They've / apples. / too / got
3 a / They've / flour. / little / got
4 haven't / flour. / got / We / enough
5 one / only / got / They've / egg.
6 flour or / enough / haven't / They / eggs. / got

Grammar

You'll need **enough** apples to cover the base.
We haven't got **enough** eggs. Have we got **enough** flour?
We've got **too many** apples. We've got **too much** sugar.

38 Grammar Countable and uncountable nouns



4 Food, glorious food!

Grammar Countable and uncountable nouns

Countable nouns	Uncountable nouns
We can count them: strawberries, olives …	We can't count them: water, bread …
There **aren't enough** chairs.	There **isn't enough** water.
There **are too many** people.	There**'s too much** bread.

1 Follow the uncountable food words.

	breakfast	melon	strawberry	chips	egg	fries	lunch	lime
	orange	burger	fruit juice	chocolate	lemonade	soup	lemon	orange juice → Only a little.
How much? →	bread	carrot	flour	sandwich	mango	pasta	sausage	water
	rice	milk	meat	coconut	grape	tea	pea	pepper
	vegetable	picnic	olives	dinner	beans	coffee	sugar	salt

2 Read and match.

1	In some countries there isn't	a	because she felt ill.
2	They couldn't make any bread	b	enough food for everyone to eat. 1
3	He didn't have many eggs	c	because they didn't have enough flour.
4	We didn't feel well	d	so they decided to give some to their friends.
5	They had too many strawberries	e	so he bought some more at the supermarket.
6	She didn't eat much at lunchtime	f	because we ate too much ice cream at the party.

3 Read and choose the right words.

1 I feel ill because I ate **too many** / **too much** chocolate this morning.
2 I can't buy that because I haven't got **enough** / **too many** money.
3 Are there **too many** / **too much** sandwiches?
4 There aren't **enough** / **too much** buses in my town.
5 I like going to the beach when there aren't **too much** / **too many** people.
6 There isn't **enough** / **too much** juice for everyone.

4 Write four sentences in your notebook about your city.

There are too many cars.
There aren't enough parks.

38

Objectives: By the end of the lesson, pupils will be able to talk about quantity with reference to food.

Target language

- **Key language:** countable and uncountable, *enough, not enough, too much, too many, cookery, base, a little*
- **Additional language:** *strawberry, Tarte Tatin, base*
- **Revision:** food

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 4 Reinforcement worksheet 1 (pages 36 and 37); Grammar reference Unit 4 *Pupil's Book 6* (page 102) and *Activity Book 6* (page 95)

Pupil's Book page 38

Warmer

- Write *Food* on the board. Pre-teach *strawberry* with a picture. Write the word on the board and ask a pupil to spell it. Repeat for the plural, *strawberries*. Ask a stronger pupil to describe a strawberry (a fruit, small, red, delicious, etc). Brainstorm food words that pupils remember. Include countable and uncountable nouns, e.g. *milk, eggs, cheese, water, sugar, coffee, biscuits, apples, oranges*.

Presentation

- Use the food words from the Warmer to introduce *enough, not enough, too much, too many*. Give different situations, e.g.
  There are three strawberries. Six people want strawberries. There are not enough strawberries.
  There is one small bar of chocolate. Everyone likes chocolate. There is not enough chocolate.
  There are three big bags of apples. Two people want apples. There are too many apples.
  There are five litres of milk. No one likes milk! There is too much milk.
- Pupils copy the sentences. Focus pupils on the Grammar box.

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

- Draw a circle around the word *Food* on the board and elicit the ones from the Warmer to start the mind map. Say *Show what you know ... about food*. Brainstorm food words and create a mind map. Write next to each word *c* (countable) or *u* (uncountable). Pupils copy the mind map.

1 Listen and repeat the food words you hear.

- Tell pupils to open their Pupil's Books at page 38. Focus them on the pictures. Elicit the names of the characters and where they are (school Cookery Club).
- Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 2, 14

TEACHER: As part of our international food project, we'll make Tarte Tatin next Wednesday afternoon.
DAN: What'll we make?
SHARI: Tarte Tatin. That's apple cake in French.
DAN: Oh, OK.
TEACHER: So, decide in your groups: who's going to bring the apples, the flour and the sugar. You'll need to bring enough apples to cover the base ...
NARRATOR: It's Wednesday afternoon.
SHARI: OK, let's see what we've got. I've got a big bag of apples.
DAN: And I've got two bags. I think we've got too many apples.
ALVIN: Look, we've got three kilos of sugar too. We've got too much!
DAN: Have we got enough flour? I've got a little.
SHARI: Er, I haven't got any flour.
ALVIN: I haven't got any flour either.
DAN: Oh, dear. We haven't got enough flour.
ALVIN: There's only one egg, so we haven't got enough eggs either.
SHARI: We've got too much sugar and too many apples. We haven't got enough flour or eggs. What shall we do?
DAN: Well, we can't make anything for the international food project, but we can write about it in our ezine.

2 Listen again. Who said it?

- Give pupils time to read. Play the audio again. Pupils listen for who said each one. Focus pupils on the Grammar box to help them remember.

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

CD 2, 15

See previous recording

3 Read and order the words.

- Focus pupils on Activity 3. Do the first sentence as an example. Pupils write the sentences in their notebooks.

Key: 1 Shari's got a big bag of apples. 2 They've got too many apples. 3 They've got a little flour. 4 We haven't got enough flour. 5 They've only got one egg. 6 They haven't got enough flour or eggs.

Extra activity 1: see page 216 (if time)

Activity Book page 38

1 Follow the uncountable food words.

- Focus pupils on the Grammar box before they do the activities on the Activity Book page.

Key: rice, milk, meat, flour, fruit juice, chocolate, lemonade, soup, pasta, tea, coffee, sugar, salt, pepper, water, orange juice

Extra activity 2: see page 216 (if time)

2 Read and match.

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

3 Read and choose the right words.

Key: 2 enough, 3 too many, 4 enough, 5 too many, 6 enough

4 Write four sentences in your notebook about your city.

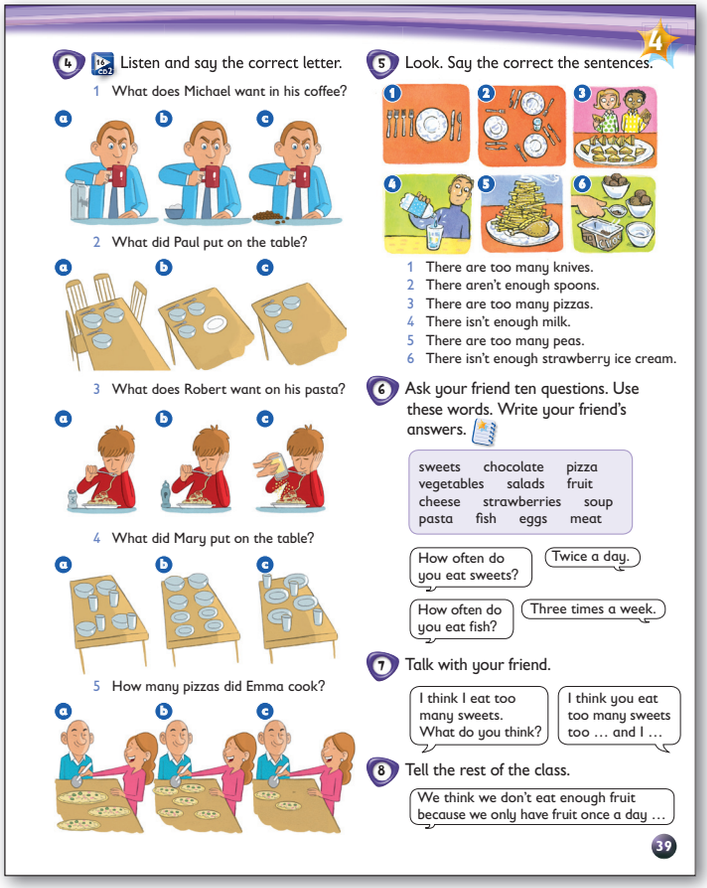
Key: Pupils' own answers

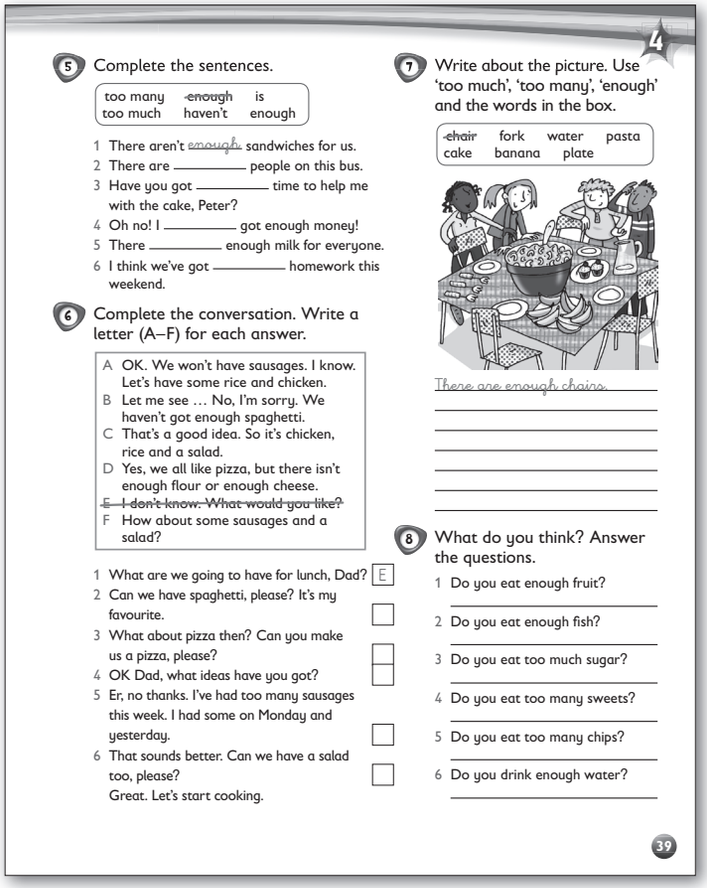
Optional activities

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book* (pages 36 and 37).
- Grammar reference Unit 4 from *Pupil's Book 6* (page 102) and *Activity Book* (page 95). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Play a chain game. Say, e.g. *In my bag I've got ten strawberries*. A pupil continues: *In my bag I've got ten strawberries and some milk*. Continue around the class, up to about ten items.





Objectives: By the end of the lesson, pupils will have had more practice using expressions of quantity.

Target language

- **Key language:** countable and uncountable, *enough, not enough, too much, too many*
- **Additional language:** *set the table*
- **Revision:** food, *plates, knife/knives, spoon, fork, Could you pass me … ?, How often … ?, twice, three times,* polite requests

Materials required

- Extra activity 2: Photocopiable activity 4 (page 205), one copy for each pair of pupils

Pupil's Book page 39

Warmer

- Play a game to revise food words. Start by saying, e.g. *1, 2, 3, potato*. A pupil repeats *1, 2, 3, potato* and adds, e.g. *1, 2, 3, cheese*. Continue around the class at random, with pupils counting and adding a new food item each time.

4 Listen and say the correct letter. F towards

- Tell pupils to open their Pupil's Books at page 39. Focus them on the pictures and on the questions for each one. Pupils take turns to read the questions aloud. Tell pupils to read the activity instruction and check they know what to do. Play the audio. They listen and say their answers. They check in pairs. Play the audio again. Check with the class.

Key: 1b, 2c, 3a, 4c, 5b

CD 2, 16

1 **What does Michael want in his coffee?**
WOMAN: How's your coffee, Michael? Do you want milk in it?
MICHAEL: No, thanks. It doesn't taste very nice, really.
WOMAN: Why not?
MICHAEL: There isn't enough sugar in it. Could you pass me some more, please?
WOMAN: Of course.

2 **What did Paul put on the table?**
MUM: Paul, have you put everything on the table?
PAUL: Er, I think so. There are three bowls.
MUM: Yes, but I can only see one spoon.
PAUL: But I've got some more here. Do we need this big plate too?
MUM: No, that's fine. Thanks, Paul.

3 **What does Robert want on his pasta?**
DAD: What's wrong, Robert? Why aren't you eating your pasta?
ROBERT: I'm sorry, Dad, I don't like it.
DAD: Well, put some more cheese on it.
ROBERT: I've got enough of that. But it needs more salt on it.
DAD: OK. Here it is. And can you pass me the pepper, please?

4 **What did Mary put on the table?**
MUM: Mary, did you put the glasses on the table?
MARY: Yes, Mum. Do you want any bowls?
MUM: Not tonight. We're going to have pizza.
MARY: OK, well the plates are on the table too.
MUM: That's great, thanks.

5 **How many pizzas did Emma cook?**
DAD: Well, we won't be hungry today!
EMMA: Do you think there are too many pizzas?
DAD: Well I only want one. What about you?
EMMA: They're very small. I'll eat two.
DAD: So why did you cook five? That's too many, Emma.
EMMA: We can eat the others tomorrow, Dad.

5 Look. Say the correct sentences.

- Focus pupils on the Activity 5 pictures. Elicit what they can see in the pictures. Tell pupils to read the activity instruction and check they know what to do. They read the sentences in pairs and correct them orally. They only need to correct one piece of information per sentence. Check with the class. Pupils write corrected sentences in their notebooks.

Key: 1 There are too many forks. 2 There are enough spoons. 3 There are too many sandwiches. 4 There isn't enough water. 5 There are too many chips. 6 There isn't enough chocolate ice cream.

6 Ask your friend ten questions. Use these words. Write your friend's answers.

- Focus pupils on the speech bubbles for Activity 6. Check understanding of *How often* and the possible responses, e.g. *Twice / Three times / Four times a week/day/month / Never*. Focus pupils on the food words in the box and check understanding. Individually, pupils write ten questions in their notebooks with a space under each one for their partner's answer. They take turns to ask and note the answers.

7 Talk with your friend.

- Focus pupils on the Activity 7 instruction and examples. Check understanding. Remind them also to use, e.g. *I think I don't eat enough vegetables*. They work in pairs, looking at the answers they gave their partner. Elicit some demonstration answers first. Monitor and help/give suggestions. Avoid being judgmental about their habits; make sure their comments are based purely on the recorded answers.

8 Tell the rest of the class.

- Pupils take turns to report their conclusions to the rest of the class.

Extra activity 1: see page 216 (if time)

Activity Book page 39

5 Complete the sentences.

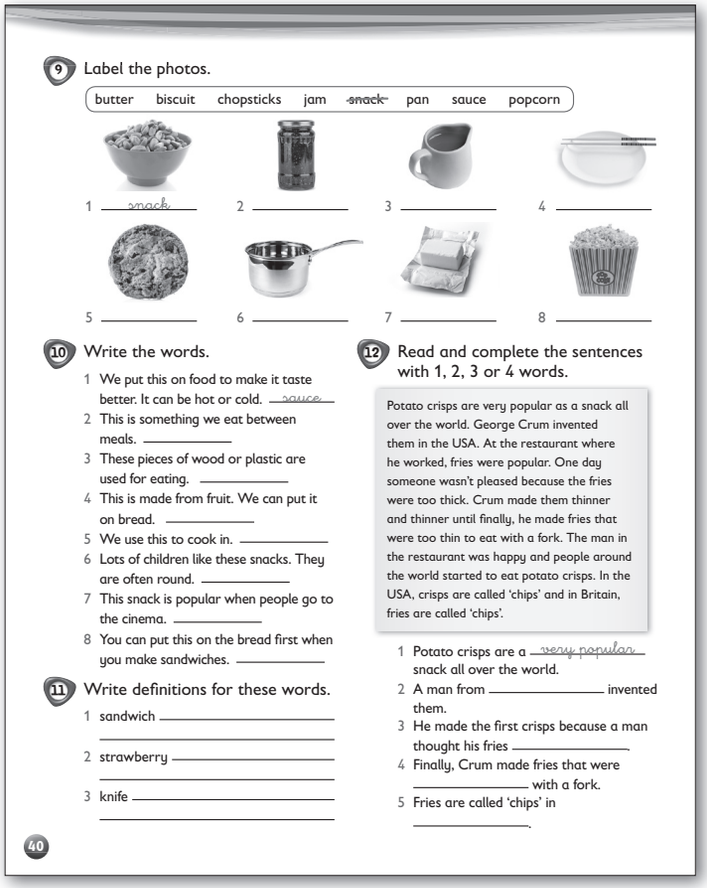
Key: 2 too many, 3 enough, 4 haven't, 5 is, 6 too much

6 Complete the conversation. Write a letter (A-F) for each answer. F towards

Key: 2B, 3D, 4F, 5A, 6C

7 Write about the picture. Use 'too much', 'too many', 'enough' and the words in the box.

Key (possible answers): There aren't enough forks. There isn't enough water. There's too much pasta. There aren't enough cakes. There are too many bananas. There are enough plates.



Objectives: By the end of the lesson, pupils will have read and talked about dishes from all over the world.

Target language

- **Key language:** *dish* (as in typical food), *chopsticks, butter, biscuit, jam, snack, pan, sauce, popcorn, macaroni, sushi, paella, seafood, peanut butter, cookies, corn*
- **Revision:** food

Materials required

- Extra activity 1: If possible, write one of the texts from Pupil's Book Activity 9 on the board before the lesson and cover it
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 4 Reinforcement worksheet 2 (pages 36 and 38)
- *Kid's Box Language Portfolio 6* (page 10)

Pupil's Book page 40

Warmer

- Tell pupils to close their eyes and think of their favourite food. Elicit some ideas. Then elicit typical foods from their country and pre-teach the word *dish* for this usage.

9 Read and think. Which of these don't have sugar?

- Tell pupils to open their Pupil's Books at page 40. Focus them on the Activity 9 instructions. Ask a pupil to read them aloud. Check understanding by eliciting which foods they mentioned in the Warmer don't have sugar in. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text.
- Ask a pupil to read the introduction aloud to set the context. Pupils then read the text silently to find the answers. Check with the class, asking pupils to read out relevant sections from the texts.
- Check comprehension of key vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves.
- Check general comprehension by asking, e.g. *What's macaroni? Where does it come from? What are biscuits called in the United States?* Discuss which of these dishes pupils have heard of/eaten and whether they like them.

Key: sushi, pizza, pasta, paella, hot dog, peanut butter, salted popcorn

10 Listen. Repeat the word and say the letter.

- Focus pupils on the Activity 10 instructions and example. Play the audio. Pause after each one for pupils to repeat the word and whisper the letter to their partner. Play the audio again. Elicit a choral response each time.

Key: 2 Butter. That's f. 3 Pan. That's c. 4 Biscuit. That's g. 5 Snack. That's d, e, g and h. 6 Chopsticks. That's a. 7 Popcorn. That's h. 8 Jam. That's e.

CD 2, 17

1 sauce, 2 butter, 3 pan, 4 biscuit, 5 snack, 6 chopsticks, 7 popcorn, 8 jam

11 Read again and say 'yes' or 'no'.

- Focus pupils on the Activity 11 instruction. Pupils work in pairs. They take it in turns to read the statements and answer 'yes' or 'no' according to the text. Check using open pairs.

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 yes, 7 no, 8 yes

Extra activity 1: see page 216 (if time)

Activity Book page 40

9 Label the photos.

Key: 2 jam, 3 sauce, 4 chopsticks, 5 biscuit, 6 pan, 7 butter, 8 popcorn

10 Write the words. F towards

Key: 2 a snack, 3 chopsticks, 4 jam, 5 a pan, 6 biscuits, 7 popcorn, 8 butter

11 Write definitions for these words.

Key: Pupils' own answers

12 Read and complete the sentences with 1, 2, 3 or 4 words. F towards

Key: 2 the USA, 3 were too thick, 4 too thin to eat, 5 in Britain

Extra activity 2: see page 216 (if time)

Optional activity

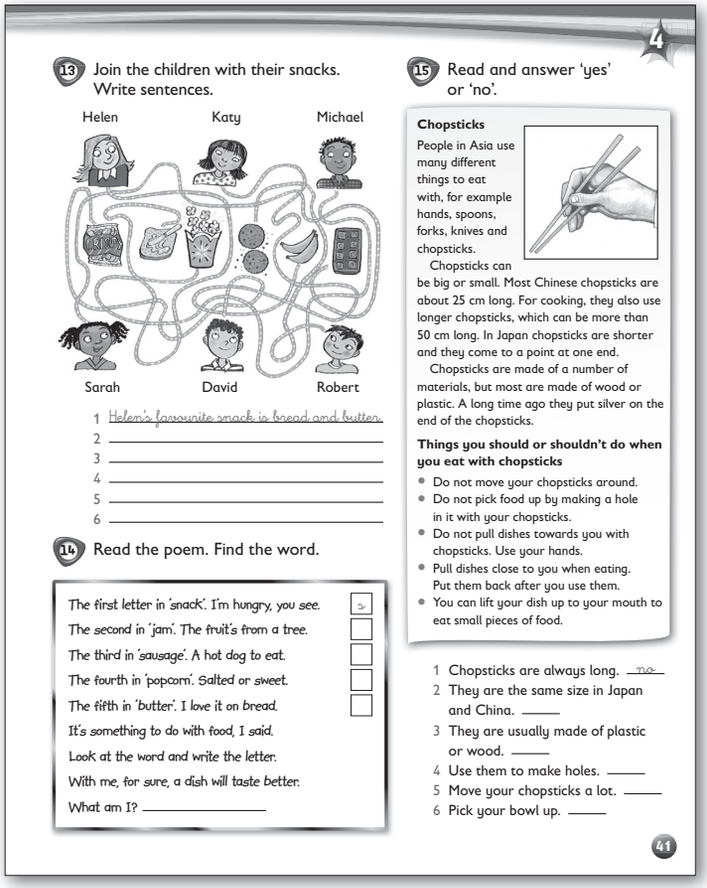
- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 36 and 38).

Language Portfolio (online)

- Pupils complete page 10 of *Kid's Box Language Portfolio 6* (A typical dish from my country).

Ending the lesson

- Write the new words from the lesson (the words at the bottom of Pupil's Book Activity 9) on the board in jumbled form for pupils to unjumble. Check spellings as they give you the words.



Objectives: By the end of the lesson, pupils will have had more practice talking about food and sung a song.

Target language

- **Key language:** food, past simple, *survey, lift, poem*
- **Additional language:** *recipe*
- **Revision:** *too much, too many, enough*

Materials required

- Extra activity 2: Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 4 Song worksheet and/or Extension worksheet 1 (pages 36, 39 and 41); *Kid's Box Interactive DVD 6, The music room* Unit 4 'Hungry' song

Pupil's Book page 41

Warmer

- Review the key vocabulary from the previous lesson by providing definitions, e.g. as in Activity Book page 40 Activity 10, for pupils to say the word.

12 Listen and repeat the words.

- Tell pupils to open their Pupil's Books at page 41. Focus them on the Activity 12 instruction and check understanding. Play the audio. They repeat the words.

CD 2, 18

1 p-a-n, 2 j-a-m, 3 s-a-u-c-e, 4 b-u-t-t-e-r, 5 p-o-p-c-o-r-n, 6 b-i-s-c-u-i-t, 7 s-n-a-c-k, 8 c-h-o-p-s-t-i-c-k-s

13 Read and say the correct order of the pictures.

- Focus pupils on the pictures for Activity 13. Elicit some of the things they can see. Check they know what to do. They do the activity in pairs. Check with the class, eliciting key words that helped them do the matching task.

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

14 Listen and sing the song.

- Focus pupils on the Activity 14 instruction. Play the audio for them to listen to the song and look at the pictures. Play the audio again, line by line, for pupils to repeat. Then play it again for them to say at the same time as the audio.

CD 2, 19

As in Pupil's Book

CD 2, 20

Now sing the song again. (Karaoke version)

15 Write four sentences. Use the words in the boxes. Play 'Food bingo'.

- Focus pupils on the Activity 15 instructions and words in the box. Draw a table on the board like this for pupils to copy:

There's too much	*butter.*

- They complete with sentence parts of their choice from the boxes. Say sentences, e.g. *There isn't enough rice,* for pupils to cross out components in their boxes. When they have crossed out all four sentences (eight components), they shout *Bingo!* and read out their sentences for you to check. Brainstorm more food words (countable and uncountable) onto the board and play again.

16 Read the text with the right words. F towards

- Focus pupils on the Activity 16 pictures and text. Elicit what her name is (Katy), what she is doing (cooking) and when she was cooking (last Saturday). Check pupils have noticed the words at the bottom and know what to do. They read the story silently and say the words. They check in pairs. Check with the class. Ask questions to check general comprehension.

Key: 2 dish, 3 salt, 4 hot, 5 sauce, 6 cooked, 7 tomatoes, 8 salt, 9 too much, 10 fork

17 Invent a story about food. Give words for your friend to choose.

- Focus pupils on the Activity 17 instructions and check they know what to do. Tell them to use the Activity 16 text as a model, replacing the dish and the ingredients only if appropriate. Pupils write their complete texts first in their notebooks. Then they decide which ten words to blank out. Check pupils' words before they continue. Pupils then rewrite their texts, leaving ten gaps. They then write the three options for each gap under the text. Pupils then swap their texts with a new partner and complete their friend's text.

Extra activity 1: see page 216 (if time)

Activity Book page 41

13 Join the children with their snacks. Write sentences.

Key: 2 Katy's favourite snack is bananas. 3 Michael's favourite snack is popcorn. 4 Sarah's favourite snack is chocolate. 5 David's favourite snack is crisps. 6 Robert's favourite snack is biscuits.

14 Read the poem. Find the word.

Key: sauce

15 Read and answer 'yes' or 'no'.

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

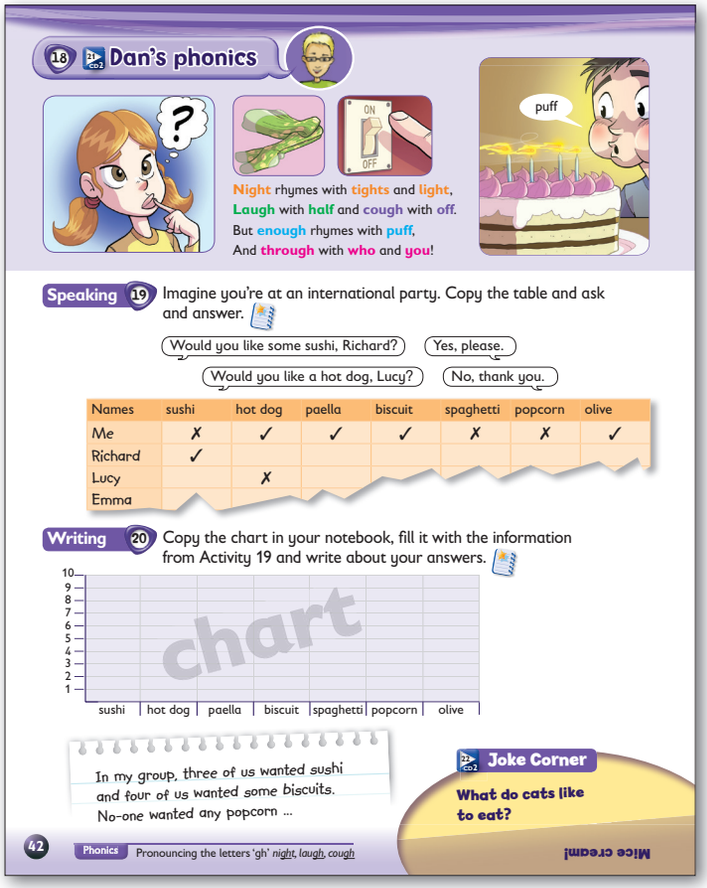
Extra activity 2: see page 216 (if time)

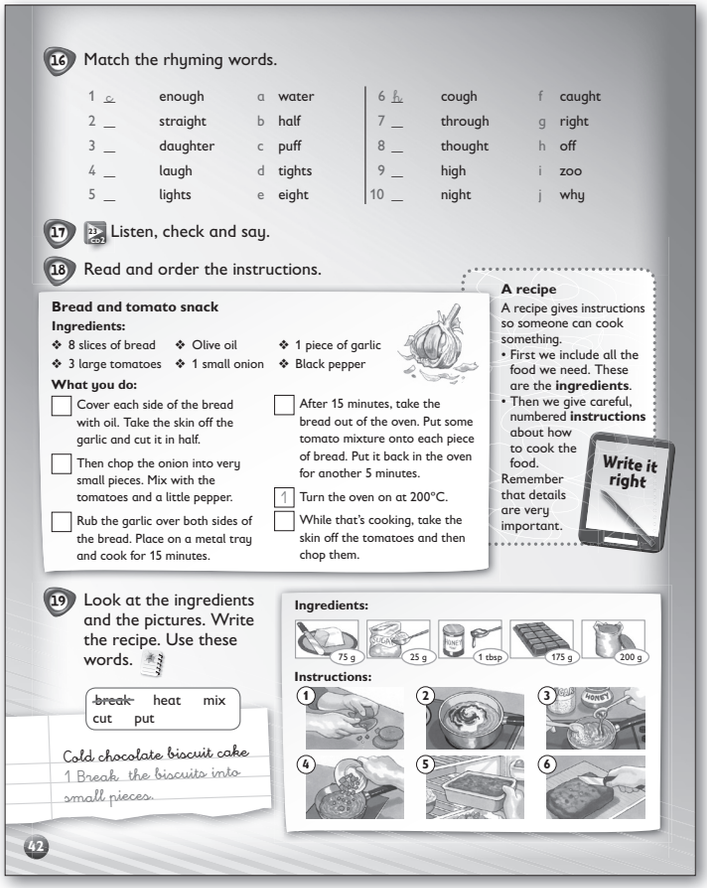
Optional activities

- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 36 and 39).
- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 36 and 41).
- *The music room*: Unit 4 'Hungry' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song again with pupils.





Objectives: By the end of the lesson, pupils will have practised pronouncing different words containing the letters *gh* and completed a communication activity.

Target language

- **Key language:** words containing the letters *gh* (e.g. *night, laugh, cough, enough, through*), *international party, recipe, ingredients, instructions, garlic, break, heat, mix, cut, Would you like ... ?*
- **Revision:** food, imperatives

Materials required

- Extra activity 2: Reference books and dictionaries; sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 4 Extension worksheet 2 (pages 36 and 40)

Pupil's Book page 42

Warmer

- Write the following words on the board: *daughter, straight, laugh, might, enough.* Ask pupils to look carefully at the words and tell you what they all have in common (they all contain the letters *gh*). Say *Think about the way we say the letters 'gh' in each word. Is it the same?* Give pupils time to think and practise saying the words in pairs. Elicit that the letters *gh* can be pronounced in different ways. Tell pupils they will be practising pronouncing more words with these letters in today's lesson.

18 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 42. Focus them on the Activity 18 instruction. Play the audio. Pupils repeat after each line and then after the whole rhyme. Play the audio again. Listen for correct pronunciation of the letters *gh*. Repeat the rhyme once or twice more as a class. In pairs, pupils practise the rhyme.

CD 2, 21

As in Pupil's Book

Extra activity 1: see page 216 (if time)

19 Imagine you're at an international party. Copy the table and ask and answer.

- Focus pupils on the Activity 19 instructions and check they understand the context. Ask pupils to read the speech bubbles aloud. Make groups of four. Pupils copy the table into their notebooks and add the names of their friends (not Richard, Lucy, Emma). They take turns to ask and answer in pairs within their groups, first in one pair, then in another and then in another. Monitor and help/correct.

20 Copy the chart in your notebook, fill it with the information from Activity 19 and write about your answers.

- Focus pupils on the Activity 20 instruction and on the chart. Draw a chart on the board and demonstrate how pupils can fill it in. Pupils copy the chart onto a piece of paper and collaborate to produce one chart for each group of four, using the data from Activity 19. Monitor and help.
- When pupils have finished, bring the class together and draw their attention to the text at the bottom of the page. Demonstrate, using the information on the chart on the board and providing other model sentences if necessary. Pupils work individually and write about their information in their notebooks.

Joke Corner

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

CD 2, 22

As in Pupil's Book

Activity Book page 42

16 Match the rhyming words.

- Tell pupils to open their Activity Books at page 42. Make sure they understand they need to match the rhyming words which are in columns next to each other.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Remind pupils that they can remember how to pronounce unusual words by using rhyme.

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

17 Listen, check and say.

- Play the audio for pupils to listen and check. Check with the class. Play the audio again for pupils to listen and repeat.

CD 2, 23

1 enough, puff; 2 straight, eight; 3 daughter, water; 4 laugh, half; 5 lights, tights; 6 cough, off; 7 through, zoo; 8 thought, caught; 9 high, why; 10 night, right

1 Read and order the instructions.

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

Key: 2, 5, 3, 6, 1, 4

19 Look at the ingredients and the pictures. Write the recipe. Use these words.

Key: Pupils' own answers

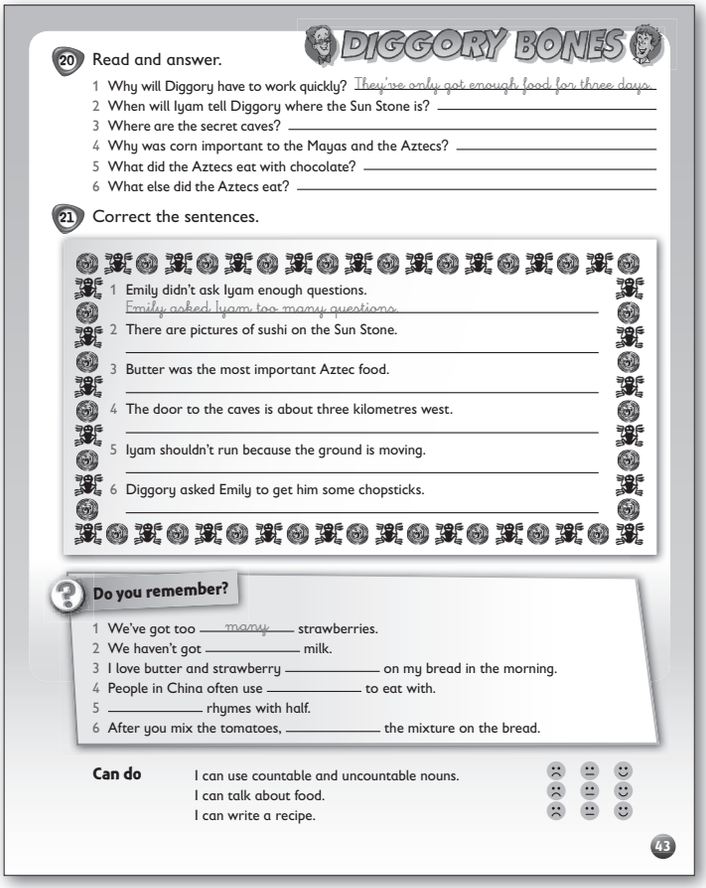
Extra activity 2: see page 216 (if time)

Optional activity

- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 36 and 40).

Ending the lesson

- Do the chant again with pupils.



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

Target language

- **Key language:** language from the story, *symbol*
- **Revision:** language from the unit

Materials required

- Optional: *Kid's Box Interactive DVD 6*: 'Cookery Club' episode (*The school hall*); the animated version of the Unit 4 story from *Kid's Box Interactive DVD 6 (The school library)*; Playscript 4 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 81)

Pupil's Book page 43

Warmer

- Review the story so far. Elicit who Richard Tricker was, when Diggory and Emily first met him and what he offered to do for them when he met them in Mexico City. Elicit if he's friends with Iyam or not.

Story

21 Listen to the story.

- Tell pupils to open their Pupil's Books at page 43. Focus them on the story and elicit who they can see in the first picture and what Iyam's saying to Richard. Set the gist questions: *How long will their food and water last? What's under the pyramid? Why is Iyam jumping up and down?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Three days, Possible Aztec gold, Because he's angry).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Does Iyam need the Sun Stone? Why do you think corn was a symbol for gold? Have you eaten chocolate with pepper? What happened to Iyam?*

CD 2, 24

As in Pupil's Book

22 What was an important food for the Aztecs?

- Focus pupils on Activity 22 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame three).

Key: Corn.

Extra activity 1: see page 216 (if time)

Activity Book page 43

19 Read and answer.

Key: 2 When he finishes the job for him. 3 They're under the Pyramid of the Sun. 4 Because it was the symbol for gold. 5 They ate pepper. 6 They ate insects as well.

20 Correct the sentences.

Key (possible answers): 2 There are pictures of corn on the Sun Stone. 3 Corn was the most important Aztec food. 4 The door to the caves is about three kilometres east. 5 Iyam shouldn't jump because the ground is moving. 6 Diggory asked Emily to get him a big knife.

Extra activity 2: see page 216 (if time)

Do you remember?

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

Key: 2 enough, 3 jam, 4 chopsticks, 5 Laugh, 6 put

Can do.

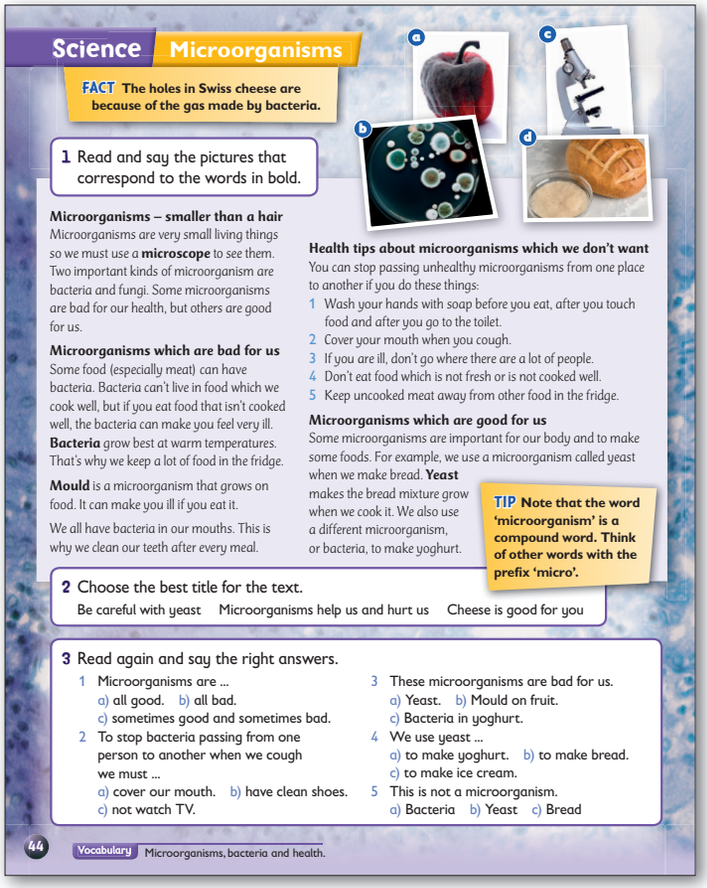
- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities when they used countable and uncountable nouns. Review what the three faces mean (not very well / OK / very well). Remind pupils they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

Optional activities

- *The school hall:* The 'Cookery Club' episode from *Kid's Box Interactive DVD 6*. See pages 5-6, 16-19 of the *Teacher's Booklet*.
- *The school library:* The animated version of the Unit 4 story from *Kid's Box Interactive DVD 6*. See pages 38-45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 43. Hand out a copy to each student of Playscript 4 from *Kid's Box Teacher's Resource Book 6* (page 81). See notes on page 76.

Ending the lesson

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



Science Microorganisms

FACT The holes in Swiss cheese are because of the gas made by bacteria.

1 Read and say the pictures that correspond to the words in bold.

Microorganisms – smaller than a hair
Microorganisms are very small living things so we must use a **microscope** to see them. Two important kinds of microorganism are bacteria and fungi. Some microorganisms are bad for our health, but others are good for us.

Microorganisms which are bad for us
Some food (especially meat) can have bacteria. Bacteria can't live in food which we cook well, but if you eat food that isn't cooked well, the bacteria can make you feel very ill. **Bacteria** grow best at warm temperatures. That's why we keep a lot of food in the fridge.

Mould is a microorganism that grows on food. It can make you ill if you eat it.

We all have bacteria in our mouths. This is why we clean our teeth after every meal.

Health tips about microorganisms which we don't want
You can stop passing unhealthy microorganisms from one place to another if you do these things:
1 Wash your hands with soap before you eat, after you touch food and after you go to the toilet.
2 Cover your mouth when you cough.
3 If you are ill, don't go where there are a lot of people.
4 Don't eat food which is not fresh or is not cooked well.
5 Keep uncooked meat away from other food in the fridge.

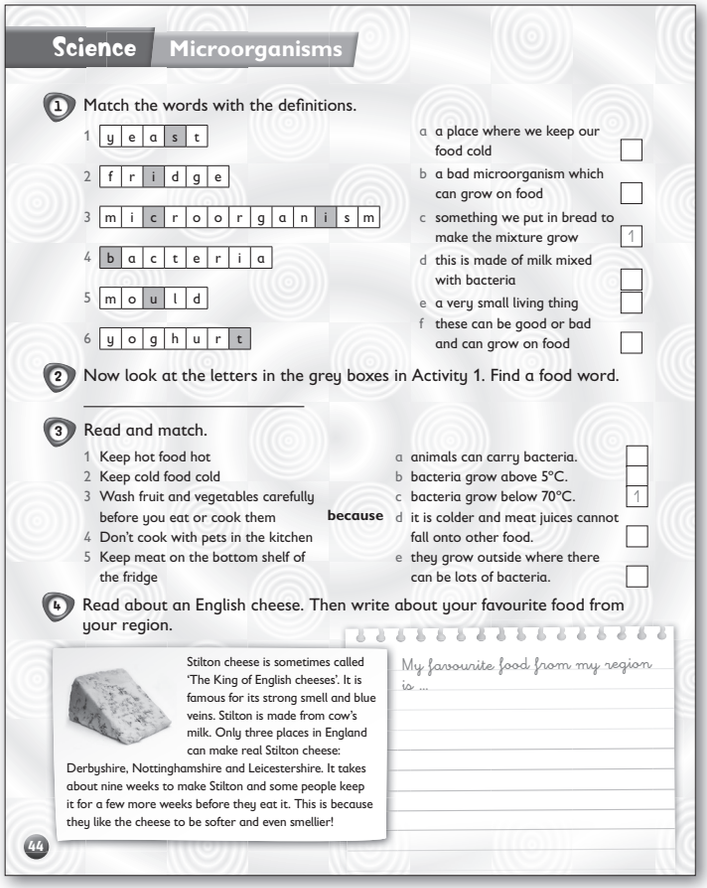
Microorganisms which are good for us
Some microorganisms are important for our body and to make some foods. For example, we use a microorganism called yeast when we make bread. **Yeast** makes the bread mixture grow when we cook it. We also use a different microorganism, or bacteria, to make yoghurt.

TIP Note that the word 'microorganism' is a compound word. Think of other words with the prefix 'micro'.

2 Choose the best title for the text.
Be careful with yeast Microorganisms help us and hurt us Cheese is good for you

3 Read again and say the right answers.
1 Microorganisms are ...
a) all good. b) all bad.
c) sometimes good and sometimes bad.
2 To stop bacteria passing from one person to another when we cough we must ...
a) cover our mouth. b) have clean shoes.
c) not watch TV.
3 These microorganisms are bad for us.
a) Yeast. b) Mould on fruit.
c) Bacteria in yoghurt.
4 We use yeast ...
a) to make yoghurt. b) to make bread.
c) to make ice cream.
5 This is not a microorganism.
a) Bacteria b) Yeast c) Bread

44 Vocabulary Microorganisms, bacteria and health.



Science Microorganisms

1 Match the words with the definitions.
1 y e a s t
2 f r i d g e
3 m i c r o o r g a n i s m
4 b a c t e r i a
5 m o u l d
6 y o g h u r t

a a place where we keep our food cold
b a bad microorganism which can grow on food
c something we put in bread to make the mixture grow 1
d this is made of milk mixed with bacteria
e a very small living thing
f these can be good or bad and can grow on food

2 Now look at the letters in the grey boxes in Activity 1. Find a food word.

3 Read and match.
1 Keep hot food hot
2 Keep cold food cold
3 Wash fruit and vegetables carefully before you eat or cook them
4 Don't cook with pets in the kitchen
5 Keep meat on the bottom shelf of the fridge

because

a animals can carry bacteria.
b bacteria grow above 5°C.
c bacteria grow below 70°C. 1
d it is colder and meat juices cannot fall onto other food.
e they grow outside where there can be lots of bacteria.

4 Read about an English cheese. Then write about your favourite food from your region.

Stilton cheese is sometimes called 'The King of English cheeses'. It is famous for its strong smell and blue veins. Stilton is made from cow's milk. Only three places in England can make real Stilton cheese: Derbyshire, Nottinghamshire and Leicestershire. It takes about nine weeks to make Stilton and some people keep it for a few more weeks before they eat it. This is because they like the cheese to be softer and even smellier!

My favourite food from my region is ...

44

Objectives: By the end of the lesson, pupils will have read about different kinds of micro-organisms found in food.

Target language

- **Key language:** *micro-organism, microscope, bacteria, fungus, mould, yeast, yoghurt, tips*
- **Revision:** food, present simple

Materials required

- Extra activity 2: Packaging from foods from the pupils' region or photographs of regional food, coloured pens or pencils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 4 Topic worksheet (pages 36 and 42)

Pupil's Book page 44

Warmer

- Elicit some different types of cheese from pupils (soft, hard, blue). Ask pupils if they know what makes cheese go blue and supply/tell them the word in English (mould). Ask if they think mould is alive – tell them we know it is because it 'grows'. Tell pupils mould is a type of *microorganism*. Tell the class that some microorganisms in food are good and some are bad – they can make us ill.

Fact

- Tell pupils to open their Pupil's Books at page 44. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit how this can be possible and how they thought the holes got there.

1 Read and say the pictures that correspond to the words in bold.

- Focus pupils on the Activity 1 text and pictures. Pre-teach *bacteria* and *fungus*. Focus pupils on the activity instructions and check they know what to do. Tell pupils to read quickly to find the words and match them with the photos. They check in pairs. Check with the class.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words. Elicit if they can add other ideas for the healthy tips section.

Key: a mould, b bacteria / microorganisms, c microscope, d yeast

2 Choose the best title for the text.

- Focus pupils on the Activity 2 instruction and on the three possible titles. Give them time to think and read the text again before making a choice. They check and discuss in pairs. Check with the class and elicit reasons.

Key: Microorganisms help us and hurt us

3 Read again and say the right answers.

- Focus pupils on the Activity 3 instruction and do the first one as an example with the class. Pupils then work in pairs to complete the rest of the activity. Remind them to think carefully about their answers and to check the text again where necessary. Check with the class. Elicit/Tell pupils what the prefix *micro* means (very small) and elicit other words they know with this prefix. Teach *microscope*.

Key: 1c, 2a, 3b, 4b, 5c

Extra activity 1: see page 217 (if time)

Activity Book page 44

1 Match the words with the definitions.

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

2 Now look at the letters in the grey boxes in Activity 1. Find a food word.

Key: biscuit

3 Read and match.

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

4 Read about an English cheese. Then write about your favourite food from your region.

- Focus on Activity 4 and on the photograph. Review/Present *smell* and *vein*. Give pupils time to read the article and then ask questions to check understanding, e.g. *Do they make Stilton everywhere in England? How long does it take? Why do people keep it for a long time?*
- Read the second part of the activity instruction and make sure pupils know what to do. Elicit types of cheese from the pupils' country/region and other famous local food products.
- Pupils write their text individually, based on the article about Stilton. Monitor and help with new language as necessary. Pupils swap texts and compare what they have written.

Key: Pupil's own answers

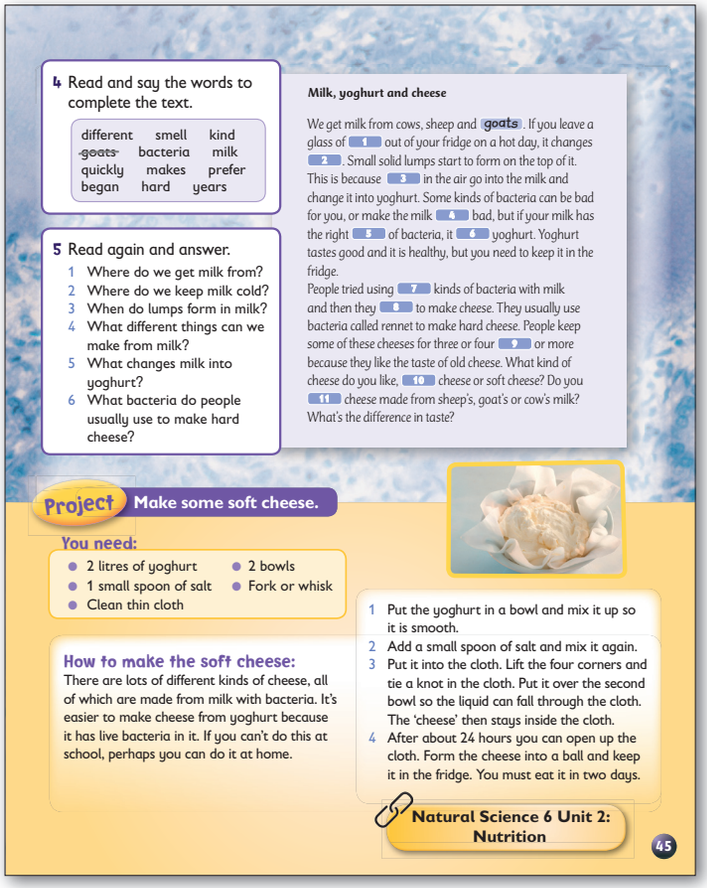
Extra activity 2: see page 217 (if time)

Optional activity

- Unit 4 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 36 and 42).

Ending the lesson

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



4 Read and say the words to complete the text.

different smell kind
~~goats~~ bacteria milk
quickly makes prefer
began hard years

Milk, yoghurt and cheese

We get milk from cows, sheep and goats. If you leave a glass of 1 out of your fridge on a hot day, it changes 2. Small solid lumps start to form on the top of it. This is because 3 in the air go into the milk and change it into yoghurt. Some kinds of bacteria can be bad for you, or make the milk 4 bad, but if your milk has the right 5 of bacteria, it 6 yoghurt. Yoghurt tastes good and it is healthy, but you need to keep it in the fridge.

People tried using 7 kinds of bacteria with milk and then they 8 to make cheese. They usually use bacteria called rennet to make hard cheese. People keep some of these cheeses for three or four 9 or more because they like the taste of old cheese. What kind of cheese do you like, 10 cheese or soft cheese? Do you 11 cheese made from sheep's, goat's or cow's milk? What's the difference in taste?

5 Read again and answer.

1 Where do we get milk from?
2 Where do we keep milk cold?
3 When do lumps form in milk?
4 What different things can we make from milk?
5 What changes milk into yoghurt?
6 What bacteria do people usually use to make hard cheese?

Project Make some soft cheese.

You need:

- 2 litres of yoghurt
- 1 small spoon of salt
- Clean thin cloth
- 2 bowls
- Fork or whisk

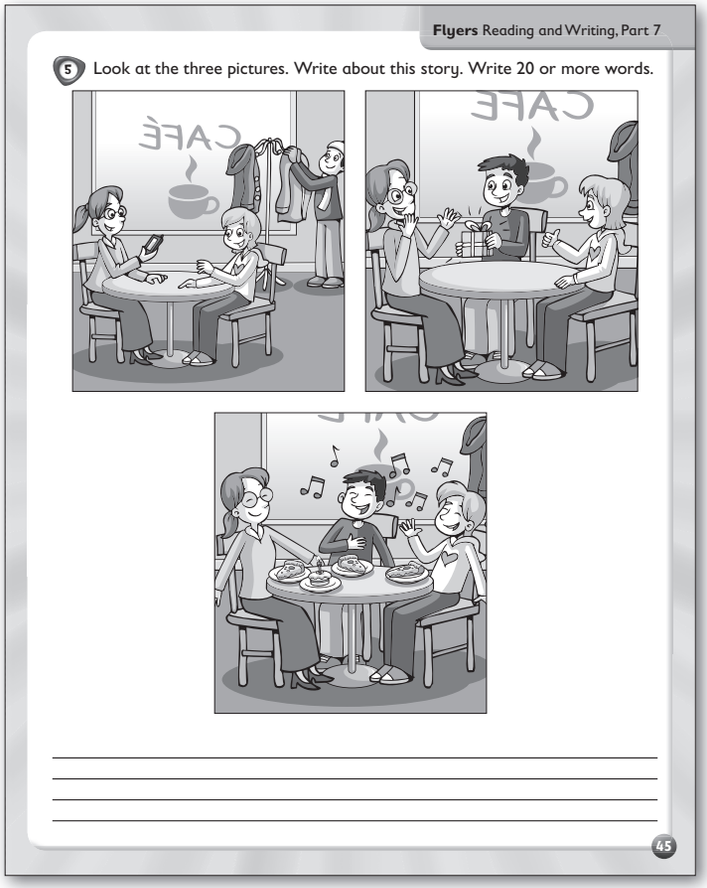
How to make the soft cheese:

There are lots of different kinds of cheese, all of which are made from milk with bacteria. It's easier to make cheese from yoghurt because it has live bacteria in it. If you can't do this at school, perhaps you can do it at home.

1 Put the yoghurt in a bowl and mix it up so it is smooth.
2 Add a small spoon of salt and mix it again.
3 Put it into the cloth. Lift the four corners and tie a knot in the cloth. Put it over the second bowl so the liquid can fall through the cloth. The 'cheese' then stays inside the cloth.
4 After about 24 hours you can open up the cloth. Form the cheese into a ball and keep it in the fridge. You must eat it in two days.

Natural Science 6 Unit 2: Nutrition

45



Flyers Reading and Writing, Part 7

5 Look at the three pictures. Write about this story. Write 20 or more words.

45

Objectives: By the end of the lesson, pupils will have read more about micro-organisms and completed a project.

Target language

- **Key language:** *goat, lump, rennet, made from, cloth, whisk*
- **Revision:** food, adjectives

Materials required

- Project: For each group of four to six, two litres of yoghurt, salt, a clean thin cloth, two bowls, a fork or whisk
- Optional: Extra project idea, Unit 4 'Looking at food through microscopes' from *Kid's Box Teacher's Book 6* (page 225)

Pupil's Book page 45

Warmer

- Review what pupils learnt about microorganisms in the previous lesson. Focus on the healthy and the unhealthy aspects.

4 Read and say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 45. Focus them on the Activity 4 and on the words in the box. Check understanding. Tell them to look at the text on the right and elicit what it's about (milk, yoghurt and cheese). Elicit which animals these come from (cows, sheep and goats).
- Pupils read the text silently and say the words. Check with the class. Ask different pupils to read it aloud, sentence by sentence. Check understanding of new words, e.g. *rennet*, and general comprehension of the text.

Key: 1 milk, 2 quickly, 3 bacteria, 4 smell, 5 kind, 6 makes, 7 different, 8 began, 9 years, 10 hard, 11 prefer

5 Read again and answer.

- Focus pupils on the Activity 5 questions. Answer the first one as a class. Pupils work in pairs to answer the other questions orally. Check and discuss answers with the whole class.

Key: 1 Cows, goats and sheep. 2 In the fridge. 3 When bacteria from the air go into it. 4 Yoghurt and cheese. 5 Bacteria. 6 Rennet.

Project Make some soft cheese.

- Tell pupils that for today's project they are going to make some soft cheese. Read the project information through with the class, showing the materials and ingredients as they are mentioned. Check pupils understand what to do.
- Put pupils in groups of four to six to work together. Each group will make its own batch of cheese. Keep the materials/ingredients with you at the front of the class. A member of each group comes to get what they need when they need it. Remind pupils to follow the instructions carefully and not to taste anything. Monitor and check/help where necessary. Find a safe, dark place to store the cheese over the period of 24 hours.

  Note: Remind pupils NOT to taste any of the ingredients used to make the cheese in case any of them suffer from allergies.

Extra activity 1: see page 217 (if time)

Activity Book page 45

Flyers Reading and Writing, Part 7.

5 Look at the three pictures. Write about this story. Write 20 or more words. F

- Tell pupils to open their Activity Books at page 43. Direct them to the activity instructions and check understanding. Elicit what pupils can see in each picture and ask what the different people are doing.
- Pupils write their first draft individually. They swap their work with a partner. They suggest corrections and improvements for each other's work. Pupils then correct their stories.

Key: Pupils' own answers

Extra activity 2: see page 217 (if time)

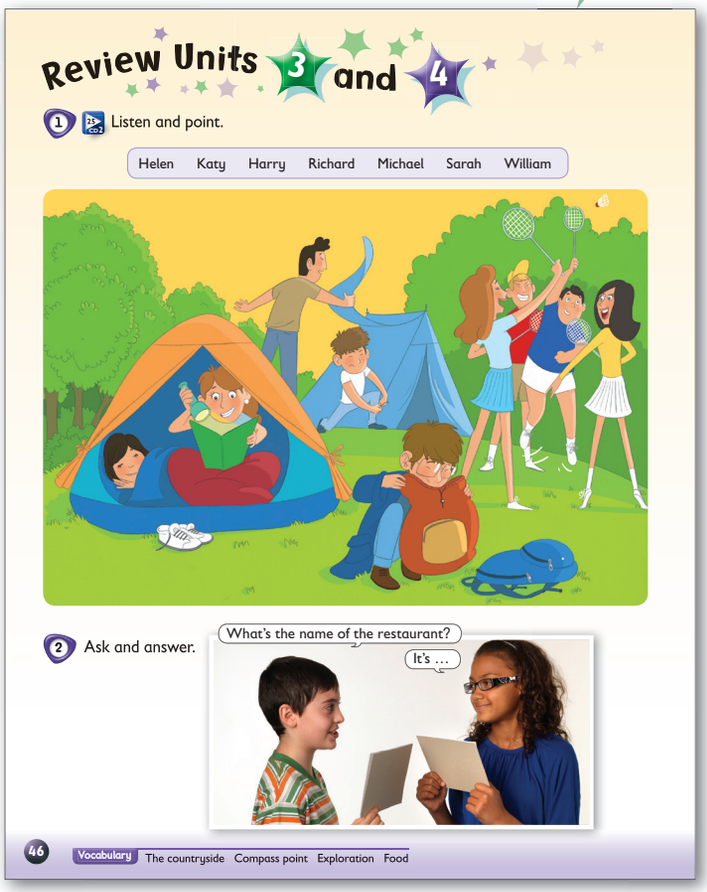
Optional activity

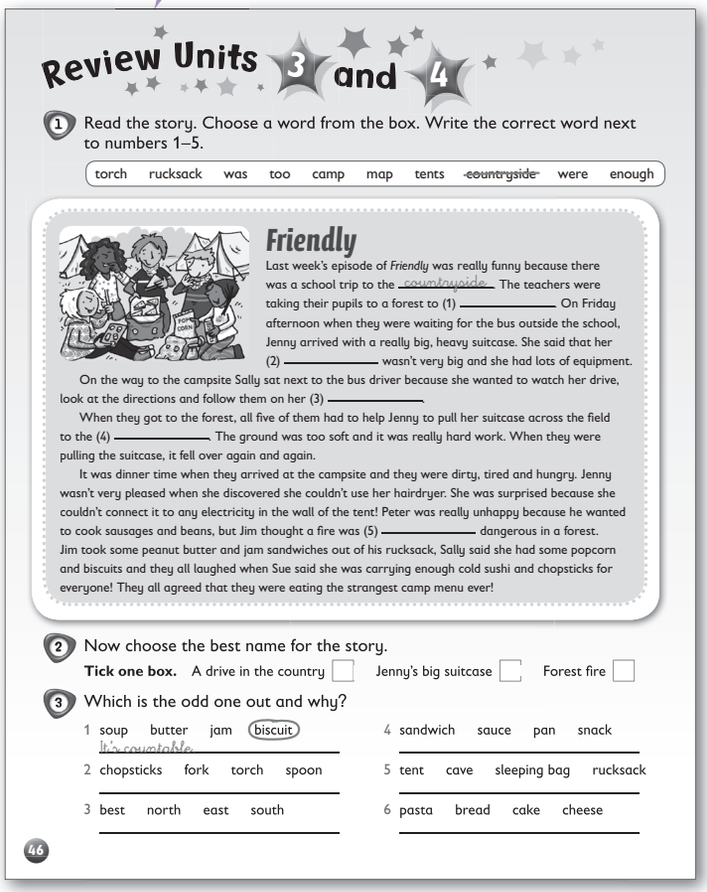
- Extra project idea, Unit 4 'Looking at food through microscopes'. See notes on *Kid's Box Teacher's Book 6* (page 225).

Ending the lesson

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

Review Units 3 and 4





Objectives: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and completed a listening and speaking activity.

Target language

- **Key language:** vocabulary and language from Units 3 and 4, *hairdryer, odd one out*

Materials required

- Photocopiable activity Review 3–4 (page 206), one copy for each pair of pupils

Pupil's Book page 46

Warmer

- Write *Camping* in a circle in the middle of the board. Brainstorm a mind map of all the camping and countryside words that pupils remember in two minutes. They keep their Pupil's Books closed.

1 Listen and point. F towards

- Tell pupils to open their Pupil's Books at page 46. Focus them on the Activity 1 picture and elicit some of the things they can see. Draw their attention to the names in the box and ask pupils to read them aloud to you. Tell pupils to read the activity instructions and check understanding. Remind them that one name is not used. Play the audio once through. Pause to give pupils time to quickly check with their partner before playing the audio again. Check with the class.

Key: Sarah is not mentioned.

CD 2, 25

MAN: What are you looking at there, Diana?
DIANA: It's a picture of my friends camping. They went on a camping trip last week and Harry gave me some pictures to look at.
MAN: Oh. Is Harry one of the boys playing badminton?
DIANA: No, he isn't. Harry's trying to put his tent up with his friend. Harry's the boy who's standing up, holding the tent.
MAN: Who's the boy with his head in the rucksack?
DIANA: The one with the big jacket?
MAN: That's right.
DIANA: Oh, that's Richard. He loves camping. I think he's looking for some thing in his rucksack.
MAN: Yes, because I think Harry and his friend need some help.
DIANA: Yes, they do.
MAN: Who's the girl in the tent?
DIANA: There are two girls in the tent. One of them's Katy. She's holding a torch so she can read her book. Her friend's asleep in her sleeping bag.
MAN: Is Helen playing badminton, then?
DIANA: Yes, she is. Look, she's the taller girl here. She always takes her things to play badminton when she goes camping.
MAN: That's a good idea. Who's she playing with?
DIANA: I don't know the shorter girl, but the two boys are Michael and William. They like badminton, but they're not very good.
MAN: So, which is the boy with the dark hair?
DIANA: That's Michael. He's the one who's jumping in the air.
MAN: So William is the boy with the short fair hair, the one who's wearing a red T-shirt?
DIANA: That's right.
MAN: Well, they all had a really good time, didn't they? What a great photo!

2 Ask and answer. F towards

- Focus pupils on the Activity 2 instruction and picture. Demonstrate the activity for the class. Pupils work in pairs, A and B. Hand out a copy of Photocopiable Review 3 and 4 (page 206) to each pair, part A to Pupil A, and part B to Pupil B. They ask questions and write down their partner's answers. Elicit some example questions before pupils begin the activity, e.g. Name restaurant: *What's the name of the restaurant?* How many people: *How many people are there?* Where sitting: *Where are they sitting?* What eating: *What are they eating?* What drinking: *What are they drinking?* Remind pupils of useful language, e.g. *Could you repeat that, please?* Monitor but try not to interrupt the activity.

Extra activity 1: see page 217 (if time)

Activity Book page 46

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. F towards

Key: 1 camp, 2 rucksack, 3 map, 4 tents, 5 too

2 Now choose the best name for the story. F towards

Key: Jenny's big suitcase

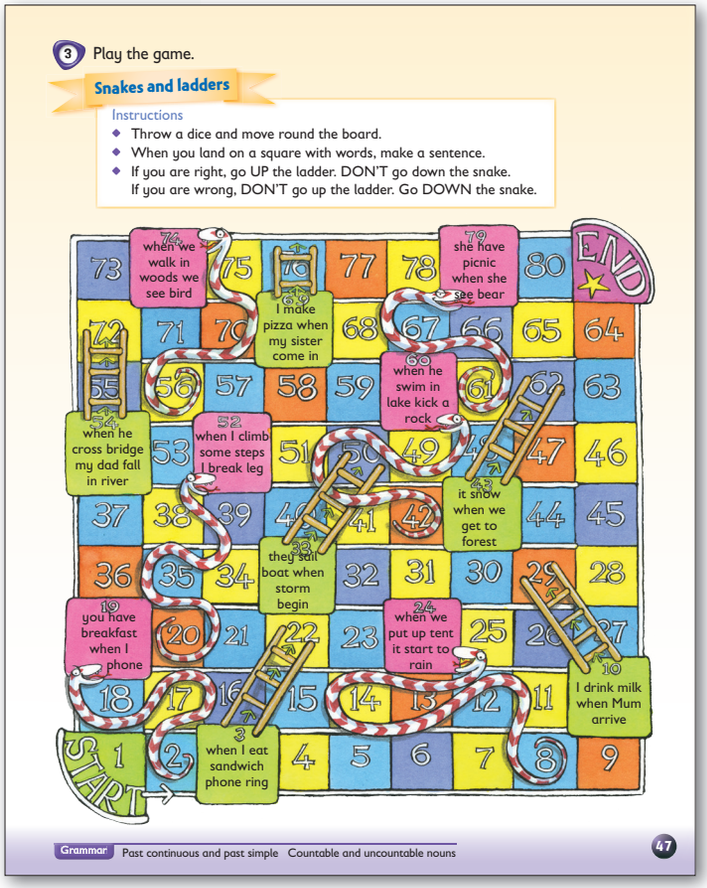
3 Which is the odd one out and why?

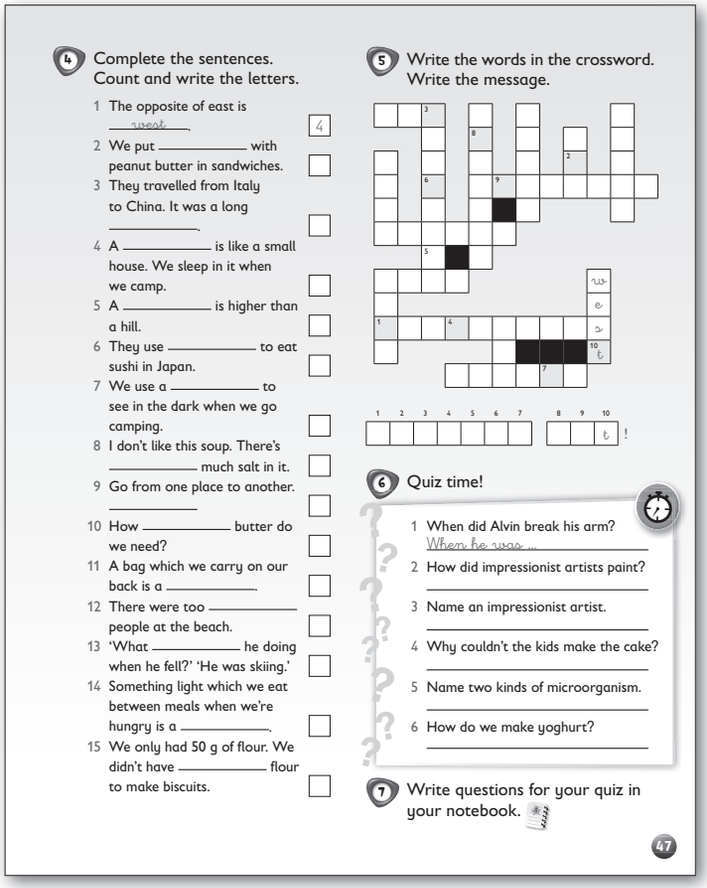
Key (possible answers): 2 torch – You don't eat with it. 3 best – It's not a direction / not on a map. 4 pan – You don't eat it. 5 cave – It isn't camping equipment. 6 cheese – We don't make it from flour.

Extra activity 2: see page 217 (if time)

Ending the lesson

- In pairs, pupils each think of one odd one out example (four words, one of which is different in some way). Pairs take turns to say theirs to the class, for the rest of the class to say which they think is the odd one out and why.





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 playing games

Materials required

- Board game: dice, coloured counters
- Optional: *Kid's Box Interactive DVD 6*: *The classroom* Quiz 2; Evaluation 4 from *Kid's Box Teacher's Book 6* (page 233); Test Units 3-4 *Kid's Box Teacher's Resource Book 6* (pages 101–115)
- *Kid's Box Language Portfolio 6* (page 4)

Pupil's Book page 47

Warmer

- Revise past continuous and past simple. Say, e.g. *Guess what! This morning when I was eating my breakfast, a tree fell on the house! What a surprise!* Ask pupils to imagine other things that happened to them. Prompt them to use the past simple and continuous. They can use the same opener to start with: *Guess what! This morning when I was eating my breakfast ...* , but encourage them to think of their own ideas too.

3 Play the game.

- Tell pupils to open their Pupil's Books at page 47. Elicit that this is a board game. Focus them on the instructions. Read them through aloud with the class and check pupils know that they have to make sentences using the past simple and past continuous.
- Pupils play in groups of three. They take turns to throw the dice and move around the board following the instructions. Remind them they can only speak in English. Monitor pupils as they are playing the game. Pupils decide if their friends say the sentences correctly or not. If they don't, the pupil misses a turn. The first player in each group to finish is the winner.

Extra activity 1: see page 217 (if time)

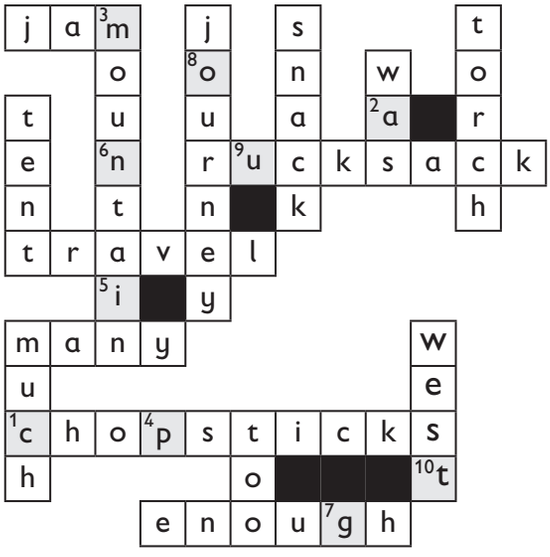
Activity Book page 47

4 Complete the sentences. Count and write the letters.

Key: 2 jam (3), 3 journey (7), 4 tent (4), 5 mountain (8), 6 chopsticks (10), 7 torch (5), 8 too (3), 9 travel (6), 10 much (4), 11 rucksack (8), 12 many (4), 13 was (3), 14 snack (5), 15 enough (6)

5 Write the words in the crossword. Write the message.

Key: Message: camping out



6 Quiz time!

Key: 1 taking off his boots. 2 With small spots. 3 Possible answer: Monet. 4 They didn't have enough flour or eggs. 5 Fungus and bacteria. 6 From milk and the right type of bacteria.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 217 (if time)

Optional evaluations

- *The classroom*: Quiz 2 from *Kid's Box Interactive DVD 6*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the *Teacher's Booklet.*
- Evaluation 4 from *Kid's Box Teacher's Book 6* (page 233). See notes on page 228.
- The test for Units 3-4 from *Kid's Box Teacher's Resource Book 6* (pages 101-115).

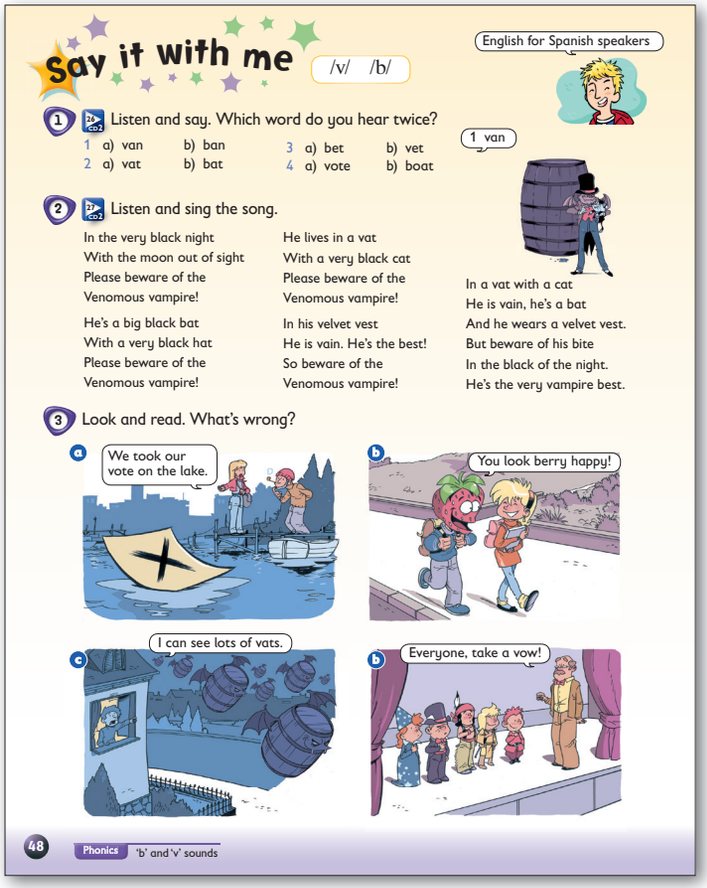
Language Portfolio (online)

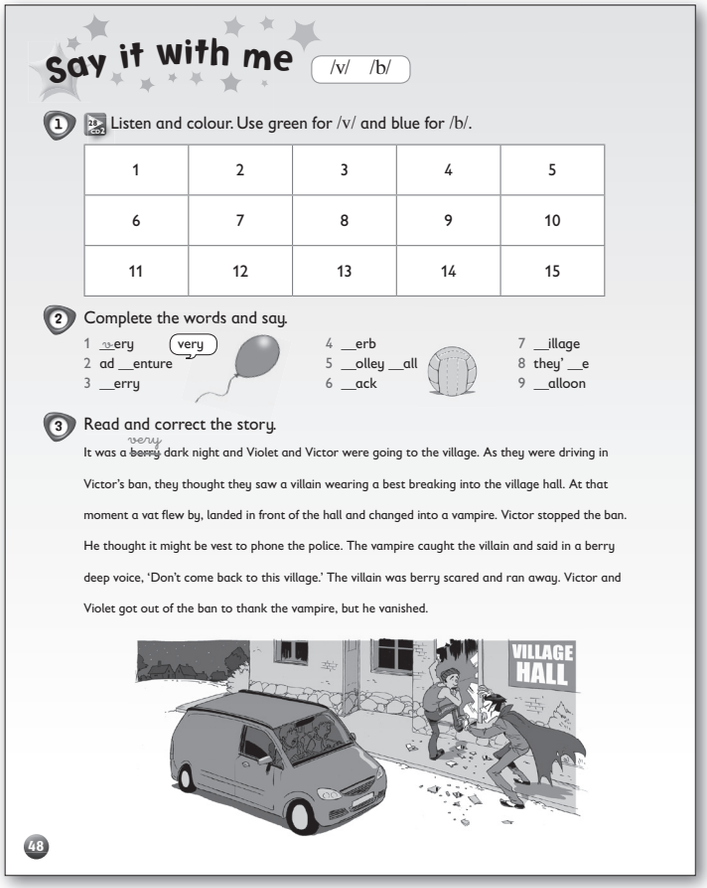
- Pupils complete page 4 of *Kid's Box Language Portfolio 6* (*I can ...* Units 3-4).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 3 and 4 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

Say it with me





Objectives: By the end of the lesson, pupils will have reviewed and practised words with /v/ and /b/ and learnt how to make the difference between the sounds.

Target language

- **Key language:** *van, ban, vat, bat, vet, bet, vote, boat, be blinded, venomous, bow, vow*
- **Additional language:** *velvet, vest, vain, lake*

Materials required

- Each pupil will need a green and blue crayon or coloured pencil

Pupil's Book page 48

Spanish specific

- Spanish speakers tend to pronounce the sounds /v/ and /b/ both as /b/. This comes from interference from other languages they speak where the letters *b* and *v* can be pronounced in the same way with no impact on meaning. It can be difficult to understand learners when words such as *very* and *berry* both sound like /beri/.
- Pupils need to be made aware of the importance of distinguishing clearly between the sounds when they speak; this will help also with their spelling.

Warmer

- Write on the board *The very big bee is alive* and tell pupils to say the phrase aloud several times. Remind them to put their top teeth on their lower lip to say words with a *v*.

1 Listen and say. Which word do you hear twice?

- Tell pupils to open their Pupil's Books at page 48. Focus them on Activity 1. Tell pupils to read each pair of words aloud.
- Play the audio. Tell pupils to listen for the words which are said twice. Pause the audio and elicit the answers. Play the audio again and pupils listen and repeat. Monitor pronunciation.

Key: 2 vat, 3 bet, 4 vote

CD 2, 26

1 van, van, ban
2 bat, vat, vat
3 bet, bet, vet
4 vote, boat, vote

2 Listen and sing the song.

- Focus pupils on the picture of the vampire bat and ask them to describe him. Elicit or present *vain, velvet, vest* and *vat*. Then focus pupils on the song in Activity 2. Play the audio. Pupils read and listen. Play the audio again and pupils join in with the words. Repeat several times for more practice. Make sure they articulate /v/ and /b/ clearly.

CD 2, 27

As in Pupil's Book

3 Look and read. What's wrong?

- Focus pupils on Activity 3. In pairs, pupils look at each scene and find the mistakes. Discuss with pupils the confusion that can be caused by these mistakes.

Key: a boat (not 'vote') b very (not 'berry') c bats (not 'vats') d bow (not 'vow')

Activity Book page 48

1 Listen and colour. Use green for /v/ and blue for /b/.

Pupils take out a green coloured pencil and a blue one. Pupils listen to each word said twice and colour the box green if they hear /v/ or blue if they hear /b/. Play the audio. Correct as a class. When they finish colouring, they should have the shape of the letter *V* in the green squares.

CD 2, 28

1 van, van
2 bat, bat
3 boat, boat
4 ball, ball
5 vote, vote
6 bath, bath
7 vest, vest
8 berry, berry
9 vat, vat
10 bet, bet
11 best, best
12 ban, ban
13 very, very
14 bed, bed
15 box, box

2 Complete the words and say.

- Pupils work individually and write in *v* or *b* to complete the words. Check as a class by asking pupils to read the words aloud. Monitor pronunciation.

Key: 2 v, 3 b, 4 v, 5 v, b, 6 b, 7 v, 8 v, 9 b

3 Read and correct the story.

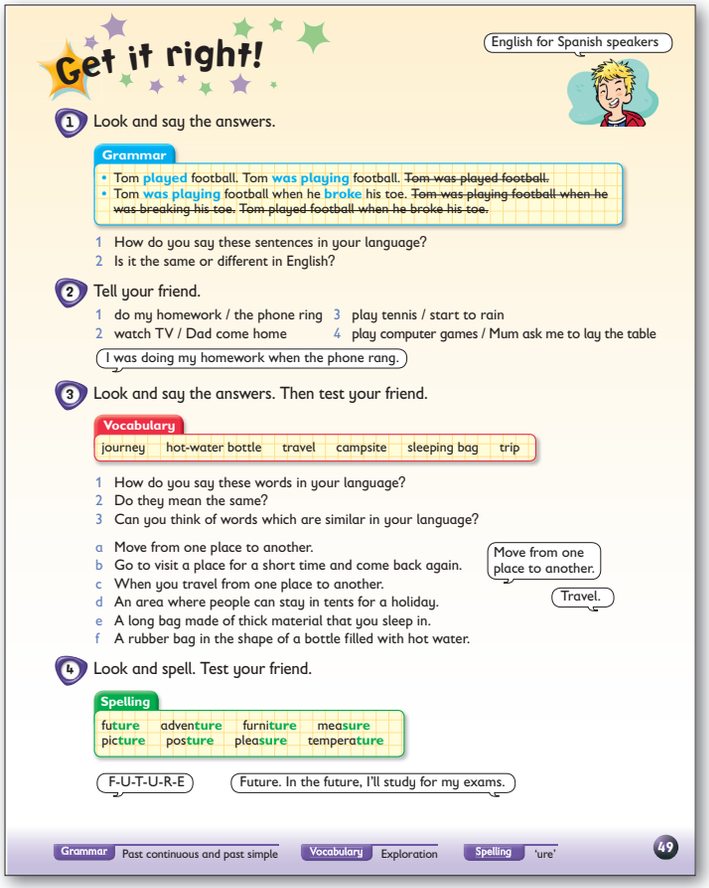
- Focus pupils on the picture. Elicit what they can see (a dark night, two people in a van, a village hall, a vampire). Ask pupils to read the text silently and cross out the mistakes and the correct word. Pupils work in pairs and compare their answers. Check as a class.

Key: It was a ~~berry~~ very dark night (...) As they were driving in Victor's ~~ban~~ van, (...) they saw a villain wearing a ~~best~~ vest (...) At that moment a ~~vat~~ bat flew by, (...) Victor stopped the ~~ban~~ van. He thought it might be ~~vest~~ best to (...) and said in a ~~berry~~ very deep voice, (...) The villain was ~~berry~~ very scared (...) Victor and Violet got out of the ~~ban~~ van to thank the vampire (...)

Ending the lesson

- Divide the class into two teams (A and B). Each team writes ten words from the unit on a piece of paper beginning with /v/ or /b/. A pupil from team A comes to the board and one from team B says a word from their list. Pupil A writes the word. Both teams win a point if they pronounce and spell the word with the correct letter.

Get it right!



Get it right!

English for Spanish speakers

1 Look and say the answers.

Grammar

- Tom **played** football. Tom **was playing** football. ~~Tom was played football.~~
- Tom **was playing** football when he **broke** his toe. ~~Tom was playing football when he was breaking his toe. Tom played football when he broke his toe.~~

1 How do you say these sentences in your language?
2 Is it the same or different in English?

2 Tell your friend.

1 do my homework / the phone ring
2 watch TV / Dad come home
3 play tennis / start to rain
4 play computer games / Mum ask me to lay the table

I was doing my homework when the phone rang.

3 Look and say the answers. Then test your friend.

Vocabulary

journey | hot-water bottle | travel | campsite | sleeping bag | trip

1 How do you say these words in your language?
2 Do they mean the same?
3 Can you think of words which are similar in your language?

a Move from one place to another.
b Go to visit a place for a short time and come back again.
c When you travel from one place to another.
d An area where people can stay in tents for a holiday.
e A long bag made of thick material that you sleep in.
f A rubber bag in the shape of a bottle filled with hot water.

Move from one place to another.

Travel.

4 Look and spell. Test your friend.

Spelling

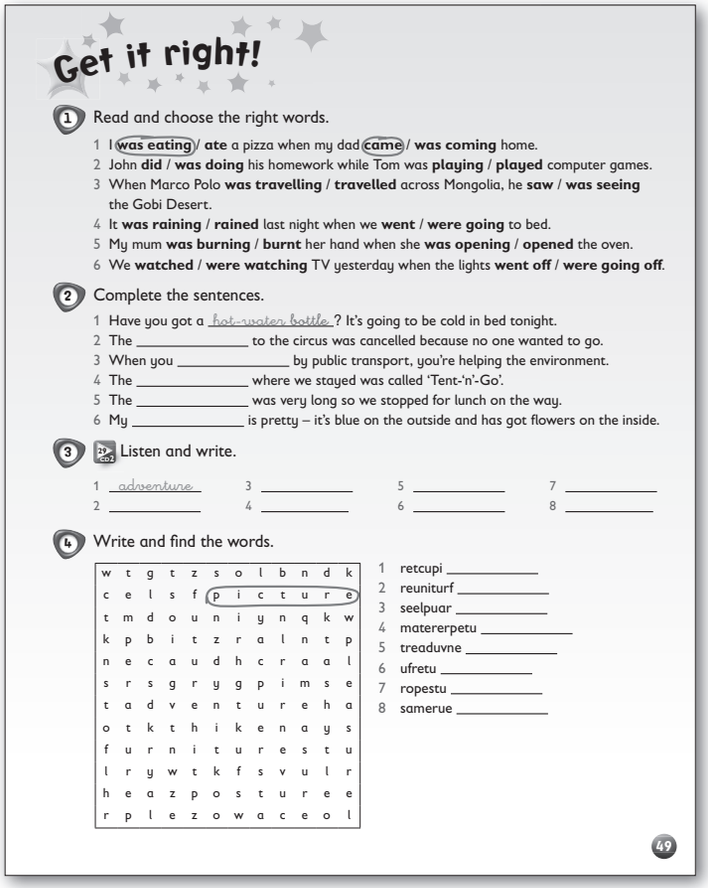
future | adventure | furniture | measure
picture | posture | pleasure | temperature

F-U-T-U-R-E

Future. In the future, I'll study for my exams.

Grammar Past continuous and past simple | Vocabulary Exploration | Spelling 'ure'

49



Get it right!

1 Read and choose the right words.

1 I **was eating** / **ate** a pizza when my dad **came** / **was coming** home.
2 John **did** / **was doing** his homework while Tom was **playing** / **played** computer games.
3 When Marco Polo **was travelling** / **travelled** across Mongolia, he **saw** / **was seeing** the Gobi Desert.
4 It **was raining** / **rained** last night when we **went** / **were going** to bed.
5 My mum **was burning** / **burnt** her hand when she **was opening** / **opened** the oven.
6 We **watched** / **were watching** TV yesterday when the lights **went off** / **were going off**.

2 Complete the sentences.

1 Have you got a *hot-water bottle*? It's going to be cold in bed tonight.
2 The _____ to the circus was cancelled because no one wanted to go.
3 When you _____ by public transport, you're helping the environment.
4 The _____ where we stayed was called 'Tent-'n'-Go'.
5 The _____ was very long so we stopped for lunch on the way.
6 My _____ is pretty – it's blue on the outside and has got flowers on the inside.

3 CD2 Listen and write.

1 *adventure*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

4 Write and find the words.

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

1 retcupi _____
2 reuniturf _____
3 seelpuar _____
4 matererpetu _____
5 treaduvne _____
6 ufretu _____
7 ropestu _____
8 samerue _____

49

Objectives: By the end of the lesson, pupils will have had more practice using the past simple and the past continuous. They will also have had specific practice with words that can be confusing and spelling words ending in *-ure*.

Target language

- **Key language:** *travel, trip, journey, campsite, sleeping bag, hot-water bottle, future, adventure, furniture, measure, picture, pleasure, temperature*
- **Additional language:** *tent, rubber, lay the table, thick material, the oven, cancelled*
- **Revision:** hobbies, activities

Pupil's Book page 49

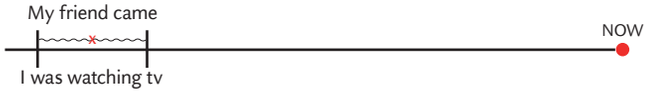
Warmer

- Write on the board a) *watched / I / last / TV / night. (I watched TV last night.)* b) *I / TV / all day / yesterday. / watching / was* (I was watching TV all day yesterday). Pupils work in pairs and put the words in order. Then check with the class.

Grammar

1 Look and say the answers.

- Ask pupils to keep their books closed. Write on the board the incorrect sentences from the Grammar box on page 49. Correct the sentences. Draw the following diagram on the board and encourage pupils to help explain it (past continuous for long actions; past simple for short actions):



- Tell pupils to open their Pupil's Books at page 49. Focus attention on Activity 1 and discuss questions 1 and 2 as a class, referring to the sentences in the Grammar box.

2 Tell your friend.

- Focus pupils on Activity 2. Do the example with the class by asking a pupil to read the speech bubble.
- Tell pupils about things you were doing at the weekend that were interrupted by something or someone. Pupils work in pairs to make their own sentences then tell each other their sentences. Encourage pupils to make sentences as in the example. Monitor and help/correct.

Key: 2 I was watching TV when Dad came home. 3 I was playing tennis when it started to rain. 4 I was playing computer games when Mum asked me to lay the table.

Vocabulary

3 Look and say the answers. Then test your friend.

- Focus pupils on the Vocabulary box. Tell pupils these are not *false friends*, but words which are misused in English because they are similar to words in their own language. Discuss questions 1–3 with the class.
- Read through the definitions with the class. Check understanding of new vocabulary. Then pupils work in pairs: pupil A reads the definition and pupil B answers. They swap and repeat. Check with the class by asking volunteers to read and answer. They write sentences in their notebooks using the words in the Vocabulary box.

Key: b trip, c journey, d campsite, e sleeping bag, f hot-water bottle

Spelling

4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Read the words aloud and ask pupils to repeat. Check pronunciation.
- Write two or three of the words from the Spelling box on the board. Put dashes instead of the last three letters (*-ure*). Ask pupils to come to the board and complete the missing letters. Draw attention to the ending.
- Pupils work in pairs and test each other on the words. Pupil A spells a word from the box. Pupil B identifies the word and puts it in a sentence. Monitor and help where necessary.

Activity Book page 49

Grammar

1 Read and choose the right words.

- Pupils work individually to circle the correct verbs in each sentence. Check answers around the class.

Key: 2 was doing, was playing, 3 was travelling, saw, 4 was raining, went 5 burnt, opened, 6 were watching, went off

Vocabulary

2 Complete the sentences.

- Pupils work individually. Check answers with the class by asking one pupil to read a sentence aloud, pausing at the gap. Another pupil supplies the missing word.

Key: 2 trip, 3 travel, 4 campsite, 5 journey, 6 sleeping bag

3 Listen and write.

- Play the audio. Pupils listen and write the words they hear. Play the audio again. Check answers by asking pupils to take turns to come to the board. A pupil says a word and the pupil at the board writes it correctly. Check spelling. Practise the pronunciation of the words written on the board.

Key: 2 future, 3 furniture, 4 measure, 5 picture, 6 posture, 7 pleasure, 8 temperature

CD 2, 29

adventure, future, furniture, measure, picture, posture, pleasure, temperature

Spelling

4 Write and find the words.

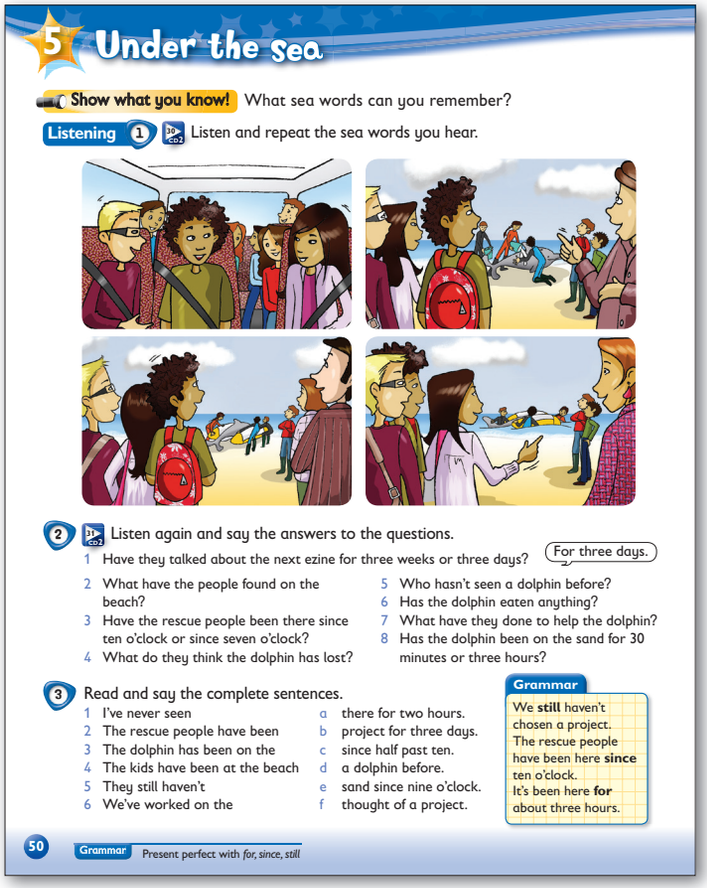
- Pupils work in pairs to read and find words. The first pair to complete the wordsearch is the winner.

Key: 2 furniture, 3 pleasure, 4 temperature, 5 adventure, 6 future, 7 posture, 8 measure

Ending the lesson

- Pupils work in pairs to play *Hangman* with words from the unit. The pupil who is the 'hangman' thinks of a word and writes the first letter and spaces for the other letters, e.g. *f* _ _ _ _ _ _ _ _ (footprint). If the other player says a correct letter, it's added; if he/she says a wrong letter, part of the scaffold is drawn.

5 Under the sea



5 Under the sea

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

Listening 1 CD2 Listen and repeat the sea words you hear.

2 CD2 Listen again and say the answers to the questions.

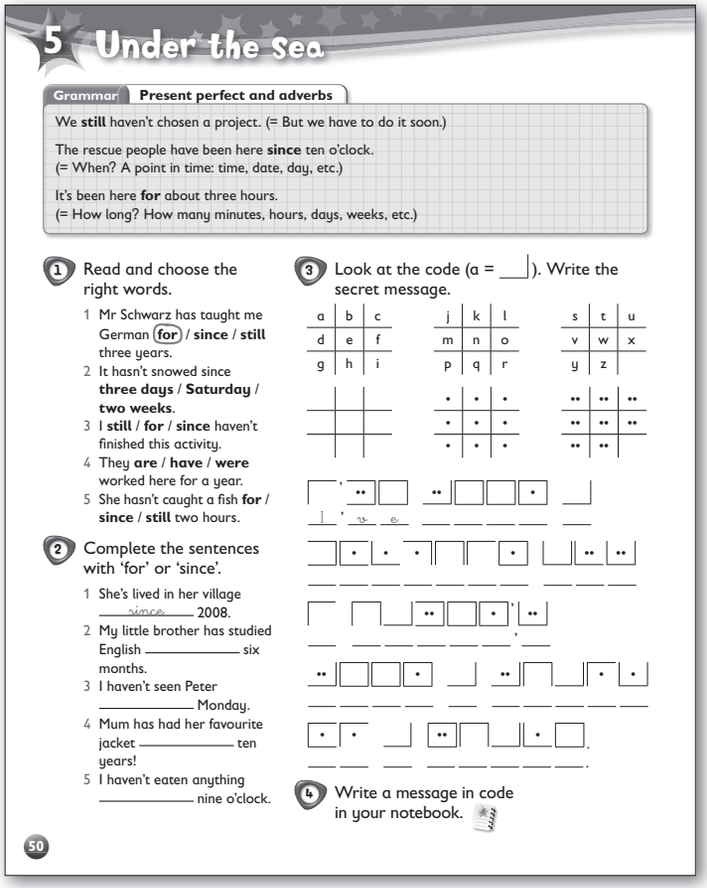
1 Have they talked about the next ezine for three weeks or three days? For three days.
2 What have the people found on the beach?
3 Have the rescue people been there since ten o'clock or since seven o'clock?
4 What do they think the dolphin has lost?
5 Who hasn't seen a dolphin before?
6 Has the dolphin eaten anything?
7 What have they done to help the dolphin?
8 Has the dolphin been on the sand for 30 minutes or three hours?

3 Read and say the complete sentences.

1 I've never seen — a there for two hours.
2 The rescue people have been — b project for three days.
3 The dolphin has been on the — c since half past ten.
4 The kids have been at the beach — d a dolphin before.
5 They still haven't — e sand since nine o'clock.
6 We've worked on the — f thought of a project.

Grammar
We **still** haven't chosen a project.
The rescue people have been here **since** ten o'clock.
It's been here **for** about three hours.

50 Grammar Present perfect with *for, since, still*



5 Under the sea

Grammar Present perfect and adverbs

We **still** haven't chosen a project. (= But we have to do it soon.)

The rescue people have been here **since** ten o'clock.
(= When? A point in time: time, date, day, etc.)

It's been here **for** about three hours.
(= How long? How many minutes, hours, days, weeks, etc.)

1 Read and choose the right words.

1 Mr Schwarz has taught me German (for) / **since** / **still** three years.
2 It hasn't snowed since **three days** / **Saturday** / **two weeks**.
3 I **still** / **for** / **since** haven't finished this activity.
4 They **are** / **have** / **were** worked here for a year.
5 She hasn't caught a fish **for** / **since** / **still** two hours.

2 Complete the sentences with 'for' or 'since'.

1 She's lived in her village since 2008.
2 My little brother has studied English _____ six months.
3 I haven't seen Peter _____ Monday.
4 Mum has had her favourite jacket _____ ten years!
5 I haven't eaten anything _____ nine o'clock.

3 Look at the code (a = ••). Write the secret message.

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

4 Write a message in code in your notebook.

50

Objectives: By the end of the lesson, pupils will be able to talk about past experiences and will have reviewed words to describe the sea.

Target language

- **Key language:** present perfect with *for, since, still*; *rescue, dolphin, think of, blanket,* the sea
- **Revision:** sea creatures

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 5 Reinforcement worksheet 1 (pages 43 and 44); Grammar reference Unit 5 *Pupil's Book 6* (page 103) and *Activity Book 6* (page 95)

Pupil's Book page 50

Warmer

- Play a guessing game. Say, e.g. *I'm thinking of an animal. It's a mammal. It hasn't got legs, but it's got a tail. It lives in groups. They are very good swimmers. Sometimes they save people from the sea.* Pupils guess (dolphin). Elicit some other sea creatures.

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

- Write *The sea* on the board. Say *Show what you know ... about the sea.* Write one or two words which came up in the Warmer, e.g. *whale,* to start the mind map, but remind pupils it can be other things to do with the sea, e.g. *beach* or *sand.* Brainstorm in two minutes other sea words. Pupils copy the mind map.

1 Listen and repeat the sea words you hear.

- Tell pupils to open their Pupil's Books at page 50. Focus them on the title of the unit and on the Activity 1 pictures. Elicit the names of the characters, where they are and which sea creature they can see (dolphin). Pre-teach *rescue.*
- Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening. Elicit what happened to the dolphin in the end (they rescued it).

CD 2, 30

SHARI: Have you thought of anything for our ezine this month?
DAN: No, nothing.
ALVIN: We've talked about ideas for three days and we still haven't chosen a project.
DAN: Let's not talk about that now. Let's enjoy our day at the beach.
DAN: Is that a whale?
ALVIN: Excuse me, what's happening over there?
WOMAN: They've found a dolphin on the beach. The rescue people have been here since ten o'clock. They think it's lost its mother.
DAN: So what have the rescue people done to help it?
WOMAN: Look, they've moved it onto that big cloth like a blanket and they've put water on it because it mustn't get dry.
ALVIN: I've never seen a dolphin before. Has it been on the sand for a long time?
MAN: Yes, it has. It's been here for about three hours.
DAN: Has it eaten anything?
MAN: No, it hasn't.
SHARI: But look what the rescue people are doing now!
SHARI: Miss Jones, look! They've pulled the dolphin back out to sea.
DAN: Phew. They've rescued it.
MISS JONES: That's good. How exciting!
ALVIN: Yes, ... now we've got something to write about for our ezine. Sea life!
DAN AND SHARI: Yeah!

2 Listen again and say the answers to the questions.

- Focus pupils on the Activity 2 questions. Read them before playing the audio (don't explain the grammar at this stage).
- Play the audio again. Pupils whisper their answers to their friend. Play the audio again. Write the answers on the board.

Key: 2 A dolphin. 3 Since ten o'clock. 4 Its mother. 5 Alvin. 6 No. 7 They've moved it onto a big cloth and they've put water on it. 8 For three hours.

CD 2, 31

See previous recording

Presentation

- Write the three sentences from the Grammar box on the board. Draw attention to the phrases with *for* and *since.* Elicit that one is a period of time (*for*) and one is the beginning of a point of time (*since*). Give other examples for *for* and *since* and draw a timeline. Focus on the sentence with *still* and check understanding.

3 Read and say the complete sentences.

- Focus pupils on Activity 3. Pupils do the activity in pairs. Play the audio again. Pupils say the complete sentences.

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

Extra activity 1: see page 217 (if time)

Activity Book page 50

1 Read and choose the right words.

- Focus pupils on the Grammar box before they do the activities.

Key: 2 Saturday, 3 still, 4 have, 5 for

2 Complete the sentences with 'for' or 'since'.

Key: 2 for, 3 since, 4 for, 5 since

Extra activity 2: see page 217 (if time)

3 Look at the code (a = _|). Write the secret message.

Key: I've seen a dolphin but I haven't seen a shark or a whale.

4 Write a message in code in your notebook.

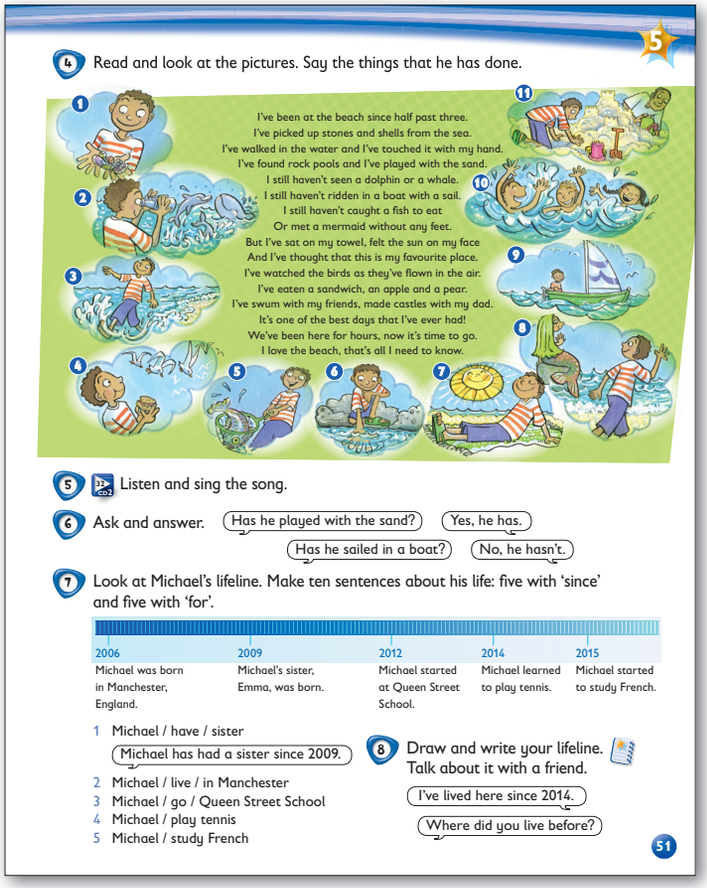
Key: Pupils' own answers

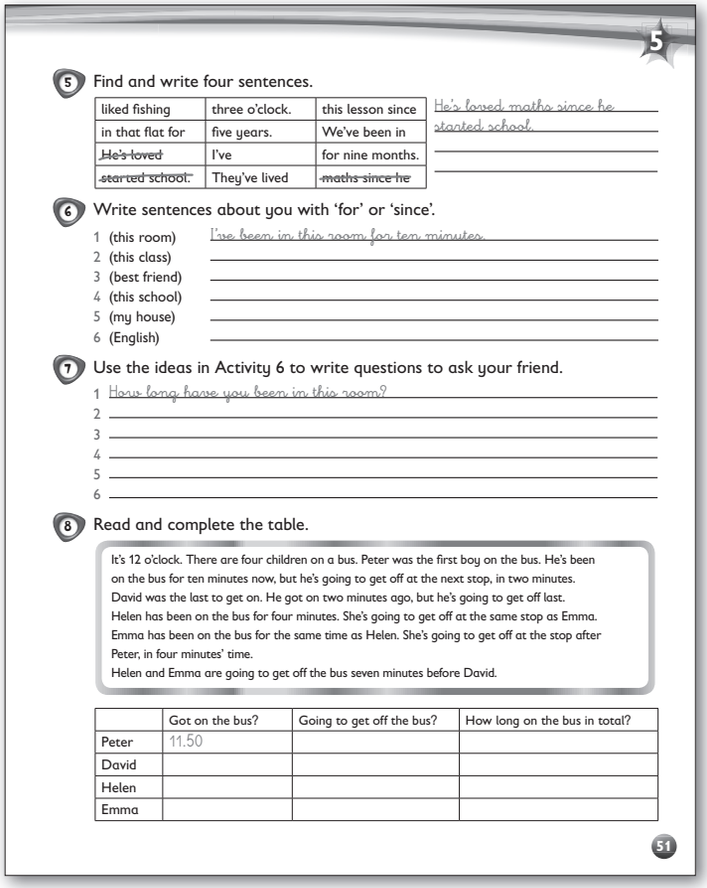
Optional activities

- Unit 5 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 43 and 44).
- Grammar reference Unit 5 from *Pupil's Book 6* (page 103) and *Activity Book* (page 95). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Pupils swap secret messages.





Objectives: By the end of the lesson, pupils will have had further practice using the present perfect with *for, since* and *still* and sung a song.

Target language

- **Key language:** the present perfect with *for, since, still*; past participles of known verbs
- **Additional language:** *one of the best days I've ever had, all I need to know*
- **Revision:** the sea, *mermaid,* food

Materials required

- Extra activity 1: Ten statements about your life from your lifeline, five of them true and five false
- Extra activity 2: 20 time expressions written clearly on cards (for display on the board), ten used with *for* and ten used with *since*, e.g. *five minutes, Friday.*
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 5 Song worksheet (pages 43 and 48); *Kid's Box Interactive DVD 6*: *The music room,* Unit 5 'I love the beach!' song

Pupil's Book page 51

Warmer

- Review use of *for, since* and *still* by asking questions, e.g. *How long have you been at this school? When did you arrive here today? How long have you been here? Have we finished this book?*

4 Read and look at the pictures. Say the things that he has done.

- Do a quick oral brainstorm of sea words. Start with, e.g. *sand*. Then tell pupils to open their Pupil's Books at page 51. Focus them on the Activity 4 pictures and on the instructions and check pupils know what to do. Do an example first with the class: read the first two lines of the text and ask which picture it matches (picture 1). Pupils say: *He's picked up stones and shells from the sea*. Pupils work in pairs, using the pictures to guide them. They compare their answers with another pair.

Key: He has done these things: 1, 3, 4, 6, 7, 10, 11

5 Listen and sing the song.

- Tell pupils to listen to the song. Play the audio. Hold your book up and work around the pictures, eliciting which he has done and which he hasn't done. At the end, elicit the sentence from pupils for each picture.
- Play the audio line by line and then verse by verse for pupils to repeat. Then play it again for them all to sing along.

CD 2, 32
As in Pupil's Book

CD 2, 33
Now sing the song again. (Karaoke version)

6 Ask and answer.

- Focus pupils on the Activity 6 examples. Ask pupils to take turns to read these questions and answers aloud. Make sure they realise the questions are about the boy in the song. Continue the activity in open pairs. Pupils ask and answer in pairs.

7 Look at Michael's lifeline. Make ten sentences about his life: five with 'since' and five with 'for'.

- Focus pupils on the 'lifeline' and check they understand how it works. Elicit information about Michael to check. Focus on the activity instructions and the example. Elicit another example with *for*. Pupils work in pairs and make eight more sentences about Michael. Check with the class. Pupils write the sentences in their notebooks.

Key: 1 Michael has had a sister for X years. 2 Michael has lived in Manchester since 2006. Michael has lived in Manchester for X years. 3 Michael has gone to Queen Street School since 2012. Michael has gone to Queen Street School for X years. 4 Michael has played tennis since 2014. Michael has played tennis for X years. 5 Michael has studied French since 2015. Michael has studied French for X years.

8 Draw and write your lifeline. Talk about it with a friend.

- Focus pupils on the example. Write some key dates on the board, e.g. the year pupils were born / they started school. Tell pupils to add key dates of their own, e.g. when a brother or sister was born, when they learnt to swim. Pupils draw their own lifelines. Monitor and make suggestions.

Extra activity 1: see page 217 (if time)

Activity Book page 51

5 Find and write four sentences.

Key: I've liked fishing for nine months. They've lived in that flat for five years. We've been in this lesson since three o'clock.

6 Write sentences about you with 'for' or 'since'.

Key: Pupils' own answers

7 Use the ideas in Activity 6 to write questions to ask your friend.

Key: Pupils' own answers

8 Read and complete the table.

Key:

	Got on the bus?	Going to get off the bus?	How long on the bus in total?
Peter	11.50	12.02	For 12 minutes
David	11.58	12.11	For 13 minutes
Helen	11.56	12.04	For 8 minutes
Emma	11.56	12.04	For 8 minutes

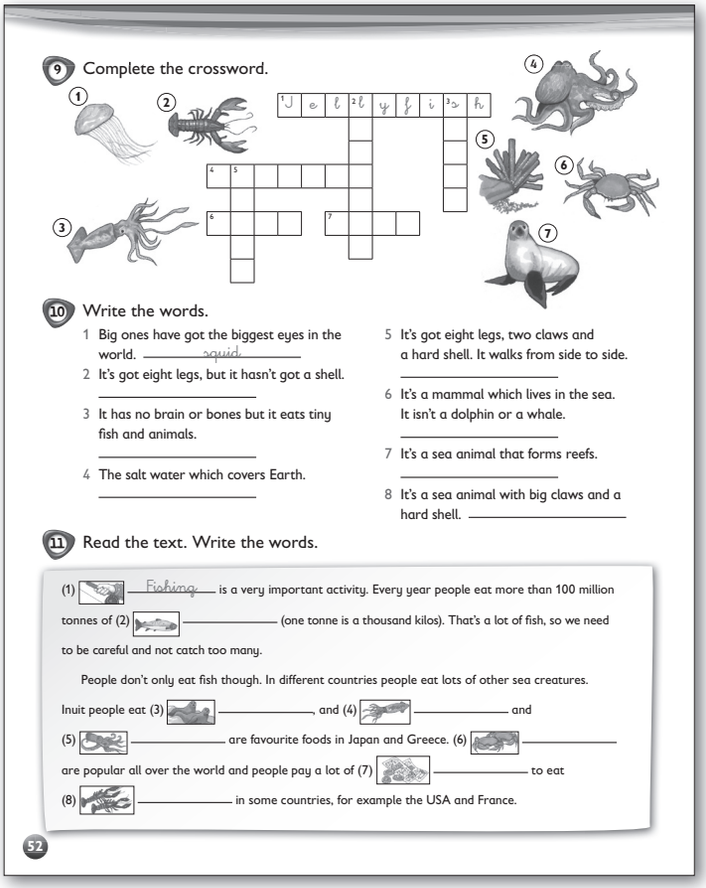
Extra activity 2: see page 217 (if time)

Optional activities

- Unit 5 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 43 and 48).
- *The music room*: Unit 5 'I love the beach!' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song again with pupils.



Objectives: By the end of the lesson, pupils will have read and talked about different sea creatures.

Target language

- **Key language:** sea creatures, *seal, turtle, mammal, crab, lobster, coral, jellyfish, octopus, squid, reef, brain*
- **Additional language:** *zooplankton*
- **Revision:** animal body parts, measurements, numbers

Materials required

- Extra activity 2: Photocopiable activity 5 (page 207), one copy for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 5 Reinforcement worksheet 2 (pages 43 and 45)

Pupil's Book page 52

Warmer

- Ask pupils how much of the surface of the Earth, as a percentage, is covered by water. Invite them to guess, giving them clues as they do so, e.g. *No, you're very cold* (if they are a long way out), *Warmer* (if they're getting closer) and so on. Finally tell them the answer if they can't guess (71%). Tell them they're going to read about some of the sea creatures that live in the seas and the oceans.

9 Read and think. Which is the smallest animal in the photos?

- Tell pupils to open their Pupil's Books at page 52. Focus them on the Activity 9 instructions. Ask a pupil to read them aloud. Elicit that this is the webpage for *Kid's Box* ezine. Focus pupils on the introduction to the texts and read this to the class. Make sure they notice the key vocabulary at the bottom of the texts.
- They read the texts silently to find the answer to the question. Discuss the answer with the class, eliciting where they found the answer. Check comprehension by asking pupils to read each text aloud around the class.
- Encourage them to work out the meanings of the new words for themselves, using the pictures. Ask pupils which of these sea creatures they knew about before and which are new to them.

Key: Coral

10 Listen. Repeat the word and say the letter.

- Focus pupils on the Activity 10 instructions. Play the example to check pupils know what to do. Play the rest of the audio. Pupils repeat the word in chorus and then write the letter in their notebooks the first time they listen. Play the audio again. Pupils repeat the word and say the letter.

Key: 2 Squid. That's 'g'. 3 Coral. That's 'd'. 4 Crab. That's 'b'. 5 Jellyfish. That's 'e'. 6 Seal. That's 'a'. 7 Octopus. That's 'f'.

CD 2, 34

1 lobster, 2 squid, 3 coral, 4 crab, 5 jellyfish, 6 seal, 7 octopus

11 Read again and say the answers.

- Focus pupils on the Activity 11 instruction. Check they know what to do. They work in pairs, re-reading the text to answer the questions. They write the answers in their notebooks. Check with the class. Elicit which fact surprised them most about the animals.

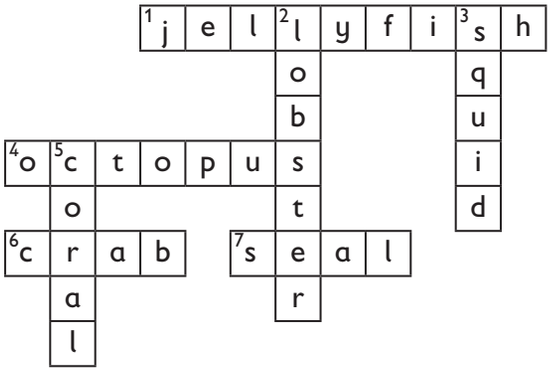
Key: 1 Seals are mammals. 2 The blue-ringed octopus is very dangerous. 3 Because lots of other sea animals live there. 4 A crab is round. 5 The giant squid has the biggest eyes. 6 Jellyfish can be 61 metres long.

Extra activity 1: see page 218 (if time)

Activity Book page 52

9 Complete the crossword.

Key:



10 Write the words.

Key: 2 octopus, 3 jellyfish, 4 ocean, 5 crab, 6 seal, 7 coral, 8 lobster

11 Read the text. Write the words.

Key: 2 fish, 3 seals, 4 squid, 5 octopus, 6 Crabs, 7 money, 8 lobsters

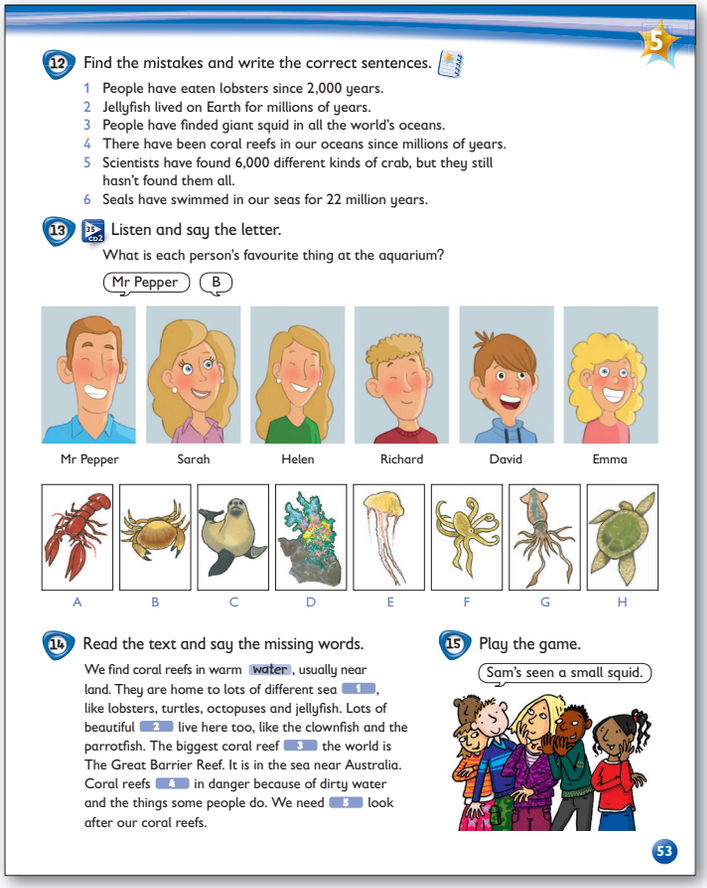
Extra activity 2: see page 218 (if time)

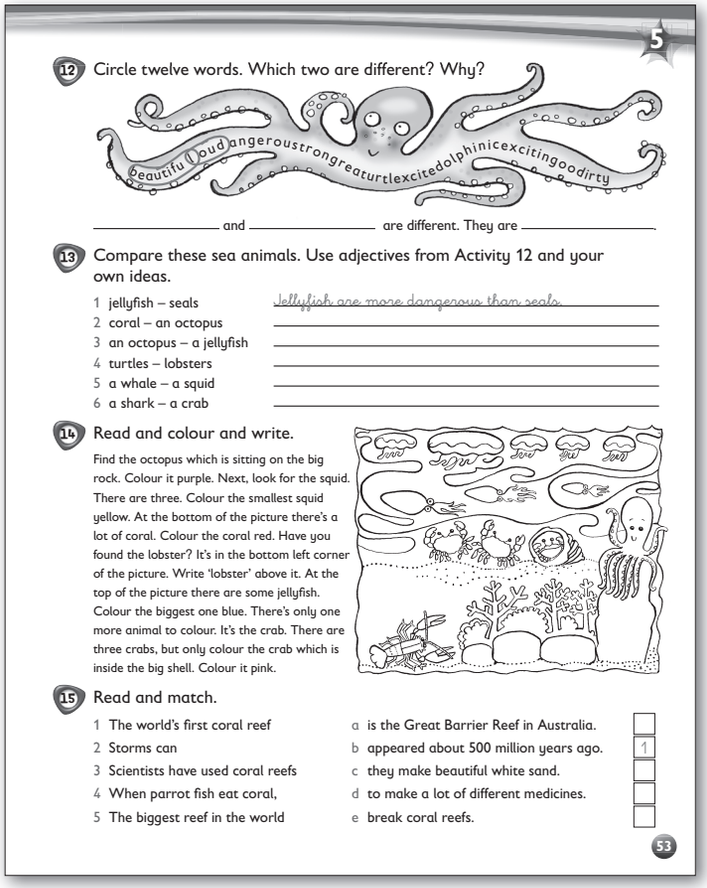
Optional activities

- Unit 5 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 43 and 45).

Ending the lesson

- Call out some of the creatures from the Pupil's Book Activity 9 reading. Pupils say what is amazing about them, e.g. *Blue-ringed octopus / very small but very dangerous.*





Objectives: By the end of the lesson, pupils will have had more practice with the present perfect with *for, since* and *still* and the vocabulary for sea creatures.

Target language

- **Key language:** sea creatures, present perfect with *for, since* and *still*, comparative adjectives, *aquarium, tank, clownfish, parrotfish*
- **Additional language:** *Great Barrier Reef, I'm the only person who ...*

Materials required

- Warmer: The 20 time expressions from Extra activity 2 for Pupil's Book page 51. If not used then, write 20 time expressions clearly on cards (for display on the board), ten used with *for* and ten used with *since*, e.g. *five minutes, Friday.*
- Extra activity 2: A large sheet of paper for each group of four, coloured pencils, the internet, printers
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 5 Extension worksheet 1 and/or Extension Worksheet 2 (pages 43, 46 and 47)

Pupil's Book page 53

Warmer

- Stick the 20 time expressions on the board (or on a wall). Call out, e.g. *for*. Pupils put their hands up to match it with an expression, e.g. *for three weeks*. The pupil who chooses a correct expression comes and takes it off the board. Continue until pupils have taken all the expressions.

12 Find the mistakes and write the correct sentences.

- Tell pupils to open their Pupil's Books at page 53. Focus them on Activity 12. Do the first one as an example. Pupils correct the others individually and check in pairs. Check with the class.

Key: 1 ~~since~~ for, 2 ~~lived~~ have lived, 3 ~~finded~~ found, 4 ~~since~~ for, 5 ~~hasn't~~ haven't, 6 ~~swimmed~~ swum

13 Listen and say the letter. F towards

- Focus pupils on the instruction. Ask a pupil to read the question aloud and others to read the names and identify the sea creatures. Play the audio. They listen and say the letters. They check in pairs. Play the audio again. Check with the class.

Key: Sarah D, Helen F, Richard G, David E, Emma C

CD 2, 35

What is each person's favourite thing at the aquarium?

GIRL: Have you been to the aquarium in town, Mr Pepper?
MR PEPPER: Yes, I have. My wife and children love looking at fish and sea animals, and we're going to go again next week. I enjoy it too.
GIRL: What do you want to see?
MR PEPPER: Well, we all like looking at different things. I really like going to see the crabs. I know it's not usual, but I like the way they walk and sit between the rocks. I'm the only person in my family who likes them, though.
GIRL: What do the others want to see?
MR PEPPER: Well, my younger daughter, Emma, loves the seals. There's a show and they give them fish to eat. That's where she goes first.
GIRL: What about your boys?
MR PEPPER: Well, the older boy, Richard, likes the squid. It's not a giant squid, but it's one of the biggest sea creatures in this aquarium. That's his favourite.
GIRL: And what about your other son?
MR PEPPER: Well, my younger son, David, likes the jellyfish. There's one which is very dangerous, but it's really beautiful to watch. That's David's favourite.
GIRL: And your wife?
MR PEPPER: Sarah likes the things that look beautiful. Her favourite is the coral. There's a tank with coral and tropical fish which have lots of different colours.
GIRL: Does your older daughter like the coral too?
MR PEPPER: Helen? No, she thinks it's boring! There's a very big octopus which she likes.
GIRL: Well, there are lots of things to see. I hope you enjoy it.
MR PEPPER: Thank you very much.

Extra activity 1: see page 218 (if time)

14 Read the text and say the missing words.

- Focus pupils on Activity 14. Check they know what to do. Do the example with the class. Pupils work individually to complete the text. They check in pairs. Check with the class. Discuss with pupils how they know which type of word to use each time. Ask comprehension questions.

Key: 1 creatures/animals, 2 fish, 3 in, 4 are, 5 to

15 Play the game.

- Focus pupils on the Activity 15 picture and tell them they are going to play a game. Pupils line up in four lines facing the board. Whisper a sentence to the first person in each line. They whisper it to the second pupil who whispers it to the third and so on to the end of the line. The last person writes it on a piece of paper. Repeat, but move the pupil at the front of the line to the back each time.
- Possible sentences: *An octopus has eight legs. Lobsters have a shell and two claws. Jellyfish eat small fish.*

Activity Book page 53

12 Circle twelve words. Which two are different? Why?

Key: dangerous, strong, great, turtle, excited, dolphin, nice, exciting, good, dirty
Turtle and dolphin are different. They are nouns.

13 Compare these sea animals. Use adjectives from Activity 12 and your own ideas.

Key: Pupils' own answers

14 Read and colour and write.

Key: octopus – purple; smallest squid – yellow; coral – red; write 'lobster'; biggest jellyfish – blue; crab inside the shell – pink.

15 Read and match.

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

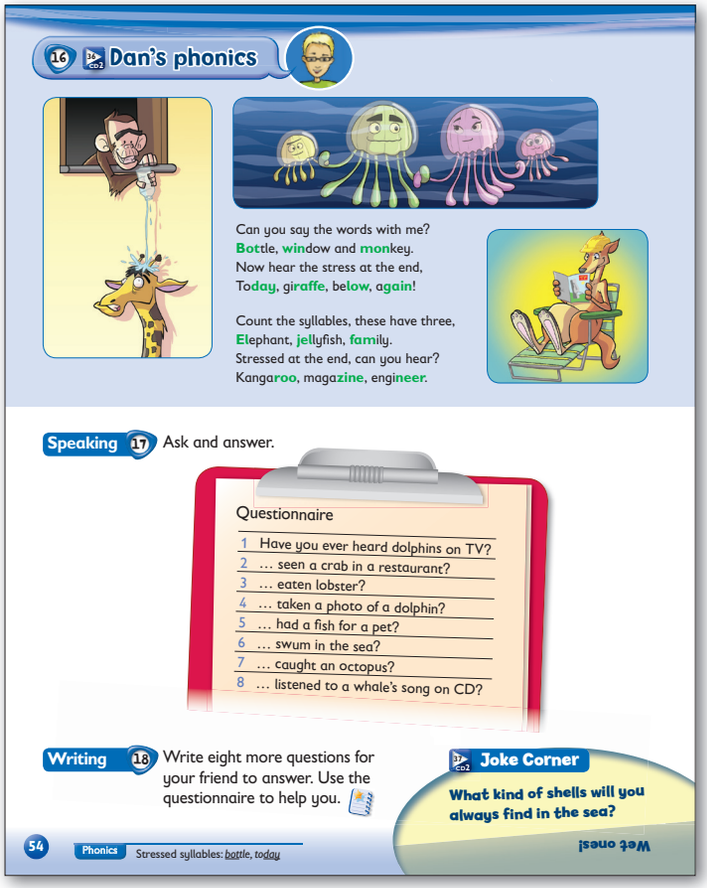
Extra activity 2: see page 218 (if time)

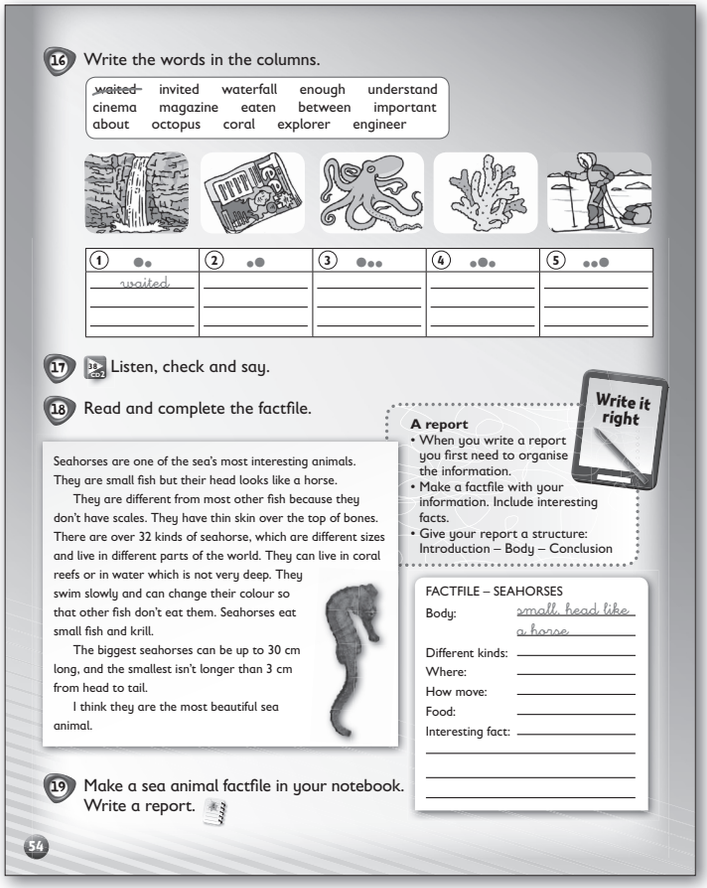
Optional activities

- Unit 5 Extension worksheet 1 and/or Extension Worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 43, 46 and 47).

Ending the lesson

- Say numbers from Pupil's Book Activity 12, e.g. *For 2,000 years ...* Pupils complete without looking.





Objectives: By the end of the lesson, pupils will have practised stressing syllables in order to pronounce words correctly. They will also have completed a communication activity.

Target language

- **Key language:** words with different stress patterns, *syllable, stress, seahorse*
- **Revision:** infinitive / past simple / past participle, *Have you ever … ?*, sea creatures

Materials required

- Reference materials / the internet
- Extra activity 1: The words from Activity Book Activity 16, written on separate pieces of paper (one set of words per pair of pupils)
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 5 Topic worksheet (pages 43 and 49)

Pupil's Book page 54

Warmer

- Write the phrase *below the window on the board*. Check comprehension. Say the phrase, making sure you stress the second syllable in *below* and the first syllable in *window*. Pupils repeat. Say the words with the stress in the wrong place. Ask pupils if it is easy to understand. Explain that in English it is important to stress the correct syllables in words and sentences, otherwise you can be misunderstood. Remind pupils of the meaning of *syllable* and ask them how many syllables there are in *below* and *window*. Ask them which syllable is stressed in each word and underline them on the board (*below the window*). Tell them they will be practising using stress correctly in today's pronunciation activity.

16 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 54. Focus them on Activity 16 and on the instruction. Elicit/Tell the class this activity is about stressing different syllables. Play the audio. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils put the stress on the correct syllables. Pupils practise the rhyme in pairs. Encourage them to clap when they say the stressed syllables in the rhyme.

  Note: You may want to point out that the unstressed vowels in a word are often pronounced as a schwa (/ə/), e.g. in *bottle* and *again* in the rhyme.

CD2, 36

As in Pupil's Book

17 Ask and answer.

- Focus pupils on the Activity 17 questionnaire. Ask a pupil to read the first question and another to answer it (using a short answer). Elicit the other full questions from different pupils. Pupils copy the questionnaire into their notebooks, writing the full question each time. They leave space to write the names of two different friends who answer the questions. They do a mingling activity, asking each question of at least two different people. They write the name and then *Yes* or *No*. Elicit answers from the class by asking a pupil to tell you what he/she found out about one of his/her friends. They say a complete sentence, e.g. *Juan has eaten lobster.*

18 Write eight more questions for your friend to answer. Use the questionnaire to help you.

- Focus pupils on the Activity 18 instructions. Brainstorm some ideas for other questions onto the board, e.g. *visited an aquarium, swum with a dolphin, seen a jellyfish*. Pupils write their questions individually in their notebooks. Monitor and check. They leave a line under each question for their friend to write an answer. Pupils swap notebooks with a new partner and write answers to each other's questions.

Joke Corner

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

CD 2, 37

As in Pupil's Book

Activity Book page 54

16 Write the words in the columns.

- Tell pupils to open their Activity Books at page 54. Check they know the meaning of all the words in the box. Copy the dots from the column headings on the board and make sure pupils realise that the large dots represent stressed syllables and the small dots unstressed syllables. Point out the example answer in the first column. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

Extra activity 1: see page 218 (if time)

17 Listen, check and say.

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

Key: See audioscript

CD 2, 38

1 waited, eaten, coral
2 enough, between, about
3 waterfall, cinema, octopus
4 invited, important, explorer
5 understand, magazine, engineer

18 Read and complete the factfile.

- Before pupils do the activity, focus them on the Write it right box and discuss the features of a report in turn. Write the structure: *Introduction – Body – Conclusion* on the board to remind them.

Key: Different kinds: 32
Where: different parts of the world
How move: swim slowly
Food: small fish and krill
Interesting fact: pupils' own ideas

19 Make a sea animal factfile in your notebook. Write a report.

Key: Pupils' own answers

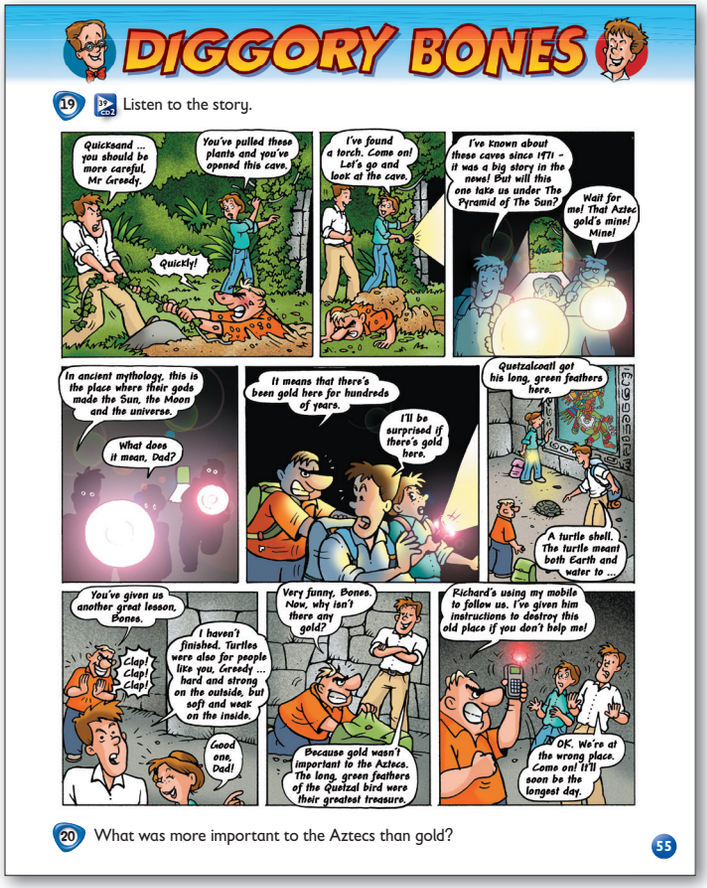
Extra activity 2: see page 218 (if time)

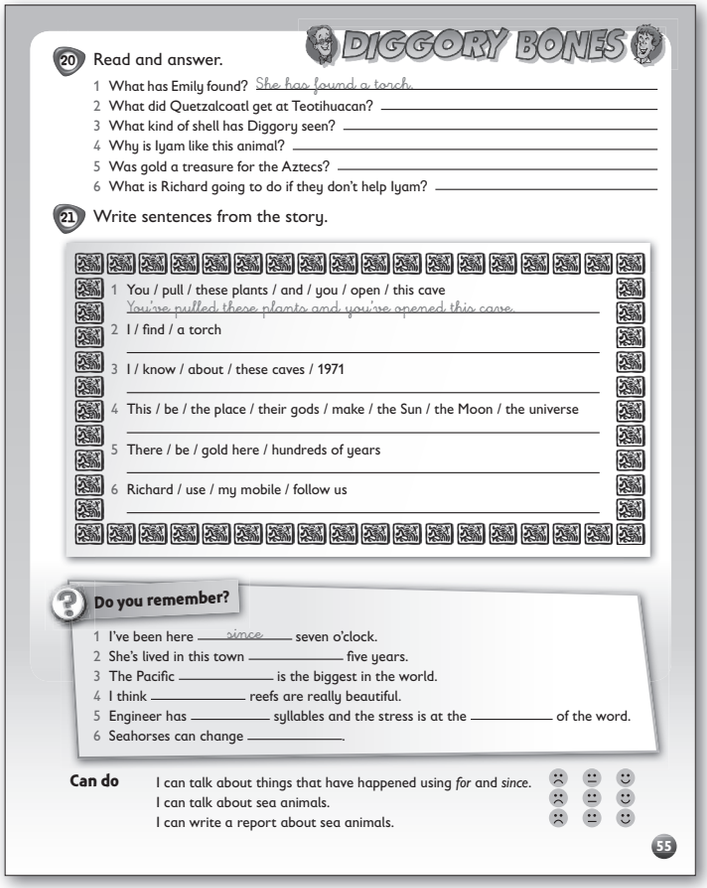
Optional activity

- Unit 5 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 43 and 49).

Ending the lesson

- Do the chant again with pupils.





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, *quicksand, universe*
- **Additional language:** *Good one, Dad!*
- **Revision:** language from the unit

Materials required

- Optional: *Kid's Box Interactive DVD 6*: 'Escape from the caves' game *(The computer room)*; the animated version of the Unit 5 story from *Kid's Box Interactive DVD 6 (The school library)*; Playscript 5 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 82); Evaluation 5 from *Kid's Box Teacher's Book 6* (page 234)

Pupil's Book page 55

Warmer

- Review the previous episode of the story with Pupil's Books closed. Ask pupils, e.g. where Diggory and Emily were, who Richard Tricker was, and what happened to Iyam at the end.

Story

19 Listen to the story.

- Tell pupils to open their Pupil's Books at page 55. Focus them on the first frame of the story. Teach *quicksand*. Set the gist questions: *Who goes into the cave? What does Iyam hope to find there? What creature does Diggory say Iyam is like?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Diggory, Emily and Iyam, Aztec gold, A turtle).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Who's got the torch? When did Diggory hear about the caves? How long has the gold been there?* Check pupils understand other key vocabulary.

CD 2, 39

As in Pupil's Book

20 What was more important to the Aztecs than gold?

- Focus pupils on Activity 20 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame three).

Key: The long, green feathers of the Quetzal bird.

Extra activity 1: see page 218 (if time)

Activity Book page 55

19 Read and answer.

Key: 2 Quetzalcoatl got his long, green feathers there. 3 He has seen a turtle's shell. 4 Because he's hard and strong on the outside and soft and weak on the inside. 5 No, it wasn't. 6 He's going to destroy the place where they are.

20 Write sentences from the story.

Key: 2 I've found a torch. 3 I've known about these caves since 1971. 4 This is the place where their gods made the Sun, the Moon and the universe. 5 There's been gold here for hundreds of years. 6 Richard's using my mobile to follow us.

Extra activity 2: see page 218 (if time)

Do you remember?

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

Key: 2 for, 3 Ocean, 4 coral, 5 three, end, 6 colour

Can do.

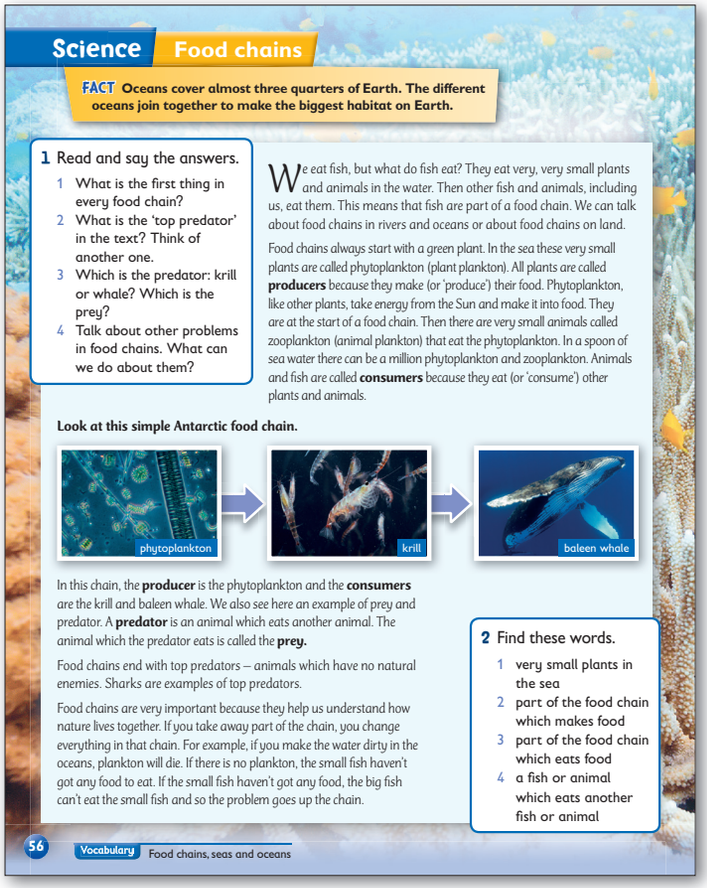
- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about things that have happened, using *for* and *since*. Review what the three faces mean (not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

Optional activities

- *The computer room*: The 'Escape from the caves' game from *Kid's Box Interactive DVD 6*. See pages 34-35 of the *Teacher's Booklet*.
- *The school library*: The animated version of the Unit 5 story from *Kid's Box Interactive DVD 6*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 55. Hand out a copy to each student of Playscript 5 from *Kid's Box Teacher's Resource Book 6* (page 82). See notes on page 76.
- Evaluation 5 from *Kid's Box Teacher's Book 6* (page 234). See notes on page 229.

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 chains

FACT Oceans cover almost three quarters of Earth. The different oceans join together to make the biggest habitat on Earth.

1 Read and say the answers.

1 What is the first thing in every food chain?
2 What is the 'top predator' in the text? Think of another one.
3 Which is the predator: krill or whale? Which is the prey?
4 Talk about other problems in food chains. What can we do about them?

We eat fish, but what do fish eat? They eat very, very small plants and animals in the water. Then other fish and animals, including us, eat them. This means that fish are part of a food chain. We can talk about food chains in rivers and oceans or about food chains on land.

Food chains always start with a green plant. In the sea these very small plants are called phytoplankton (plant plankton). All plants are called **producers** because they make (or 'produce') their food. Phytoplankton, like other plants, take energy from the Sun and make it into food. They are at the start of a food chain. Then there are very small animals called zooplankton (animal plankton) that eat the phytoplankton. In a spoon of sea water there can be a million phytoplankton and zooplankton. Animals and fish are called **consumers** because they eat (or 'consume') other plants and animals.

Look at this simple Antarctic food chain.

phytoplankton → krill → baleen whale

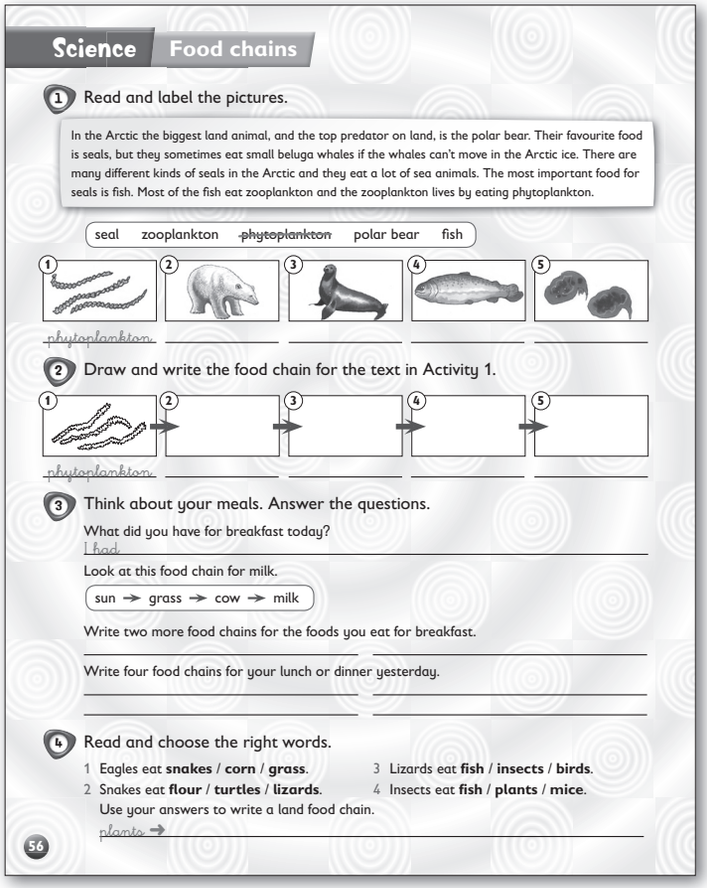
In this chain, the **producer** is the phytoplankton and the **consumers** are the krill and baleen whale. We also see here an example of prey and predator. A **predator** is an animal which eats another animal. The animal which the predator eats is called the **prey.**

Food chains end with top predators – animals which have no natural enemies. Sharks are examples of top predators.

Food chains are very important because they help us understand how nature lives together. If you take away part of the chain, you change everything in that chain. For example, if you make the water dirty in the oceans, plankton will die. If there is no plankton, the small fish haven't got any food to eat. If the small fish haven't got any food, the big fish can't eat the small fish and so the problem goes up the chain.

2 Find these words.

1 very small plants in the sea
2 part of the food chain which makes food
3 part of the food chain which eats food
4 a fish or animal which eats another fish or animal



Science Food chains

1 Read and label the pictures.

In the Arctic the biggest land animal, and the top predator on land, is the polar bear. Their favourite food is seals, but they sometimes eat small beluga whales if the whales can't move in the Arctic ice. There are many different kinds of seals in the Arctic and they eat a lot of sea animals. The most important food for seals is fish. Most of the fish eat zooplankton and the zooplankton lives by eating phytoplankton.

seal zooplankton ~~phytoplankton~~ polar bear fish

1 2 3 4 5

1 phytoplankton

2 Draw and write the food chain for the text in Activity 1.

1 2 3 4 5

phytoplankton

3 Think about your meals. Answer the questions.

What did you have for breakfast today?
I had

Look at this food chain for milk.

sun → grass → cow → milk

Write two more food chains for the foods you eat for breakfast.

Write four food chains for your lunch or dinner yesterday.

4 Read and choose the right words.

1 Eagles eat **snakes** / **corn** / **grass**.
2 Snakes eat **flour** / **turtles** / **lizards**.
3 Lizards eat **fish** / **insects** / **birds**.
4 Insects eat **fish** / **plants** / **mice**.

Use your answers to write a land food chain.

plants →

Objectives: By the end of the lesson, pupils will have read about food chains and food webs and made their own food chain.

Target language

- **Key language:** *food chain, plant plankton, animal plankton, producer, consumer, habitat, baleen whale, predator, prey, beluga whale*
- **Additional language:** *phytoplankton, zooplankton*
- **Revision:** animals, *energy, nature, polar bear*

Materials required

- Extra activity 2: Reference materials on animals and their habitats to prepare for the project in the following lesson.

Pupil's Book page 56

Warmer

- Write the following on the board: *Who eats who or what? Flies, fish, birds. Sheep, grass, human beings.* Discuss pupils' ideas and introduce the concept of the food chain. Write it on the board. Pre-teach *predator* and *prey*. Ask them to name other food chains they can think of.

Fact

- Tell pupils to open their Pupil's Books at page 56. Focus them on the top of the page. Ask a pupil to read the fact to the class. Remind them of the activity in a previous lesson where they learnt about the percentage of the Earth which is covered in ocean (71%). Check understanding of *habitat*.

1 Read and say the answers.

- Focus pupils on the Antarctic food chain and discuss with them how it works with reference to the Warmer.
- Focus pupils on the Activity 1 text and questions. Ask different pupils to read the questions aloud for the class. Check understanding of key vocabulary. Pupils read the text quickly and silently to find the answers. They discuss their answers in pairs. Check answers as a class and discuss question 4 in detail. Elicit some of the ideas for food chains onto the board. Discuss as a class. Check understanding of key concepts in the text: *consumer, producer, top predator.*

Key: 1 A green plant. 2 Sharks. Pupils' own answer.
3 Predator: whale; prey: krill. 4 Pupils' own answers

2 Find these words.

- Focus pupils on the Activity 2 instruction and on the text. They look back in the reading text and write the missing words in their notebooks. Check with the class.

Key: 1 phytoplankton, 2 producer, 3 consumer, 4 predator

Extra activity 1: see page 218 (if time)

Activity Book page 56

1 Read and label the pictures.

Key: 2 polar bear, 3 seal, 4 fish, 5 zooplankton

2 Draw and write the food chain for the text in Activity 1.

Key: 2 zooplankton, 3 fish, 4 seal, 5 polar bear

3 Think about your meals. Answer the questions.

Key: Pupils' own answers

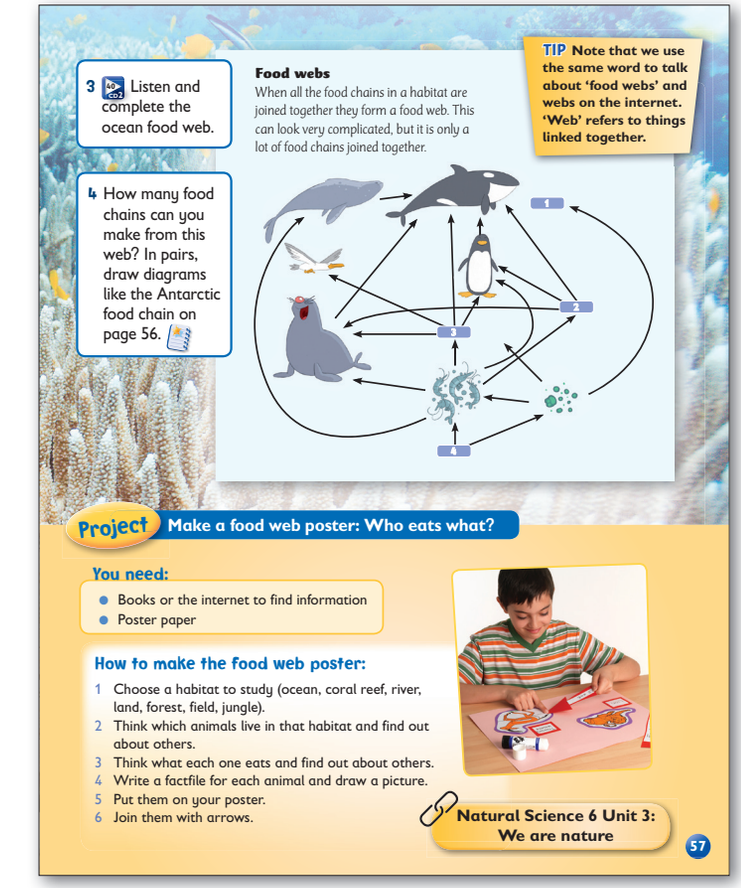
4 Read and choose the right words.

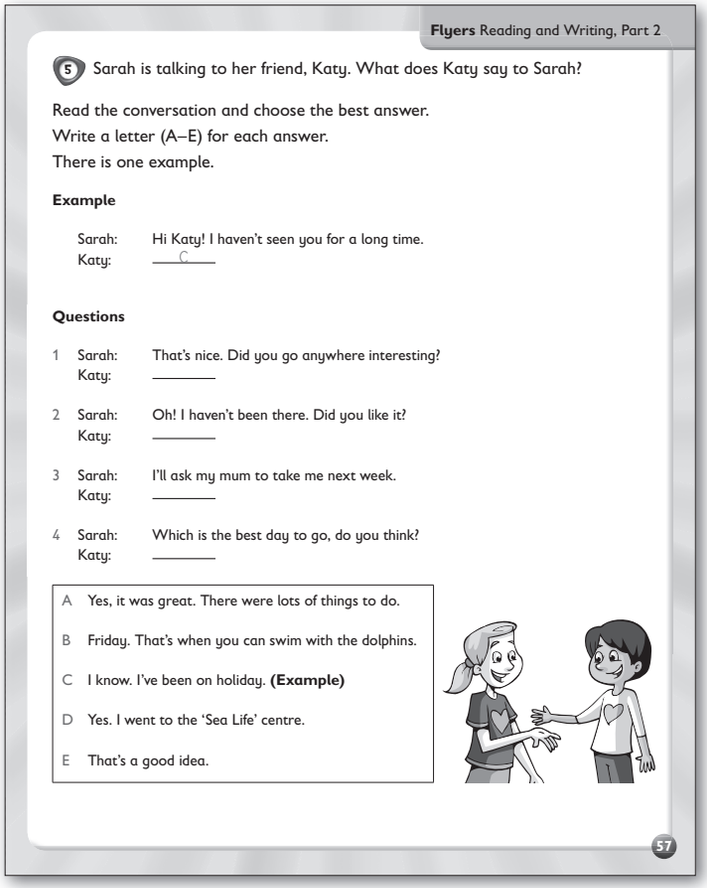
Key: 1 snakes, 2 lizards, 3 insects, 4 plants
plants → insects → lizards → snakes

Extra activity 2: see page 218 (if time)

Ending the lesson

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





Objectives: By the end of the lesson, pupils will have learnt more about food chains and food webs and completed a project.

Target language

- **Key language:** sea creatures, food webs, *diagram, complicated, killer whale, blue whale*
- **Additional language:** *are joined together*
- **Revision:** animals, food chains

Materials required

- Project: Reference materials on animals and their habitats, large sheets of paper
- Optional: Extra project idea, Unit 5 'Food chains in the local environment' from *Kid's Box Teacher's Book 6* (page 226)

Pupil's Book page 57

Warmer

- Review what pupils remember about food chains from the previous lesson. Elicit one or two food chains as examples.

3 Listen and complete the ocean food web.

- Tell pupils to open their Pupil's Books at page 57. Check understanding of how food webs and chains differ.
- Focus pupils on the Activity 3 picture and elicit what all the animals are. Play the audio. Pupils listen and say the answers. Play the audio again. Check with the class. Check understanding of vocabulary, e.g. *blue whale, killer whale*

Key: 1 blue whale, 2 squid, 3 fish, 4 phytoplankton

CD 2, 40

PRESENTER: And joining me today is Bella Rigging to talk to us about food chains. Now, in your book, I've seen this very complicated diagram of ... an ocean food web? Could you explain this for us?

BELLA RIGGING: Yes, of course. An ocean food web is when you join a number of different food chains together.

PRESENTER: Ah, so this diagram is a complete ocean web of food chains?

BELLA RIGGING: Well, not exactly, because a complete ocean food web is very complicated. There are so many things in the sea!

PRESENTER: I see. So where do we start at the bottom of the web?

BELLA RIGGING: At the bottom, we've got phytoplankton – that's plant plankton. This is the producer in the chain. It's the smallest plant life in the ocean.

PRESENTER: And how many different life forms eat plant plankton?

BELLA RIGGING: Well, there are a lot, but on this web there are two. They're krill and zooplankton.

PRESENTER: Right, now zooplankton. In this web there are ... three things which eat zooplankton, aren't there?

BELLA RIGGING: That's right. The first, and smallest, is krill ... here ... The biggest is the blue whale ... up here on the right ... And then there are fish.

PRESENTER: Ah, yes. So fish are right here in the middle of the web.

BELLA RIGGING: Yes, they are. There are a lot of different fish in an ocean food web and we can't show them all.

PRESENTER: Now, which animals eat krill?

BELLA RIGGING: There are five here, but really there are a lot more. From the left of the krill, we have the baleen whale, at the top on the left, then seals, fish, penguins and squid.

PRESENTER: Seals and squid? That's funny because seals eat squid too, don't they?

BELLA RIGGING: That's right. On this web, squid have three predators: seals, penguins and the killer whale at the top in the middle.

PRESENTER: Right. Well, thank you very much. This is all very interesting, and I look forward to reading more of your book.

4 How many food chains can you make from this web? In pairs, draw diagrams like the Antarctic food chain on page 56.

- Focus pupils on the Activity 4 instructions. Look back at Pupil's Book page 56 to remind them of how food chains work. Pupils work in pairs and think of at least four food chains. They draw them in their notebooks. Make groups of eight (four pairs). Pupils compare and discuss their food chains.

Project Make a food web poster: Who eats what?

- Focus pupils on the project and remind them of what they are going to produce in their groups (a poster). Read through the instructions aloud with the class. Check pupils understand what they have to do. Remind pupils to follow the instructions carefully. Monitor and help pupils as they are working. Check they write all the factfiles before putting them on the poster. Display posters around the class.

  Note: If you didn't do Extra activity 2 in the previous lesson, pupils will have to do their project research in this lesson, before doing the project. Pupils work in groups of four to research a habitat, to find out which animals live there, what they eat and their position in the food chain.

Extra activity 1: see page 218 (if time)

Activity Book page 57

Flyers Reading and Writing, Part 2.

5 Sarah is talking to her friend, Katy. What does Katy say to Sarah? Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example. F towards

- Tell pupils to open their Activity Books at page 57. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. Check with the class. Ask pupils how they worked out the correct answer.

Note: In the real test, Part 2 has 5 items, an example and 8 answer options.

Key: 1D, 2A, 3E, 4B

Extra activity 2: see page 218 (if time)

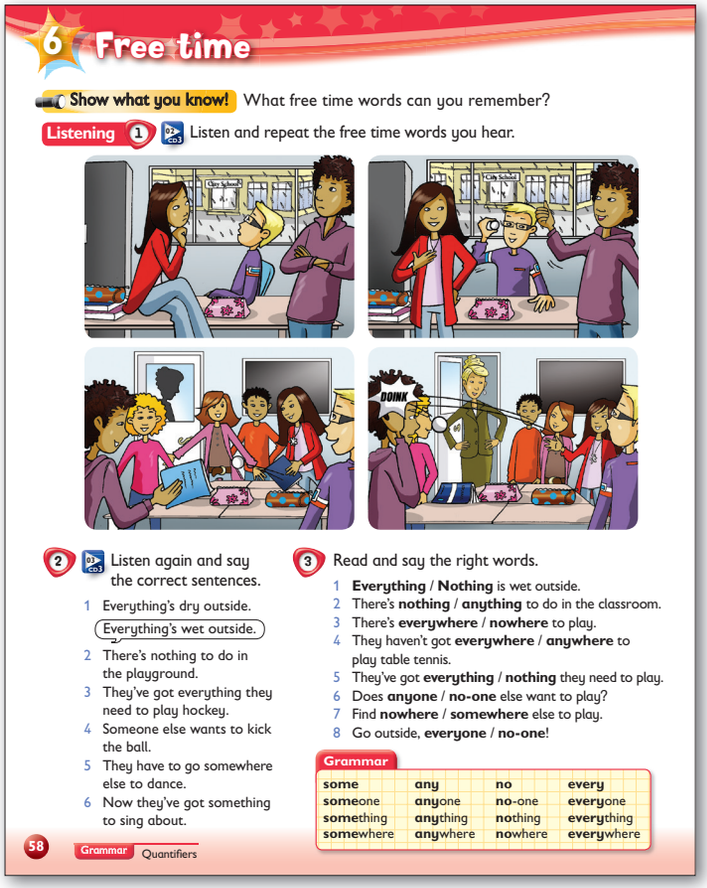
Optional activity

- Extra project idea, Unit 5 'Food chains in the local environment'. See notes on *Kid's Box Teacher's Book 6* (page 226).

Ending the lesson

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

6 Free time



6 Free time

Show what you know! What free time words can you remember?

Listening 1 Listen and repeat the free time words you hear.

2 Listen again and say the correct sentences.

1 Everything's dry outside.
Everything's wet outside.
2 There's nothing to do in the playground.
3 They've got everything they need to play hockey.
4 Someone else wants to kick the ball.
5 They have to go somewhere else to dance.
6 Now they've got something to sing about.

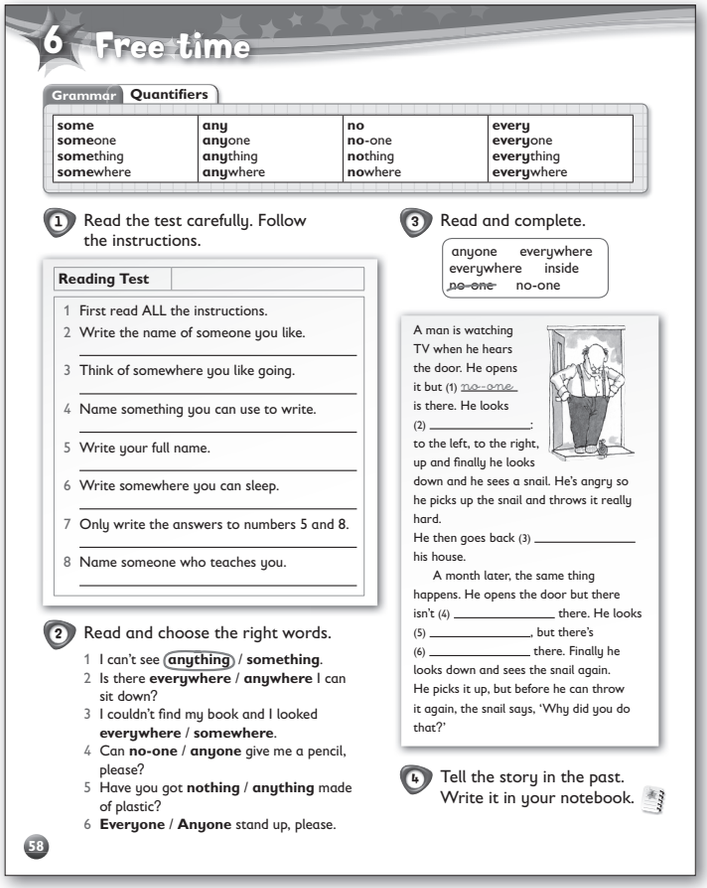
3 Read and say the right words.

1 **Everything** / **Nothing** is wet outside.
2 There's **nothing** / **anything** to do in the classroom.
3 There's **everywhere** / **nowhere** to play.
4 They haven't got **everywhere** / **anywhere** to play table tennis.
5 They've got **everything** / **nothing** they need to play.
6 Does **anyone** / **no-one** else want to play?
7 Find **nowhere** / **somewhere** else to play.
8 Go outside, **everyone** / **no-one**!

Grammar

some	**any**	**no**	**every**
someone	**any**one	**no**-one	**every**one
something	**any**thing	**no**thing	**every**thing
somewhere	**any**where	**no**where	**every**where

58 Grammar Quantifiers



6 Free time

Grammar Quantifiers

some	**any**	**no**	**every**
someone	**any**one	**no**-one	**every**one
something	**any**thing	**no**thing	**every**thing
somewhere	**any**where	**no**where	**every**where

1 Read the test carefully. Follow the instructions.

Reading Test

1 First read ALL the instructions.
2 Write the name of someone you like.
3 Think of somewhere you like going.
4 Name something you can use to write.
5 Write your full name.
6 Write somewhere you can sleep.
7 Only write the answers to numbers 5 and 8.
8 Name someone who teaches you.

2 Read and choose the right words.

1 I can't see **anything** / **something**.
2 Is there **everywhere** / **anywhere** I can sit down?
3 I couldn't find my book and I looked **everywhere** / **somewhere**.
4 Can **no-one** / **anyone** give me a pencil, please?
5 Have you got **nothing** / **anything** made of plastic?
6 **Everyone** / **Anyone** stand up, please.

3 Read and complete.

anyone everywhere
everywhere inside
~~no one~~ no-one

A man is watching TV when he hears the door. He opens it but (1) ~~no one~~ is there. He looks (2) _____: to the left, to the right, up and finally he looks down and he sees a snail. He's angry so he picks up the snail and throws it really hard.
He then goes back (3) _____ his house.
A month later, the same thing happens. He opens the door but there isn't (4) _____ there. He looks (5) _____, but there's (6) _____ there. Finally he looks down and sees the snail again. He picks it up, but before he can throw it again, the snail says, 'Why did you do that?'

4 Tell the story in the past. Write it in your notebook.

58

Objectives: By the end of the lesson, pupils will be able to use a range of determiners and pronouns and will have reviewed free time activities.

Target language

- **Key language:** *some, any, no, every, someone, anyone, no-one, everyone, something, anything, nothing, everything, somewhere, anywhere, nowhere, everywhere, hobby, somewhere else*
- **Revision:** free time activities, past simple

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 6 Reinforcement worksheet 1 (pages 50 and 51); Grammar reference Unit 6 *Pupil's Book 6* (page 103) and *Activity Book 6* (page 95)

Pupil's Book page 58

Warmer

- Review free time activities by asking pupils what sports and activities they did at the weekend. Write *Free time* on the board. Elicit other sports and free time activities. Pre-teach *hobby* and check the concept.

Show what you know! What free time words can you remember?

- Draw a circle around the words *Free time* on the board and elicit the ones from the Warmer to start the mind map. Say *Show what you know ... about free time activities*. Brainstorm free time words and create a mind map on the board. Pupils copy the mind map into their notebooks.

1 Listen and repeat the free time words you hear.

- Tell pupils to open their Pupil's Books at page 58. Focus them on the Activity 1 pictures. Elicit the names of the characters, what the weather is like in picture 1 (raining) and where they are (in school). Focus pupils on the activity instruction and check understanding.
- Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 3, 02

DAN: I'm bored. Everything's wet outside. I want to play football, but there's nowhere to play.
ALVIN: Yeah, and there's nothing to do here in the classroom.
SHARI: So we need to think of something, don't we?
ALVIN: I've got an idea. We haven't tried table tennis ...
SHARI: We haven't got anywhere to play table tennis in the classroom, Alvin!
DAN: Yes, we have! We've got everything we need. Books, desks and a ball!
SHARI: We've invented a great game.
ALVIN: Yeah, it's fun. Does anyone else want to play?
GIRL: Yes, I do! Can I hit the ball?
DAN: Yeah, sure. Oh, look! Someone's coming.
TEACHER: That's a strange hobby. I'm sorry, but you can't play it here. Go outside, everyone! Find somewhere else to play, please. It's stopped raining now.
SHARI: Come on, then. Here, catch, Alvin!
ALVIN: Ouch! Now we've got something to write about! Different hobbies!

2 Listen again and say the correct sentences.

- Focus pupils on the Activity 2 instruction. Give them time to read the sentences. Play the audio again. They listen and read. Then they work in pairs and try to correct the sentences. Check with the class, playing the audio again if necessary. Discuss each one, checking the concept of the new word(s) and the use of *else*. Focus pupils on the Grammar box to help them remember. Ask questions to check general understanding of the audio.

Key: 2 There's nothing to do in the classroom. 3 They've got everything they need to play table tennis. 4 Someone else wants to hit the ball. 5 They have to go somewhere else to play. 6 Now they've got something to write about.

CD 3, 03

See previous recording

3 Read and say the right words.

- Focus pupils on Activity 3. Remind them to check the Grammar box. They complete the exercise in pairs. Check with the class. Write the sentences on the board for pupils to copy.

Key: 1 Everything, 2 nothing, 3 nowhere, 4 anywhere, 5 everything, 6 anyone, 7 somewhere, 8 everyone

Extra activity 1: see page 218 (if time)

Activity Book page 58

1 Read the test carefully. Follow the instructions.

- Focus pupils on the Grammar box before they do the activities on the Activity Book page.

Key: 5 (pupil's full name), 8 (a teacher's name)

2 Read and choose the right words.

Key: 2 anywhere, 3 everywhere, 4 anyone, 5 anything, 6 Everyone

3 Read and complete.

Key: 2 everywhere, 3 inside, 4 anyone, 5 everywhere, 6 no-one

4 Tell the story in the past. Write it in your notebook.

Key: was watching / heard / opened / was / looked / looked / saw / was / picked / threw / went / happened / opened / wasn't / looked / was / looked / saw / picked / could / said

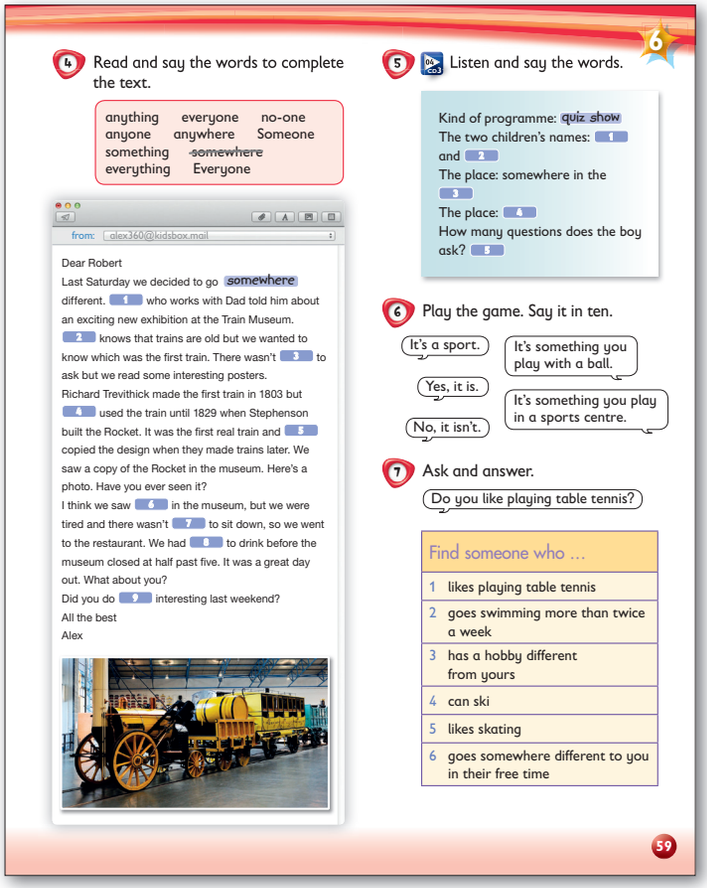
Extra activity 2: see page 219 (if time)

Optional activities

- Unit 6 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book* (pages 50 and 51).
- Grammar reference Unit 5 from Pupil's Book 6 (page 103) and *Activity Book* (page 95). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Elicit free time words and make a class wordsnake. Pupils copy it into their notebooks.



4 Read and say the words to complete the text.

anything everyone no-one
anyone anywhere Someone
something ~~somewhere~~
everything Everyone

from: alex360@kidsbox.mail

Dear Robert
Last Saturday we decided to go somewhere different. 1 who works with Dad told him about an exciting new exhibition at the Train Museum. 2 knows that trains are old but we wanted to know which was the first train. There wasn't 3 to ask but we read some interesting posters.
Richard Trevithick made the first train in 1803 but 4 used the train until 1829 when Stephenson built the Rocket. It was the first real train and 5 copied the design when they made trains later. We saw a copy of the Rocket in the museum. Here's a photo. Have you ever seen it?
I think we saw 6 in the museum, but we were tired and there wasn't 7 to sit down, so we went to the restaurant. We had 8 to drink before the museum closed at half past five. It was a great day out. What about you?
Did you do 9 interesting last weekend?
All the best
Alex

5 Listen and say the words.

Kind of programme: quiz show
The two children's names: 1 and 2
The place: somewhere in the 3
The place: 4
How many questions does the boy ask? 5

6 Play the game. Say it in ten.

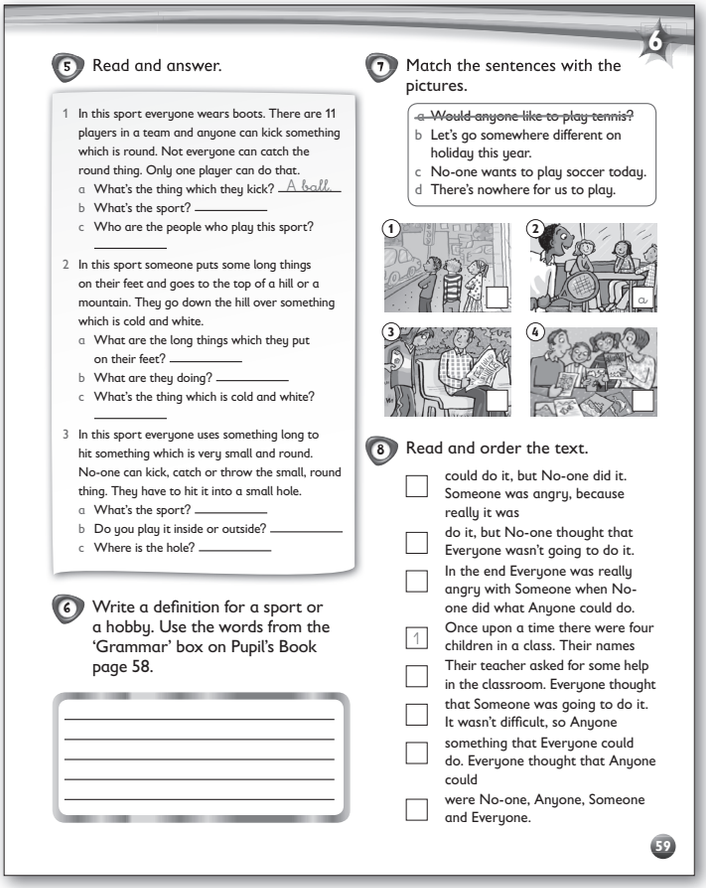
It's a sport. / It's something you play with a ball. / Yes, it is. / It's something you play in a sports centre. / No, it isn't.

7 Ask and answer.

Do you like playing table tennis?

Find someone who …
1 likes playing table tennis
2 goes swimming more than twice a week
3 has a hobby different from yours
4 can ski
5 likes skating
6 goes somewhere different to you in their free time

59



5 Read and answer.

1 In this sport everyone wears boots. There are 11 players in a team and anyone can kick something which is round. Not everyone can catch the round thing. Only one player can do that.
a What's the thing which they kick? A ball.
b What's the sport? _____
c Who are the people who play this sport? _____

2 In this sport someone puts some long things on their feet and goes to the top of a hill or a mountain. They go down the hill over something which is cold and white.
a What are the long things which they put on their feet? _____
b What are they doing? _____
c What's the thing which is cold and white? _____

3 In this sport everyone uses something long to hit something which is very small and round. No-one can kick, catch or throw the small, round thing. They have to hit it into a small hole.
a What's the sport? _____
b Do you play it inside or outside? _____
c Where is the hole? _____

6 Write a definition for a sport or a hobby. Use the words from the 'Grammar' box on Pupil's Book page 58.

7 Match the sentences with the pictures.

a ~~Would anyone like to play tennis?~~
b Let's go somewhere different on holiday this year.
c No-one wants to play soccer today.
d There's nowhere for us to play.

1 2 3 4

8 Read and order the text.

☐ could do it, but No-one did it. Someone was angry, because really it was
☐ do it, but No-one thought that Everyone wasn't going to do it.
☐ In the end Everyone was really angry with Someone when No-one did what Anyone could do.
☐ 1 Once upon a time there were four children in a class. Their names
☐ Their teacher asked for some help in the classroom. Everyone thought
☐ that Someone was going to do it. It wasn't difficult, so Anyone
☐ something that Everyone could do. Everyone thought that Anyone could
☐ were No-one, Anyone, Someone and Everyone.

59

Objectives: By the end of the lesson, pupils will have had more practice with quantifiers and read more about free time activities.

Target language

- **Key language:** quantifiers, definitions, *exhibition, design*
- **Additional language:** *rocket*
- **Revision:** free time activities, *hobby, rules,* dates

Materials required

- Reference books / the internet

Pupil's Book page 59

Warmer

- Revise the quantifiers from the previous lesson. Draw a grid on the board, putting a quantifier in each square, e.g.

someone	*everything*	*no-one*
everywhere	*everyone*	*somewhere*
nowhere	*nothing*	*anywhere*

- Make two teams. Teams take turns to choose a square and to make a meaningful sentence using the word in the square. If they do it correctly, they win the square. One team places noughts (0) and the other crosses (X). Each team tries to form a line of three and the first to do so is the winner. Note: It is not always possible to form a line.

4 Read and say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 59. Focus them on the photograph. Elicit what it is and what they think the email is going to be about. Then focus them on the instruction and on the words in the box. Check they know what to do. Tell pupils to skim read the text right through before they start. Pupils then work individually and say the answers. They check in pairs. Check with the class. Check general comprehension of the text.

Key: 1 Someone, 2 Everyone, 3 anyone, 4 no-one, 5 everyone, 6 everything, 7 anywhere, 8 something, 9 anything

5 Listen and say the words. F towards

- Focus pupils on the Activity 5 instruction and text. Check they know what to do. Tell them to read through the text. Play the audio. Pupils listen and say the words. They check in pairs. Play the audio again. Check with the class, eliciting the answers (including spelling) onto the board.

Key: 1 Harry, 2 Sally, 3 city, 4 the sports centre, 5 Four

CD 3, 04

PRESENTER: Welcome to today's quiz show, *Say it in ten*. Today we've got two young players who are going to play our game. Their names are Harry and Sally.
HARRY: Hello.
SALLY: Hi.
PRESENTER: Now, you know how to play. One of you thinks of a place, a person or a thing: it can be ... anywhere, anyone or anything! And the other must ask questions to find out what it is. Don't forget, you can only answer 'yes' or 'no'.
HARRY: OK.
SALLY: Fine.
PRESENTER: So, Sally, you start. What's it going to be: a place, a person or a thing?
SALLY: Well, I think it's going to be a place.
HARRY: I think ... is it somewhere you go to buy things?
SALLY: No.
HARRY: But is it somewhere in the city?
SALLY: Yes.
HARRY: Is it ... er ... somewhere I can play sport?
SALLY: Yes.
HARRY: Is it the sports centre?
SALLY: Yes!
PRESENTER: Well done, Harry. You've guessed it in only four questions. Now Harry, what are you going to think of? Remember now, it can be ... anywhere, anyone or anything!
HARRY: It's a person.
PRESENTER: Right then, Sally, start asking Harry your questions.

6 Play the game. Say it in ten.

- Focus pupils on the Activity 6 instructions. Tell them they are going to play the game from the Activity 5 in pairs. One pupil chooses a place, person or thing and writes it secretly on a piece of paper. The other pupil tries to guess, using 'yes/no' questions only. They have to guess in less than ten questions to get a point. Play the game in open pairs if necessary before pupils play in closed pairs.

7 Ask and answer.

- Focus pupils on the Activity 7 table. Elicit the questions for each one and write them on the board. Pupils draw the table in their notebooks and write in the complete questions. This is a mingling activity. Pupils go around the classroom asking the questions of different pupils. When they get a 'yes' answer, they write the pupil's name and move on to the next question.

Extra activity 1: see page 219 (if time)

Activity Book page 59

5 Read and answer.

Key: 1b Football, c Football players, 2a Skis, b Skiing, c Snow, 3a Golf, b Outside, c In the ground

6 Write a definition for a sport or a hobby. Use the words from the 'Grammar' box on Pupil's Book page 58.

Key: Pupils' own answers

Extra activity 2: see page 219 (if time)

7 Match the sentences with the pictures.

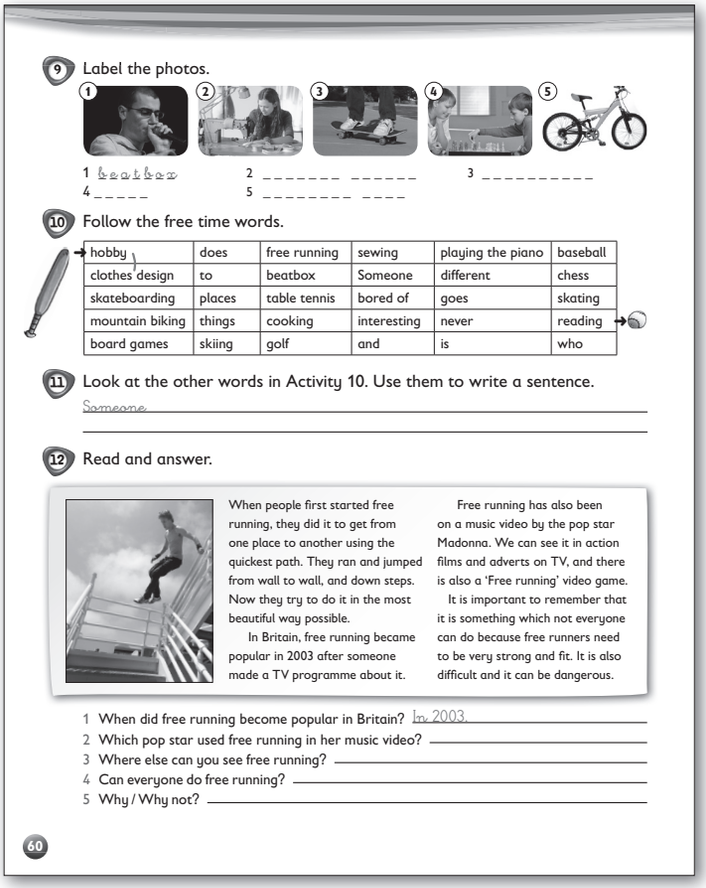
Key: b4, c3, d1

8 Read and order the text.

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

Ending the lesson

- Elicit when pupils last went to a museum and what they saw.



Objectives: By the end of the lesson, pupils will have read more about people's different hobbies.

Target language

- **Key language:** *clothes design, bike trail, chess, beatbox, free running, skateboard, mountain bike, board games, puzzles*
- **Additional language:** *Madonna*
- **Revision:** free time and hobbies

Materials required

- Photos/pictures of different known sports
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 6 Reinforcement worksheet 2 and/or Extension Worksheet 1 (pages 50, 52 and 53)

Pupil's Book page 60

Warmer

- Use the pictures of different sports to revise the sports that pupils know. When they give you the name, ask them to provide more information about it, e.g. *Is it played in teams? What equipment is used? Is it dangerous? Have they tried it?*

8 Read and think. How many of these can be indoor hobbies?

- Tell pupils to open their Pupil's Books at page 60. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding by eliciting which sports they mentioned in the Warmer can be played indoors. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. Ask a pupil to read the introduction aloud to set the context. Pupils then read the text silently to find the answer. Check with the class, asking pupils to read out relevant sections from the texts. Check comprehension of key vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves. Check general comprehension by asking, e.g. *Where does Emma like to ride her bike? What instrument does Robert play? Do free runners train in sports centres?* To elicit *elbow, hands, knees, head* and *helmet,* ask, e.g. *Look at the photo of Betty. Where is she wearing protection? What's she wearing on her head? What's she wearing on her hands?* Elicit examples of other board games. Discuss which of these sports/hobbies pupils have heard of/have tried. Elicit a demonstration of beatbox if anyone can do it.

Key: clothes design, chess, beatbox, puzzles, board games

9 Listen. Repeat the word and say the name.

- Focus pupils on the Activity 9 instructions and on the example. Play the audio. Pause after each one for pupils to repeat the word and whisper the name to their partner. Play the audio again. Elicit a choral response each time.

Key: 2 Board games. That's Sarah. 3 Free running. That's Richard. 4 Beatbox. That's Robert. 5 Clothes design. That's Harry. 6 Chess. That's Sarah. 7 Skateboard. That's Betty. 8 Puzzles. That's Sarah

CD 3, 05

1 mountain bike, 2 board games, 3 free running, 4 beatbox, 5 clothes design, 6 chess, 7 skateboard, 8 puzzles

10 Read again and find these things.

- Focus pupils on the Activity 10 instructions. Check understanding. Pupils work in pairs. They take it in turns to read the phrases and to find the things in the text. There may be more than one answer. Check using open pairs.

Key: 1 bike trail / hills / woods, 2 T-shirt, 3 wood, 4 bike, 5 skateboard, 6 chess

Extra activity 1: see page 219 (if time)

Activity Book page 60

9 Label the photos.

Key: 2 clothes design, 3 skateboard, 4 chess, 5 mountain bike

10 Follow the free time words.

Key: clothes design, skateboarding, mountain biking, board games, skiing, golf, cooking, table tennis, beatbox, free running, sewing, playing the piano, baseball, chess, skating, reading

11 Look at the other words in Activity 10. Use them to write a sentence.

Key: Someone who does interesting things and goes to different places is never bored. / Someone who goes to different places and does interesting things is never bored.

12 Read and answer.

Key: 2 Madonna. 3 In action films, adverts on TV and on a video game. 4 No, they can't. 5 Because free runners need to be very strong and fit.

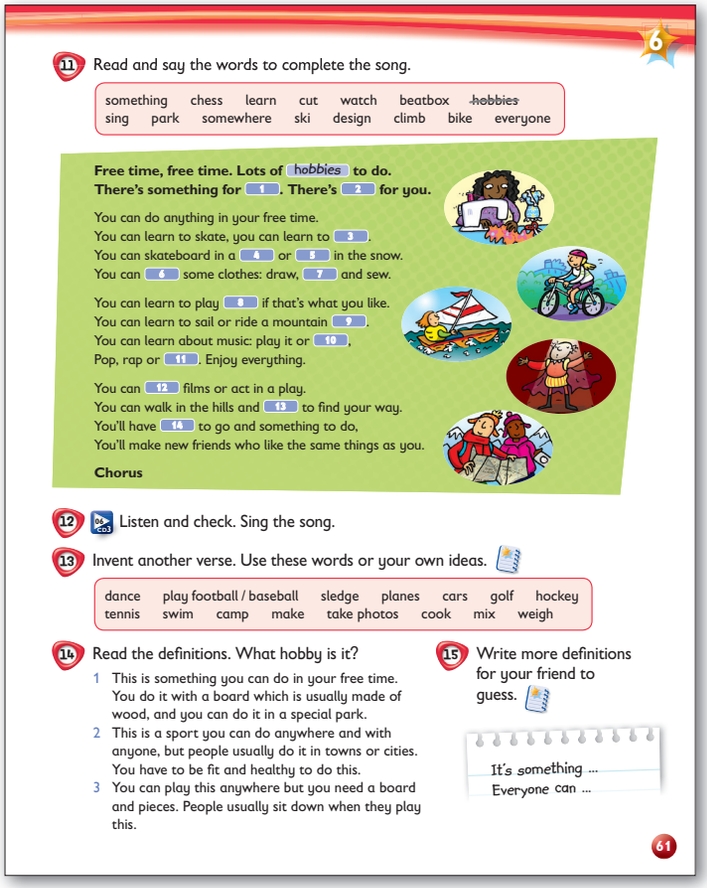
Extra activity 2: see page 219 (if time)

Optional activities

- Unit 6 Reinforcement worksheet 2 and/or Extension Worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 50, 52 and 53).

Ending the lesson

- Write the new words from the lesson (the words at the bottom of the text of Pupil's Book Activity 8) on the board in jumbled form for pupils to unjumble. Check spellings as they give you the words.



11 Read and say the words to complete the song.

something chess learn cut watch beatbox ~~hobbies~~
sing park somewhere ski design climb bike everyone

Free time, free time. Lots of hobbies **to do.**
There's something for 1 **. There's** 2 **for you.**

You can do anything in your free time.
You can learn to skate, you can learn to 3 .
You can skateboard in a 4 or 5 in the snow.
You can 6 some clothes: draw, 7 and sew.

You can learn to play 8 if that's what you like.
You can learn to sail or ride a mountain 9 .
You can learn about music: play it or 10 ,
Pop, rap or 11 . Enjoy everything.

You can 12 films or act in a play.
You can walk in the hills and 13 to find your way.
You'll have 14 to go and something to do,
You'll make new friends who like the same things as you.

Chorus

12 CD3 Listen and check. Sing the song.

13 Invent another verse. Use these words or your own ideas.

dance play football / baseball sledge planes cars golf hockey
tennis swim camp make take photos cook mix weigh

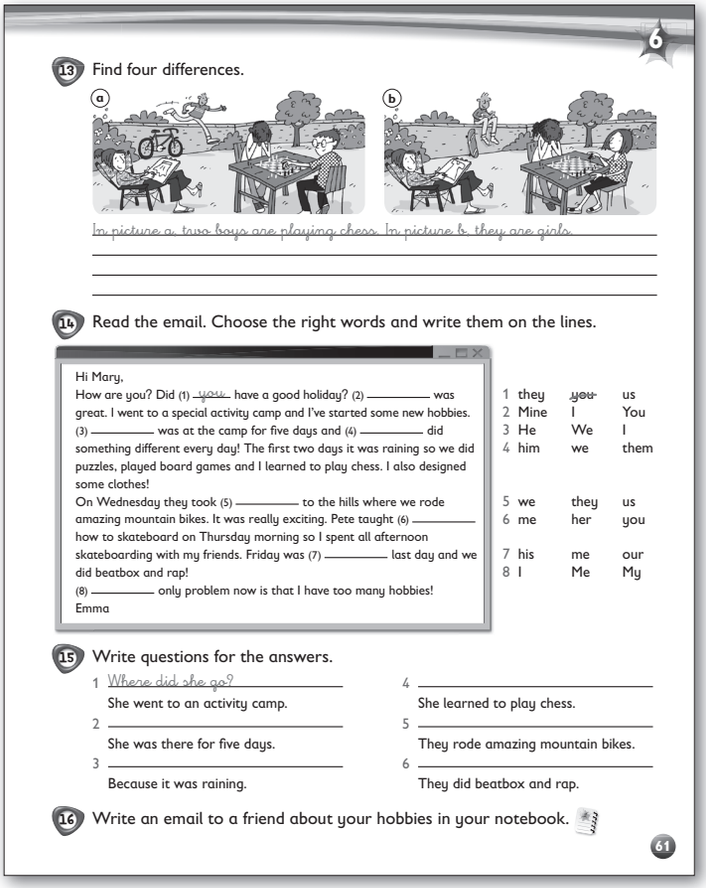
14 Read the definitions. What hobby is it?

1 This is something you can do in your free time. You do it with a board which is usually made of wood, and you can do it in a special park.
2 This is a sport you can do anywhere and with anyone, but people usually do it in towns or cities. You have to be fit and healthy to do this.
3 You can play this anywhere but you need a board and pieces. People usually sit down when they play this.

15 Write more definitions for your friend to guess.

It's something ...
Everyone can ...

61



13 Find four differences.

a
b

In picture a, two boys are playing chess. In picture b, they are girls.

14 Read the email. Choose the right words and write them on the lines.

Hi Mary,
How are you? Did (1) ~~your~~ have a good holiday? (2) _____ was great. I went to a special activity camp and I've started some new hobbies. (3) _____ was at the camp for five days and (4) _____ did something different every day! The first two days it was raining so we did puzzles, played board games and I learned to play chess. I also designed some clothes!
On Wednesday they took (5) _____ to the hills where we rode amazing mountain bikes. It was really exciting. Pete taught (6) _____ how to skateboard on Thursday morning so I spent all afternoon skateboarding with my friends. Friday was (7) _____ last day and we did beatbox and rap!
(8) _____ only problem now is that I have too many hobbies!
Emma

1	they	~~you~~	us
2	Mine	I	You
3	He	We	I
4	him	we	them
5	we	they	us
6	me	her	you
7	his	me	our
8	I	Me	My

15 Write questions for the answers.

1 Where did she go?
She went to an activity camp.
2 _____
She was there for five days.
3 _____
Because it was raining.
4 _____
She learned to play chess.
5 _____
They rode amazing mountain bikes.
6 _____
They did beatbox and rap.

16 Write an email to a friend about your hobbies in your notebook.

61

Objectives: By the end of the lesson, pupils will have talked more about free time activities and sung a song.

Target language

- **Key language:** free time activities, definitions, *sew*
- **Revision:** past simple, question forms, picture descriptions

Materials required

- Extra activity 1: Photocopiable activity 6 (page 208), one copy for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 6 Song worksheet (pages 50 and 55); *Kid's Box Interactive DVD 6*: *The music room,* Unit 6 'Hobbies, hobbies, hobbies' song

Pupil's Book page 61

Warmer

- Mime one of the free time activities from the previous lesson for pupils to guess. Pupils take turns to come and mime other ones. Make sure their Pupil's Books are closed.

11 Read and say the words to complete the song.

- Tell pupils to open their Pupil's Books at page 61. Focus them on the Activity 11 song and pictures. Elicit some of the free time activities they can see. Check they have read the activity instruction and know what to do. Tell them to read through the words in the box before they start. They do the activity in pairs. Remind them to make use of rhyme.

Key: 1 everyone, 2 something, 3 climb, 4 park, 5 ski, 6 design, 7 cut, 8 chess, 9 bike, 10 sing, 11 beatbox, 12 watch, 13 learn, 14 somewhere

12 Listen and check. Sing the song.

- Play the audio for them to listen and check. Play the audio a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries. Play the audio again, line by line for pupils to repeat. Then play it again for them to sing at the same time as the audio. When pupils are more competent, ask them to sing the whole song in groups with the karaoke version and possibly record them.

CD 3, 06
As in Pupil's Book and key for Activity 11

CD 3, 07
Now sing the song again. (Karaoke version)

13 Invent another verse. Use these words or your own ideas.

- Focus pupils on the Activity 13 instructions. Brainstorm some ideas with the class before they start and check understanding of the words in the box. Tell them to try to get their verses to rhyme – if they can. Make groups of three or four. Pupils write their own verses in their notebooks. Monitor and help. Volunteers can sing their verses to the class.

14 Read the definitions. What hobby is it?

- Focus pupils on the Activity 14 instructions. Check understanding. They read the definitions in pairs and write the hobbies in their notebooks. Check with the class, eliciting what words in the definitions gave them the best clues.

Key: 1 skateboarding, 2 free running, 3 chess

15 Write more definitions for your friend to guess.

- Focus pupils on the activity instruction. Tell them they can use different sports and free time activities, not just those from Pupil's Book page 60. Pupils write their definitions in pairs. Monitor and help if necessary. Make groups of four from two pairs. They read their definitions aloud to the other pair for them to guess.

Extra activity 1: see page 219 (if time)

Activity Book page 61

13 Find four differences. F towards

Key (possible answers): In picture a a boy is running. In picture b he is sitting on the wall.
In picture a the boy has got a bike. In picture b he has got a skateboard.
In picture a the girl is drawing a skirt. In picture b she is drawing a dress/T-shirt.

14 Read the email. Choose the right words and write them on the lines. F towards

Note: In the real test, the text will be factual and there will be ten gaps.

Key: 2 Mine, 3 I, 4 we, 5 us, 6 me, 7 our, 8 My

15 Write questions for the answers.

Key (possible answers): 2 How long was she there (for)? 3 Why did they play board games for the first two days? 4 What did she learn to play? 5 What did they do on Wednesday? 6 What did they do on Friday / the last day?

16 Write an email to a friend about your hobbies in your notebook.

Key: Pupils' own answers

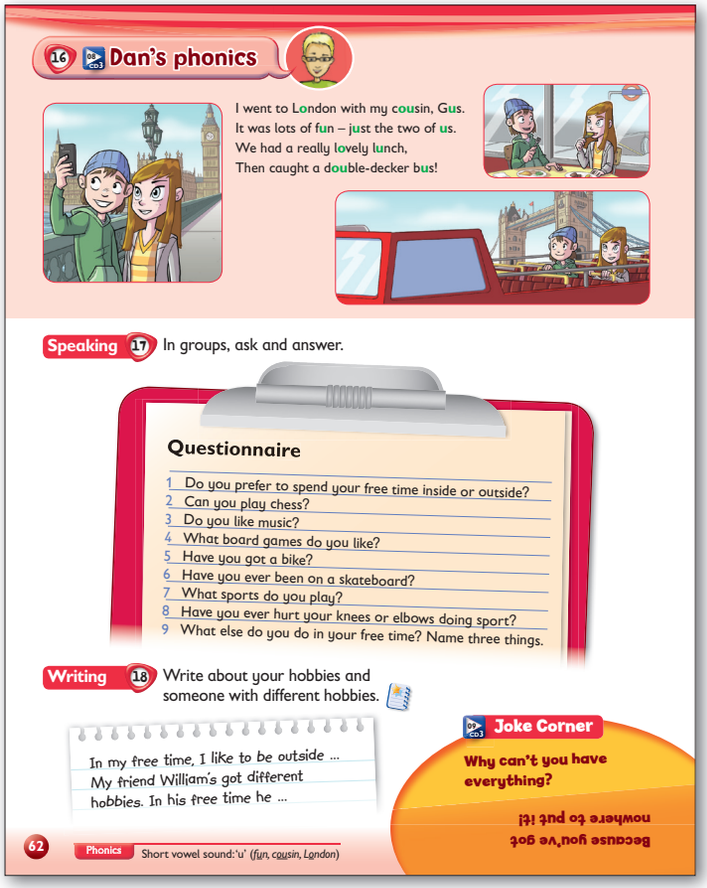
Extra activity 2: see page 219 (if time)

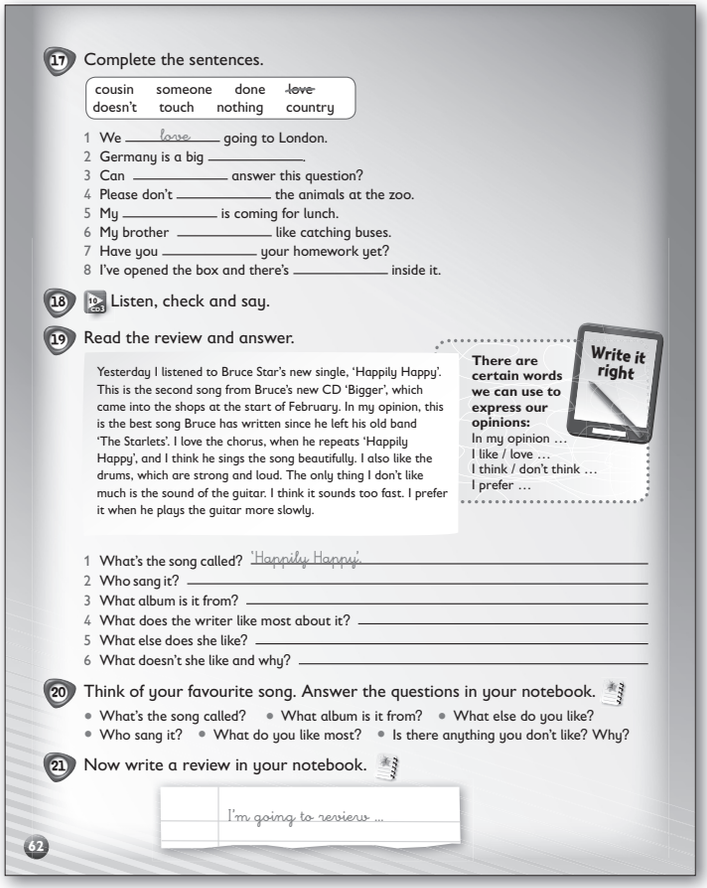
Optional activities

- Unit 6 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 50 and 55).
- *The music room*: Unit 6 'Hobbies, hobbies, hobbies' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from the beginning of the lesson again with pupils, including one or two of the new verses if appropriate.





Objectives: By the end of the lesson, pupils will be able to identify and say the phoneme /ʌ / and recognise different spellings for this sound. They will also have completed a communication activity.

Target language

- **Key language:** words with the phoneme /ʌ/, *double-decker bus, album*
- **Revision:** free time activities

Materials required

- Extra activity 2: The CD of a song that you know pupils like; copies of the words of the song, cut into four or five sections (for pupils to sequence); one set for each pair
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 6 Extension worksheet 2 and/or Topic Worksheet (pages 50, 54 and 56)

Pupil's Book page 62

Warmer

- Write the following words on the board: *but, come, enough, love, jump, done*. Ask pupils to practise saying the words in pairs and decide which sound they all have in common. Elicit the sound (/ŭ/). Point out that the sound is represented by different spellings in the words on the board. Tell pupils they will be practising this sound in today's lesson and looking at different spellings for the sound.

  Note: This is not an easy sound for some nationalities, even when found in decodable words (e.g. *fun*). Pupils often pronounce the words the way they're spelled or using the short *o* sound /ɒ/.

16 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 62. Focus them on the Activity 16 instruction. Pre-teach *double-decker bus*, using the pictures. Play the audio. Pupils repeat after each line and then after the whole rhyme. Play the audio again. Listen for correct pronunciation of the phoneme /ŭ/. Repeat the chant once or twice more as a class. In pairs, pupils practise the rhyme.

CD 3, 08

As in Pupil's Book

17 In groups, ask and answer. F towards

- Focus pupils on the Activity 18 instruction and on the questionnaire. Ask pupils to read the questions aloud and check understanding. They copy the questionnaire into their notebooks and take turns to ask and answer in small groups. They need to make notes of their partners' answers.

18 Write about your hobbies and someone with different hobbies.

- Focus pupils on the Activity 18 instruction and check that they know what to do. Remind them they need to use the notes about their friends from Activity 17. They answer the questions for themselves first in their notebooks. Then they select information to use in the writing activity. Circulate and check pupils have chosen appropriate information before they start writing. When they have written a draft of their text, they swap it with a partner for checking. When they have their partner's feedback, they write a final version in their notebooks.

Joke Corner

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

CD 3, 09

As in Pupil's Book

Extra activity 1: see page 219 (if time)

Activity Book page 62

17 Complete the sentences.

Key: 2 country, 3 someone, 4 touch, 5 cousin, 6 doesn't, 7 done, 8 nothing

18 Listen, check and say.

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

CD 3, 10

As in Activity Book and answer key

19 Read the review and answer.

- Before pupils do the activity, focus them on the Write it right box and read it through with the class. Elicit how they could finish each of these phrases.

Key: 2 Bruce Star sang it. 3 It's from the album *Bigger*. 4 The writer likes the chorus most. 5 She also likes the drums. 6 She doesn't like the sound of the guitar because it sounds too fast.

20 Think of your favourite song. Answer the questions in your notebook.

Key: Pupils' own answers

21 Now write a review in your notebook.

Key: Pupils' own answers

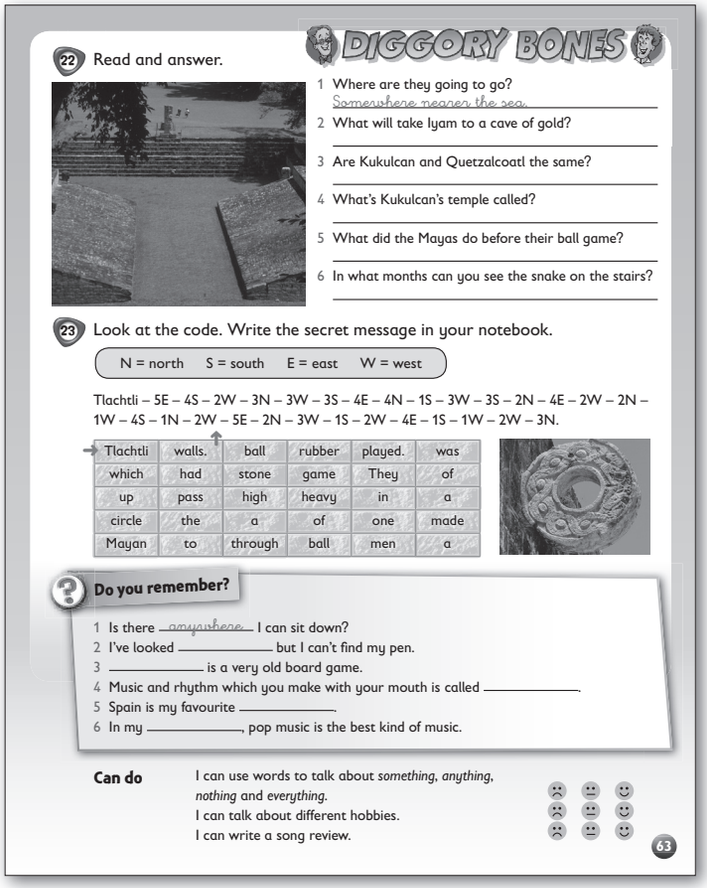
Extra activity 2: see page 219 (if time)

Optional activities

- Unit 6 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 50 and 54).
- Unit 6 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 50 and 56).

Ending the lesson

- Do the chant again with the pupils.



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, *expect, no tricks, stairs*
- **Additional language:** *Kukulcan, Chichen Itza*
- **Revision:** language from the unit

Materials required

- Extra activity 2: Reference books / the internet to research the Maya and their temples/pyramids
- Optional: *Kid's Box Interactive DVD 6:* 'Free running' episode (*The school hall*); the animated version of the Unit 6 story from *Kid's Box Interactive DVD 6* (*The school library*); Playscript 6 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 83)
- *Kid's Box Language Portfolio 6* (page 11)

Pupil's Book page 63

Warmer

- Review what pupils can tell you about the Maya civilisation from the story. Write *Maya* on the board and elicit the information they can remember from past episodes. Finally, ask pupils what happened at the end of the previous episode.

Story

19 Listen to the story.

- Tell pupils to open their Pupil's Books at page 63. Focus them on the story and elicit that Diggory, Iyam and Emily are going somewhere in the car. Set the gist questions: *Where are they going? How long will it take to get there? What kind of game did the Mayas play?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Kukulcan's pyramid at Chichen Itza, Two days, A ball game).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *Which is the most important temple? What happens twice a year? What sounds like a bird singing when the gods are angry? What do you think Iyam can hear at the end?*

CD 3, 11

As in Pupil's Book

20 What were the instruments made of?

- Focus pupils on Activity 20 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame five).

Key: They were made of wood and shells.

Extra activity 1: see page 219 (if time)

Activity Book page 63

21 Read and answer.

Key: 2 A corn symbol will lead them to a cave of gold. 3 Yes, they are. 4 It's called 'The Castle'. 5 They had music with instruments made of wood and shells. 6 In March and September.

22 Look at the code. Write the secret message in your notebook.

Key: Tlachtli was a ball game which Mayan men played. They had to pass a heavy rubber ball through a circle made of stone high up in one of the walls.

Extra activity 2: see page 219 (if time)

Do you remember?

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

Key: 2 everywhere, 3 Chess, 4 beatbox, 5 country, 6 opinion

Can do.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they used words to talk about something, anything, nothing and everything. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about different hobbies and free time activities. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the song reviews they wrote.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

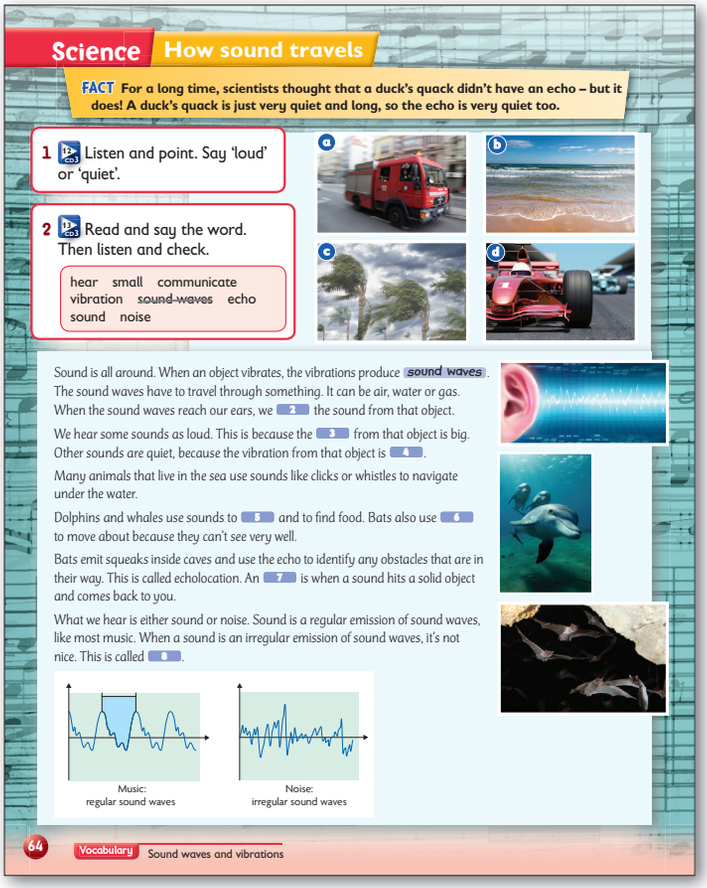
- *The school hall:* The 'Free running' episode from *Kid's Box Interactive DVD 6.* See pages 5-6, 20-23 of the *Teacher's Booklet*.
- *The school library*: The animated version of the Unit 6 story from *Kid's Box Interactive DVD 6*. See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 43. Hand out a copy to each student of Playscript 6 from *Kid's Box Teacher's Resource Book 6* (page 83). See notes on page 76.

Language Portfolio (online)

- Pupils complete page 11 of *Kid's Box Language Portfolio 6* (My hobby or interest).

Ending the lesson

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



Objectives: By the end of the lesson, pupils will have listened to and identified certain sounds and read a text about how sound works.

Target language

- **Key language:** *sound waves, vibrations, sound, loud, echo, quiet, noise*
- **Additional language:** *fire engine, siren, race track, communicate, echolocation*
- **Revision:** *water, trees, cars, duck, bat, dolphin, solid*

Pupil's Book page 64

Warmer

- Start the class by whispering. Say, e.g. *Hello everyone. How are you? Today we are going to talk about sound.* Ask *Why do you hear my voice as quiet?* Pupils offer suggestions but don't say the answer yet.
- Pupils suggest other quiet actions. Invite them to come to the front of the class and do the 'quiet' action. For example, clapping quietly, singing quietly, walking quietly, and so on.

Fact

- Tell pupils to open their Pupil's Books at page 64. Focus them on the top of the page. Ask a pupil to read the fact to the class. Ask if they know what an echo is. Ask them if they have an echo and when they can hear it.

1 Listen and point. Say 'loud' or 'quiet'.

- Focus pupils on Activity 1. Ask different pupils to say what they can see in the photos. Say *Can you guess what sounds will be loud and what sounds will be quiet?* Pupils make predictions.
- Play the audio, pausing for the pupils to point and say the correct picture. They say the letter and what is making the sound/noise if they know the vocabulary. Help where necessary. Play the audio again and this time the pupils say *loud* or *quiet*.
- They work in pairs and make two lists of other loud and quiet sounds. They share their ideas with the class.

Key: a – 4 loud, b – 3 quiet, c – 1 quiet, d – 2 loud

CD 3, 12

1 [sound of wind in the trees]
2 [sound of cars on a race track]
3 [sound of water lapping on the shore]
4 [sound of a siren on a fire engine]

2 Read and say the word. Then listen and check.

- Focus pupils on Activity 2. Ask different pupils to say what they can see in the photos. Ask them to predict what they all have in common.
- Read the text aloud for the class. Pause to check understanding of new words. Pupils read the text again silently and decide on the words to complete it.
- Play the audio and pupils follow in their Pupil's Books, checking their answers. (Optional: Ask pupils how many words they got right.)
- Review general understanding of the topic. Ask, e.g. *What does sound travel through?* (air, water or gas) *When do we hear something as loud?* (when the vibrations are bigger) *What do dolphins use sound for?* (to find food and to identify their surroundings) *What is an echo?* (when a sound hits a solid object and comes back)

Key: 1 sound waves, 2 hear, 3 vibration, 4 small, 5 communicate, 6 sound, 7 echo, 8 noise

CD 3, 13

Sound is all around. When an object vibrates, the vibrations produce sound waves. The sound waves have to travel through something. It can be air, water or gas. When the sound waves reach our ears, we hear the sound from that object.
We hear some sounds as loud. This is because the vibration from that object is big. Other sounds are quiet, because the vibration from that object is small.
Many animals that live in the sea use sounds like clicks or whistles to navigate under the water.
Dolphins and whales use sounds to communicate and to find food. Bats also use sound to move about because they can't see very well.
Bats emit squeaks inside caves and use the echo to identify any obstacles that are in their way. This is called echolocation. An echo is when a sound hits a solid object and comes back to you.
What we hear is either sound or noise. Sound is a regular emission of sound waves, like most music. When a sound is an irregular emission of sound waves, it's not nice. This is called noise.

Ending the lesson

- Pupils talk about sounds they like and sounds they don't like. Encourage them to give reasons.

Objectives: By the end of the lesson, pupils will have listened to different flamenco sounds and completed a project.

Target language

- **Key language:** *sound waves, vibrations, sound, loud, echo, quiet, noise*
- **Additional language:** *cave, cathedral, square*
- **Revision:** *clapping, dancing, singing, cajón*

Materials required

- Project: A range of music – classical music, dance music, heavy rock music; pupil's own mobile phones; paper
- Optional: An audio recorder, Extra project idea, Unit 6 'A story with sound effects' from *Kid's Box Teacher's Book 6* (page 226)

Pupil's Book page 65

Warmer

- Play some classical music to the class. Play the music and ask how the sounds make them feel. Play other types of music and find out how each type makes them feel. Ask if some types of music make them feel better than others.

3 Music is sound. Listen and say the flamenco words. Then listen again and make the same sounds.

- Tell pupils to open their Pupil's Books at page 65. Focus them on the photos. Ask them to describe what they can see. Ask them if they like flamenco.
- Pupils look at the words in the box. Say a word and the pupils do the action. For example, say *clapping* and the pupils clap. Continue with all the words in the word box.
- Play the audio, pausing for the pupils to point to the correct picture. Play the audio again and this time the pupils say what they can hear.

Key: 1 dancing, 2 clapping, 3 cajón, 4 guitar music, 5 singing

CD 3, 14

1 [sound of flamenco dancing]
2 [sound of flamenco clapping]
3 [sound of a cajón]
4 [sound of a flamenco guitar]
5 [sound of a flamenco singer]

4 Where will we get the loudest echo? Order the photos. Then listen and check.

- Focus pupils on Activity 4. Remind pupils what an echo is, Say *An echo is when a sound hits a solid object and comes back to you.* Ask different pupils to read the instructions and the captions. Make sure they understand what they are looking at in the photos.
- Pupils work in pairs. They decide where an echo would be the loudest (1 being the loudest). The pairs share their ideas with the class.
- Play the audio and pupils check their answers.

CD 3, 15

An echo is the reflection of sound against something like a wall. The bigger the place is, the louder the echo will be. Your words travel through the air and hit a wall. If the wall is far away, the echo will be louder.

So an echo will be the loudest in these caves, then the cathedral in the photo, then the room in the photo and then outside.

Key: 1 the caves, 2 the cathedral, 3 the house, 4 the plaza/square

Project Record different sounds. Describe them.

- Focus pupils on the project title. Ask pupils to look at the photo and ask what they can see (someone taking a photo with a mobile phone). Explain that the project involves recording sounds and taking photos of the object, person or animal that made that sound.
- Read through the instructions aloud with the class. Check pupils know what to do. Remind them to follow the instructions carefully.
- Demonstrate the activity with some photos and sounds already recorded. Ask pupils to guess the sound before showing them the photos.

Ending the lesson

- Ask pupils to say one thing they have learnt today.
- Ask pupils to stand up. Do a series of clapping rhythms – slow, fast, loud, quiet, regular, irregular – and pupils copy. For example, one loud clap, two quiet claps, three fast claps. Ask pupils to come up with a clapping sequence for the class to copy.

Review Units 5 and 6

Review Units 5 and 6

1 Read the letter and say the missing words.

Dear Peter

How are you? In your last letter you asked me about my hobbies so I'm going to tell you about two of them: chess and my mountain bike.

I've played chess 1 four years now. I play with my friends at a club at school. We meet twice a week, 2 Tuesdays and Thursdays. I really 3 it because you have 4 think a lot and because there's a lot of action.

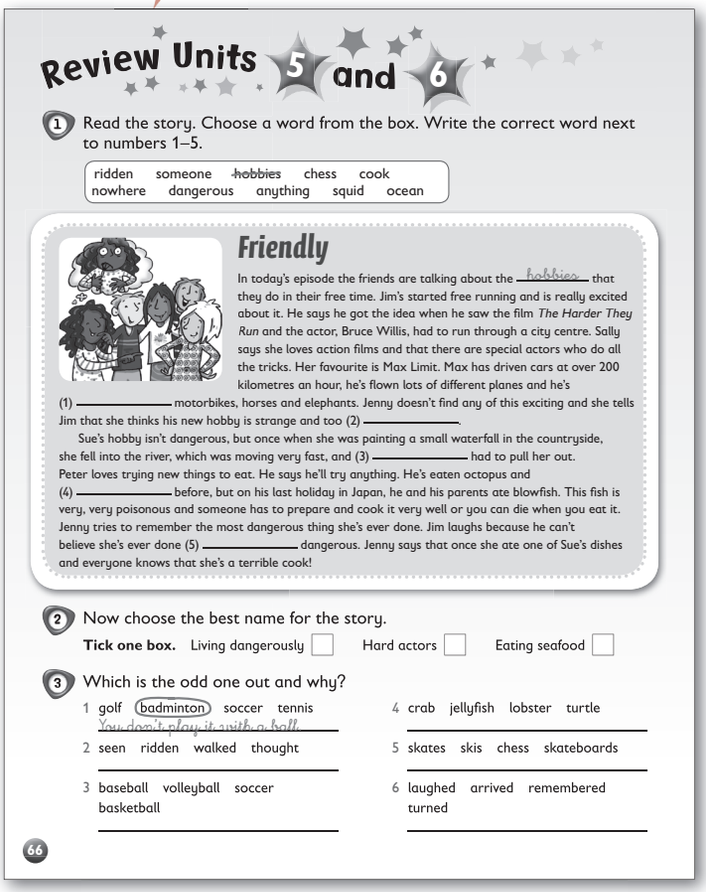
My other hobby is 5 my mountain bike up to the bike trails near our house with my brother. I've included a picture of me on my bike.

Tell me about some of your hobbies.

Best wishes,

Robert

2 Look at the pictures. Tell the story.



Review Units 5 and 6

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

ridden someone ~~hobbies~~ chess cook
nowhere dangerous anything squid ocean

Friendly

In today's episode the friends are talking about the hobbies that they do in their free time. Jim's started free running and is really excited about it. He says he got the idea when he saw the film *The Harder They Run* and the actor, Bruce Willis, had to run through a city centre. Sally says she loves action films and that there are special actors who do all the tricks. Her favourite is Max Limit. Max has driven cars at over 200 kilometres an hour, he's flown lots of different planes and he's (1) _____ motorbikes, horses and elephants. Jenny doesn't find any of this exciting and she tells Jim that she thinks his new hobby is strange and too (2) _____.

Sue's hobby isn't dangerous, but once when she was painting a small waterfall in the countryside, she fell into the river, which was moving very fast, and (3) _____ had to pull her out. Peter loves trying new things to eat. He says he'll try anything. He's eaten octopus and (4) _____ before, but on his last holiday in Japan, he and his parents ate blowfish. This fish is very, very poisonous and someone has to prepare and cook it very well or you can die when you eat it. Jenny tries to remember the most dangerous thing she's ever done. Jim laughs because he can't believe she's ever done (5) _____ dangerous. Jenny says that once she ate one of Sue's dishes and everyone knows that she's a terrible cook!

2 Now choose the best name for the story.

Tick one box. Living dangerously ☐ Hard actors ☐ Eating seafood ☐

3 Which is the odd one out and why?

1 golf (badminton) soccer tennis
You don't play it with a ball.

2 seen ridden walked thought

3 baseball volleyball soccer basketball

4 crab jellyfish lobster turtle

5 skates skis chess skateboards

6 laughed arrived remembered turned

Objectives: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and completed a reading and a speaking activity.

Target language

- **Key language:** language and vocabulary from Units 5 and 6, *poisonous*
- **Additional language:** *blowfish*

Pupil's Book page 66

Warmer

- Write *Hobbies and free time activities* in a circle in the middle of the board. Brainstorm a mind map of all the hobby and free time words that pupils remember in two minutes. They keep their Pupil's Books closed.

1 Read the letter and say the missing words. F towards

- Tell pupils to open their Pupil's Books at page 66. Focus them on Activity 1 and elicit that it's a letter. Ask who wrote it (Robert), who he wrote to (Peter) and what they think it's about (hobbies).
- Tell pupils to read the activity instructions. Check understanding. Pupils do the activity individually, checking in pairs when they have finished. Check with the class, asking pupils to take turns to read the letter aloud.

Key: 1 for, 2 on, 3 like/love/enjoy, 4 to, 5 riding

2 Look at the pictures. Tell the story. F towards

- Focus pupils on the Activity 2 pictures. Elicit what they can see in the different pictures. Focus them on the activity instructions and make sure they know what to do. Demonstrate the activity with the whole class first. Ask questions about the first picture to encourage pupils to describe what happened. Encourage them to extend their responses, using, e.g. *One day* / *One Saturday*, and to give the people names. Remind them to use adjectives, adverbs and connectors to make the story more interesting. Pupils then work in pairs, asking, answering and talking about the pictures in order. As they do this, they create their stories.
- Pairs write their story in their notebook so they can tell another pair about it. Make groups of two pairs. Pupils share their stories. Elicit and create a definitive version of the story by asking pupils to dictate for you to write on the board.

  Note: In the real test, the story title and the names of the main characters are given.

Extra activity 1: see page 220 (if time)

Activity Book page 66

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. F towards

Key: 1 ridden, 2 dangerous, 3 someone, 4 squid, 5 anything

2 Now choose the best name for the story. F towards

Key: Living dangerously

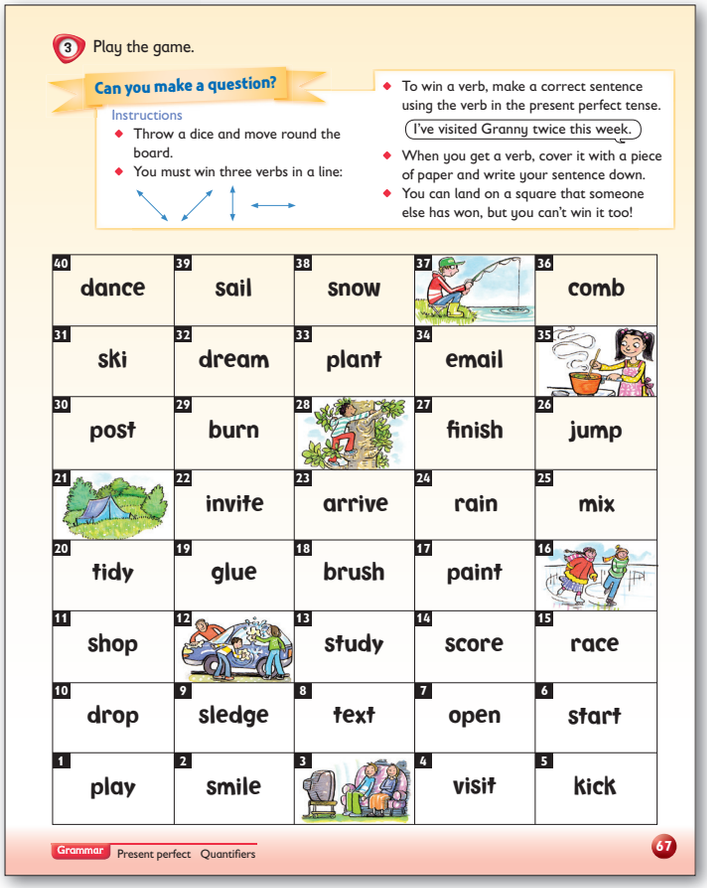
Extra activity 2: see page 220 (if time)

3 Which is the odd one out and why?

Key: 2 walked – It's a regular verb. 3 soccer – You kick the ball. 4 jellyfish – It doesn't have a shell. 5 chess – It's not something we ride on. 6 laughed – The final sound is a /t/.

Ending the lesson

- In pairs, pupils each think of one odd one out example, as in Activity Book Activity 3, using words from Units 5 and 6. Pairs take turns to say theirs, for the rest of the class to say which they think is the odd one out and why.



3 Play the game.

Can you make a question?

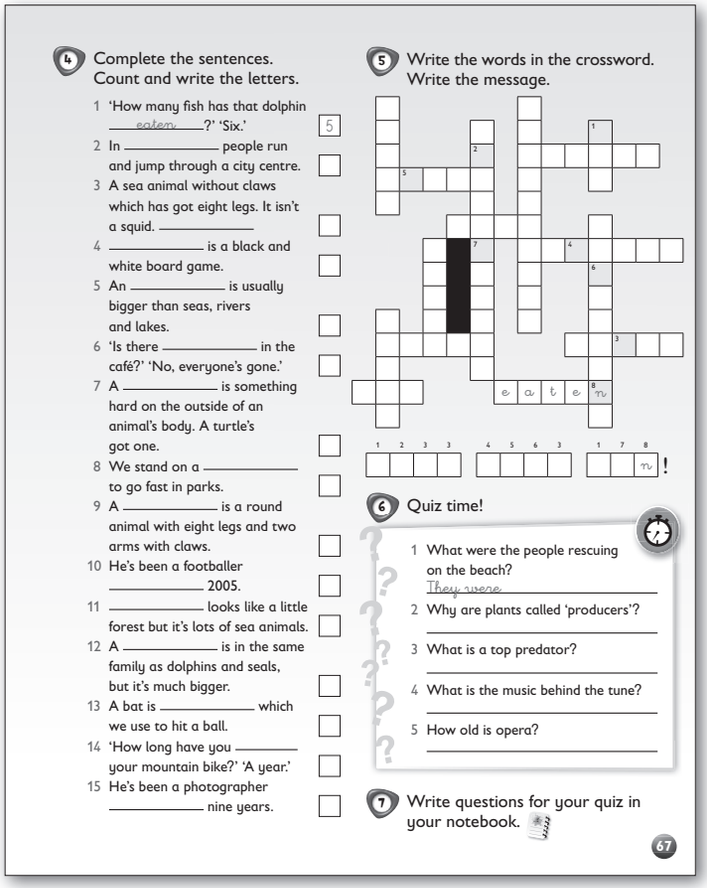
Instructions
- Throw a dice and move round the board.
- You must win three verbs in a line:

- To win a verb, make a correct sentence using the verb in the present perfect tense. (I've visited Granny twice this week.)
- When you get a verb, cover it with a piece of paper and write your sentence down.
- You can land on a square that someone else has won, but you can't win it too!

40 dance	39 sail	38 snow	37	36 comb
31 ski	32 dream	33 plant	34 email	35
30 post	29 burn	28	27 finish	26 jump
21	22 invite	23 arrive	24 rain	25 mix
20 tidy	19 glue	18 brush	17 paint	16
11 shop	12	13 study	14 score	15 race
10 drop	9 sledge	8 text	7 open	6 start
1 play	2 smile	3	4 visit	5 kick

Grammar Present perfect Quantifiers

67



4 Complete the sentences. Count and write the letters.

1 'How many fish has that dolphin ___eaten___?' 'Six.' 5
2 In _____ people run and jump through a city centre.
3 A sea animal without claws which has got eight legs. It isn't a squid. _____
4 _____ is a black and white board game.
5 An _____ is usually bigger than seas, rivers and lakes.
6 'Is there _____ in the café?' 'No, everyone's gone.'
7 A _____ is something hard on the outside of an animal's body. A turtle's got one.
8 We stand on a _____ to go fast in parks.
9 A _____ is a round animal with eight legs and two arms with claws.
10 He's been a footballer _____ 2005.
11 _____ looks like a little forest but it's lots of sea animals.
12 A _____ is in the same family as dolphins and seals, but it's much bigger.
13 A bat is _____ which we use to hit a ball.
14 'How long have you _____ your mountain bike?' 'A year.'
15 He's been a photographer _____ nine years.

5 Write the words in the crossword. Write the message.

1 2 3 3 4 5 6 3 1 7 8 !

6 Quiz time!

1 What were the people rescuing on the beach?
They were ___
2 Why are plants called 'producers'?
3 What is a top predator?
4 What is the music behind the tune?
5 How old is opera?

7 Write questions for your quiz in your notebook.

67

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
- **Revision:** language for playing games

Materials required

- Board game: dice and coloured counters for each group of three or four pupils, small pieces of paper
- Optional: *Kid's Box Interactive DVD 6*: *The classroom,* Quiz 3; Evaluation 6 from *Kid's Box Teacher's Book 6* (page 235); Test Units 5-6 *Kid's Box Teacher's Resource Book 6* (pages 116–130)
- *Kid's Box Language Portfolio 6* (page 5)

Pupil's Book page 67

Warmer

- Review use of the present perfect by asking questions around the class, e.g. *How long have you lived in his city/town? Have you ever eaten octopus? Have you ever climbed a mountain? Which countries have you visited?* Pupils give full answers each time.

3 Play the game.

- Tell pupils to open their Pupil's Books at page 67. Ask a pupil to read the instructions aloud. Check that pupils understand how to play by playing a demonstration game.
- Pupils play in groups of three or four. The object of the game is to 'win' three verbs in a line. The pupils can move in different directions. To win a verb, pupils make a correct sentence using the verb in the present perfect tense. They then cover it with a piece of paper with their name on. Other pupils can land on the square that someone else has won, but they can't win it too. When they land on a square that's already won, they don't make a sentence.
- Remind pupils of language for playing games, e.g. *Whose turn is it? It's your turn.* Monitor and help.

Extra activity 1: see page 220 (if time)

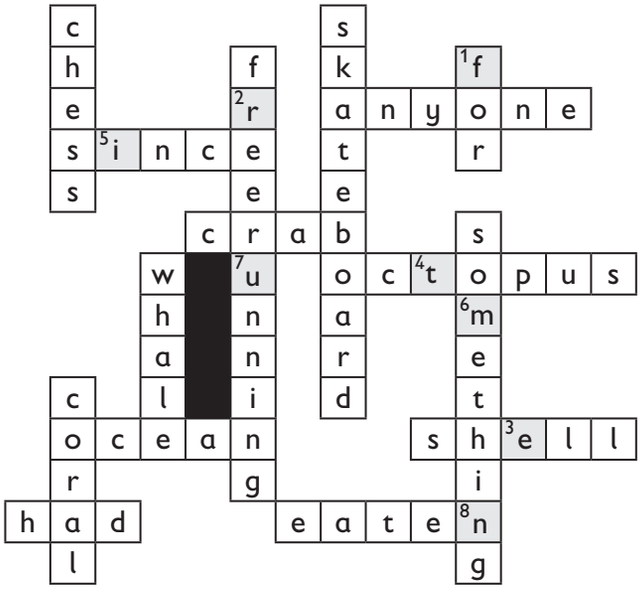
Activity Book page 67

4 Complete the sentences. Count and write the letters.

Key: 2 free running (11), 3 octopus (7), 4 Chess (5), 5 ocean (5), 6 anyone (6), 7 shell (5), 8 skateboard (10), 9 crab (4), 10 since (5), 11 Coral (5), 12 whale (5), 13 something (9), 14 had (3), 15 for (3)

5 Write the words in the crossword. Write the message.

Key: Message: free time fun



6 Quiz time!

Key: 1 They were rescuing a dolphin. 2 Because they make food for other animals. 3 A predator with no natural enemies. 4 The harmony. 5 400 years old.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 220 (if time)

Optional evaluations

- *The classroom:* Quiz 3 from *Kid's Box Interactive DVD 6*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the *Teacher's Booklet*.
- Evaluation 6 from *Kid's Box Teacher's Book 6* (page 235). See notes on page 229.
- The test for Units 5-6 from *Kid's Box Teacher's Resource Book 6* (pages 116-130). F towards

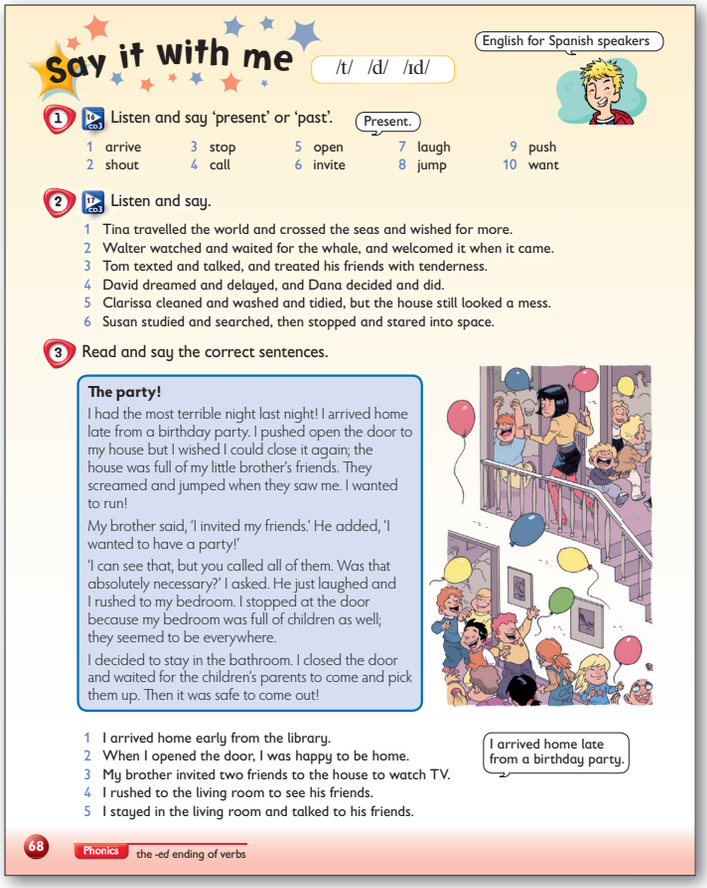
Language Portfolio (online)

- Pupils complete page 5 of *Kid's Box Language Portfolio 6* (*I can ...* Units 5-6).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 5 and 6 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples for each one.
- Ask pupils which topics and activities were their favourites.

Say it with me



Say it with me /t/ /d/ /ɪd/

English for Spanish speakers

1 Listen and say 'present' or 'past'. Present.

1	arrive	3	stop	5	open	7	laugh	9	push
2	shout	4	call	6	invite	8	jump	10	want

2 Listen and say.

1 Tina travelled the world and crossed the seas and wished for more.
2 Walter watched and waited for the whale, and welcomed it when it came.
3 Tom texted and talked, and treated his friends with tenderness.
4 David dreamed and delayed, and Dana decided and did.
5 Clarissa cleaned and washed and tidied, but the house still looked a mess.
6 Susan studied and searched, then stopped and stared into space.

3 Read and say the correct sentences.

The party!

I had the most terrible night last night! I arrived home late from a birthday party. I pushed open the door to my house but I wished I could close it again; the house was full of my little brother's friends. They screamed and jumped when they saw me. I wanted to run!

My brother said, 'I invited my friends.' He added, 'I wanted to have a party!'

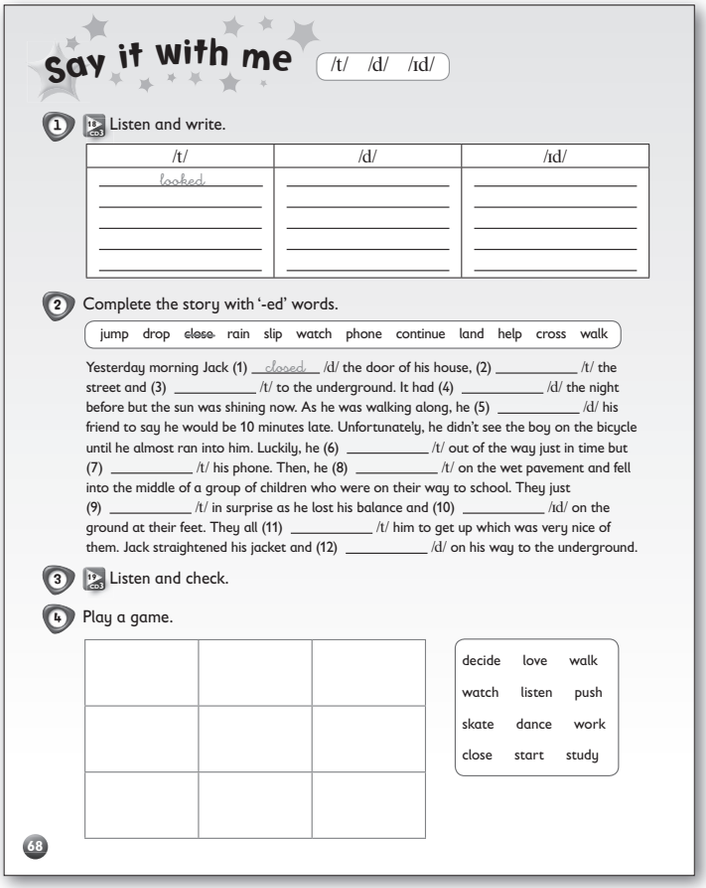
'I can see that, but you called all of them. Was that absolutely necessary?' I asked. He just laughed and I rushed to my bedroom. I stopped at the door because my bedroom was full of children as well; they seemed to be everywhere.

I decided to stay in the bathroom. I closed the door and waited for the children's parents to come and pick them up. Then it was safe to come out!

I arrived home late from a birthday party.

1 I arrived home early from the library.
2 When I opened the door, I was happy to be home.
3 My brother invited two friends to the house to watch TV.
4 I rushed to the living room to see his friends.
5 I stayed in the living room and talked to his friends.

68 Phonics the -ed ending of verbs



Say it with me /t/ /d/ /ɪd/

1 Listen and write.

/t/	/d/	/ɪd/
looked		

2 Complete the story with '-ed' words.

jump drop ~~close~~ rain slip watch phone continue land help cross walk

Yesterday morning Jack (1) closed /d/ the door of his house, (2) _____ /t/ the street and (3) _____ /t/ to the underground. It had (4) _____ /d/ the night before but the sun was shining now. As he was walking along, he (5) _____ /d/ his friend to say he would be 10 minutes late. Unfortunately, he didn't see the boy on the bicycle until he almost ran into him. Luckily, he (6) _____ /t/ out of the way just in time but (7) _____ /t/ his phone. Then, he (8) _____ /t/ on the wet pavement and fell into the middle of a group of children who were on their way to school. They just (9) _____ /t/ in surprise as he lost his balance and (10) _____ /ɪd/ on the ground at their feet. They all (11) _____ /t/ him to get up which was very nice of them. Jack straightened his jacket and (12) _____ /d/ on his way to the underground.

3 Listen and check.

4 Play a game.

decide love walk
watch listen push
skate dance work
close start study

68

Objectives: By the end of the lesson, pupils will have had further practice of the phonemes /t/, /d/ and /ɪd/. They will also have reviewed which sounds to use when.

Target language

- **Key language:** *arrive, shout, stop, call, open, invite, laugh, jump, push, want, drop, slip, land, cross, rain, text, dream, delay, search, straighten*
- **Additional language:** *whale, treat with tenderness, looked a mess, stared into space, the underground, pavement, lost his balance, run into someone*

Materials required

- **Warmer:** Three different coloured cards or paper – which one of the target sounds /t/, /d/ or /ɪd/ on each

Pupil's Book page 68

Spanish specific

- Spanish speakers tend to pronounce the past ending *-ed* as /ɪd/ for all verbs. This comes from interference from other languages they speak where each written letter is pronounced individually.
  Sometimes pupils fail to pronounce any *-ed* ending at all, making it difficult to know if they are using the present or past form of the verb.
  Pupils need to be made aware of the three different endings (/t/, /d/ and /ɪd/), both in terms of pronunciation and which to apply when, and a lot of practice needs to be given.

Warmer

- Write the sounds /t/, /d/ and /ɪd/ on three different cards and put them on the board. Say *What did you do last night?* Elicit responses and write the sentences with regular verbs on the board, e.g. *I watched TV. I started my project.* Ask pupils to say which sound the verbs make. Write the verb under the correct card, e.g. /t/: *watched*; /d/: *played;* /ɪd/: *started.*

1 Listen and say 'present' or 'past'.

- Tell pupils to open their Pupil's Books at page 68. Focus them on the verbs. Say *Are these verbs past or present?* (*present*). Remind pupils how important it is to say the correct ending each time.
- Play the audio. Pupils hear each verb twice and say *past* or *present*. Pause the audio if necessary after each verb. Play the audio again and pupils repeat. Remind them to focus on the way the word is said, not spelt.

Key: 2 present, 3 past, 4 past, 5 present, 6 past, 7 present, 8 past, 9 present, 10 past

CD 3, 16

1 arrive, 2 shout, 3 stopped, 4 called, 5 open, 6 invited, 7 laugh, 8 jumped, 9 push, 10 wanted

2 Listen and say.

- Focus pupils on Activity 2. Pupils work individually. They read the sentences silently to themselves and try to think of what each *-ed* word sounds like. Play the audio. Pupils listen and repeat. Encourage pupils to read the sentences around the class.

CD 3, 17

As in Pupil's Book

3 Read and say the correct sentences.

- Focus pupils on the picture. Elicit what they can see. Pupils work individually and read the text silently. Check understanding by asking general questions. Then pupils look for words with the *-ed* ending. Check with the class.
- Pupils work in pairs and practise reading the text aloud. Pairs help each other to pronounce the words correctly.

Key: 2 I pushed open the door and wished I could close it again. 3 My brother invited all his friends to have a party. 4 I rushed to my bedroom (to hide from his friends). 5 I stayed in the bathroom and waited for their parents to come and pick them up.

Activity Book page 68

1 Listen and write.

- Focus pupils on Activity 1. Play the audio. Pupils work individually and write the verbs in the past in the correct column according to the ending they hear. Play the audio again and check as a class.

Key: /t/ looked, touched, talked, pushed, checked; /d/ cleaned, played, carried, moved, travelled; /ɪd/ waited, planted, started, invited, shouted

CD 3, 18

looked, cleaned, waited, touched, played, talked, planted, pushed, carried, started, moved, invited, checked, travelled, shouted

2 Complete the story with '-ed' words.

- Focus pupils on the word box and text. Check understanding. In pairs, pupils read and complete the story with the correct word. Check answers as a class.

Key: 2 crossed, 3 walked, 4 rained, 5 phoned, 6 jumped, 7 dropped, 8 slipped, 9 watched, 10 landed, 11 helped, 12 continued

3 Listen and check.

- Play the audio. Pupils follow in their books. Pause the audio after each verb for pupils to check answers and repeat.

CD 3, 19

As in Activity Book and key

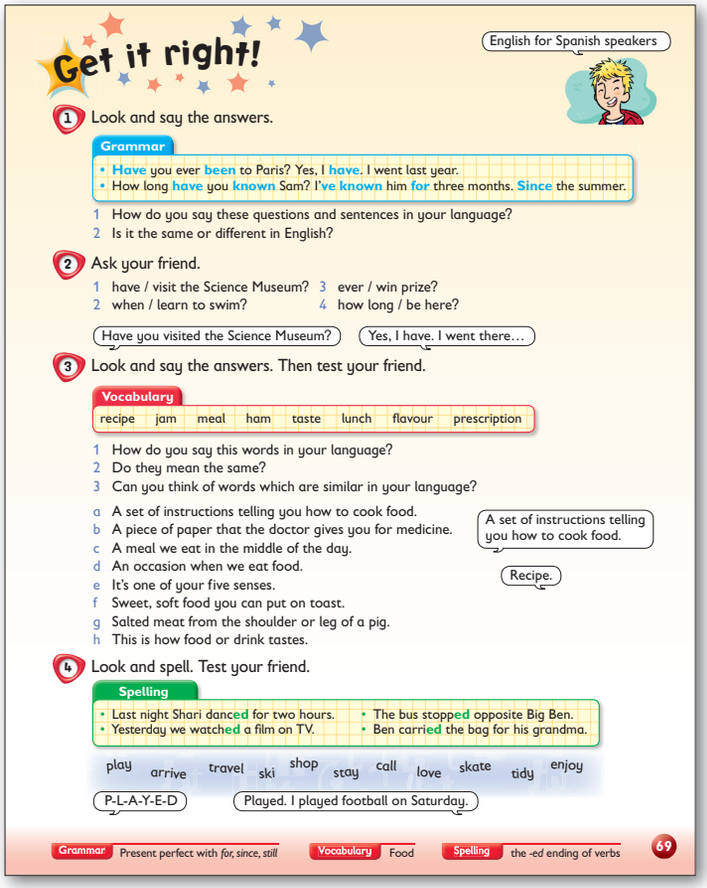
4 Play a game.

- Focus pupils on their blank Bingo card. They write nine verbs from the list into any square on the Bingo card. Pupils write in pencil so they can play the game again. They write four verbs in the present and five in the past. Call out words from the list in the present or past in any order. Pupils cross out the ones they have. The winner comes to the front and calls out words for the next round. Repeat several times.

Ending the lesson

- Pupils work in pairs or small groups. Using the three coloured cards /t/, /d/ and /ɪd/ from the Warmer activity, hold up any one at random and pupils have two minutes to write down as many past verbs as they can with the *–ed* sound ending. Repeat with other sounds. At the end the pair/group with the most in each column wins.

Get it right!



Get it right!

English for Spanish speakers

1 Look and say the answers.

Grammar

- Have you ever been to Paris? Yes, I have. I went last year.
- How long have you known Sam? I've known him for three months. Since the summer.

1 How do you say these questions and sentences in your language?
2 Is it the same or different in English?

2 Ask your friend.

1 have / visit the Science Museum?
2 when / learn to swim?
3 ever / win prize?
4 how long / be here?

Have you visited the Science Museum? Yes, I have. I went there…

3 Look and say the answers. Then test your friend.

Vocabulary

recipe jam meal ham taste lunch flavour prescription

1 How do you say this words in your language?
2 Do they mean the same?
3 Can you think of words which are similar in your language?

a A set of instructions telling you how to cook food.
b A piece of paper that the doctor gives you for medicine.
c A meal we eat in the middle of the day.
d An occasion when we eat food.
e It's one of your five senses.
f Sweet, soft food you can put on toast.
g Salted meat from the shoulder or leg of a pig.
h This is how food or drink tastes.

A set of instructions telling you how to cook food.

Recipe.

4 Look and spell. Test your friend.

Spelling

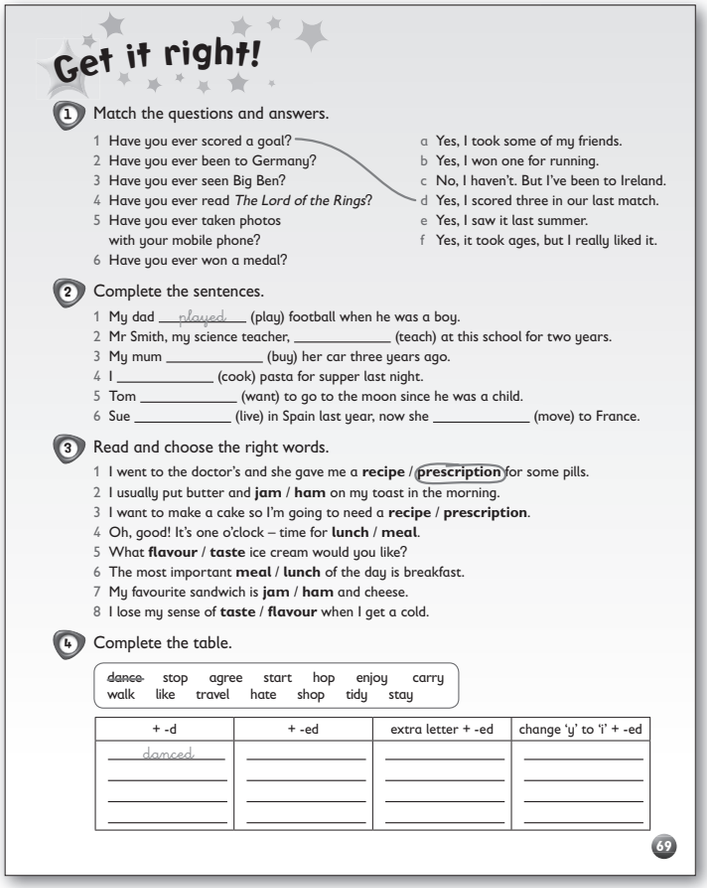
- Last night Shari danced for two hours.
- Yesterday we watched a film on TV.
- The bus stopped opposite Big Ben.
- Ben carried the bag for his grandma.

play arrive travel ski shop stay call love skate tidy enjoy

P-L-A-Y-E-D

Played. I played football on Saturday.

Grammar Present perfect with *for, since, still* Vocabulary Food Spelling the *-ed* ending of verbs 69



Get it right!

1 Match the questions and answers.

1 Have you ever scored a goal? — e
2 Have you ever been to Germany? — c
3 Have you ever seen Big Ben? — f
4 Have you ever read *The Lord of the Rings*? — d
5 Have you ever taken photos with your mobile phone? — a
6 Have you ever won a medal? — b

a Yes, I took some of my friends.
b Yes, I won one for running.
c No, I haven't. But I've been to Ireland.
d Yes, I scored three in our last match.
e Yes, I saw it last summer.
f Yes, it took ages, but I really liked it.

2 Complete the sentences.

1 My dad ~~played~~ played (play) football when he was a boy.
2 Mr Smith, my science teacher, _____ (teach) at this school for two years.
3 My mum _____ (buy) her car three years ago.
4 I _____ (cook) pasta for supper last night.
5 Tom _____ (want) to go to the moon since he was a child.
6 Sue _____ (live) in Spain last year, now she _____ (move) to France.

3 Read and choose the right words.

1 I went to the doctor's and she gave me a **recipe** / **prescription** for some pills.
2 I usually put butter and **jam** / **ham** on my toast in the morning.
3 I want to make a cake so I'm going to need a **recipe** / **prescription**.
4 Oh, good! It's one o'clock – time for **lunch** / **meal**.
5 What **flavour** / **taste** ice cream would you like?
6 The most important **meal** / **lunch** of the day is breakfast.
7 My favourite sandwich is **jam** / **ham** and cheese.
8 I lose my sense of **taste** / **flavour** when I get a cold.

4 Complete the table.

~~dance~~ stop agree start hop enjoy carry walk like travel hate shop tidy stay

+ -d	+ -ed	extra letter + -ed	change 'y' to 'i' + -ed
~~danced~~			

69

Objectives: By the end of the lesson, pupils will have reviewed and contrasted the present perfect and past simple. They will also have learnt about more *false friends* and reviewed the spelling of regular verbs.

Target language

- **Key language:** *Have you ever … ? How long … ? recipe, jam, taste, flavour, prescription*
- **Additional language:** *salted meat, an occasion, for three months, since the summer, win a prize, toast*
- **Revision:** *meal, ham, lunch*

Pupil's Book page 69

Warmer

- Play noughts and crosses. Draw the following diagram on the board.

has	*eaten*	*been*
ever	*have*	*talked*
how long	*chosen*	*worked*

- Divide the class into two teams noughts and crosses. Pupils have to make correct sentences using the words in the cells. Every time they make a correct sentence the cell is marked with the symbol of their team. If a team manages to have three consecutive cells marked with their symbol either vertically, horizontally or diagonally, it scores a point. Play the game several times. The group with the most points wins the game.

Grammar

1 Look and say the answers.

- Go around the class asking *Have you ever ... ?* questions. When pupils answer *yes,* say either *How long have you ... ?* or *When did you last/first ... ?*
- Tell pupils to open their Pupil's Books at page 69. Focus them on the Grammar box. Ask pupils to read the sentences. Check understanding.
- Remind pupils we use the present perfect for personal experiences and things relating past to present (illustrate with diagrams). We use past simple if we know <u>when</u> something happened. Compare with pupils' own language.
- Discuss questions 1 and 2 as a class referring to the sentences in the Grammar box.

2 Ask your friend.

- Pupils work in pairs to ask and answer questions. Encourage full answers as in the example. Monitor and help/correct.

Key: 2 When did you learn to swim? 3 Have you ever won a prize? 4 How long have you been here?

Vocabulary

3 Look and say the answers. Then test your friend.

- Focus pupils on the Vocabulary box. Remind pupils about *false friends*, i.e. words that look the same as one in their language but have a different meaning. Ask the questions and elicit answers. Point out the following words can be confused because they look very similar or because there is one word in Spanish and two in English: jam/ham, recipe/prescription, taste/flavour, lunch/meal.

Key: b prescription, c lunch, d meal, e taste, f jam, g ham, h flavour

Spelling

4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Ask pupils about the endings with regular past verbs (most add *-ed,* verbs ending in *-e* only add *-d*; verbs ending in consonant–vowel–consonant double the last consonant and add *-ed*; verbs ending in consonant + *-y* change *-y* to *i* and add *-ed*). Pupils work in pairs and test each other. Pupil A spells a verb from the shaded area in its past form. Pupil B says the verb and puts it in a sentence. They swap and repeat.

Activity Book page 69

Grammar

1 Match the questions and answers.

- Pupils work individually to match the questions and the answers. Check answers. Pupils work in pairs to ask and answer for oral practice.

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

2 Complete the sentences.

- Pupils work individually to complete the sentences with either present perfect or past simple. Check answers by asking different pupils to read them aloud.

Key: 2 has taught, 3 bought, 4 cooked, 5 has wanted, 6 lived, has moved

Vocabulary

3 Read and choose the right words.

- Pupils work individually to circle the correct option in each sentence. They take turns to read the sentences aloud. Check and discuss as a class.

Key: 2 jam, 3 recipe, 4 lunch, 5 flavour, 6 meal, 7 ham, 8 taste

Spelling

4 Complete the table.

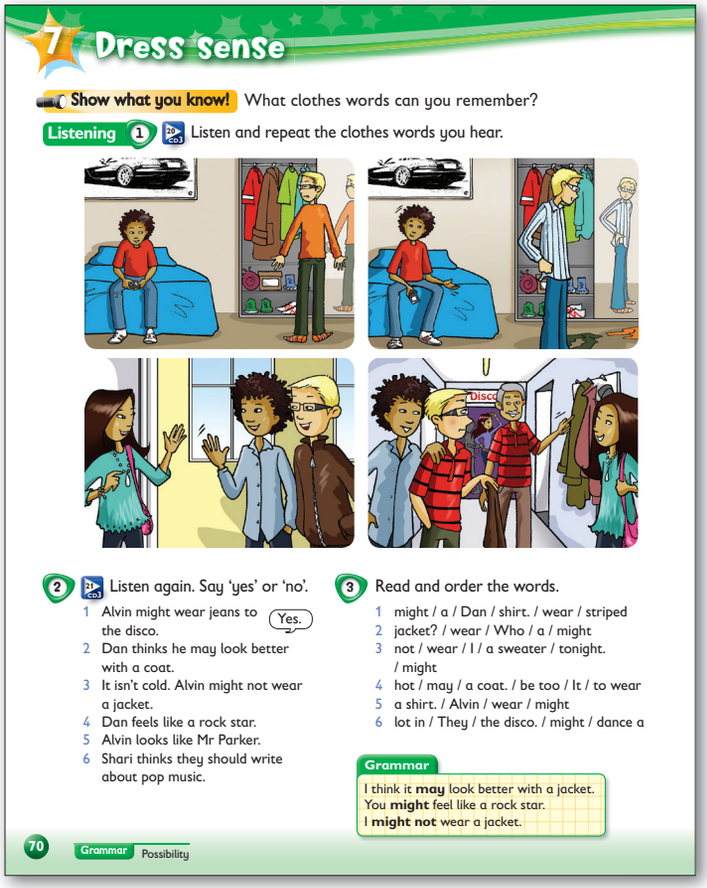
- Pupils work in pairs to write the regular verbs in the correct places in the table. Check answers by asking pupils to take turns to come to the board and write the past form of any of the verbs which other pupils call out.

Key: + *-d*: hate, agree, like; + *-ed*: start, enjoy, walk, stay; extra letter + *-ed*: stop, hop, travel, shop; change 'y' to 'i': tidy, carry

Ending the lesson

- Pupils work in pairs and write sentences in their notebooks using the verbs in Activity 4. Ask pupils to write three sentences in the past simple and three in the present perfect. Monitor and help/correct.

7 Dress sense



7 Dress sense

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

Listening 1 CD3 Listen and repeat the clothes words you hear.

2 CD3 Listen again. Say 'yes' or 'no'.

1 Alvin might wear jeans to the disco. Yes.
2 Dan thinks he may look better with a coat.
3 It isn't cold. Alvin might not wear a jacket.
4 Dan feels like a rock star.
5 Alvin looks like Mr Parker.
6 Shari thinks they should write about pop music.

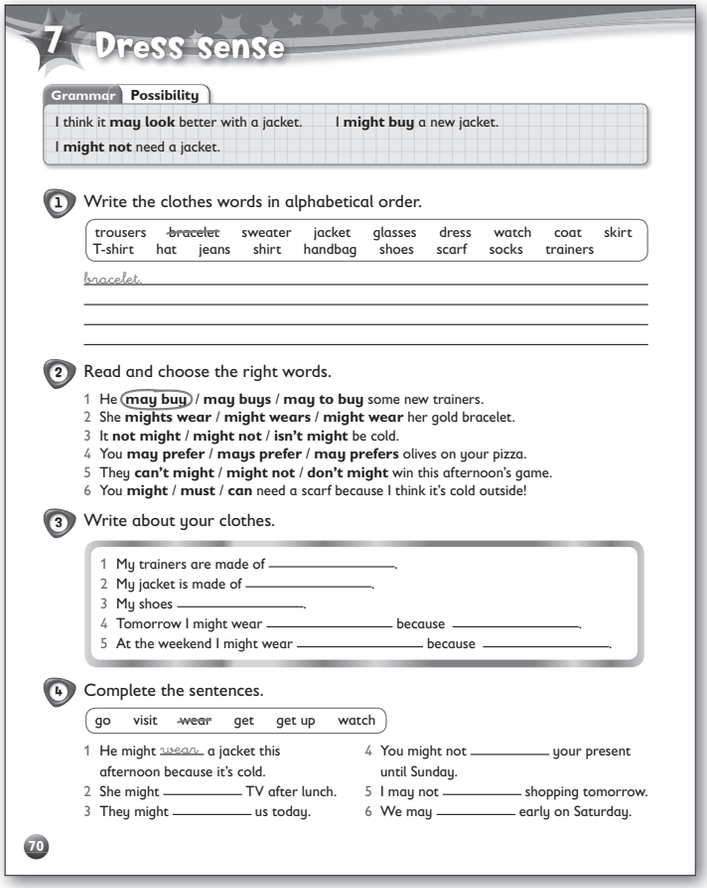
3 Read and order the words.

1 might / a / Dan / shirt. / wear / striped
2 jacket? / wear / Who / a / might
3 not / wear / I / a sweater / tonight. / might
4 hot / may / a coat. / be too / It / to wear
5 a shirt. / Alvin / wear / might
6 lot in / They / the disco. / might / dance a

Grammar

I think it **may** look better with a jacket.
You **might** feel like a rock star.
I **might not** wear a jacket.

70 Grammar Possibility



7 Dress sense

Grammar Possibility

I think it **may look** better with a jacket. I **might buy** a new jacket.
I **might not** need a jacket.

1 Write the clothes words in alphabetical order.

trousers ~~bracelet~~ sweater jacket glasses dress watch coat skirt T-shirt hat jeans shirt handbag shoes scarf socks trainers

bracelet, _____, _____, _____, _____

2 Read and choose the right words.

1 He (may buy) / **may buys** / **may to buy** some new trainers.
2 She **mights wear** / **might wears** / **might wear** her gold bracelet.
3 It **not might** / **might not** / **isn't might** be cold.
4 You **may prefer** / **mays prefer** / **may prefers** olives on your pizza.
5 They **can't might** / **might not** / **don't might** win this afternoon's game.
6 You **might** / **must** / **can** need a scarf because I think it's cold outside!

3 Write about your clothes.

1 My trainers are made of _____.
2 My jacket is made of _____.
3 My shoes _____.
4 Tomorrow I might wear _____ because _____.
5 At the weekend I might wear _____ because _____.

4 Complete the sentences.

go visit ~~wear~~ get get up watch

1 He might wear a jacket this afternoon because it's cold.
2 She might _____ TV after lunch.
3 They might _____ us today.
4 You might not _____ your present until Sunday.
5 I may not _____ shopping tomorrow.
6 We may _____ early on Saturday.

70

Objectives: By the end of the lesson, pupils will be able to talk about possibility using *may* and *might* and will have reviewed words for clothes.

Target language

- **Key language:** modal verbs of possibility: *may, might*; clothes, *dress sense, (cold) enough, as* (conjunction), material, e.g. *cotton, wool, viscose, acrylic*
- **Additional language:** *I can't decide*
- **Revision:** *can, should, made of*

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 7 Reinforcement worksheet 1 (pages 57 and 58); Grammar reference Unit 7 *Pupil's Book 6* (page 103) and *Activity Book 6* (page 95)

Pupil's Book page 70

Warmer

- Invite several pupils to come to the front of the class. Review clothes by eliciting from the class what they are wearing.

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

- Elicit and then write *Clothes* on the board and draw a circle around it. Say *Show what you know ... about clothes*. Write one or two words which came up in the Warmer to start the mind map. Brainstorm clothes words to extend the mind map. Pupils copy the mind map.

1 Listen and repeat the clothes words you hear.

- Tell pupils to open their Pupil's Books at page 70. Focus them on the title of the unit. Check understanding. Focus pupils on the Activity 1 pictures. Elicit the names of the characters, where they are and what they are doing in the first two pictures (trying on / choosing clothes to wear).
- Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening. Elicit where the friends were going (the school disco).

CD 3, 20

DAN: What are you going to wear to the school disco on Friday?
ALVIN: Hmm, I don't know. I might wear jeans and a T-shirt or I might wear a shirt. What about you?
DAN: I can't decide.
ALVIN: That looks OK, Dan.
DAN: Yeah, but I think it may look better with a jacket.
ALVIN: Yeah, but it isn't cold. I might not wear a jacket.
SHARI: Come on! Hurry up! You both look great.
DAN: Yeah, I feel like a rock star!
ALVIN: Yes, and you look like one. Let's go inside.
MR PARKER: You may want to put your jacket over there. Nice shirt, Dan.
DAN: Er, thanks, Mr Parker.
ALVIN: Well, Dan, you might feel like a rock star, but you look like a teacher.
SHARI: As you're so interested in clothes and fashion, Dan, maybe we should write something on it for the ezine?

Presentation

- Write the following from the audio on the board: *I might wear jeans. I think it may look better with a jacket. I might wear a shirt*. Underline *may* and *might*. Ask checking questions, e.g. *Has Alvin decided what he's going to wear? Is he sure ... 100%? How do we know?* Repeat using similar questions for the second example. Check pupils understand that *may* and *might* indicate possibility; they are both used with simple infinitives. Give some other examples about yourself, e.g. *I might go to a film this evening*, and check pupils understand the difference between that and *I'm going to go to a film this evening*. Focus pupils on the Grammar box.

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

- Focus pupils on the Activity 2 statements. Read them through before playing the audio. Play the audio.
- Pupils listen and say *Yes* or *No* for each one. They check in pairs. Play the audio again. Check with the class. Pause after each one to elicit *Yes* or *No* and corrections for the 'no' answers. Write the corrected statements on the board. Check general comprehension.

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

CD 3, 21

See previous recording

3 Read and order the words.

- Focus pupils on the Activity 3 instruction. Remind them to check word order using the Grammar box. Monitor and check. Pupils write the complete sentences in their notebooks.

Key: 1 Dan might wear a striped shirt. 2 Who might wear a jacket? 3 I might not wear a sweater tonight. 4 It may be too hot to wear a coat. 5 Alvin might wear a shirt. 6 They might dance a lot in the disco.

Extra activity 1: see page 220 (if time)

Activity Book page 70

1 Write the clothes words in alphabetical order.

- Focus pupils on the Grammar box before they do the activities.

Key: coat, dress, glasses, handbag, hat, jacket, jeans, scarf, shirt, shoes, skirt, socks, sweater, trainers, trousers, T-shirt, watch

2 Read and choose the right words.

Key: 2 might wear, 3 might not, 4 may prefer, 5 might not, 6 might

3 Write about your clothes.

Key: Pupils' own answers

Extra activity 2: see page 220 (if time)

4 Complete the sentences.

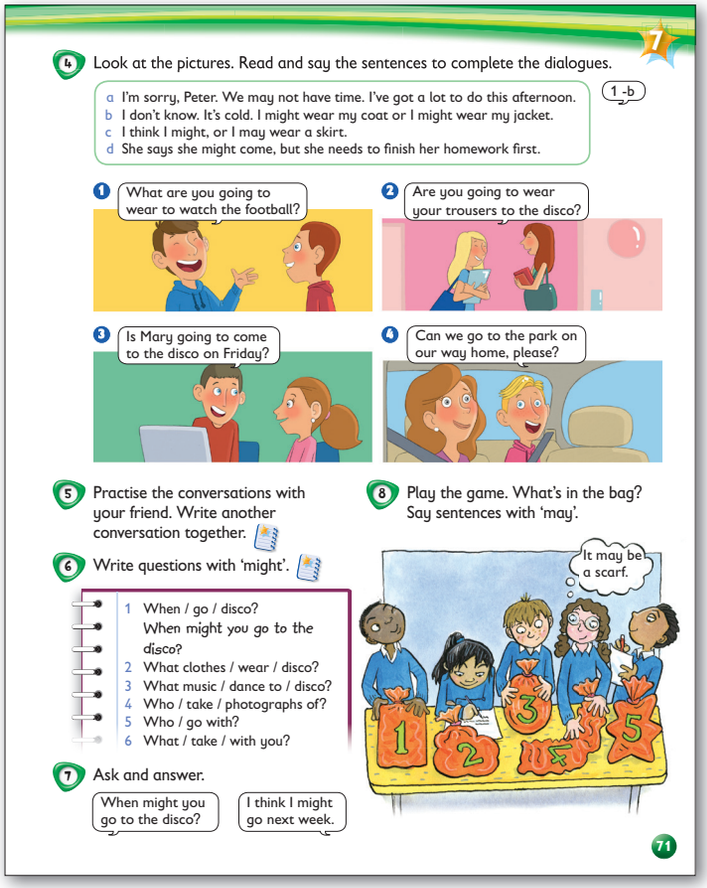
Key: 2 watch, 3 visit, 4 get, 5 go, 6 get up

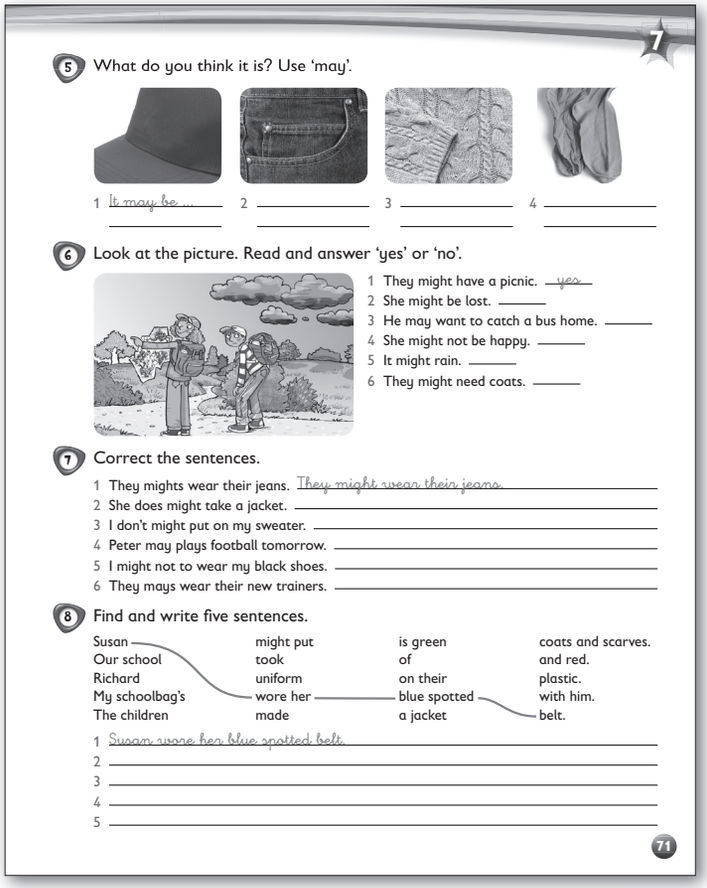
Optional activities

- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 57 and 58).
- Grammar reference Unit 7 from *Pupil's Book 6* (page 103) and *Activity Book* (page 95). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Elicit from pupils what they may or might do after school today.





Objectives: By the end of the lesson, pupils will have had further practice using *may* and *might* for possibility and will have played a game.

Target language

- **Key language:** possibility: *may, might*
- **Revision:** clothes

Materials required

- Five bags, each with a different object in them, e.g. a woolly hat, a sock, a soft ball

Pupil's Book page 71

Warmer

- Revise *may* and *might* by asking pupils about things they *may/might* do tomorrow / this afternoon / at the weekend. Check the concept of their replies by asking, e.g. *Is it certain? Have you decided?*

4 Look at the pictures. Read and say the sentences to complete the dialogues.

- Tell pupils to open their Pupil's Books at page 71. Focus them on the Activity 4 pictures. Elicit that they are all half-dialogues. Tell them to read the responses in the box in pairs and then to complete the dialogues. Pairs check with pairs. Check with the class by asking different pairs to read the dialogues.

Key: 2c, 3d, 4a

5 Practise the conversations with your friend. Write another conversation together.

- Focus pupils on the Activity 5 instructions and check they know what to do (a conversation is one exchange). Elicit some contexts for their conversations, e.g. after school or doing homework.
- Pupils practise the conversations from Activity 4 for two or three minutes. Then tell them to write their own. Remind them to use *may* or *might* in the response. Monitor and help. Some pairs can perform their exchanges for the class.

6 Write questions with 'might'.

- Focus pupils on the Activity 6 instructions and look at the example with the class. Check the concept (the difference between *When might you go?* and *When are you going to go?*). Pupils work in pairs, each of them writing the questions in their notebooks.

Key: 2 What clothes might you wear to the disco? 3 What music might you dance to at the disco? 4 Who might you take photographs of? 5 Who might you go with? 6 What might you take with you?

7 Ask and answer.

- Set the scene with the class first. Tell them to imagine that the school disco is next weekend. They're talking to their friend about their ideas. Pupils work in pairs and take turns to ask and answer the questions from Activity 6. Encourage them to be creative with their answers and ideas. Monitor and support/encourage pupils as necessary. Elicit some of the dialogues from more confident pairs.

Extra activity 1: see page 220 (if time)

8 Play the game. What's in the bag? Say sentences with 'may'.

- Focus pupils on the Activity 8 instructions. Tell them they're going to play a guessing game. Show them the bags you prepared earlier. Make five groups. Groups form in a line ready to touch one of the five bags. They take turns to come up and feel one bag. They then go back to their seat and write down what they think may be in the bag, before lining up in the next queue to feel the next bag, and so on.
- Their answers should all be secret and the activity silent. Once pupils have felt all five bags, they compare their answers in groups. Elicit their ideas for each bag before telling pupils what was in each bag.

Activity Book page 71

5 What do you think it is? Use 'may'.

Key: Pupils' own answers
Note: The items are: 1 hat, 2 jeans, 3 sweater, 4 socks

6 Look at the picture. Read and answer 'yes' or 'no'.

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

7 Correct the sentences.

Key: 2 She might take a jacket. 3 I might not put on my sweater. 4 Peter may play football tomorrow. 5 I might not wear my black shoes. 6 They may wear their new trainers.

8 Find and write five sentences.

Key: 2 Our school uniform is green and red. 3 Richard took a jacket with him. 4 My schoolbag's made of plastic. 5 The children might put on their coats and scarves.

Extra activity 2: see page 220 (if time)

Ending the lesson

- Pupils close their Pupil's Books and Activity Books. Dictate ten clothes words for them to write on paper. Choose new words from the lesson or ones they are less familiar with, e.g. *scarves*. Pupils swap papers for the correction phase.

Reading 9 Read and find two things that people used differently a long time ago.

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

Kid's Box Ezine! home reports games world email

Fashions may come and go, but some fashion extras haven't changed for centuries.

Kid's Box reports Fashion

Buttons hold clothes together and decorate them. Today buttons are made of plastic, metal, glass and shells, but the Ancient Greeks had buttons made of gold.

Men and women have worn belts for about 5,000 years. People first used them to carry things and, much later, to hold their trousers up.

Did you know that the first umbrellas protected people from the Sun? Now there are big golf umbrellas and small, light umbrellas which we can carry in a handbag.

The first pockets were small bags which people wore on their belts. Thieves could take them easily so people put the bags inside their clothes. Then it was difficult to get money out so in the 18th century people sewed pockets into their clothes.

Your grandfather probably wore shorts at school when he was 14! These days we usually wear them for sport and when it's very hot.

Women and girls wear tights under their skirts and dresses to cover their legs in cold weather. Tights can be light and thin or thick and heavy. They are usually made of nylon or wool.

People usually wear gloves on their hands when it's cold, but some people use gloves at work, for example firefighters.

button umbrella gloves pocket belt tights decorate shorts

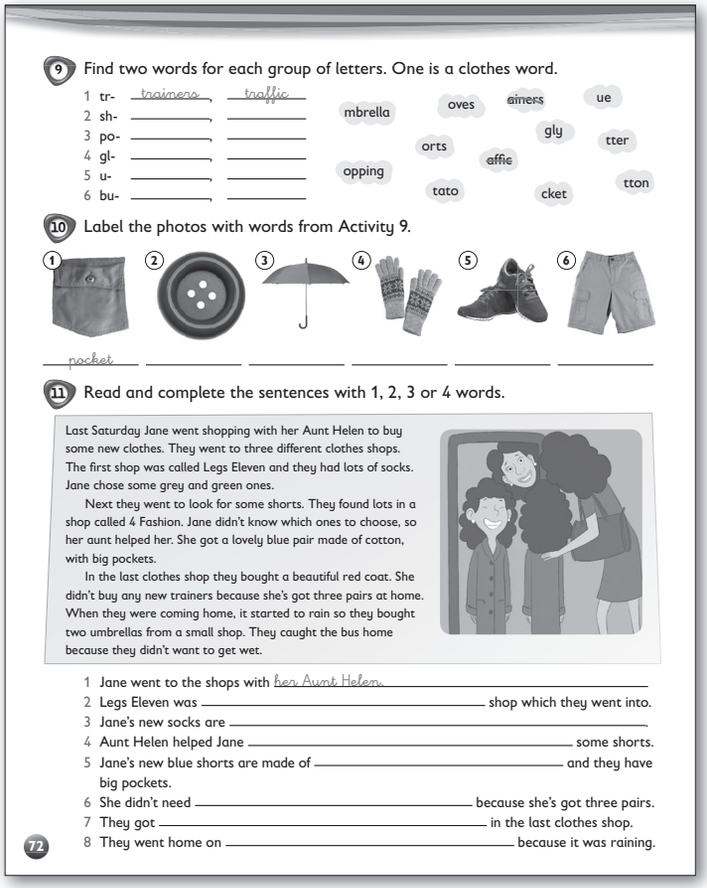
10 Listen. Repeat the word. Do you wear it? Say 'yes' or 'no'. 1 Belt. Belt. Yes.

11 Read again and say the words to complete the sentences.

1 The Ancient Greeks had gold buttons.
2 The first umbrellas protected people from the 1.
3 2 protect our hands.
4 The first pockets were small 3.
5 Older boys wore 4 to school 60 years ago.
6 5 are usually made of nylon or wool.

bags Sun
Tights shorts
Gloves ~~buttons~~

72 Vocabulary Clothes Adjectives



9 Find two words for each group of letters. One is a clothes word.

1 tr- trainers, traffic
2 sh- _____, _____
3 po- _____, _____
4 gl- _____, _____
5 u- _____, _____
6 bu- _____, _____

mbrella oves ~~aiers~~ ue gly orts affic tter opping tato cket tton

10 Label the photos with words from Activity 9.

1 pocket 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

11 Read and complete the sentences with 1, 2, 3 or 4 words.

Last Saturday Jane went shopping with her Aunt Helen to buy some new clothes. They went to three different clothes shops. The first shop was called Legs Eleven and they had lots of socks. Jane chose some grey and green ones.

Next they went to look for some shorts. They found lots in a shop called 4 Fashion. Jane didn't know which ones to choose, so her aunt helped her. She got a lovely blue pair made of cotton, with big pockets.

In the last clothes shop they bought a beautiful red coat. She didn't buy any new trainers because she's got three pairs at home. When they were coming home, it started to rain so they bought two umbrellas from a small shop. They caught the bus home because they didn't want to get wet.

1 Jane went to the shops with her Aunt Helen.
2 Legs Eleven was _____ shop which they went into.
3 Jane's new socks are _____
4 Aunt Helen helped Jane _____ some shorts.
5 Jane's new blue shorts are made of _____ and they have big pockets.
6 She didn't need _____ because she's got three pairs.
7 They got _____ in the last clothes shop.
8 They went home on _____ because it was raining.

72

Objectives: By the end of the lesson, pupils will have read and talked more about clothes and fashion.

Target language

- **Key language:** *fashion, fashion extra, button, decorate, umbrella, shorts, gloves, belt, pocket, thief/thieves, tights, century*
- **Revision:** jobs, family, clothes, *sew, protect*

Materials required

- Extra activity 1: If possible, write one of the texts from Pupil's Book Activity 9 on the board before the lesson and cover it
- Extra activity 2: Fashion magazines with pictures for cutting out, and a large sheet of paper for each group of four pupils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 7 Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 57, 59 and 60)

Pupil's Book page 72

Warmer

- Invite a pupil to come to the front. Elicit from the class what clothes and 'extras' he/she is wearing. Include *buttons, zip,* etc.

9 Read and find two things that people used differently a long time ago.

- Tell pupils to open their Pupil's Books at page 72. Focus them on the Activity 9 instruction. Ask a pupil to read it aloud. Elicit that this is the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text.
- They read the texts silently to find answers to the question. Discuss answers with the class, eliciting where they found them in the text. Check comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new vocabulary for themselves, using the pictures.
- Ask pupils which of these facts about clothes they knew about before and which are new to them.

Key: umbrellas, belts, shorts.

10 Listen. Repeat the word. Do you wear it? Say 'yes' or 'no'.

- Focus pupils on the Activity 10 instructions. Check they understand the question is general, not *Are you wearing it/ them now?* Play the example to check pupils know what to do. Play the rest of the audio. Pupils repeat the word in chorus and then whisper *Yes* or *No* to their partner the first time they listen. Play the audio again. Pupils repeat the word in chorus and then say *Yes* or *No*.

Key: 2 Gloves. Yes. 3 Button. Yes. 4 Tights. Yes. 5 Umbrella. No. 6 Shorts. Yes. 7 Pocket. Yes. 8 Decorate. No.

CD 3, 22

1 belt, 2 gloves, 3 button, 4 tights, 5 umbrella, 6 shorts, 7 pocket, 8 decorate

11 Read again and say the words to complete the sentences.

- Focus pupils on the Activity 11 instruction and on example. Pupils complete the other sentences individually and then check in pairs. Check with the class, asking pupils to take turns to read each sentence aloud.

Key: 1 sun, 2 Gloves, 3 bags, 4 shorts, 5 Tights

Extra activity 1: see page 220 (if time)

Activity Book page 72

9 Find two words for each group of letters. One is a clothes word.

Key: 2 shorts, shopping, 3 pocket, potato, 4 gloves, glue, 5 umbrella, ugly, 6 button, butter

10 Label the photos with words from Activity 9.

Key: 2 button, 3 umbrella, 4 gloves, 5 trainers, 6 shorts

11 Read and complete the sentences with 1, 2, 3 or 4 words. F towards

Key: 2 the (first), 3 grey and green, 4 choose, 5 cotton, 6 any new trainers, 7 a beautiful red coat, 8 the bus

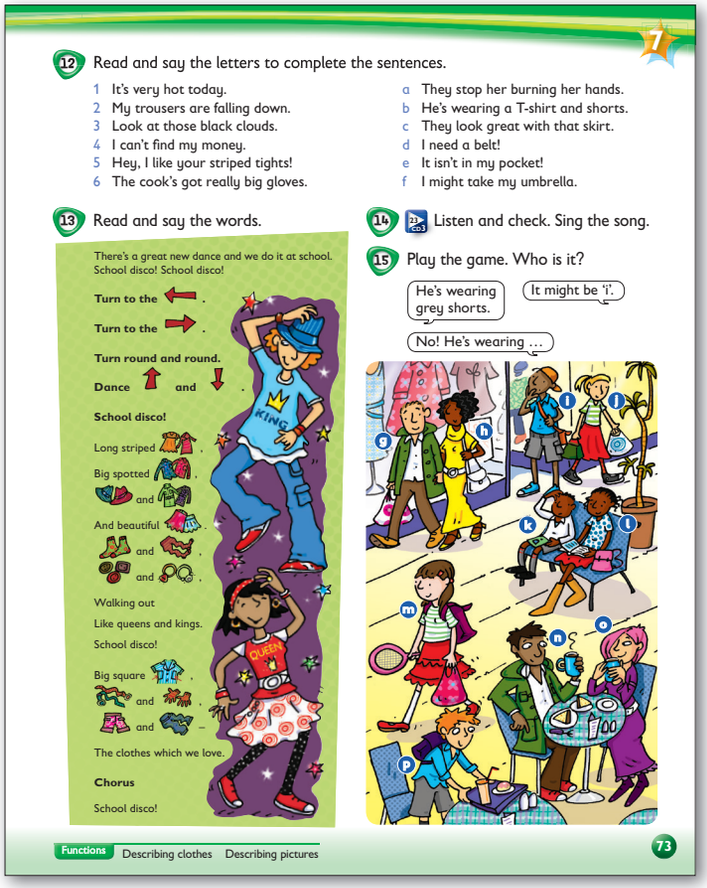
Extra activity 2: see page 220 (if time)

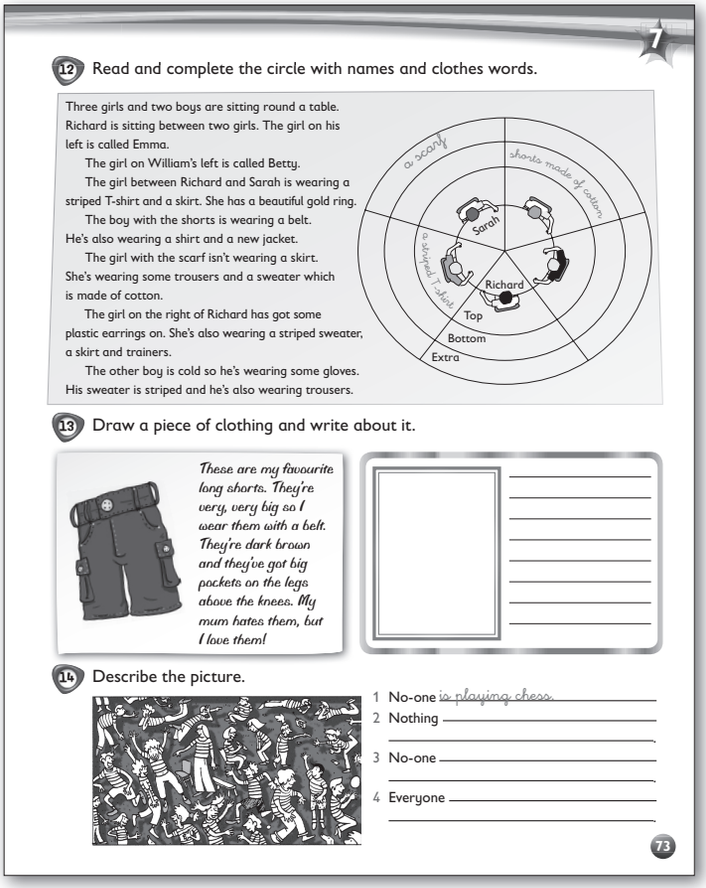
Optional activities

- Unit 7 Reinforcement worksheet 2 and/or Extension Worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 57, 59 and 60).

Ending the lesson

- Give definitions of the new vocabulary from the lesson (at the bottom of the *Kid's Box* ezine) for pupils to guess the word, e.g. *We use these to hold our clothes together* (buttons). Pupils can think of some of the definitions, if appropriate.





Objectives: By the end of the lesson, pupils will have had more practice talking about clothes and fashion and sung a song.

Target language

- **Key language:** present continuous, present simple, *ring*
- **Revision:** clothes, adjectives, jobs, *left*, *right*

Materials required

- Extra activity 1: Photocopiable activity 7 (page 209), one copy for each pupil
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 7 Song worksheet (pages 57 and 62); *Kid's Box Interactive DVD 6*: *The music room* Unit 7 'School disco!' song

Pupil's Book page 73

Warmer

- Revise some of the vocabulary from the previous lesson. Personalise by asking some questions, e.g. *Show me your pockets*. Elicit pockets on things other than clothes, e.g. bags, rucksacks. Elicit all the jobs pupils can think of where people wear gloves and the different reasons they wear them, e.g. sports (footballer, cyclist, etc.), health (doctor, dentist, nurse), civil protection (firefighter, police officer, detective, thief!), factory workers, cleaners, cooks (oven/freezer gloves), explorers, astronauts. Elicit if they can think of a job where people never wear gloves.

12 Read and say the letters to complete the sentences.

- Tell pupils to open their Pupil's Books at page 73. Focus them on the Activity 12 instruction. Check they know what to do. In pairs, pupils read, match and say their answers. Pairs check with pairs. Check answers with the class. Check understanding of key vocabulary and expression.

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

13 Read and say the words.

- Focus pupils on the song in Activity 13. Elicit what they can see in the pictures and where they think the people are (a disco). Focus them on the activity instruction and do the first one with the class to check they know what to do. Pupils read the song in pairs, filling in the missing words.

Key: left, right, up, down, dresses, shirts, Hats, coats, skirts, Socks, tights, Buttons, rings, pockets, Belts, gloves, Shorts, trousers

14 Listen and check. Sing the song.

- Play the audio for them to listen and check. Play the audio a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries. Play the audio again, line by line, for pupils to repeat. Then play it again for them to sing at the same time as the audio. When pupils are more competent, ask them to sing the whole song in groups without the audio and possibly record them.

CD 3, 23
As in Pupil's Book and key for Activity 13

CD 3, 24
Now sing the song again. (Karaoke version)

15 Play the game. Who is it?

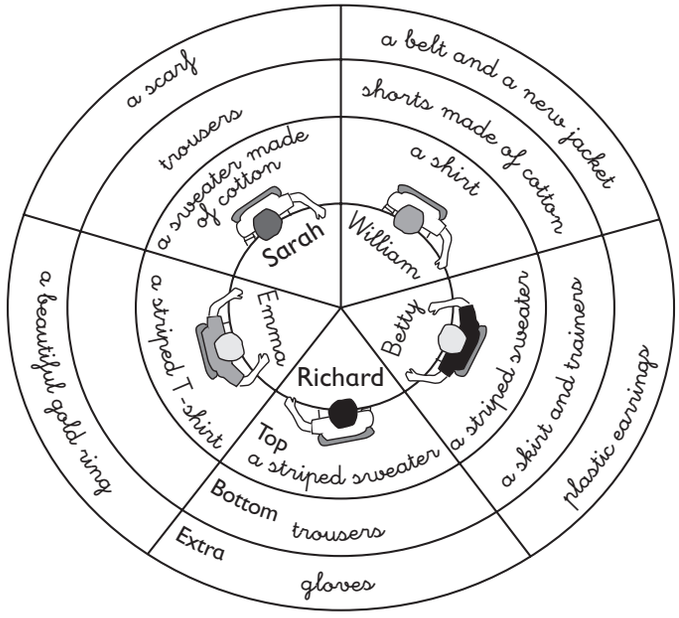
- Focus pupils on the Activity 15 picture. Demonstrate the game with the class first. Choose a person in the picture, but don't tell the class. Give one sentence as a clue (as in the example). Pupils then take turns to guess who it is, using *might*, e.g. *It might be 'k'*. If this is not correct, the first pupil gives another clue. Pupils can only have four clues. Pupils play the game in pairs, taking turns to choose someone in the picture.

Extra activity 1: see page 220 (if time)

Activity Book page 73

12 Read and complete the circle with names and clothes words.

Key:



13 Draw a piece of clothing and write about it.

Key: Pupils' own answers

Extra activity 2: see page 220 (if time)

14 Describe the picture.

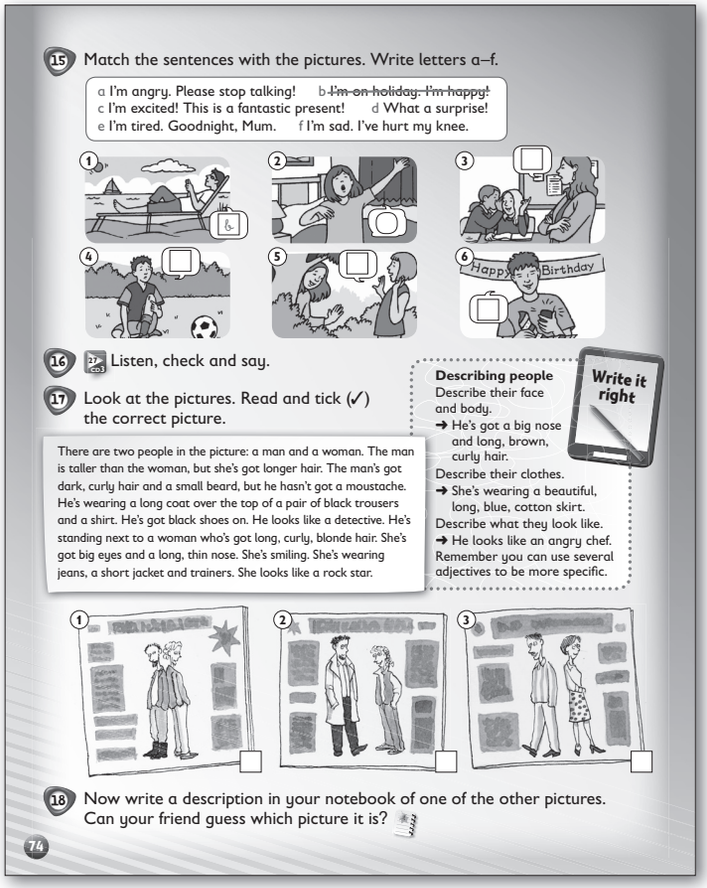
Key: Pupil's own answers

Optional activities

- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 57 and 62).
- *The music room*: Unit 7 'School disco!' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

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



Objectives: By the end of the lesson, pupils will have practised intonation to express different feelings and completed a communication activity.

Target language

- **Key language:** intonation to express different feelings, adjectives, picture descriptions
- **Revision:** prepositions, clothes, *look like*

Pupil's Book page 74

Warmer

- Review known adjectives to express emotion. Give a few situations for pupils to say how you felt, e.g. *I got a letter today. I've won the lottery! How do I feel?* Give situations to elicit, e.g. *happy, sad, nervous, afraid, tired.* Pre-teach *brave.*

16 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 74. Focus them on Activity 16 and say *This activity is about using your voice to express different feelings.* Play the audio. Pupils repeat after each line and then after the whole rhyme. Repeat, making sure pupils say *umbrella* with appropriate intonation each time. Explain that native speakers may misinterpret the true feelings of a person if their intonation pattern is flat. Pupils practise the rhyme in pairs. Pupils practise the chant in pairs.

CD 3, 25
As in Pupil's Book

Extra activity 1: see page 220 (if time)

17 Find ten differences. Tell your friend. F towards

- Focus pupils on the Activity 17 instruction and on the two pictures. Elicit one difference from the class, e.g. *In Picture a, there's / there are ... , but in Picture b there ...* Tell pupils there are ten differences. Pupils work in pairs, comparing the two pictures and describing the differences. They make brief notes in their notebooks so that they remember what they are. Elicit the differences from the class.

Key: In picture a there's a boy wearing a jacket, but in picture b there's a boy wearing a shirt.
In picture a there's a boy wearing blue trousers, but in picture b there's a boy wearing brown trousers.
In picture a there's a woman wearing no coat, but in picture b there's a woman wearing a coat.
In picture a there's a woman wearing a striped scarf, but in picture b there's a woman wearing a plain scarf.
In picture a there's a man wearing gloves, but in picture b there's a man wearing no gloves.
In picture a there's a girl wearing spotty tights, but in picture b there's a girl wearing stripy tights.
In picture a there's a man carrying an umbrella, but in picture b there's a man carrying a newspaper.
In picture a there's a man wearing no belt, but in picture b there's a man wearing a belt.
In picture a there's a boy wearing shorts, but in picture b there's a boy wearing trousers.
In picture a there's a lady wearing a jacket with a red pocket, but in picture b there's a lady wearing a jacket with a blue pocket.

18 Write about one of the pictures.

- Focus pupils on the Activity 18 instruction. Check understanding. For this writing task, they don't write about the differences – they describe one of the pictures. Review picture description with the class, e.g. *I can see ... / on the left / on the right / in the middle.* Encourage pupils to speculate about the people, using *may/might*, e.g. *They may be going to a restaurant after the cinema.* After the oral phase, pupils work individually and write their descriptions in their notebooks.

Joke Corner

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

CD 3, 26
As in Pupil's Book

Activity Book page 74

15 Match the sentences with the pictures. Write letters a-f.

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

16 Listen, check and say.

Key: See audioscript

CD 3, 27
1 I'm on holiday. I'm happy!
2 I'm tired. Goodnight, Mum.
3 I'm angry. Please stop talking!
4 I'm sad. I've hurt my knee.
5 What a surprise!
6 I'm excited! This is a fantastic present!

17 Look at the pictures. Read and tick (✓) the correct picture.

- Before pupils do the activity, focus them on the Write it right box and discuss the three aspects of describing people in turn, eliciting other examples for each one.

Key: Picture 2

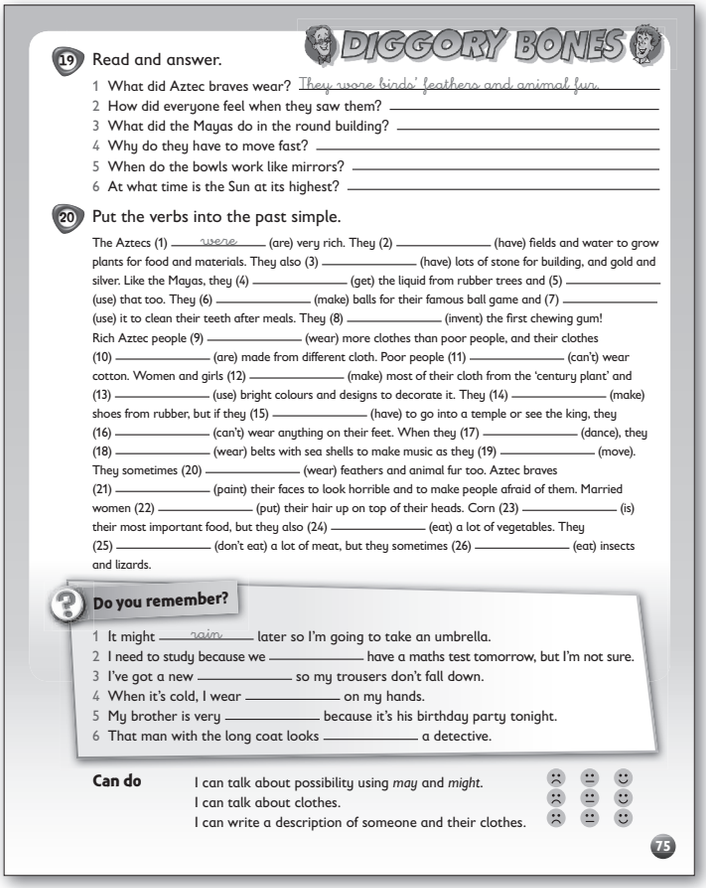
18 Now write a description in your notebook of one of the other pictures. Can your friend guess which picture it is?

Key: Pupils' own answers

Extra activity 2: see page 221 (if time)

Ending the lesson

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



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, *mirror, liquid, rubber trees, chewing gum, cloth*
- **Additional language:** *work like (mirrors), observatory*
- **Revision:** language from the unit

Materials required

- Extra activity 2: Sheets of paper
- Optional: The animated version of the Unit 7 story from *Kid's Box Interactive DVD 6 (The school library)*; Playscript 7 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 84); Evaluation 7 from *Kid's Box Teacher's Book 6* (page 236)

Pupil's Book page 75

Warmer

- Review with pupils what happened in the previous episode and how it ended (Iyam thought he heard a sound). Elicit what the sound was and how he felt (afraid). Ask pupils to say *What's that noise?* in the most frightened way they can.

Story

19 Listen to the story.

- Tell pupils to open their Pupil's Books at page 75. Focus them on the first frame of the story. Elicit what Diggory is doing (laughing because it was a joke to frighten Iyam). Pre-teach/Check *mirror.* Set the gist questions: *How many steps are there altogether on the pyramid? What did the Mayas do in the round building? Why do they put water in the bowl?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (365, They watched the sky, To make it into a mirror).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *How does Iyam feel in the second and third frames? Why are they running / in a hurry? What may happen when the Sun shines on the secret door?* Check pupils understand other key vocabulary.

CD 3, 28

As in Pupil's Book

20 How does Iyam feel when he's climbing the stairs?

- Focus pupils on Activity 20 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame sixe).

Key: Possible answers: Tired, exhausted, dizzy, unhappy.

Extra activity 1: see page 221 (if time)

Activity Book page 75

19 Read and answer.

Key: 2 They felt afraid. 3 They watched the sky. 4 Because the Sun is nearly at its highest point. 5 When they are full of water. 6 At 11.28.

20 Put the verbs into the past simple.

Key: 2 had, 3 had, 4 got, 5 used, 6 made, 7 used, 8 invented, 9 wore, 10 were, 11 couldn't, 12 made, 13 used, 14 made, 15 had, 16 couldn't, 17 danced, 18 wore, 19 moved, 20 wore, 21 painted, 22 put, 23 was, 24 ate, 25 didn't eat, 26 ate

Extra activity 2: see page 221 (if time)

Do you remember?

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

Key: 2 may/might, 3 belt, 4 gloves, 5 excited/happy, 6 like

Can do.

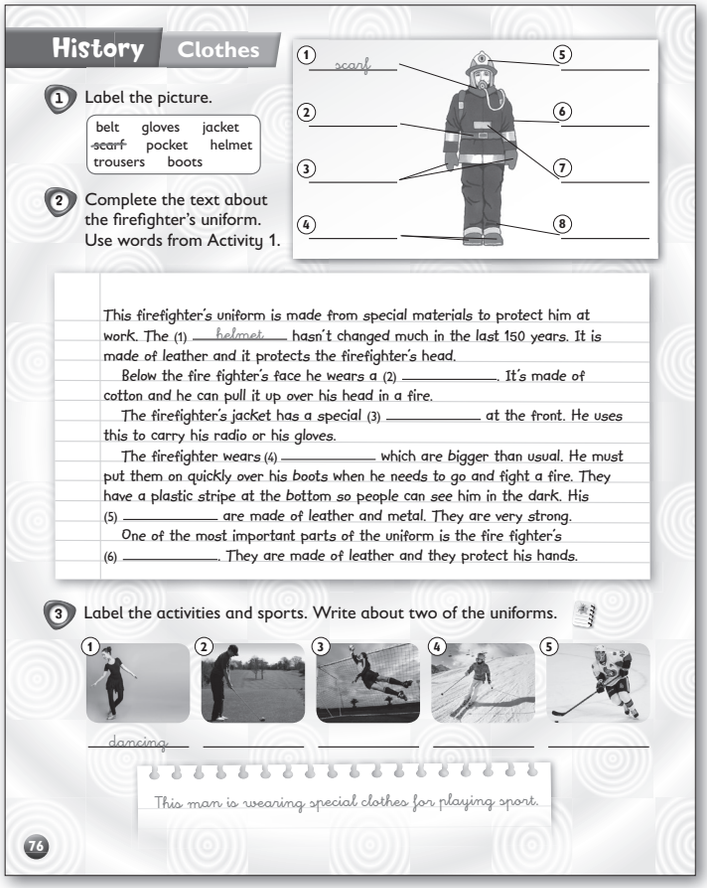
- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about possibility using *may* and *might*. Review what the three faces mean (not very well /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

Optional activities

- *The school library:* The animated version of the Unit 7 story from *Kid's Box Interactive DVD 6.* See pages 38-45 of the *Teacher's Booklet.*
- Pupils might like acting out the story from Pupil's Book page 75. Hand out a copy to each student of Playscript 7 from *Kid's Box Teacher's Resource Book 6* (page 84). See notes on page 76.
- Evaluation 7 from *Kid's Box Teacher's Book 6* (page 236). See notes on page 229.

Ending the lesson

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



Objectives: By the end of the lesson, pupils will have read about the history of clothing around the world.

Target language

- **Key language:** *tattoo, factory, bark, headdress, earrings, silk, silk worm, Native North Americans, moccasin, tunic*
- **Additional language:** *Pacific islands, uniform, protect*
- **Revision:** clothes, countries, materials, *made of, helmet*

Materials required

- Old photos showing people wearing different clothes from those worn now
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 7 Topic worksheet (pages 57 and 63)

Pupil's Book page 76

Warmer

- Elicit from pupils if they have seen any old photo of their family, or other people. Ask what the people in the photos are wearing and if they are the same clothes as people wear now. Show pupils the photos you have brought and discuss some of the differences in fashion/clothing, e.g. *People wore long dresses in the old days. We wear jeans and T-shirts now.*

Fact

- Tell pupils to open their Pupil's Books at page 76. Focus them on the top of the page. Ask a pupil to read the fact to the class. Pre-teach/Elicit what a *tattoo* is. Ask them if they know any actors, singers or friends who have tattoos.

1 Read and say the clothes that come from places a–d on the map.

- Focus pupils on the Activity 1 instructions and on the map. Don't tell them what the countries are at this stage. Let them remember/be prompted by their reading. Tell pupils to read the text quickly and silently to find the answers. They discuss their answers in pairs. Check answers as a class and elicit what the clothes are. Check understanding of the words for the four types of clothing. Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of any new or unfamiliar words.

Key: a North America: moccasins, b Europe: tunics, c China: Han clothes, d Pacific islands: grass skirts and headdresses

2 Find these words.

- Focus pupils on the Activity 2 instruction and check they know what to do. They quickly re-read the text to find the words. They check in pairs. Check with the class.

Key: 1 bark, 2 headdress, 3 moccasins, 4 Han clothes, 5 fur, 6 earrings

Extra activity 1: see page 221 (if time)

3 Listen and answer.

- Focus pupils on the Activity 3 instruction. Play the audio. The first time, they either whisper the answer to their friend. Play the audio a second time. Play the audio again, pausing after each question to check answers with the class.

Key: 1 Grass. 2 China. 3 Over 3,000 years ago. 4 Silk. 5 The cow. 6 500 years ago.

CD 3, 29

1 What did people in the Pacific islands make their skirts from?
2 Where are Han clothes from?
3 When did they start wearing them?
4 What are Han clothes made of?
5 Which animal gives us leather?
6 When did men in Europe stop wearing tights?

Activity Book page 76

1 Label the pictures.

Key: 2 belt, 3 gloves, 4 boots, 5 helmet, 6 jacket, 7 pocket, 8 trousers

2 Complete the text about the firefighter's uniform. Use words from Activity 1.

Key: 2 scarf, 3 pocket, 4 trousers, 5 boots, 6 gloves

3 Label the activities and sports. Write about two of the uniforms.

Key: 2 golf, 3 football, 4 skiing, 5 ice hockey.
Pupils' own answers

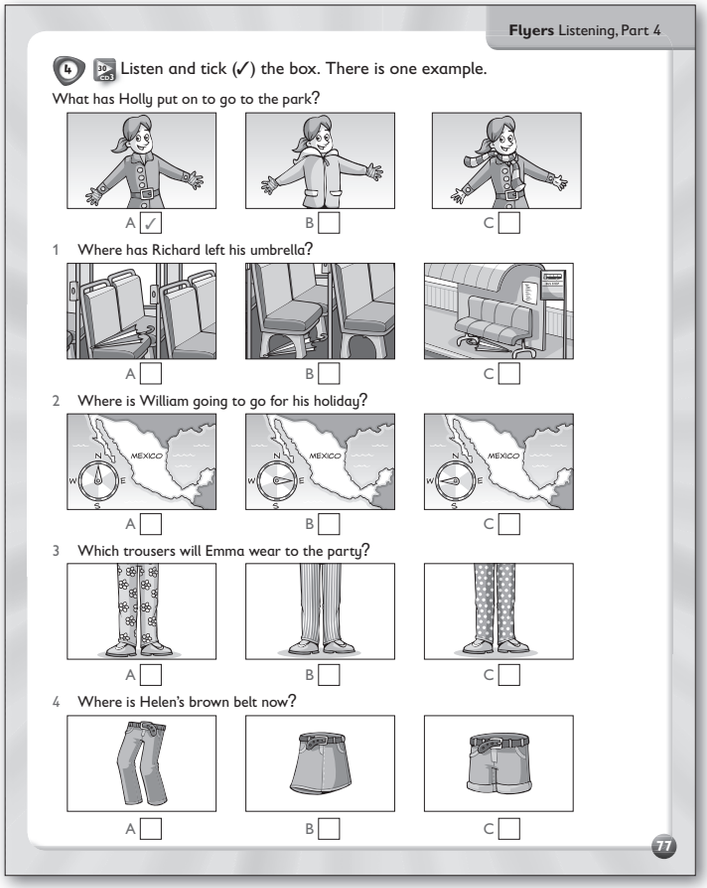
Extra activity 2: see page 221 (if time)

Optional activity

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 57 and 63).

Ending the lesson

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



Objectives: By the end of the lesson, pupils will have read more about clothes and completed a project.

Target language

- **Key language:** clothes, *uniform, stripe, helmet, mask*
- **Revision:** *protect, have to*

Materials required

- Porject: Paper and colours
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 7 Extension worksheet 2 (pages 57 and 61); Extra project idea, Unit 7 'Clothes from our country' from *Kid's Box Teacher's Book 6* (page 227)
- *Kid's Box Language Portfolio 6* (page 12)

Pupil's Book page 77

Warmer

- Review what pupils remember about the history of clothes from the previous lesson. Give them a few key words as prompts, e.g. *tattoo, bark, silk worm, moccasins, tunic*.

4 Read and say the pictures that correspond to each paragraph.

- Tell pupils to open their Pupil's Books at page 77. Focus them on the Activity 4 photos and elicit the word *uniform* and who is wearing it (the firefighter). Ask pupils to read the introductory text. Check they understand *day uniform*.
- Focus pupils on the Activity 4. They read the text and do the matching task. They check in pairs. Check with the class, eliciting the key words that helped them do the matching.

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

Project Design and write about a uniform.

- Focus pupils on the project (a class book). Read through the instructions Tell pupils the jobs/uniforms can be real or imaginary. Brainstorm some jobs where people wear special/unusual uniforms, e.g. police. For stage 3, tell them to use the text in Activity 4 as a model (describing the purpose of each part of the uniform in turn). Remind them to use the present simple. If time, do Extra activity 1 before pupils assemble their work into a class book.

Extra activity 1: see page 221 (if time)

Activity Book page 77

Flyers Listening, Part 4.

4 Listen and tick (✓) the box. There is one example. F

- Tell pupils to open their Activity Books at page 77. Focus on the activity instruction. Play the example and point out the example. Make sure pupils know they only need to tick one box each time. Play the rest of the audio. Pupils tick. They check in pairs. Play the audio again. Check with the class.

  Note: In the real test, Part 4 has 5 items.

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

CD 3, 30

NARRATOR: Listen and look. There is one example.
What has Holly put on to go to the park?
MAN: Holly? It's cold outside. You need to put a coat on.
GIRL: Yes, Dad, I know. I've put on my red coat. My new one with the big buttons.
MAN: Good. Have you put on your scarf, too?
GIRL: ... Um, no. I don't need my scarf today, but I've put on my striped gloves.

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

1 Where has Richard left his umbrella?
BOY: Oh, no! I can't find my umbrella!
WOMAN: Oh, Richard. And now it's raining. Have you left it on the bus?
BOY: I can't remember, Mum. Hmm ... Let me think. I remember now. I put my umbrella under the seat because it was wet.
WOMAN: Come on, then! Let's go to the bus station and get it.
BOY: No, Mum. Not the bus station. We have to go to the bus stop. I've left it under the seat there.

2 **Where's William going to go for his holiday?**
BOY: I'm really excited about my holiday next July. I'm going to go to Mexico.
MAN: Really? That sounds great, William! Which part are you going to go to? The west?
BOY: No. Dad wanted to go to the west ... but Mum wanted to go to the north.
MAN: So where have you decided to go?
BOY: Well, in the end we decided to go to the east.
MAN: Well, I'm sure it'll be lovely.

3 **Which trousers will Emma wear to the party?**
GIRL: Shall I wear my new black skirt to Anna's party, Mum?
WOMAN: Isn't it a bit cold for a skirt, Emma?
GIRL: Oh, OK. I'll wear trousers.
WOMAN: Which ones? Your spotted ones or your striped ones?
GIRL: No, not those. I want something with more colour. I'll wear the ones with flowers.
WOMAN: Umm, yes. They'll look nice.

4 **Where is Helen's brown belt now?**
GIRL: Dad, have you seen my belt?
MAN: Which one, Helen? Your new brown one?
GIRL: Yes. I wore it with my skirt yesterday.
MAN: No, you didn't. You were wearing it with your jeans yesterday.
GIRL: No. That was my red belt. Ah, yes! Now I remember. Look! Here it is!
MAN: Ah! Of course! It's with your shorts. You really must be tidier, Helen ...

Extra activity 2: see page 221 (if time)

Optional activities

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 57 and 61).
- Extra project idea, Unit 7 'Clothes from our country'. See notes on *Kid's Box Teacher's Book 6* (page 227).

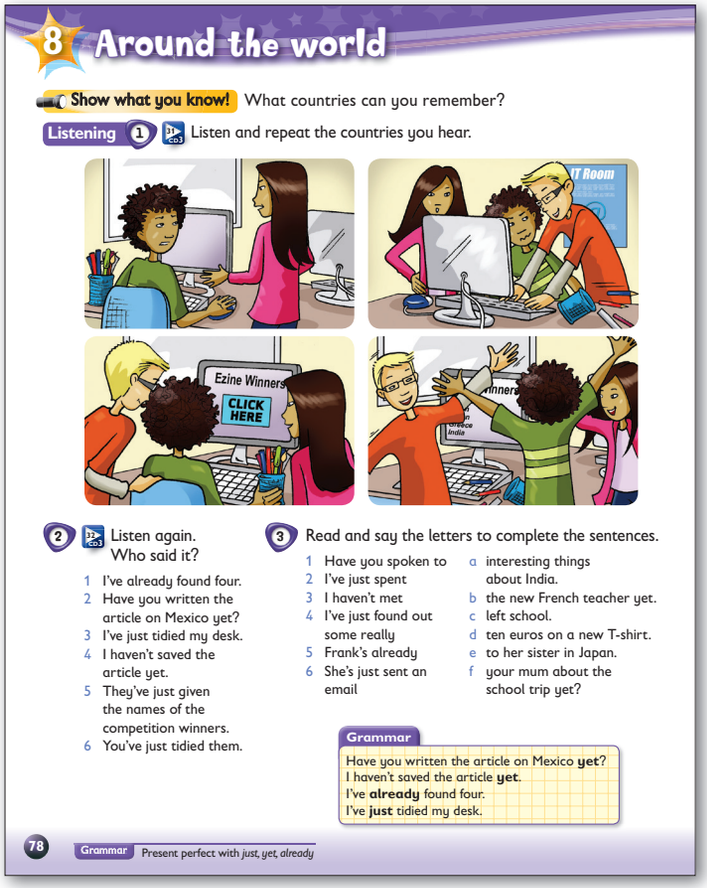
Language Portfolio (online)

- Pupils complete page 12 of *Kid's Box Language Portfolio 6* (*My school uniform design*).

Ending the lesson

- Review with pupils which activities they liked best from this and the previous lesson.

8 Around the world



8 Around the world

Show what you know! What countries can you remember?

Listening 1 CD3 Listen and repeat the countries you hear.

2 CD3 Listen again. Who said it?

1 I've already found four.
2 Have you written the article on Mexico yet?
3 I've just tidied my desk.
4 I haven't saved the article yet.
5 They've just given the names of the competition winners.
6 You've just tidied them.

3 Read and say the letters to complete the sentences.

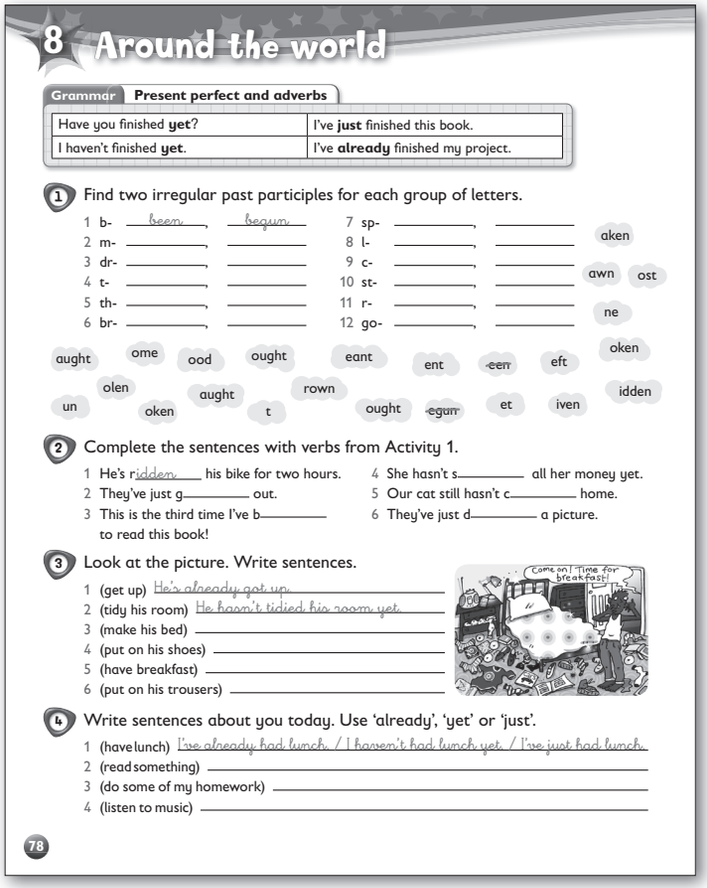
1 Have you spoken to
2 I've just spent
3 I haven't met
4 I've just found out some really
5 Frank's already
6 She's just sent an email

a interesting things about India.
b the new French teacher yet.
c left school.
d ten euros on a new T-shirt.
e to her sister in Japan.
f your mum about the school trip yet?

Grammar

Have you written the article on Mexico **yet**?
I haven't saved the article **yet**.
I've **already** found four.
I've **just** tidied my desk.

78 Grammar Present perfect with *just, yet, already*



8 Around the world

Grammar Present perfect and adverbs

Have you finished **yet**?	I've **just** finished this book.
I haven't finished **yet**.	I've **already** finished my project.

1 Find two irregular past participles for each group of letters.

1 b- been, begun
2 m- _____, _____
3 dr- _____, _____
4 t- _____, _____
5 th- _____, _____
6 br- _____, _____
7 sp- _____, _____
8 l- _____, _____
9 c- _____, _____
10 st- _____, _____
11 r- _____, _____
12 go- _____, _____

aken · awn · ost · ne · oken · idden · iven · et · eft · ent · een · eant · ought · ood · ome · aught · olen · aught · rown · ought · egun · un · oken · t

2 Complete the sentences with verbs from Activity 1.

1 He's ridden his bike for two hours.
2 They've just g_____ out.
3 This is the third time I've b_____ to read this book!
4 She hasn't s_____ all her money yet.
5 Our cat still hasn't c_____ home.
6 They've just d_____ a picture.

3 Look at the picture. Write sentences.

1 (get up) He's already got up.
2 (tidy his room) He hasn't tidied his room yet.
3 (make his bed) _____
4 (put on his shoes) _____
5 (have breakfast) _____
6 (put on his trousers) _____

4 Write sentences about you today. Use 'already', 'yet' or 'just'.

1 (have lunch) I've already had lunch. / I haven't had lunch yet. / I've just had lunch.
2 (read something) _____
3 (do some of my homework) _____
4 (listen to music) _____

78

Objectives: By the end of the lesson, pupils will be able to talk about experiences using *just, yet* and *already* and will have reviewed countries and nationalities.

Target language

- **Key language:** present perfect with *just, yet, already*; *euros, tidy* (v)
- **Revision:** countries

Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: Grammar reference Unit 8 *Pupil's Book 6* (page 103) and *Activity Book 6* (page 95)

Pupil's Book page 78

Warmer

- Elicit from pupils what the name of their country is and what other countries any of them have visited. Include countries that you have been to as well.

Show what you know! What countries can you remember?

- Write the word *Countries* on the board and draw a circle around it. Elicit the countries from the Warmer to start the mind map. Say *Show what you know ... about countries*. Brainstorm all the country words that they know and create a mind map on the board. Pupils copy the mind map.

1 Listen and repeat the countries you hear.

- Tell pupils to open their Pupil's Books at page 78. Focus them on the instruction. Elicit the names of the characters, where they are and what is on the screen in picture 3 (Ezine Winners). Play the audio. Pupils listen and repeat. Point to the words in the mind map on the board while listening.

CD 3, 31

ALVIN: Shari, have you found any good photos?
SHARI: I've already found four, but I need two more. Have you written the article on Mexico yet?
ALVIN: I've started it, but I haven't finished it yet.
DAN: Alvin! Quick!
ALVIN: I've just tidied my desk. Be careful! I haven't saved the article yet.
DAN: They've just given the names of the competition winners. They're on the web. Got it! Right. Here's the ezine website.
SHARI: So ... have we won?
ALVIN: I can't see anything.
DAN: Look, we have to click that window. Alvin, leave your pencils and click the mouse.
DAN: Look, it says England! We've won!
ALVIN: Yesss!
DAN: Alvin – your pencils! You've just tidied them.
ALVIN: Pencils. What pencils? We've just won ten new computers for our school.
SHARI: Who else has won?
ALVIN: The other writers are from Spain, Japan, Greece and India.
DAN AND SHARI: Wow!
SHARI: We're going to write for an international ezine, so we should find out more about different countries.
ALVIN AND DAN: Yeahhh!

Presentation

- Write the sentences from the Grammar box on the board. Elicit the meaning of each one. Draw pupils' attention to the fact that *yet* is only used in questions and negatives. Write other examples, using *yet*, *already* or *just*, e.g. *You haven't had your test yet. We've already started the lesson. You've just listened to the audio.* Elicit what tense is used each time. Pupils copy the examples.

2 Listen again. Who said it?

- Focus pupils on the instructions and sentences. Play the audio again. Pupils work in pairs. Check with the class.

Key: 1 Shari, 2 Shari, 3 Alvin, 4 Alvin, 5 Dan, 6 Dan

CD 3, 32

See previous recording

3 Read and say the letters to complete the sentences.

- Focus pupils on Activity 3. Do the first one with the class. Remind them to check the Grammar box. They match the sentences in pairs. Check with the class. Pupils write sentences in their notebooks.

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

Extra activity 1: see page 221 (if time)

Activity Book page 78

1 Find two irregular past participles for each group of letters.

- Focus pupils on the Grammar box before they do the activities on the Activity Book page.

Key: 2 meant, met, 3 driven, drawn, 4 taught, taken, 5 thought, thrown, 6 brought, broken, 7 spoken, spent, 8 left, lost,
9 come, caught, 10 stolen, stood, 11 run, ridden, 12 got, gone

2 Complete the sentences with verbs from Activity 1.

Key: 2 gone, 3 begun, 4 spent, 5 come, 6 drawn

3 Look at the picture. Write sentences.

Key: 3 He's already made his bed. 4 He hasn't put on his shoes yet. 5 He hasn't had breakfast yet. 6 He's already put on his trousers.

4 Write sentences about you today. Use 'already', 'yet' or 'just'.

Key: Pupils' own answers

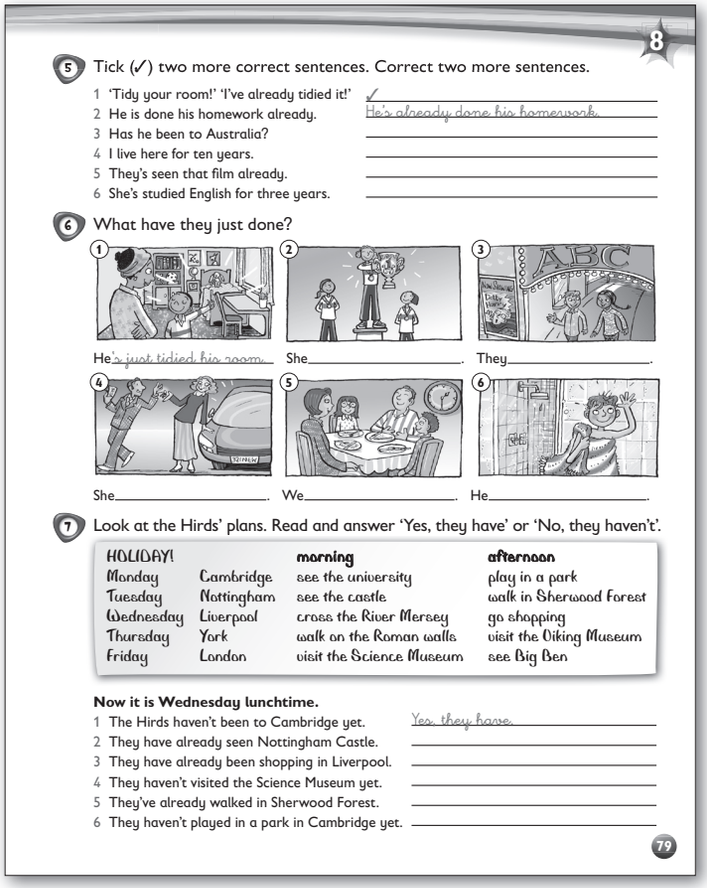
Extra activity 2: see page 221 (if time)

Optional activity

- Grammar reference Unit 7 from *Pupil's Book 6* (page 103) and *Activity Book* (page 95). See answer key on *Kid's Box Teacher's Book 6* page 201.

Ending the lesson

- Elicit the countries mentioned in the listening activity earlier in the lesson. Ask pupils the nationality words for each one.



Objectives: By the end of the lesson, pupils will have had more practice using *just, yet* and *already* for experiences and will have sung a song.

Target language

- **Key language:** present perfect with *just, yet, already*; *to pack*
- **Additional language:** *The Opera House, Sydney, Sydney Harbour Bridge*
- **Revision:** countries, names of towns, *something, lunchtime*

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* Unit 8 Reinforcement worksheet 1 (pages 64 and 65); *Kid's Box Teacher's Resource Book 6* Unit 8 Song worksheet (pages 64 and 69); K*id's Box Interactive DVD 6: The music room,* Unit 8 'Holiday time!' song

Pupil's Book page 79

Warmer

- Review *just*, *yet* and *already*. Write the three words on the board and say *Tell me about this morning up to now. Use these words*.

4 Read and say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 79. Focus them on the Activity 4 song and pictures. Elicit where the people are and what they're doing. Check they know what to do. Read through the words in the box with pupils. Check understanding. They do the activity in pairs.

Key: 1 done, 2 put, 3 tidied, 4 played, 5 been, 6 bought, 7 packed

5 Listen and check. Sing the song.

- Play the audio for them to listen and check. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries and ask the things the children have done and the things they haven't done, but need to do. Play the audio again, line by line, for pupils to repeat. Then play it again for them to sing along. When pupils are more competent, ask them to sing the song in groups with the karaoke version.

CD 3, 33
As in Pupil's Book and key for Activity 4

CD 3, 34
Now sing the song again. (Karaoke version)

Extra activity 1: see page 221 (if time)

6 Read and say the right words.

- Focus pupils on the Activity 6 text. Elicit what it is (an email), who wrote it (Emma) and who she wrote to (Sarah). Focus pupils on the activity instruction. Pupils read the text individually, saying the correct word. They then work in pairs, checking each one again. Check with the class. Pupils write the complete corrected text in their notebooks.

Key: 1 for, 2 still, 3 just, 4 ever, 5 already, 6 yet, 7 since

Extra activity 2: see page 221 (if time)

7 Say the sentences with the words in the correct place.

- Focus pupils on the Activity 7 instructions and on the example. Pupils do the activity orally in pairs. Remind them to check back at the Grammar box on page 78. Check with the class. They write the sentences in their notebooks.

Key: 1 I've already eaten breakfast, 2 I haven't done my homework yet. 3 Have you spoken to your teacher yet?, 4 We've just been to the museum. 5 They've already written the article. 6 He's just gone to school.

8 Guess and write an answer for each sentence. Ask and answer. How many of your guesses were right?

- Focus pupils on the activity instructions and check understanding, using the first prompt as an example. Think of an example, e.g. visit England, win a chess competition. Then ask if any other pupils have done the same thing. From their answers, you can say if your guess was right or wrong. Pupils do the activity individually, writing their guesses in their notebooks. Remind them to keep them secret. Pupils then go round the class asking the questions. After they have all asked all their questions, they report back to see who had the most correct guesses.

Activity Book page 79

5 Tick (✓) two more correct sentences. Correct two more sentences.

Key: 3 ✓, 4 I've lived here for ten years. 5 They've already seen that film. 6 ✓

6 What have they just done?

Key (possible answers): 2 's just won a prize. 3 've just seen a film. 4 's just bought a car. 5 've just eaten lunch. 6 's just had a shower.

7 Look at the Hirds' plans. Read and answer 'Yes, they have' or 'No, they haven't'.

Key: 2 Yes, they have. 3 No, they haven't. 4 No, they haven't. 5 Yes, they have. 6 Yes, they have.

Optional activities

- Unit 8 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book* (pages 64 and 65).
- Unit 8 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 64 and 69).
- *The music room*: Unit 6 'Holiday time!' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song again adding new verses if you did Extra activity 1.

Reading 9 Read and think. How many of these countries aren't in Europe?

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

Kid's Box Ezine! home | reports | games | world | email

Well, this is our last ezine this year. We've won the prize to write for the international ezine, so today we're going to tell you about some of the other countries in the competition.

Kid's Box reports Countries

In India they speak more than 24 languages, but Hindi and English are the two most important languages. Indians love the cinema and in Bollywood they make more films a year than in Hollywood in the USA.

Mexico is in North America, but the Mexicans have spoken Spanish there for hundreds of years. More people speak Spanish in Mexico than in Spain. Did you know that modern chewing gum first came from trees in Mexico in the 19th century?

Brazil is the fifth biggest country in the world. The people from Brazil are Brazilian, but they speak Portuguese. Apart from in Portugal and Brazil, people speak Portuguese in five other countries.

Germany has the biggest population in Europe. About 81 million people live there. The Germans make more cars than any other European country. The famous composers Bach, Beethoven and Wagner were all German too.

More tourists visit France than any other country: About 83 million every year. The French also have the most famous bike race in the world, which is called the Tour de France.

Greece is not an island, but there are about 2,000 Greek islands. A lot of the words we use today, like 'mathematics' and 'telephone', come from Greek.

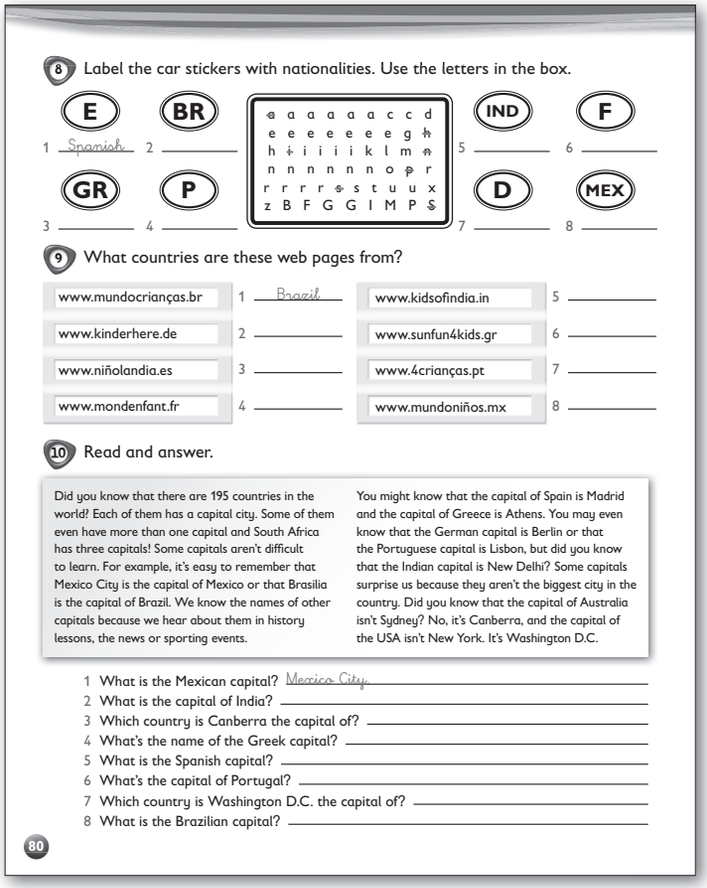
Brazil	India	France	Mexico	Germany	Portugal	Greece	Spain
Brazilian	Indian	French	Mexican	German	Portuguese	Greek	Spanish

10 3.03 Listen. Repeat the country and say the nationality. 1 Greece. Greece. Greek.

11 Read again and say the answers.

1 Where did chewing gum come from?
2 Which country gets the most visitors?
3 Name the world's fifth biggest country.
4 Where was Bach from?
5 What happens in Bollywood?
6 Which old language gives us modern words?

80 Vocabulary Countries and nationalities



8 Label the car stickers with nationalities. Use the letters in the box.

E 1 Spanish | BR 2 | GR 3 | P 4 | IND 5 | F 6 | D 7 | MEX 8

a a a a a a c c d e e e e e e g h h i i i i i k l m n n n n n o p r r r r s s t u u x z B F G G I M P S

9 What countries are these web pages from?

www.mundocrianças.br	1 Brazil	www.kidsofindia.in	5
www.kinderhere.de	2	www.sunfun4kids.gr	6
www.niñolandia.es	3	www.4crianças.pt	7
www.mondenfant.fr	4	www.mundoniños.mx	8

10 Read and answer.

Did you know that there are 195 countries in the world? Each of them has a capital city. Some of them even have more than one capital and South Africa has three capitals! Some capitals aren't difficult to learn. For example, it's easy to remember that Mexico City is the capital of Mexico or that Brasilia is the capital of Brazil. We know the names of other capitals because we hear about them in history lessons, the news or sporting events.

You might know that the capital of Spain is Madrid and the capital of Greece is Athens. You may even know that the German capital is Berlin or that the Portuguese capital is Lisbon, but did you know that the Indian capital is New Delhi? Some capitals surprise us because they aren't the biggest city in the country. Did you know that the capital of Australia isn't Sydney? No, it's Canberra, and the capital of the USA isn't New York. It's Washington D.C.

1 What is the Mexican capital? Mexico City.
2 What is the capital of India?
3 Which country is Canberra the capital of?
4 What's the name of the Greek capital?
5 What is the Spanish capital?
6 What's the capital of Portugal?
7 Which country is Washington D.C. the capital of?
8 What is the Brazilian capital?

80

Objectives: By the end of the lesson, pupils will have read about different countries around the world and practised nationalities.

Target language

- **Key language:** countries, nationalities, languages, *capital*
- **Additional language:** *Hindi, Bollywood, Tour de France, Bach, Beethoven, Wagner*
- **Revision:** continents

Materials required

- A map of the world, clearly showing countries in Europe
- Extra activity 2: Reference materials on countries and their languages, the internet
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 8 Reinforcement worksheet 2 (pages 64 and 66)

Pupil's Book page 80

Warmer

- Display the world map. Ask a pupil to come and point to where their country is and for others to name and come and point to other countries mentioned in this unit so far. Ask a pupil to come and point to Europe. Elicit some of the countries in Europe.

9 Read and think. How many of these countries aren't in Europe?

- Tell pupils to open their Pupil's Books at page 80. Focus them on the *Kid's Box* ezine and on the introductory text. Ask a pupil to read it aloud and elicit what the last ezine is going to be about (some of the countries in the competition). Focus pupils on the Activity 9 instructions and check they know what to do. Make sure they notice the countries and nationalities at the bottom of the text. Pupils read the text silently to find the answer. They check in pairs, coming up to look at the map from the Warmer if necessary. Check with the class. Check general comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new words for themselves and to come to the board to find where countries are if they don't know. Read the countries and nationalities at the bottom of the ezine aloud for pupils to repeat after you.

Key: Three: India, Mexico and Brazil.

10 Listen. Repeat the country and say the nationality.

- Focus pupils on the Activity 10 instructions and on the example. Play the audio. Pause after each one for pupils to whisper the nationality to their partner. Play the audio again. Elicit a choral response each time.

Key: 2 Mexico. Mexican. 3 France. French. 4 Spain. Spanish. 5 Germany. German. 6 India. Indian. 7 Brazil. Brazilian. 8 Portugal. Portugese.

CD 3, 35

1 Greece, 2 Mexico, 3 France, 4 Spain, 5 Germany, 6 India, 7 Brazil, 8 Portugal

11 Read again and say the answers.

- Focus pupils on the Activity 11 instruction. Tell them to answer the questions orally in pairs, checking back in the text to find the answers. Pairs check with pairs. Check with the class. They write full sentence answers in their notebooks.

Key: 1 It came from Mexico. 2 France gets the most visitors. 3 Brazil is the fifth biggest country. 4 Bach was from Germany. 5 They make films. 6 Greek gives us modern words.

Extra activity 1: see page 221 (if time)

Activity Book page 80

8 Label the car stickers with nationalities. Use the letters in the box.

Key: 2 BR – Brazilian, 3 GR – Greek, 4 P – Portuguese, 5 IND – Indian, 6 F – French, 7 D – German, 8 MEX – Mexican

9 What countries are these web pages from?

Key: 2 Germany, 3 Spain, 4 France, 5 India, 6 Greece, 7 Portugal, 8 Mexico

10 Read and answer.

Key: 2 New Delhi, 3 Australia, 4 Athens, 5 Madrid, 6 Lisbon, 7 The USA, 8 Brasilia

Extra activity 2: see page 221 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 64 and 66).

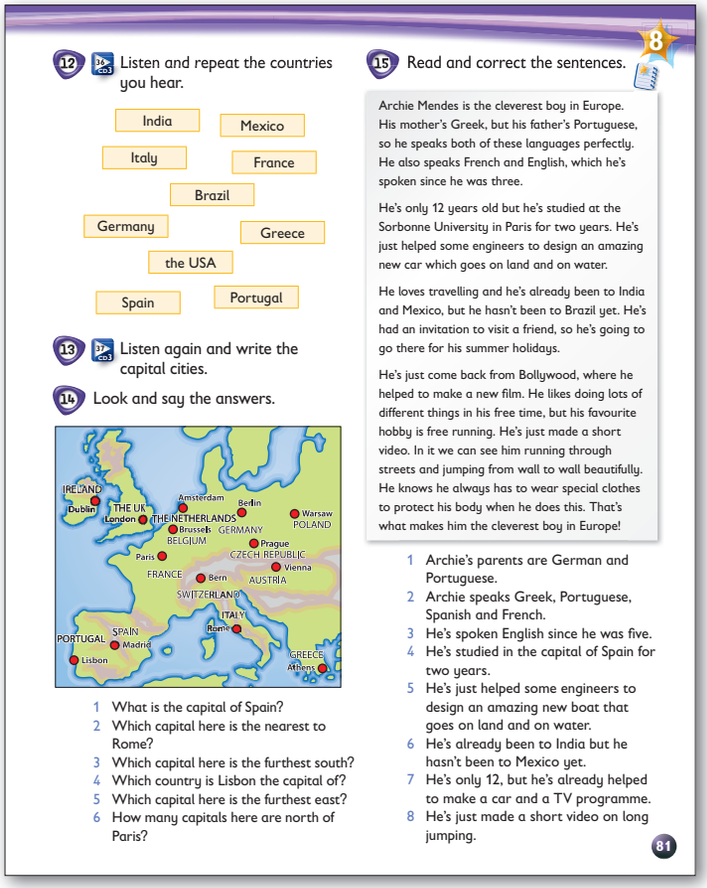
Ending the lesson

- Write some of the nationalities and countries on the board in jumbled letter form for pupils to unscramble.
- Lead a class chant. Call out a noun for children to respond with the adjective.

  Teacher: *fog* Class: *foggy*.

  Continue with *cloud, rain, fog, snow, sun, wind, storm, ice, noise, water, fur, fun, hair, dirt,* etc.

  Draw pupils' attention to the double consonant in *sun, fun, fog* and *fur*, and the fact that we lose the 'e' at the end of *noise* and *ice*.



12 Listen and repeat the countries you hear. 36 CD3

India Mexico Italy France Brazil Germany Greece the USA Spain Portugal

13 Listen again and write the capital cities. 37 CD3

14 Look and say the answers.

1 What is the capital of Spain?
2 Which capital here is the nearest to Rome?
3 Which capital here is the furthest south?
4 Which country is Lisbon the capital of?
5 Which capital here is the furthest east?
6 How many capitals here are north of Paris?

15 Read and correct the sentences.

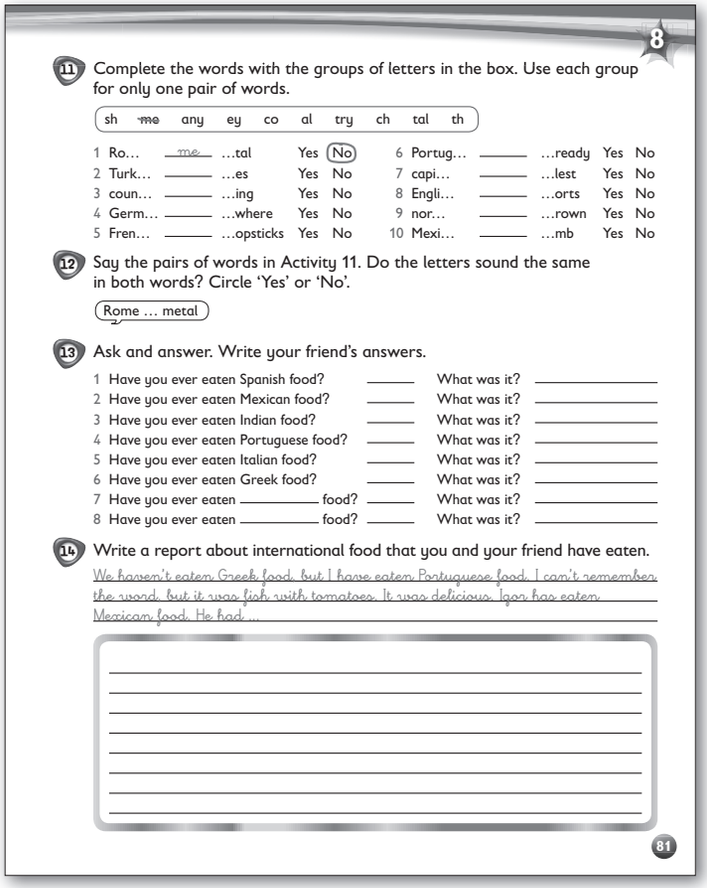
Archie Mendes is the cleverest boy in Europe. His mother's Greek, but his father's Portuguese, so he speaks both of these languages perfectly. He also speaks French and English, which he's spoken since he was three.

He's only 12 years old but he's studied at the Sorbonne University in Paris for two years. He's just helped some engineers to design an amazing new car which goes on land and on water.

He loves travelling and he's already been to India and Mexico, but he hasn't been to Brazil yet. He's had an invitation to visit a friend, so he's going to go there for his summer holidays.

He's just come back from Bollywood, where he helped to make a new film. He likes doing lots of different things in his free time, but his favourite hobby is free running. He's just made a short video. In it we can see him running through streets and jumping from wall to wall beautifully. He knows he always has to wear special clothes to protect his body when he does this. That's what makes him the cleverest boy in Europe!

1 Archie's parents are German and Portuguese.
2 Archie speaks Greek, Portuguese, Spanish and French.
3 He's spoken English since he was five.
4 He's studied in the capital of Spain for two years.
5 He's just helped some engineers to design an amazing new boat that goes on land and on water.
6 He's already been to India but he hasn't been to Mexico yet.
7 He's only 12, but he's already helped to make a car and a TV programme.
8 He's just made a short video on long jumping.



11 Complete the words with the groups of letters in the box. Use each group for only one pair of words.

sh ~~me~~ any ey co al try ch tal th

1 Ro…	me	…tal	Yes	No	6 Portug…		…ready	Yes	No
2 Turk…		…es	Yes	No	7 capi…		…lest	Yes	No
3 coun…		…ing	Yes	No	8 Engli…		…orts	Yes	No
4 Germ…		…where	Yes	No	9 nor…		…rown	Yes	No
5 Fren…		…opsticks	Yes	No	10 Mexi…		…mb	Yes	No

12 Say the pairs of words in Activity 11. Do the letters sound the same in both words? Circle 'Yes' or 'No'.

Rome … metal

13 Ask and answer. Write your friend's answers.

1 Have you ever eaten Spanish food?		What was it?
2 Have you ever eaten Mexican food?		What was it?
3 Have you ever eaten Indian food?		What was it?
4 Have you ever eaten Portuguese food?		What was it?
5 Have you ever eaten Italian food?		What was it?
6 Have you ever eaten Greek food?		What was it?
7 Have you ever eaten _____ food?		What was it?
8 Have you ever eaten _____ food?		What was it?

14 Write a report about international food that you and your friend have eaten.

We haven't eaten Greek food, but I have eaten Portuguese food. I can't remember the word, but it was fish with tomatoes. It was delicious. Igor has eaten Mexican food. He had …

Objectives: By the end of the lesson, pupils will have read more about countries and nationalities and had further practice with the present perfect.

Target language

- **Key language:** countries, nationalities, present perfect for experience, adverbs
- **Additional language:** *Sorbonne University*

Materials required

- Optional: *Kid's Box Teacher's Resource Book 6* Unit 8 Extension worksheet 1 (pages 64 and 67)

Pupil's Book page 81

Warmer

- Call out a country or a nationality or a language. Pupils put their hands up to tell you the other two words, e.g. Teacher: *Greek!* Pupils: *It's the language people speak in Greece, and it's the nationality too.* Do this with Pupil's Books closed.

12 Listen and repeat the countries you hear.

- Tell pupils to open their Pupil's Books at page 81. Focus them on the Activity 12 table and on the instruction. Play the audio. Pupils listen and repeat. Check with the class.

Key: India, Mexico, Italy, Brazil, Greece, the USA

CD 3, 36

PRESENTER: Welcome to our show tonight. And here are our two contestants, Bill and Mary. Hello!
BILL: Hi!
MARY: Hello!
PRESENTER: OK. Now, as you know, in Round 1 I'm going to ask you some questions about different countries and cities. I'm going to start to spell a capital city. When you know the country, press the button, say the country and finish the spelling. The first to press their button answers the question. Are you ready?
MARY: Oh, yes.
BILL: Yes.
PRESENTER: Right. B-E-R-L- ...
MARY: I think I know the answer. That's Germany. The capital of Germany is Berlin. B-E-R-L-I-N.
PRESENTER: That's right. The next question is easier. Who knows this one? R-O-M- ...
MARY: I think that's Italy. Rome is the Italian capital. R-O-M-E.
PRESENTER: Excellent, Mary. Now, which is this? M-E-X-I- ...
BILL: Ah, yes. This is interesting. It's Mexico. Mexico's one of only a few countries where the capital has the same name as the country. It's Mexico City. M-E-X-I-C-O C-I-T-Y.
PRESENTER: Well done, Bill. OK. Question number 4. N-E-W ...
BILL: Er, I think that's the USA. New York. N-E-W Y-O-R-K.
PRESENTER: No, I'm sorry. New York isn't the capital of the USA. I'll continue. N-E-W D-E- ...
MARY: Is it the capital of India, New Delhi? N-E-W D-E-L-H-I.
PRESENTER: Yes, it is. That's right! OK, after four questions, Mary has three points, and Bill has only one. And we have two more questions. First, A-T-H-E- ...
BILL: Is that Greece? Athens is the capital of Greece. A-T-H-E-N-S.
PRESENTER: Yes, it is. Now for the final question of this round. Which country has this capital? B-R-A-S-I ...
BILL: It's Brasilia. Brasilia is the capital of Brazil. B-R-A-S-I-L-I-A.
PRESENTER: That's right. So after Round 1, you both have ... three points!

13 Listen again and write the capital cities.

- Focus pupils on the instruction. Give them time to guess the capital cities before they listen. Play the audio again. They check in pairs. Check with the class.

Key: New Delhi, Mexico City, Rome, Brasilia, Athens

CD 3, 37

See previous recording

14 Look and say the answers.

- Focus pupils on the map. Elicit what it shows (part of Europe). They answer the questions in pairs. Check with the class.

Key: 1 Madrid, 2 Bern, 3 Athens, 4 Portugal, 5 Athens, 6 Seven

15 Read and correct the sentences.

- Focus pupils on the text for Activity 15. Elicit who it is about (Archie Mendes). Pupils read the text aloud. Check comprehension. Pupils correct the sentences. They check in pairs. Check with the class.

Key: 1 Archie's parents are Greek and Portuguese. 2 Archie speaks Greek, Portuguese, English and French. 3 He's spoken English since he was three. 4 He's studied in the capital of France for two years. 5 He's just helped some engineers to design an amazing new car that goes on land and on water. 6 He's already been to India and Mexico but he hasn't been to Brazil yet. 7 He's only 12, but he's already helped to design a car and make a film. 8 He's just made a short video on free running.

Extra activity 1: see page 221 (if time)

Activity Book page 81

11 Complete the words with the groups of letters in the box. Use each group for only one pair of words.

Key: 2 ey, 3 try, 4 any, 5 ch, 6 al, 7 tal, 8 sh, 9 th, 10 co

12 Say the pairs of words in Activity 11. Do the letters sound the same in both words? Circle 'Yes' or 'No'.

Key: 2 No, 3 No, 4 No, 5 Yes, 6 No, 7 No, 8 Yes, 9 Yes, 10 Yes

13 Ask and answer. Write your friend's answers.

Key: Pupils' own answers

14 Write a report about international food that you and your friend have eaten.

Key: Pupils' own answers

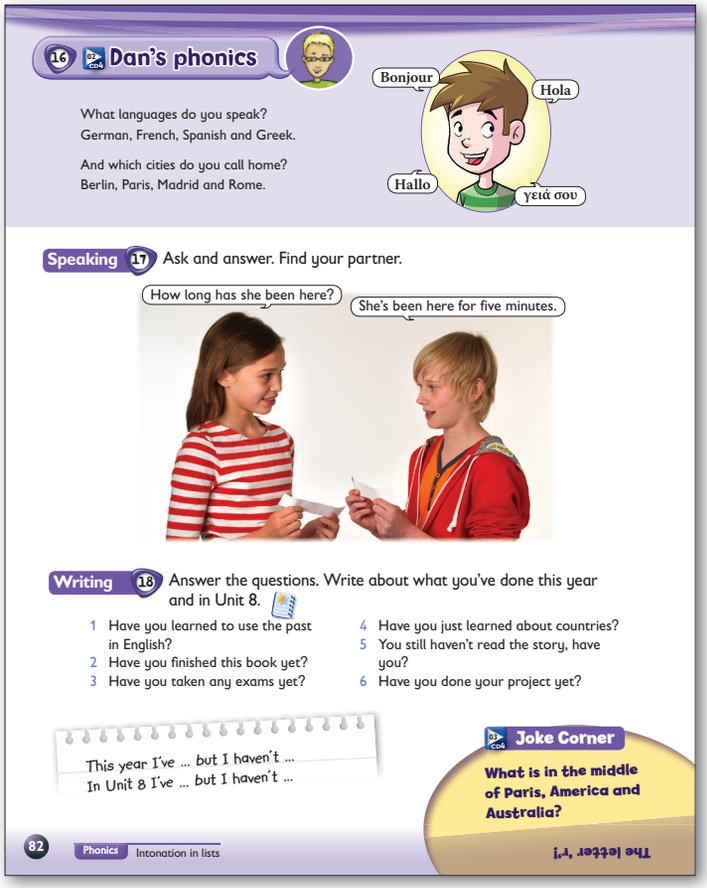
Extra activity 2: see page 222 (if time)

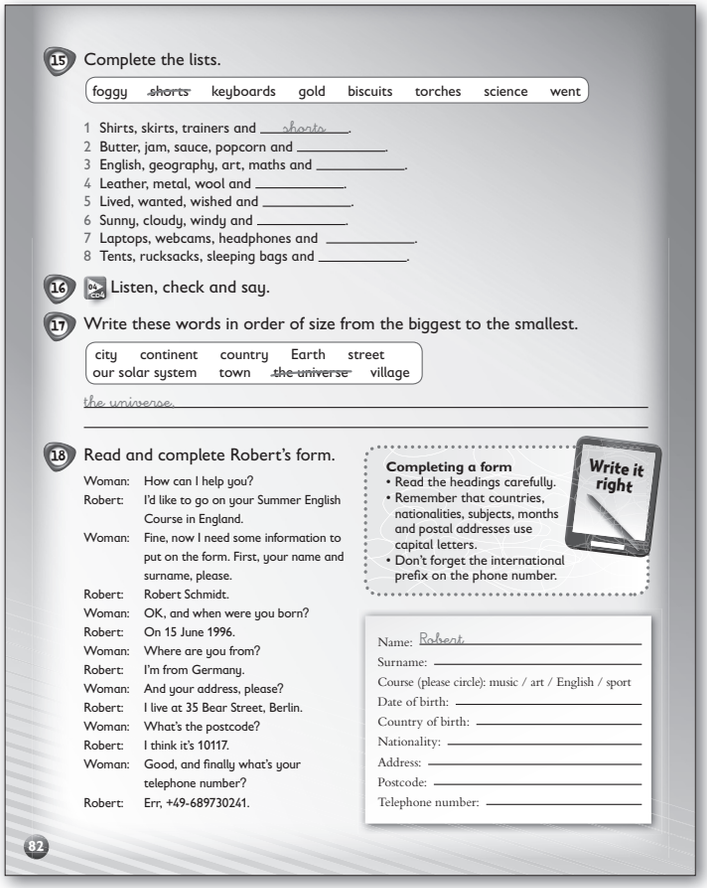
Optional activity

- Unit 8 Extension Worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 64 and 67).

Ending the lesson

- With Pupil's Books closed, elicit what pupils can remember about Archie Mendes.





Objectives: By the end of the lesson, pupils will have practised using rising and falling intonation for lists and completed a communication activity.

Target language

- **Key language:** languages, cities
- **Revision:** present perfect, dialogues

Materials required

- Pupil's Book, Activity 17: A set of cards from Photocopiable activity 8A (page 210) copied onto thin card. You will need one card for each pupil. If you have an odd number of pupils, give two pupils the same cards. If you have more pupils than there are cards, photocopy additional cards as necessary.
- Extra activity 1: Photocopiable activity 8B (page 211), one copy for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 8 Extension worksheet 2 (pages 64 and 68)

Pupil's Book page 82

Warmer

- Describe what you are wearing as a list of five items. Say e.g. *I'm wearing trousers, a sweater, earrings, socks and shoes.* Use the correct intonation (rising tone for the first four items, falling intonation for the last item in the list). Pupils try to repeat the list with the same intonation. Tell them they will be practising saying lists in this lesson.

16 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 82. Focus them on the Activity 16. Play the audio. Pupils repeat after each line and then after the whole rhyme. Play the audio again. Listen for correct intonation. Repeat the rhyme once more as a class. In pairs, pupils practise the rhyme.

CD 4, 02

As in Pupil's Book

17 Ask and answer. Find your partner.

- Focus pupils on the Activity 17 instructions and example. Demonstrate the activity using four pupils. Select two pairs of matching cards from Photocopiable activity 8A (see page 210) and hand them out to the four pupils. Pupils don't show their cards to their friends. One pupil reads out a question; the other three read out their answers. The class decides which is the correct answer. The pupil with the correct answer then reads out his/her question and the other three read their answers. Again pupils decide which is correct. Collect these four cards. Hand out cards to all the pupils in the class. The pupils find a partner whose card has the answer to their question and the question for their answer.

18 Answer the questions. Write about what you've done this year and in Unit 8.

- Focus pupils on the Activity 18 instructions and on the questions. Pupils ask and answer the questions in open pairs. Generate a discussion with other pupils adding their answers. Focus pupils on the example text. They write in their notebooks about what they've done. They swap notebooks with a partner and check each other's work. They then write a final version in their notebooks or on paper.

Key: Pupils' own answers

Joke Corner

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

CD 4, 03

As in Pupil's Book

Extra activity 1: see page 222 (if time)

Activity Book page 82

15 Complete the lists.

Key: 2 biscuits, 3 science, 4 gold, 5 went, 6 foggy, 7 keyboards, 8 torches

16 Listen, check and say.

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

CD 4, 04

1 Shirts, skirts, trainers and shorts.
2 Butter, jam, sauce, popcorn and biscuits.
3 English, geography, art, maths and science.
4 Leather, metal, wool and gold.
5 Lived, wanted, wished and went.
6 Sunny, cloudy, windy and foggy.
7 Laptops, webcams, headphones and keyboards.
8 Tents, rucksacks, sleeping bags and torches.

17 Write these words in order of size from the biggest to the smallest.

Key: our solar system, Earth, continent, country, city, town, village, street

Extra activity 2: see page 222 (if time)

18 Read and complete Robert's form.

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

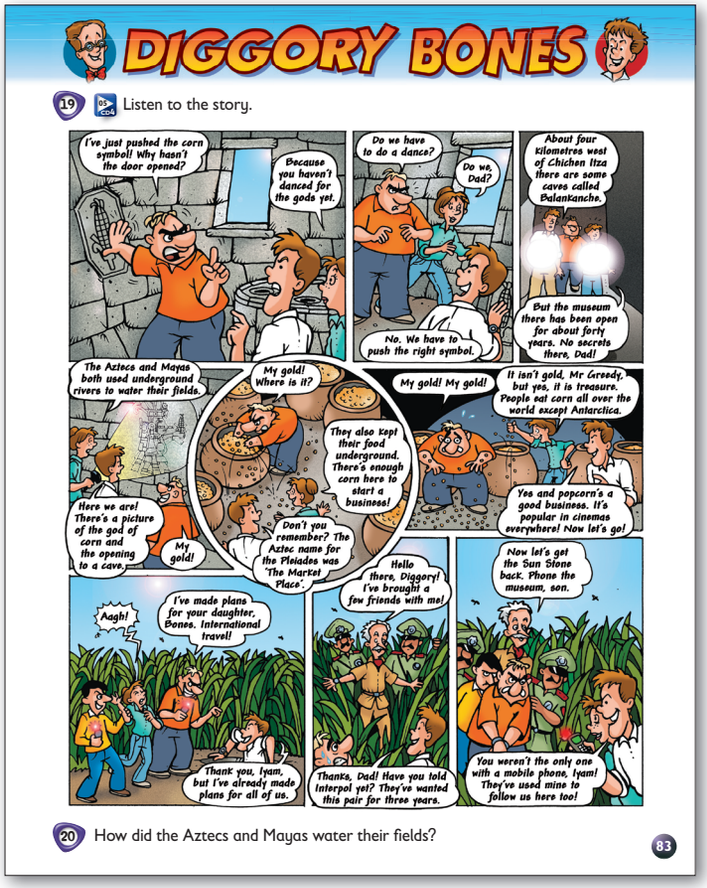
Key: Surname: SCHMIDT; Course: English; Date of birth: 15 JUNE, 1996; Country of birth: GERMANY; Nationality: GERMAN; Address: 35 BEAR STREET, BERLIN; Postcode: 10117; Telephone number: 689-730241

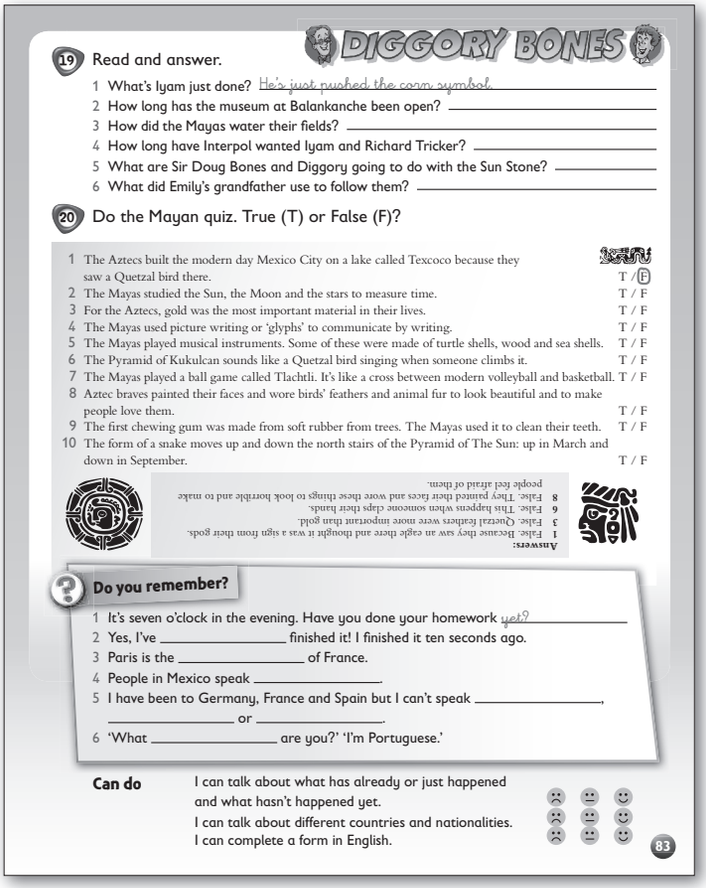
Optional activity

- Unit 8 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 64 and 68).

Ending the lesson

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





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, *fields, Interpol*
- **Revision:** language from the unit

Materials required

- Extra activity 2: Sheets of paper
- Optional: *Kid's Box Teacher's Resource Book 6* Unit 8 Topic worksheet (pages 64 and 70); the animated version of the Unit 8 story from *Kid's Box Interactive DVD 6* (*The school library*); Playscript 8 from *Kid's Box Teacher's Resource Book 6* (pages 76 and 85)

Pupil's Book page 83

Warmer

- Divide the class into eight groups. Give each group an episode of the story to look at again. Elicit the summary of the story from each group in order.

Story

19 Listen to the story.

- Tell pupils to open their Pupil's Books at page 83. Focus them on the story and elicit why Iyam is angry in the first frame. Set the gist questions: *Do they find the gold? What treasure do they find? Who else has got a mobile phone?*
- Play the audio with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (No, Corn, Diggory).
- Play the audio again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What was special about the caves in Balankanche? Is corn eaten everywhere in the world? Who arrived to save Diggory and Emily? How did they find them? What happened to Iyam and Richard?*

CD 4, 05

As in Pupil's Book

20 How did the Aztecs and Mayas water their fields?

- Focus pupils on Activity 20 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame four).

Key: They used underground rivers to water their fields.

Extra activity 1: see page 222 (if time)

Activity Book page 83

19 Read and answer.

Key: 2 It's been open for about forty years. 3 They used underground rivers. 4 They've wanted them for three years. 5 They are going to give it back to the museum. 6 He used a mobile phone.

20 Do the Mayan quiz. True (T) or False (F)?

Key: Answers are on the Activity Book page.

Extra activity 2: see page 222 (if time)

Do you remember?

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

Key: 2 just, 3 capital, 4 Spanish, 5 German, French, Spanish, 6 nationality

Can do.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about what has already happened or just happened and what hasn't happened yet. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities when they talked about different countries and nationalities. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the forms they completed.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for/talk about each one.

Optional activities

- Unit 8 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 64 and 70).
- *The school library*: The animated version of the Unit 8 story from *Kid's Box Interactive DVD 6.* See pages 38–45 of the *Teacher's Booklet*.
- Pupils might like acting out the story from Pupil's Book page 83. Hand out a copy to each student of Playscript 8 from *Kid's Box Teacher's Resource Book 6* (page 85). See notes on page 76.

Ending the lesson

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

Geography The European Union

FACT There are over 500 million people living in the European Union (EU).

1 Say what the pictures are. Then read and check your answers.

The European Union (EU) is made up of democratic countries in Europe where the **citizens** select their leaders. The member countries work together to create a strong economy and to ensure peace, freedom and equality.

1 The European Union has its own **flag**. It is dark blue with yellow stars in a circle. 'United in Diversity' is the EU's **motto** and 'Ode to Joy' by Beethoven is the EU's hymn.
2 The European Central Bank is the main bank of the EU. It is the **EU institution** that controls the euro. It tries to keep prices stable in the Eurozone.
3 The European Commission has one commissioner from each country. They propose laws and decide how to spend EU **funds**.
4 The European Court of Justice has one judge from each country. They make sure the member countries follow the law.
5 The members of the European Parliament are called **MEPs**. They are elected by the citizens in their country.
6 The European Council is made up of the leaders from the member countries. They make important decisions about what the EU should do.

2 8b CD4 Read. Then listen. Where are the people? Say the flag.

The EU has a single market. This has four freedoms: the **freedom** of movement of people, money, services and goods from one country to another. EU citizens can live, work and study in any member country under the same rules as the citizens of that country.

84 Vocabulary The European Union

Objectives: By the end of the lesson, pupils will have read about and identified the main EU institutions. They will have listened to people talking about the advantages of being a member of the EU.

Target language

- **Key language:** *EU, citizen, freedom, flag, motto, institution, funds, member countries, MEP*
- **Additional language:** *democratic, peace, equality, unite, justice, rights*
- **Revision:** countries, past simple

Materials required

- Pictures of the flags of Italy, Germany, France, Belgium, Luxembourg and the Netherlands
- Pictures of the EU logos for the European Parliament, the European Council and the European Commission

Pupil's Book page 84

Warmer

- Place the flags of Italy, Germany, France, Belgium, Luxembourg and the Netherlands on the board. Ask pupils to name the countries. Ask *Why have I chosen these six countries? Who knows?* (These were the first member countries of the European Union. They decided to work together after the Second World War.)

Fact

- Tell pupils to open their Pupil's Books to page 84. Focus them on the top of the page. Ask a pupil to read the fact to the class. Ask if they know all the countries that are in the European Union. Name them around the class: *Italy, Germany, France, Belgium, Luxembourg, the Netherlands, Denmark, Ireland, (the UK), Greece, Spain, Portugal, Austria, Finland, Sweden, Republic of Cyprus, Czech Republic, Estonia, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, Romania, Bulgaria, Hungary, Croatia.*

1 Say what the pictures are. Then read and check your answers.

- Focus pupils on Activity 1. Ask pupils to cover the texts so they can only see the photos. Pupils work in pairs and discuss what the buildings are. Write the structures on the board that they can use: *I think this is the ... I think it's used for ...* Encourage them to share as much as they can with their partners.
- Ask different pupils to read each text aloud for the class. Check understanding of key vocabulary. Discuss the text with the class, asking general comprehension questions, e.g. *What is the EU's motto?* (United in Diversity) *What institution regulates the euro?* (the European Central Bank) *Where do the judges from each country sit?* (in the European Court of Justice) *What institution is made up of the heads of state?* (the European Council) *What is the name of the politicians in the European Parliament?* (MEPs)

2 Read. Then listen. Where are the people? Say the flag.

- Pupils look at Activity 2. Read the introduction aloud for the class. Ask a pupil to say what countries the flags represent. (a France, b Germany, c Italy, d Greece)
- Tell pupils they are going to listen to four people talking about how they are benefiting from the freedom of movement of people in EU countries.
- Play the audio. The first time, pupils just listen. Play the audio again, pausing after each speaker. This time, pupils listen, point to the flag and say the country. Ask pupils which words or phrases helped them to find the answers.
- Ask pupils if they have any friends or family members who have gone to work or who study in other EU countries. Encourage them to share what they know.

Key: : a – 3, b – 2, c – 4, d – 1

CD 4, 06

1 Hi. My name's Nadine. I'm French. I'm studying in Greece at the moment. Have you visited Athens? It's a great place to study Ancient History. I've met lots of young Europeans like myself. That's what the EU means to me.

2 Hello. I'm María and I'm Spanish. I'm from Córdoba. Have you heard of it? It's a beautiful city in Andalucía, in the south of Spain. Next year, I'm going to study in Germany for a year. I can do this because, as an EU citizen, I can study in any country in the EU.

3 Hi. My name's Klaus. I'm from Austria. I've just started working in France in a large tech company. I've already worked in Portugal for five years and now I'm looking forward to working in Paris. One of my rights as an EU citizen is to be able to do this.

4 Hello there, I'm George. I'm Irish but my parents are Greek. I've spoken Greek since I was a child. I studied the History of Art and now I'm going to live in Florence for six months. Today is my first day here. I love it. Italy is the perfect place to study art and architecture.

Ending the lesson

- Remind pupils that the EU logos for each institution mirror or copy what the buildings look like. Place the EU symbols on the board for the European Parliament, the European Council and the European Commission. Pupils say what building each logo represents.

3 Read and say the missing words.

People can sell their products easily in the EU, and EU citizens can buy many different products from the different member countries.

Spain is the world's largest olive producer and exporter. 1 is one of the most important olive-growing regions in Europe. 2 farming is very important to Andalucía and regions nearby. The EU gives a lot of money to help its 3 through the Common Agricultural Policy (CAP). This is one of the advantages for farmers of being part of the 4.

4 Read and say the answers.

Cádiz is a city in Andalucía. It is located on the coast. There is a new train-tram line that goes from Chiclana de la Frontera and San Fernando to Cádiz. There are a lot of modern trams in Spain, but this one is both a train and a tram. In urban areas, the train-tram stops regularly to pick up people who live nearby. In more rural areas, the train-tram can travel very fast, making the journey shorter for people who live outside the city. As a result, there are fewer cars on the streets in the city. This reduces noise and air pollution. The EU has given funds to help pay for the cost of the project. This is a good example of the advantages of being a member of the EU. The EU has also given money towards other transport projects. There are many roads in Andalucía built with the help of EU funds.

The city of Cádiz

There are a lot of trams in Spain.

Chiclana de la Frontera

The main station in Cádiz

1 What places does the train-tram travel between?
2 Where can it travel at a higher speed?
3 What are the advantages of this new train-tram?
4 Did Andalucía receive money from the EU for this project?

Project Design a flag for your class. Then write a motto.

How to design a flag and write a motto:

1 Think about your class and the people in it. What are they like? What are they good at?
2 Draw pictures to show how your classmates are different. For example, do some people play sports? Are some people good at maths? Are some people good at English?
3 Draw the shape of a flag, add your pictures and then colour.
4 Add a motto under your flag. Think of something that unites your class.

EU flag

EU motto: United in diversity

EU hymn: Ode to joy

Social Science 6 Unit 3: The European Union

85

Objectives: By the end of the lesson, pupils will have read a text about producing and exporting olives and EU funding in Andalucía. They will also have completed a project.

Target language

- **Key language:** *EU, citizen, freedom, flag, motto, institution, funds, member countries, MEP*
- **Additional language:** *products, olives, exporter, farming, CAP (Common Agricultural Policy), tram*
- **Revision:** *region, city, coast, train, farmer*

Materials required

- Project: For each pupil, a large piece of white paper, pencils, markers or crayons
- The music 'Ode to Joy'
- Optional: Extra project idea, Unit 8 'Slide presentation of an EU institution' from *Kid's Box Teacher's Book 6* (page 227)

Pupil's Book page 85

Warmer

- Review what pupils learnt about in the previous lesson. Say definitions and pupils then say the EU institutions. Say, e.g. *The institution that regulates the euro.* (European Bank) *The institution that makes sure member countries follow EU law.* (European Court of Justice) *The institution that has MEPs.* (European Parliament) *The institution that is made up of the heads of state or government.* (European Council)
- Ask *Who can tell me the four freedoms in the EU and their advantages?*

3 Read and say the missing words.

- Tell pupils to open their Pupil's Books at page 85. Focus them on the photo. Discuss what they can see in the photo, where it is and what crop it is. Ask pupils if they know of other crops that are grown in Andalucía.
- Read the text aloud for the class, pausing to explain new words. Pupils read silently to themselves, deciding on words to fill the gaps. Ask pupils to read sentences from the text with the missing word inserted. Discuss the answers as a class.

Key: 1 Andalucía, 2 Olive, 3 farmers, 4 EU / European Union

4 Read and say the answers.

- Focus pupils on Activity 4. They look at the four photos. Ask them what they think links the four photos. Do not give away the answer yet.
- Read the text through with the class, with pupils taking turns to read sentences aloud. Discuss the information in the text with the class.
- Pupils work in pairs and answer the questions. Check as a class, asking volunteers to read the question and then the answer. Ask again what they think links the four photos. (A train-tram travels between Cádiz and Chiclana de la Frontera.)
- Ask pupils if they have visited Cádiz. If so, encourage them to say what it is like and also if they travelled on the train-tram described in the text.

Key: 1 Chiclana de la Frontera and San Fernando to Cádiz, 2 in rural areas, 3 less noise and air pollution, 4 Yes it did.

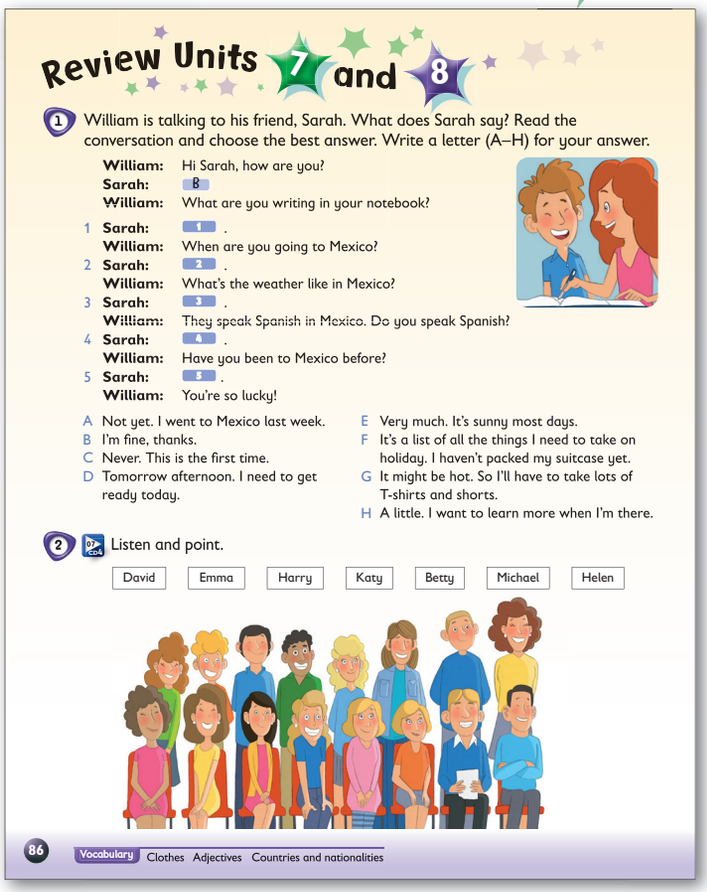
Project Design a flag for your class. Then write a motto.

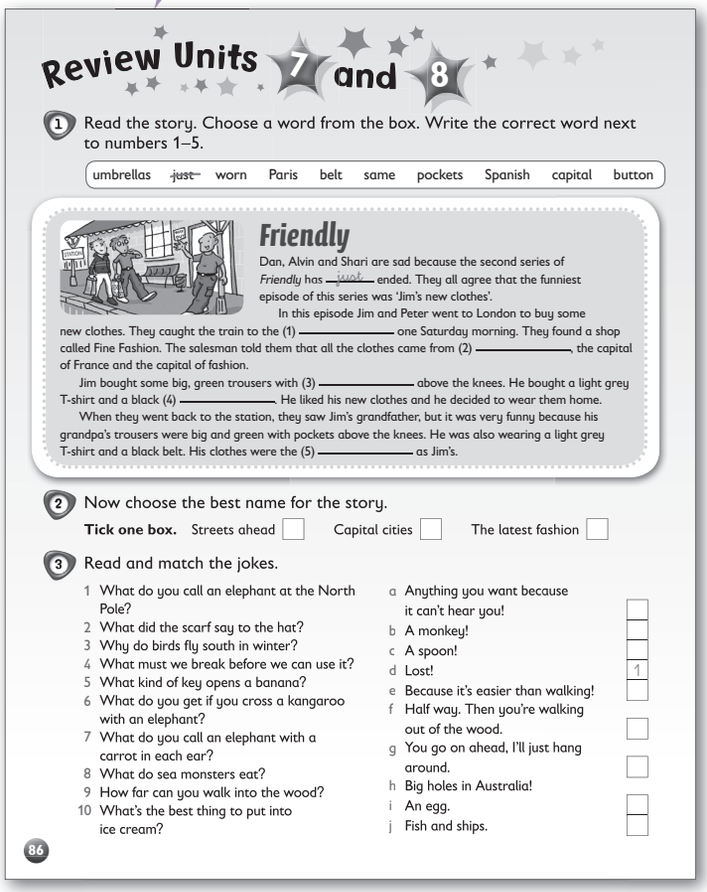
- Tell pupils that for today's project they are going to design a flag and write a motto for the class. Read through the instructions aloud with the class. Make sure they understand what they have to do.
- Before they start, discuss as a class the flag and motto of the European Union, what they think of it and why they think it is appropriate. Then discuss the characteristics of the class and what elements could be included in their flag and motto.
- Hand out white paper. Pupils work individually to design their flags and write their mottos. Display around the class.
- Optional: Set up a vote to see which flag and motto could be the 'official' flag and motto of the class.

Ending the lesson

- Review with pupils what they have learnt in the lessons on the European Union. Encourage pupils to say the most interesting thing they found out.
- Play 'Ode to Joy' to the class.

Review Units 7 and 8





Objectives: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and completed a writing and a listening activity.

Target language

- **Key language:** language and vocabulary from Units 7 and 8

Materials required

- Select as many words as pupils from Units 7 and 8. Write each one on a small piece of card.
- *Kid's Box Language Portfolio 6* (page 7)

Pupil's Book page 86

Warmer

- Hand out the word cards to pupils. Tell them to keep them secret. Give pupils a few minutes to think of a definition for their word. Pupils do a mingling activity. They go around the class, making pairs and telling each other their definitions for their partner to guess.

1 William is talking to his friend, Sarah. What does Sarah say? Read the conversation and choose the best answer. Write a letter (A–H) for your answer. F towards

- Tell pupils to open their Pupil's Books at page 86. Focus them on the activity instructions and check they know what to do. Remind them to look at the sentences before and after the gaps when they are deciding what fits there. Pupils complete the activity individually. They check in pairs once they have finished. Check with the class.

Key: 1F, 2D, 3G, 4H, 5C

2 Listen and point. F towards

- Write 1–6 on the board. Play the audio. Stop the audio after the description of each person and say *Who is it?* Pupils say who it is by repeating what is said on the audio or by describing the clothes/hair the person is wearing. Write the name and the description next to the correct number. Pupils point to the correct person in the picture.

Key: 1 Betty - in pink dress and striped tights
2 Emma - always smiling
3 Harry - very tall, standing next to the teacher
4 David - short dark hair, in front of the teacher
5 Katy - long blonde hair
6 Michael - holding a book, very funny

CD 4, 07

BETTY: Dad! Come and look at this.
DAD: What is it, Betty?
BETTY: It's my school photo. Look. That's me.
DAD: Oh, yes. I can see you. You're wearing your favourite striped tights and your pink dress.
BETTY: That's right.
DAD: Who's the girl next to you?
BETTY: Which girl do you mean?
DAD: Sorry. There are two, aren't there? The one who's smiling.
BETTY: Oh, that's Emma. She's always smiling. She's really happy.
DAD: Who's the very tall boy? Look. He's standing near the end.
BETTY: Next to the teacher?
DAD: That's right.
BETTY: That's Harry. He's a really good friend.
DAD: OK. So who's the boy in front of the teacher?
BETTY: The boy with the short dark hair is David.
DAD: Where's your friend Katy, then?
BETTY: Oh, she's standing at the back. Can you see her, behind me?
DAD: Is she wearing a jacket with a big pocket on it?
BETTY: No. She's standing next to that girl. She's got long blonde hair now.
DAD: OK. I can see her now. And who's that boy holding a book?
BETTY: Oh, that's Michael. He loves reading. He always carries a book.
DAD: That's good.
BETTY: Yes, and he's very funny too.

Extra activity 1: see page 222 (if time)

Activity Book page 86

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. F towards

Key: 1 capital, 2 Paris, 3 pockets, 4 belt, 5 same

2 Now choose the best name for the story. F towards

Key: The latest fashion

Extra activity 2: see page 222 (if time)

3 Read and match the jokes.

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

Language Portfolio (online)

- Pupils complete page 7 of *Kid's Box Language Portfolio 6* (My learning diary. What have you learned in class?).

Ending the lesson

- Elicit any jokes pupils can remember from *Kid's Box* Level 6. They tell them to the class.

3 Play the game. Ask and answer.

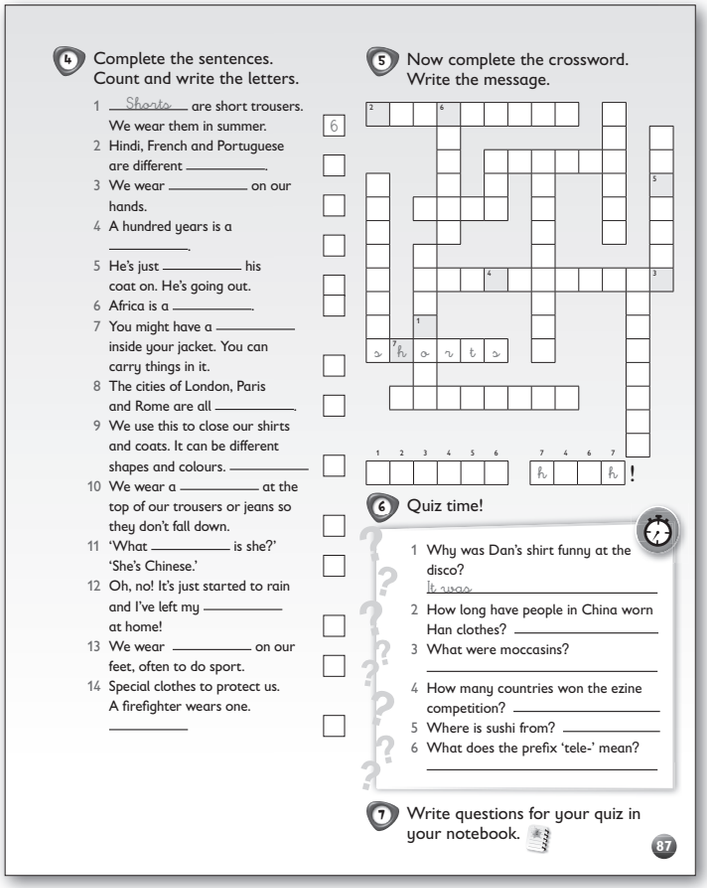
Guess the country

Instructions
- Throw a dice and move round the board.
- Answer your friends' questions.
- If you make a mistake, miss a turn.

Where's he from? He's from the USA.
What nationality is she? She's Colombian.
Where's this from? It's from Italy.

Grammar Possibility Present perfect Regular and irregular past participles

87



4 Complete the sentences. Count and write the letters.

1 Shorts are short trousers. We wear them in summer. 6
2 Hindi, French and Portuguese are different _____.
3 We wear _____ on our hands.
4 A hundred years is a _____.
5 He's just _____ his coat on. He's going out.
6 Africa is a _____.
7 You might have a _____ inside your jacket. You can carry things in it.
8 The cities of London, Paris and Rome are all _____.
9 We use this to close our shirts and coats. It can be different shapes and colours. _____
10 We wear a _____ at the top of our trousers or jeans so they don't fall down.
11 'What _____ is she?' 'She's Chinese.'
12 Oh, no! It's just started to rain and I've left my _____ at home!
13 We wear _____ on our feet, often to do sport.
14 Special clothes to protect us. A firefighter wears one. _____

5 Now complete the crossword. Write the message.

scarf !

6 Quiz time!

1 Why was Dan's shirt funny at the disco? It was _____
2 How long have people in China worn Han clothes? _____
3 What were moccasins? _____
4 How many countries won the ezine competition? _____
5 Where is sushi from? _____
6 What does the prefix 'tele-' mean? _____

7 Write questions for your quiz in your notebook.

87

Objectives: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and played a game.

Target language

- **Key language:** language and vocabulary from Units 7 and 8
- **Revision:** language for playing games

Materials required

- Board game: dice and counters
- Optional: *Kid's Box Interactive DVD 6*: *The classroom,* Quiz 4; Test Units 7- *Kid's Box Teacher's Resource Book 6* (pages 131-145); Flyers Practice Test 6 from *Kid's Box Pupil's Book 6* (pages 104-120)
- *Kid's Box Language Portfolio 6* (page 6)

Pupil's Book page 87

Warmer

- Review nationalities and countries. Say, e.g. *Name three countries where people speak Spanish. What do we call someone who comes from Germany? What language do they speak? Does anyone know what languages people speak in Switzerland?*

3 Play the game. Ask and answer.

- Tell pupils to open their Pupil's Books at page 87. Ask a pupil to read the instructions aloud. Check that pupils understand how to play by playing a demonstration game. Pupils play in groups of three or four. They throw the dice to move around the board. When they land on a square, the other pupils in the group must ask one question which they have to answer. Refer them to the examples: *Where's he from? What nationality is she? Where's this from?* The question relates to country or nationality. For a correct answer, they stay where they are; for an incorrect answer, they return to the square they came from and miss a turn. Pupils decide between them which is the correct answer. Monitor and help if necessary. Remind pupils of language for playing games, e.g. *Whose turn is it? It's your turn.*

Key: 1 Prince William (England), 2 Chinese flag, 3 Paella (Spain), 4 Pizza (Italy), 5 Eiffel Tower (France), 6 Sphinx (Egypt), 7 Bruce Springsteen (USA), 8 Brazilian flag, 9 Bollywood film (India), 10 Big Ben (England), 11 Great Wall of China, 12 Statue of Liberty (USA), 13 Machu Picchu (Peru), 14 Colosseum (Italy), 15 Kangaroo (Australia), 16 American flag, 17 German car, 18 Shakira (Colombia), 19 Rice with chopsticks (China, Japan, or other Asia-Pacific countries), 20 Argentine footballer, 21 The Acropolis (Greece), 22 Madonna (USA), 23 Spaghetti (Italy), 24 Taj Mahal (India), 25 Jason and the Golden Fleece (Greece), 26 Tour de France, 27 Hot dog (USA), 28 Union Jack flag (UK), 29 NASA space shuttle (USA), 30 Italian flag

Extra activity 1: see page 222 (if time)

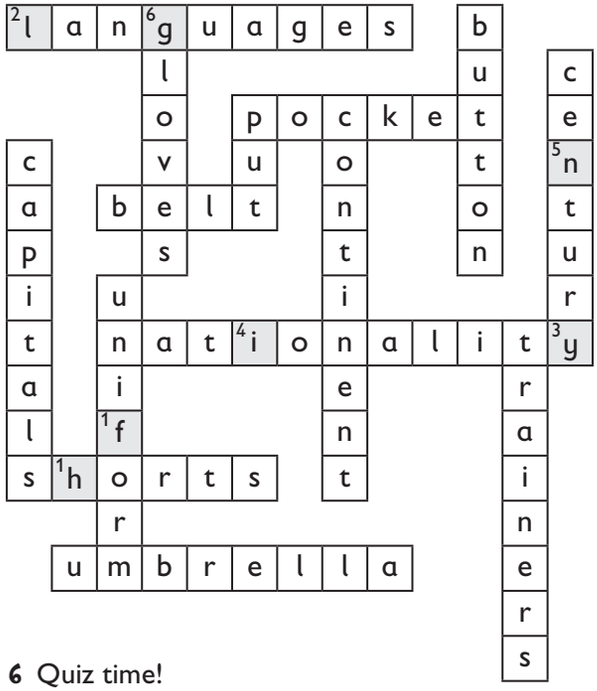
Activity Book page 87

4 Complete the sentences. Count and write the letters.

Key: 2 languages (9), 3 gloves (6), 4 century (7), 5 put (3), 6 continent (9), 7 pocket (6), 8 capitals (8), 9 button (6), 10 belt (4), 11 nationality (11), 12 umbrella (8), 13 trainers (8), 14 uniform (7)

5 Now complete the crossword. Write the message.

Key: Message: flying high



6 Quiz time!

Key: 1 the same as his teacher's. 2 3,000 years. 3 Leather shoes which the Native North Americans used. 4 Five. 5 Japan. 6 Far away.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 222 (if time)

Optional evaluations

- *The classroom:* Quiz 4 from *Kid's Box Interactive DVD 6*. 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*.
- The test for Units 7-8 from *Kid's Box Teacher's Resource Book 6* (pages 131-145).
- Flyers Practice Test 6 from *Kid's Box Pupil's Book 6* (pages 104-120). See answer key and audioscript on pages 237-240 of *Kid's Box Teacher's Book 6*.

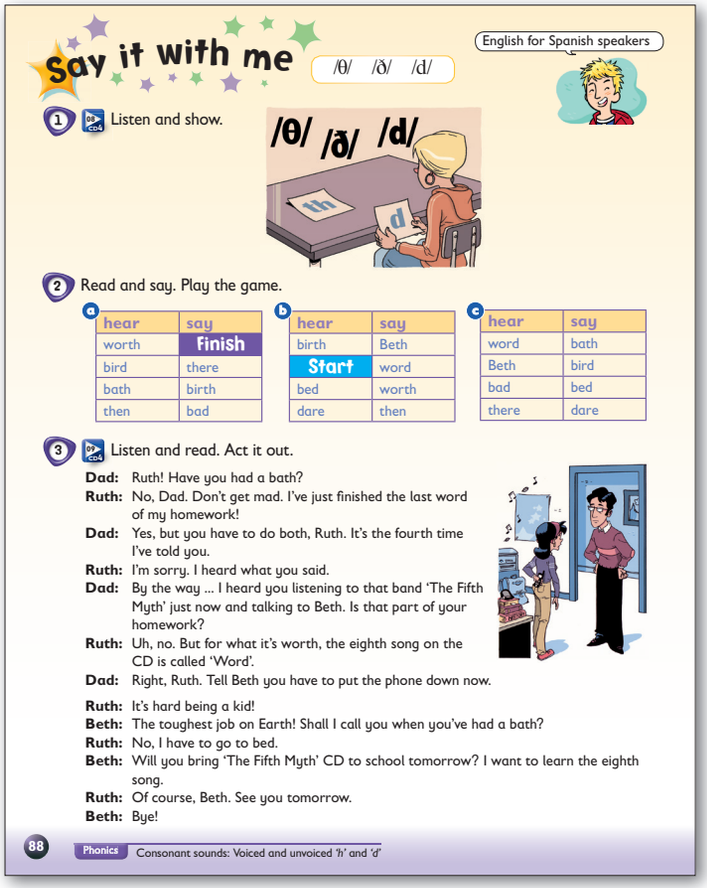
Language Portfolio (online)

- Pupils complete page 6 of *Kid's Box Language Portfolio 6* (*I can ...* Units 7-8).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 7 and 8 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks. Elicit some examples from volunteer pupils.
- Ask pupils which lessons, topics and/or activities were their favourites.

Say it with me



Say it with me /θ/ /ð/ /d/

English for Spanish speakers

1 Listen and show.

/θ/ /ð/ /d/

2 Read and say. Play the game.

a

hear	say
worth	Finish
bird	there
bath	birth
then	bad

b

hear	say
birth	Beth
Start	word
bed	worth
dare	then

c

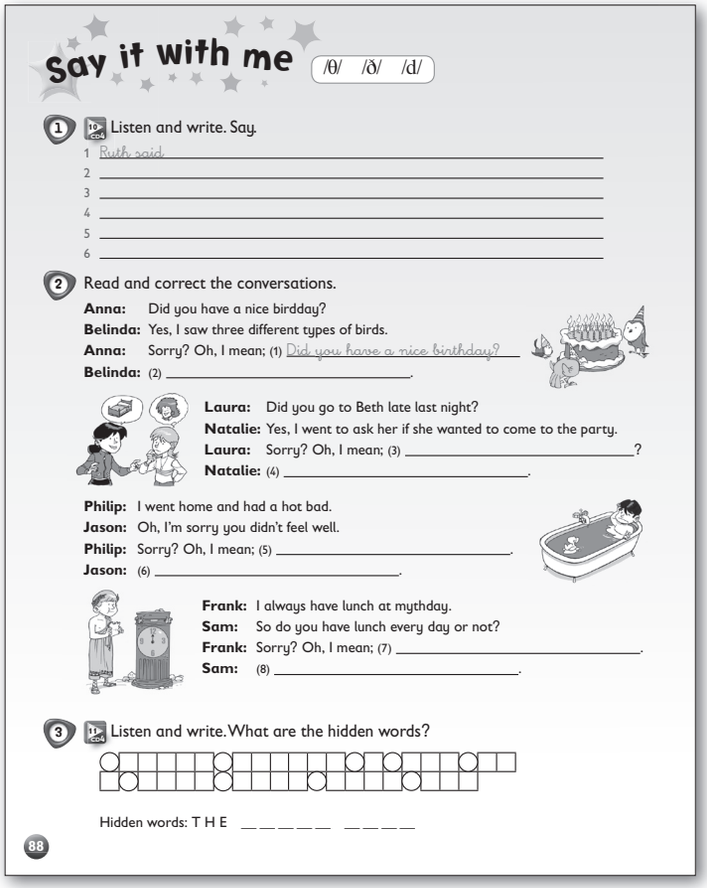
hear	say
word	bath
Beth	bird
bad	bed
there	dare

3 Listen and read. Act it out.

Dad: Ruth! Have you had a bath?
Ruth: No, Dad. Don't get mad. I've just finished the last word of my homework!
Dad: Yes, but you have to do both, Ruth. It's the fourth time I've told you.
Ruth: I'm sorry. I heard what you said.
Dad: By the way ... I heard you listening to that band 'The Fifth Myth' just now and talking to Beth. Is that part of your homework?
Ruth: Uh, no. But for what it's worth, the eighth song on the CD is called 'Word'.
Dad: Right, Ruth. Tell Beth you have to put the phone down now.

Ruth: It's hard being a kid!
Beth: The toughest job on Earth! Shall I call you when you've had a bath?
Ruth: No, I have to go to bed.
Beth: Will you bring 'The Fifth Myth' CD to school tomorrow? I want to learn the eighth song.
Ruth: Of course, Beth. See you tomorrow.
Beth: Bye!

88 Phonics Consonant sounds: Voiced and unvoiced 'th' and 'd'



Say it with me /θ/ /ð/ /d/

1 Listen and write. Say.

1 Ruth said
2
3
4
5
6

2 Read and correct the conversations.

Anna: Did you have a nice birdday?
Belinda: Yes, I saw three different types of birds.
Anna: Sorry? Oh, I mean; (1) Did you have a nice birthday?
Belinda: (2) .

Laura: Did you go to Beth late last night?
Natalie: Yes, I went to ask her if she wanted to come to the party.
Laura: Sorry? Oh, I mean; (3) ?
Natalie: (4) .

Philip: I went home and had a hot bad.
Jason: Oh, I'm sorry you didn't feel well.
Philip: Sorry? Oh, I mean; (5) .
Jason: (6) .

Frank: I always have lunch at mythday.
Sam: So do you have lunch every day or not?
Frank: Sorry? Oh, I mean; (7) .
Sam: (8) .

3 Listen and write. What are the hidden words?

Hidden words: T H E _ _ _ _ _ _ _ _ _

88

Objectives: By the end of the lesson, pupils will have practised saying words with /θ/, /ð/ and /d/ (*th* and *d* sounds).

Target language

- **Key language:** *bath, bad, fifth, word, kid, mad, worth, bird, earth, birth, there, myth, then, bed, dad, there, dare*
- **Additional language:** *Don't get mad! It's hard being a kid! The toughest job on Earth!*
- **Revision:** ordinal numbers, family

Materials required

- Two pieces of paper or card per pupil

Pupil's Book page 88

Spanish specific

- The sound /θ/ is not difficult for Spanish speakers since it also exists in their own language shown by the letters *c* (when followed by an *i* or an *e*) or *z* – though not all regions use this sound. However, confusion can be caused by the overuse of the sound, especially in place of the letter *d* in English. For example, *the* becomes 'de' and *Madrid* becomes 'Madrith'.
- It is important to work on this sound with pupils to avoid confusion in words such as *bird* and *birth* where only the final sound is different. In addition, it can also useful to insist on the importance of always saying the ends of all words.

Warmer

- Write *TH* on one side of the board and *D* on the other. Elicit words with these letters e.g. *bath* and *bad*. Tell pupils to read the words on the board aloud. To help pupils, remind them that they must put their tongue between their teeth for the /θ/ sound. Make sure they say the sounds correctly and notice how their tongues change position. They say the 'th' words and then the 'd' words.

1 Listen and show.

- Tell pupils to open their Pupil's Books at page 88. Hand out two pieces of paper, or cards, to each pupil. They write *TH* on one and *D* on the other. Play the audio. Pupils listen and repeat. Check pronunciation.
- Pupils close their Pupil's Books. Play the audio again and pupils hold up the card with the sound they think they hear.

CD 4, 08

bath, bad, fifth, word, kid, mad, mid, worth, bird, earth, with, birth, dead, third, then, den, death, bed, dad, there, dare, myth

2 Read and say. Play the game.

- Pupils work in groups of three. Assign a table to each group. The pupil who has the card with *start* on it says the word that is next to start, i.e. *word*. If the person says the word correctly (i.e. *word* /d/, not *worth* /th/) then the person who has got this word on their card says the word next to it (i.e. *bath* /th/), etc. If pupils hear or say the word wrongly, the game won't work. The winners are the group that finishes first. Swap tables and play again.

3 Listen and read. Act it out.

- Focus pupils on the picture and ask questions to elicit that pupils understand the situation Say *Where is the girl? What has she got in her hand? Who is she talking to?* Play the audio and check understanding.
- Play the audio again. Pupils listen for all the 'th' words and the 'd' words. They put their hand up when they hear one. Ask pupils to repeat the words and write them on the board. Repeat as a class and check pronunciation.
- Pupils take turns reading the different roles in the dialogue.

CD 4, 09

As in Pupil's Book

Activity Book page 88

1 Listen and write. Say.

- Play the audio. Pupils write what they hear. They take turns to read the sentences aloud. Check answers and pronunciation

Key: See audioscript

CD 4, 10

1 Ruth said she learnt that word at birth.
2 Is it worth being mad at Dad?
3 Don't dare not to be there!
4 Beth got out of bed and had a bath.
5 The ninth song is called 'Mother Earth'.
6 I heard that the third bird had all the bread.

2 Read and correct the conversations.

- Ask pairs of pupils to read the dialogues. Elicit what is wrong. Point out that this is what happens if they don't pronounce the *d* and the *th* correctly. Pupils write what the speaker meant to say and then an appropriate answer. Check as a class.

Key (possible answers): 2 Yes, it was great. 3 Did you go to bed late last night? 4 Yes, very late. 5 I had a hot bath. 6 That's sounds nice. 7 I always have lunch at midday. 8 So do I.

3 Listen and write. What are the hidden words?

- Focus pupils on Activity 3. Play the audio. Pupils write the words they hear letter by letter in the boxes and circles provided. They hear each word twice. If they write all the words correctly, the letters in the circles can be unscrambled to make two words. Allow time for the pupils to write the words. Play the audio again for the pupils to check. Give pupils time to find the hidden words.

Key: F, F, T, M, Y, I, T, H, H are the letters to unscramble to find The FIFTH MYTH.

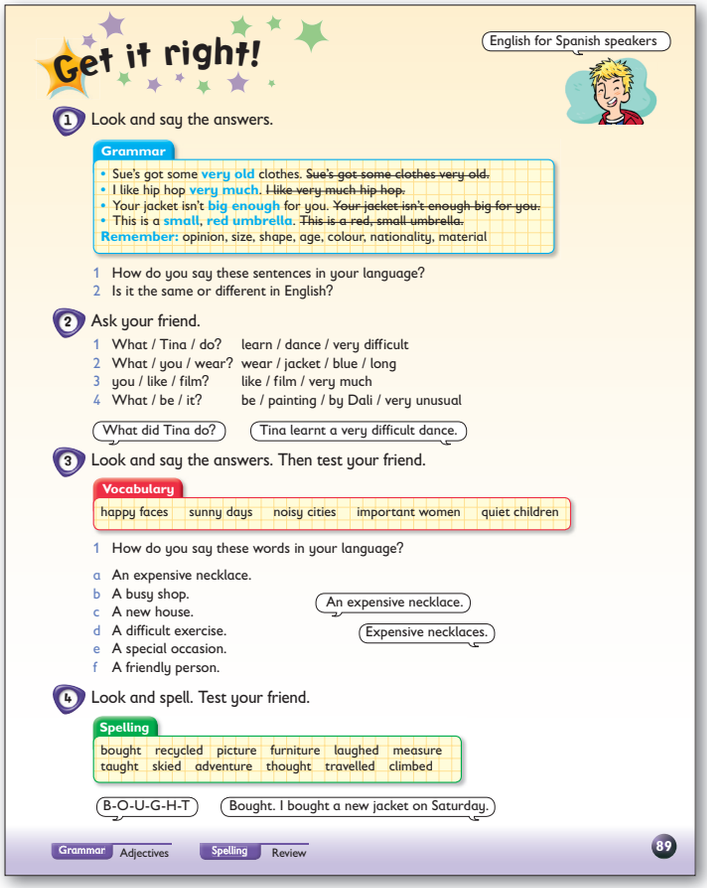
CD 4, 11

father, father	with, with
feed, feed	bath, bath
worth, worth	Ruth, Ruth
mad, mad	birth, birth
myth, myth	bed, bed

Ending the lesson

- Divide the class into two teams. Each team has to write down ten words with *th* or *d* sound. They take turns to call out a word and the other team writes it down. Check answers. The team with most words correctly spelt wins.

Get it right!



Get it right!

English for Spanish speakers

1 Look and say the answers.

Grammar

- Sue's got some very old clothes. ~~Sue's got some clothes very old.~~
- I like hip hop very much. ~~I like very much hip hop.~~
- Your jacket isn't big enough for you. ~~Your jacket isn't enough big for you.~~
- This is a small, red umbrella. ~~This is a red, small umbrella.~~

Remember: opinion, size, shape, age, colour, nationality, material

1 How do you say these sentences in your language?
2 Is it the same or different in English?

2 Ask your friend.

1 What / Tina / do? learn / dance / very difficult
2 What / you / wear? wear / jacket / blue / long
3 you / like / film? like / film / very much
4 What / be / it? be / painting / by Dali / very unusual

What did Tina do? Tina learnt a very difficult dance.

3 Look and say the answers. Then test your friend.

Vocabulary

happy faces	sunny days	noisy cities	important women	quiet children

1 How do you say these words in your language?

a An expensive necklace.
b A busy shop.
c A new house.
d A difficult exercise.
e A special occasion.
f A friendly person.

An expensive necklace.
Expensive necklaces.

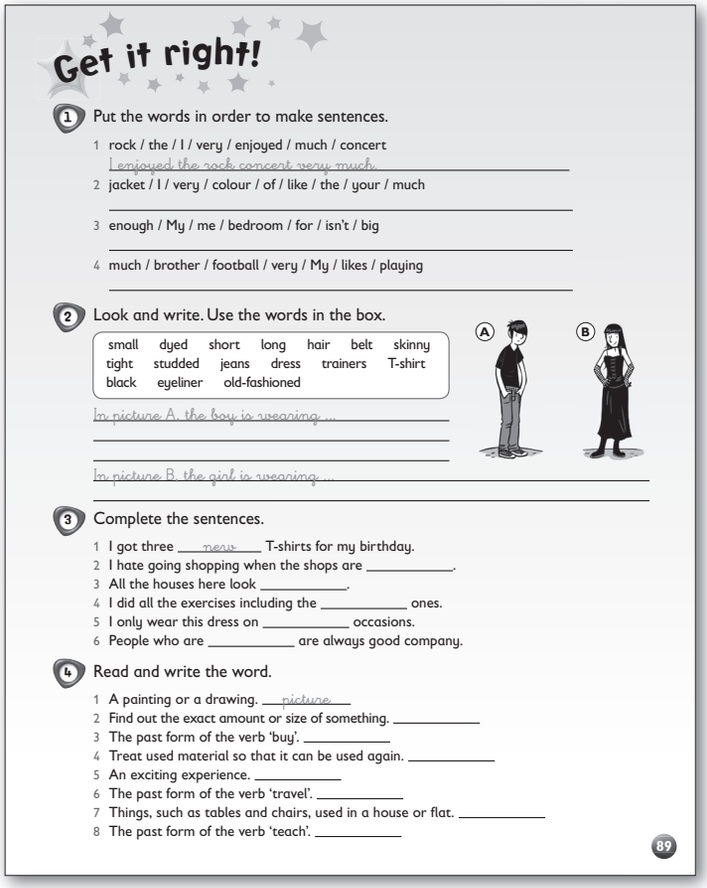
4 Look and spell. Test your friend.

Spelling

bought	recycled	picture	furniture	laughed	measure
taught	skied	adventure	thought	travelled	climbed

B-O-U-G-H-T
Bought. I bought a new jacket on Saturday.

Grammar Adjectives Spelling Review 89



Get it right!

1 Put the words in order to make sentences.

1 rock / the / I / very / enjoyed / much / concert
I enjoyed the rock concert very much.
2 jacket / I / very / colour / of / like / the / your / much
3 enough / My / me / bedroom / for / isn't / big
4 much / brother / football / very / My / likes / playing

2 Look and write. Use the words in the box.

small	dyed	short	long	hair	belt	skinny
tight	studded	jeans	dress	trainers	T-shirt	
black	eyeliner	old-fashioned				

In picture A, the boy is wearing ...
In picture B, the girl is wearing ...

3 Complete the sentences.

1 I got three new T-shirts for my birthday.
2 I hate going shopping when the shops are _____.
3 All the houses here look _____.
4 I did all the exercises including the _____ ones.
5 I only wear this dress on _____ occasions.
6 People who are _____ are always good company.

4 Read and write the word.

1 A painting or a drawing. picture
2 Find out the exact amount or size of something. _____
3 The past form of the verb 'buy'. _____
4 Treat used material so that it can be used again. _____
5 An exciting experience. _____
6 The past form of the verb 'travel'. _____
7 Things, such as tables and chairs, used in a house or flat. _____
8 The past form of the verb 'teach'. _____

89

Objectives: By the end of the lesson, pupils will have reviewed and practised the use of *very much, enough* and the order of adjectives. They will also have reviewed regular and irregular plural nouns and spelling patterns highlighted in previous units.

Target language

- **Key language:** *very much*, adjective + *enough, very* + adjective, order of adjectives
- **Additional language:** *women, children, noisy, old-fashioned, dyed, studded, skinny, eyebrows, eyeliner*
- **Revision:** adjectives, plural nouns, clothes

Materials required

- A scarf

Pupil's Book page 89

Warmer

- Show pupils a scarf. Create a mind map on the board with the word *Scarf* in the middle. Elicit adjectives from pupils to describe the scarf. Write them in the mind map. If the pupils come up with two or more colours, write them together in one group.

Grammar

1 Look and say the answers.

- Tell pupils to open their Pupil's Books at page 89. Focus them on the *Remember* line in the Grammar box. Ask the pupils to read the order of adjectives and then to put the adjectives on the board in the correct order to describe the scarf.
- Say and write on the board *I like the scarf very much.* Ask pupils to repeat and point to the position of *very much.*

2 Ask your friend.

- Do the example with the class by asking two pupils to read the speech bubbles. Check pupils know what to do. Pupils work in pairs and take turns to ask and answer the questions. Monitor and help/correct.

Key: 2 What are you wearing? / What did you wear? I'm wearing / I wore a long, blue jacket. 3 Did you like the film? / Do you like the film? Yes, I liked / like it very much. 4 What is it? It's a very unusual painting by Dalí.

Vocabulary

3 Look and say the answers. Then test your friend.

- Focus pupils on the Vocabulary box. Ask a pupil to read out the words. Revise both regular and irregular plurals. Point out that the plural of these words in their own language is probably the same for all the words and/or the adjective is plural too. Remind pupils that adjectives are never plural in English.
- Pupils work in pairs and say the plural of the sentences. Monitor and help/correct.

Key: 2 busy shops, 3 new houses, 4 difficult exercises, 5 special occasions, 6 friendly people

Spelling

4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Point out that this is a review, so there are both verbs and nouns in the box. The words are all from units 1–7. Divide pupils into pairs. Pupil A spells a word from the box. Pupil B says the word and puts it in a sentence. They swap and repeat. Then they write the sentences in their notebooks. Pupils look at the rest of the box and find more words to test their friends. Monitor and help where necessary.

Activity Book page 89

Grammar

1 Put the words in order to make sentences.

- Tell pupils to open their Activity Books at page 89. They work individually to put the sentences in order. To check, ask pupils to take turns to write sentences on the board.

Key: 2 I like the colour of your jacket very much. 3 My bedroom isn't big enough for me. 4 My brother likes playing football very much.

2 Look and write. Use the words in the box.

- Focus pupils on the words in the box. Check understanding. They work in pairs to write descriptions of the people in the two pictures, using the words in the box. Monitor and help where necessary. Ask pairs to read their descriptions to the class.

Key: Pupils' own answers

Vocabulary

3 Complete the sentences.

- Pupils work individually to choose a suitable adjective to complete the sentences. Check answers around the class.

Key: 2 busy, 3 new, 4 difficult, 5 special, 6 friendly

Spelling

4 Read and write the word.

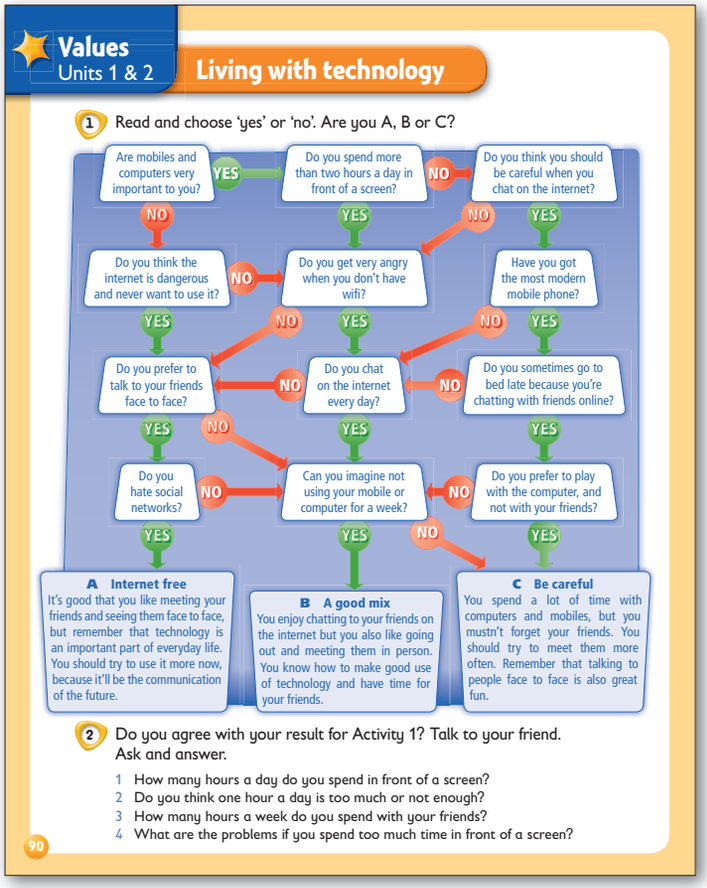
- Pupils work individually to guess the missing word, and then work in pairs to complete the sentences. Check answers around the class.

Key: 2 measure, 3 bought, 4 recycle, 5 adventure, 6 travelled, 7 furniture, 8 taught

Ending the lesson

- Write the names of five objects or animals on the board. Pupils brainstorm possible adjectives to describe them. They write them in their notebooks. Then in pairs, they combine their adjectives to write sentences using as many as possible in the right order, e.g. chair: *wood, new, green, comfortable,* etc. *This is a comfortable, new, green, wooden chair.*

Values 1 & 2 Living with technology



Values Units 1 & 2 — Living with technology

1 Read and choose 'yes' or 'no'. Are you A, B or C?

Are mobiles and computers very important to you? YES → Do you spend more than two hours a day in front of a screen? NO → Do you think you should be careful when you chat on the internet?

NO → Do you think the internet is dangerous and never want to use it? NO → Do you get very angry when you don't have wifi? NO → Have you got the most modern mobile phone?

YES → Do you prefer to talk to your friends face to face? NO → Do you chat on the internet every day? NO → Do you sometimes go to bed late because you're chatting with friends online?

YES → Do you hate social networks? NO → Can you imagine not using your mobile or computer for a week? NO → Do you prefer to play with the computer, and not with your friends?

A Internet free
It's good that you like meeting your friends and seeing them face to face, but remember that technology is an important part of everyday life. You should try to use it more now, because it'll be the communication of the future.

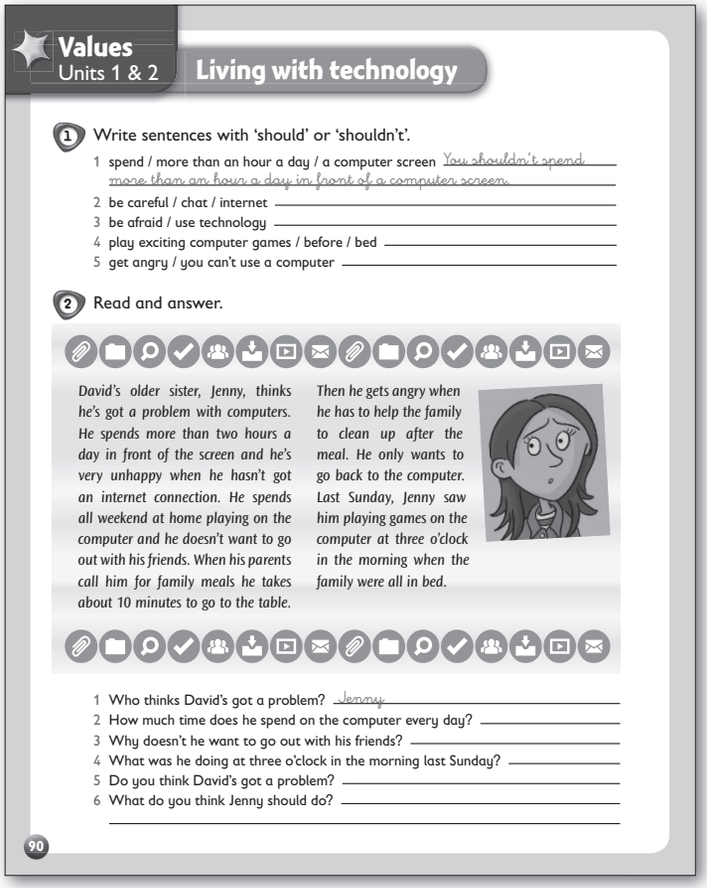
B A good mix
You enjoy chatting to your friends on the internet but you also like going out and meeting them in person. You know how to make good use of technology and have time for your friends.

C Be careful
You spend a lot of time with computers and mobiles, but you mustn't forget your friends. You should try to meet them more often. Remember that talking to people face to face is also great fun.

2 Do you agree with your result for Activity 1? Talk to your friend. Ask and answer.

1 How many hours a day do you spend in front of a screen?
2 Do you think one hour a day is too much or not enough?
3 How many hours a week do you spend with your friends?
4 What are the problems if you spend too much time in front of a screen?

90



Values Units 1 & 2 — Living with technology

1 Write sentences with 'should' or 'shouldn't'.

1 spend / more than an hour a day / a computer screen *You shouldn't spend more than an hour a day in front of a computer screen.*
2 be careful / chat / internet
3 be afraid / use technology
4 play exciting computer games / before / bed
5 get angry / you can't use a computer

2 Read and answer.

David's older sister, Jenny, thinks he's got a problem with computers. He spends more than two hours a day in front of the screen and he's very unhappy when he hasn't got an internet connection. He spends all weekend at home playing on the computer and he doesn't want to go out with his friends. When his parents call him for family meals he takes about 10 minutes to go to the table. Then he gets angry when he has to help the family to clean up after the meal. He only wants to go back to the computer. Last Sunday, Jenny saw him playing games on the computer at three o'clock in the morning when the family were all in bed.

1 Who thinks David's got a problem? *Jenny*
2 How much time does he spend on the computer every day?
3 Why doesn't he want to go out with his friends?
4 What was he doing at three o'clock in the morning last Sunday?
5 Do you think David's got a problem?
6 What do you think Jenny should do?

90

Objectives: By the end of the lesson, pupils will have completed a questionnaire in the form of a flow chart and talked about responsible use of leisure time.

Target language

- **Key language:** *wifi, get angry, not enough / too much, social network, spend (time)*
- **Additional language:** *everyday life, face to face, flow chart, in person, mix* (n)
- **Revision:** advice *(must / mustn't, should / shouldn't), be careful, chat, communication, computer, dangerous, internet, mobile, screen, technology*

Materials required

- Extra activity 2: A piece of paper for each pair of pupils, with one of the following messages on it (you can give some pairs the same message):
  Shall we meet now for a game of football at the park?
  Please come to my party on 24 May at 3pm. My address is 54 Station Road. Emily.
  I'm going to be late. See you at 5.
  I'm really sorry I forgot your birthday last week.
  Would you like to go out with me?
  I'm worried that my brother spends too much time playing computer games. What should I do?

Pupil's Book page 90

Warmer

- Write the word *technology* on the board. Ask *What kind of technology do you use every day?* Write ideas on the board to make a mind map.

1 Read and choose 'yes' or 'no'. Are you A, B or C?

- Books closed. Present/Review *spend time*. Draw a circle on the board and divide it into sections to show how you spend your day, e.g. ten hours sleeping, eight hours at work, two hours eating, one hour travelling, one hour watching TV, etc. Say, e.g. *I spend ten hours sleeping every day, I spend one hour watching TV.* Ask pupils, *How long do you spend sleeping? How long do you spend studying?*
- Tell pupils to open their Pupil's Book at page 90. Read the activity instruction aloud. Ask pupils if they have used a diagram like this before. Tell them it is a *flow chart*. Explain/Elicit that first pupils read the top left question *Are mobiles and computers very important to you?* and choose *Yes* or *No*. If they choose *Yes*, they follow the green arrow and read *Do you spend more than two hours a day in front of a screen?* If they choose *No* they follow the red arrow and read *Do you think the internet is dangerous and never want to use it?* and so on, until they reach a result (box A, B or C).
- Read two or three questions aloud, choosing *Yes* or *No* and showing your path through the flow chart. Present/Review *be careful, dangerous, get angry, face to face* and *social network*.
- With a strong class, pupils work individually to read and follow the chart. If pupils need support, make mixed ability pairs. Monitor and help with new vocabulary. Make sure each pupil knows which of the 'result' texts to read (A, B or C).

2 Do you agree with your result for Activity 1? Talk to your friend. Ask and answer.

- Focus pupils on Activity 2 and check comprehension of the four questions.
- Pupils work in pairs. They compare their results from the flow chart and say if they agree or not. Then they discuss the four questions.
- Elicit ideas and encourage the pupils to discuss the issue as a class. Ask *How many computers are there in your home? How many televisions are there? Do your parents sometimes take your mobile or computer away? If so, why?*

Key: 1–3 Pupil's own answers. Possible answers to question 4: not spending much time with friends and family, not studying or doing homework, going to bed late (losing sleep), skipping meals to stay in front of the computer / TV, not doing enough exercise, physical problems (neck, eyes, fingers), addiction to the computer / TV.

Extra activity 1: see page 223 (if time)

Activity Book page 90

1 Write sentences with 'should' or 'shouldn't'.

- Tell pupils to open their Activity Book at page 90. Focus on Activity 1. Pupils complete the activity individually. Check with the class.

Key: 2 You shouldn't spend more than an hour a day in front of a computer screen. 3 You shouldn't be afraid to use technology. 4 You shouldn't play exciting computer games before going / you go to bed. 5 You shouldn't get angry when / if you can't use a computer.

2 Read and answer.

- Focus pupils on Activity 2 and on the picture. Ask *How does the girl feel?* Elicit *worried.* Ask *Why is she worried?* Give pupils time to read the first sentence of the text and elicit the reason (Because she thinks that her brother has a problem with computers).
- Check comprehension of questions 1 to 6 (make sure pupils realise that *three o'clock in the morning* means 3 a.m.). Pupils read and answer in pairs. Elicit answers. See if they all agree about question 5 and elicit suggestions for question 6 (with *should* / *shouldn't*). Encourage pupils to give reasons for their answers.

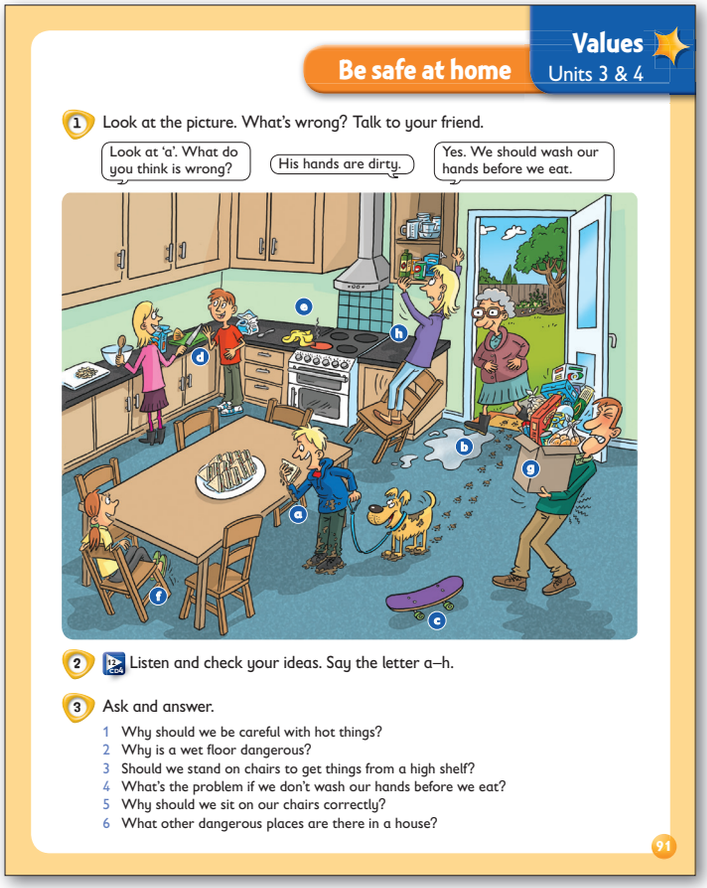
Key: 2 More than two hours. 3 Because he wants to stay at home and play on the computer. 4 Playing games on the computer. 5 and 6 Pupil's own answers.

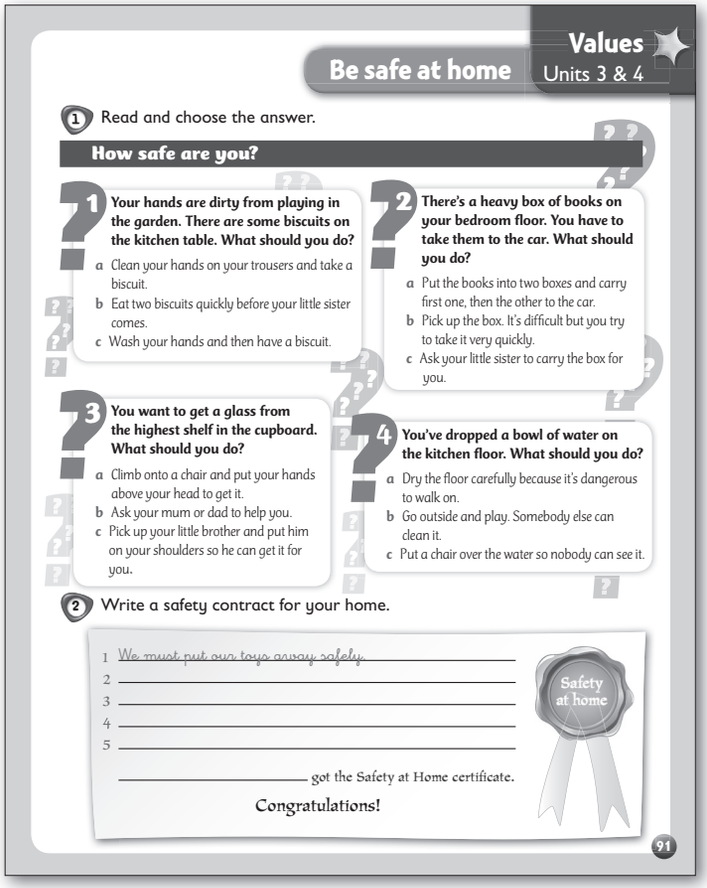
Extra activity 2: see page 223 (if time)

Ending the lesson

- Elicit problems we can have if we spend too much time using technology and ask for examples of other ways to spend free time.

Values 3 & 4 Be safe at home





Objectives: By the end of the lesson, pupils will have talked about safety in the home and practised talking about rules using *should* and *must*.

Target language

- **Key language:** *cooker, feet* (of a chair), *fall over, safe, start fires, What's wrong?, if (If we don't wash our hands, we get ill.)*
- **Additional language:** *cloth*
- **Revision:** *home, should / shouldn't, must / mustn't* (rules), adjectives: *dangerous, dirty, dry, high, heavy, hot, wet; box, climb, fall over, knives, shelf, skateboard*

Pupil's Book page 91

Warmer

- Before class, put your bag on the floor near your desk. Pretend to fall over the bag. Say *Is it a good idea to leave a bag here?* Elicit *No. It's dangerous / It isn't safe.* Ask *Why?* and present/elicit *You can / could fall over.* Tell pupils in L1 that they are going to talk about how to prevent accidents. Ask pupils if they or anyone in their family has ever had an accident at home. What happened? Accept answers in L1.

1 Look at the picture. What's wrong? Talk to your friend.

- Ask pupils *Which room at home is the most dangerous?* Elicit ideas.
- Tell pupils to open their Pupil's Book at page 91. Focus on the picture and ask *Which room is it? What can you see?* Elicit *chair, table, cupboard, shelf, sandwich, skateboard, knife, box,* etc. Present *cooker* and *cloth* (*on the cooker*). Read the activity instruction and check comprehension of *What's wrong?*
- Ask pupils to point to boy 'a'. Focus on the speech bubbles and elicit ways to talk about the boy, e.g. *He hasn't washed his hands. He's got dirty hands and he's going to eat. He should / must wash his hands. He shouldn't / mustn't eat with dirty hands. The dog should be outside.* Write examples on the board. Ask pupils to think of a sentence with *We should ...* for each of the problems in the picture.
- Pupils work in pairs to talk about the rest of the people in the picture. Do not elicit answers at this stage.

2 Listen and check your ideas. Say the letter a–h.

- Tell pupils to listen carefully. Play the first sentence. Elicit the correct letter (h). Repeat the first sentence and elicit some of the sentences pupils wrote for the same problem.
- Play the rest of the audio. Pause after each sentence to elicit the letter. Play the whole CD again and check comprehension of *feet* (of a chair) and *start fires*.

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

CD 4, 12

1 We mustn't climb on chairs to get things from high places.
2 We must give knives to other people carefully.
3 We should always sit on our chairs with four feet on the floor.
4 We mustn't carry heavy things. It's better to put things into two boxes.
5 We should be careful with hot things in the kitchen. They can start fires.
6 Wet floors are dangerous. We should dry them.
7 We should never leave toys on the floor because people can fall over them.
8 We should wash our hands before we eat.

3 Ask and answer.

- Focus pupils on Activity 3. Read the activity instruction and the questions. Pupils discuss the questions in pairs. Monitor and help as necessary.
- Elicit ideas and encourage further discussion about safety in the home.

Key: Possible answers: 1 Because they can start fires. 2 Because people can fall / slip over. 3 No, we should use steps / a ladder. 4 We can get ill (from bacteria). 5 We can fall over / The chair can break. 6 Bathroom (wet floors, chemicals / medication), Living room (wires from electrical appliances, sockets).

Extra activity 1: see page 223 (if time)

Activity Book page 91

1 Read and choose the answer.

- Tell pupils to open their Activity Book at page 91. Read the activity instructions.
- Pupils work in pairs to read and ask and answer. They write down their choices.
- Discuss answers, but encourage pupils not to be too judgmental. Discuss the advantages of each course of action, rather than what is 'right'.

2 Write a safety contract for your home.

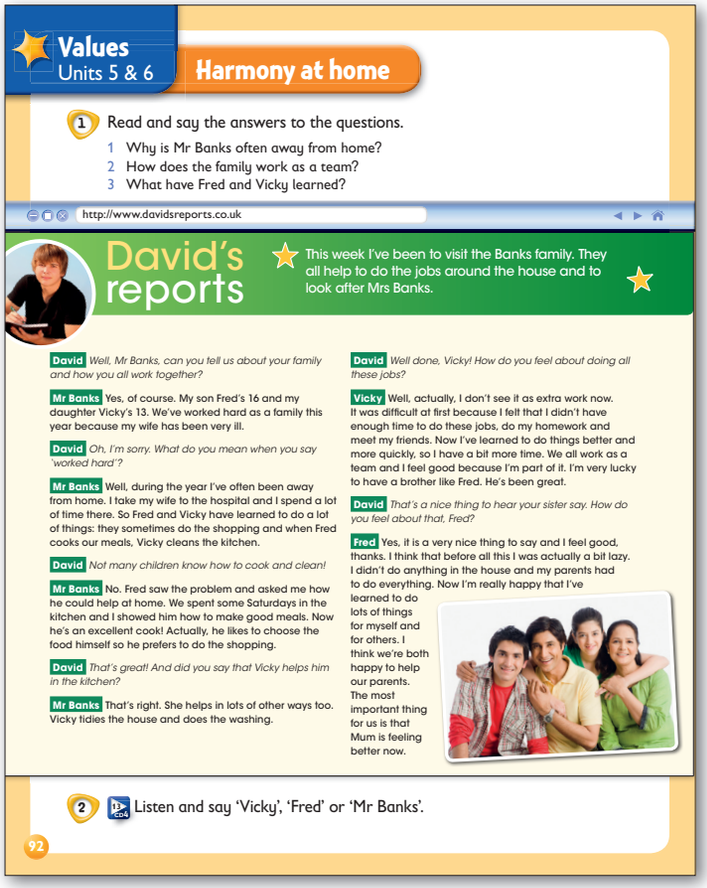
- Elicit more example rules for the 'contract', with *must / mustn't* or *should / shouldn't*. Write them on the board.
- Pupils complete the activity individually. Monitor and help.

Extra activity 2: see page 223 (if time)

Ending the lesson

- Mime doing something dangerous in the kitchen, e.g. Switch on the gas on the cooker and put a pan on, then walk away and answer the phone. Pupils tell you *You mustn't leave hot things on the cooker. / Don't leave hot things on the cooker. / Switch off the cooker.* Repeat with different mimes.

Values 5 & 6 Harmony at home


Values
Units 5 & 6
Harmony at home

1 Read and say the answers to the questions.
1 Why is Mr Banks often away from home?
2 How does the family work as a team?
3 What have Fred and Vicky learned?

http://www.davidsreports.co.uk

David's reports

This week I've been to visit the Banks family. They all help to do the jobs around the house and to look after Mrs Banks.

David *Well, Mr Banks, can you tell us about your family and how you all work together?*

Mr Banks Yes, of course. My son Fred's 16 and my daughter Vicky's 13. We've worked hard as a family this year because my wife has been very ill.

David *Oh, I'm sorry. What do you mean when you say 'worked hard'?*

Mr Banks Well, during the year I've often been away from home. I take my wife to the hospital and I spend a lot of time there. So Fred and Vicky have learned to do a lot of things: they sometimes do the shopping and when Fred cooks our meals, Vicky cleans the kitchen.

David *Not many children know how to cook and clean!*

Mr Banks No. Fred saw the problem and asked me how he could help at home. We spent some Saturdays in the kitchen and I showed him how to make good meals. Now he's an excellent cook! Actually, he likes to choose the food himself so he prefers to do the shopping.

David *That's great! And did you say that Vicky helps him in the kitchen?*

Mr Banks That's right. She helps in lots of other ways too. Vicky tidies the house and does the washing.

David *Well done, Vicky! How do you feel about doing all these jobs?*

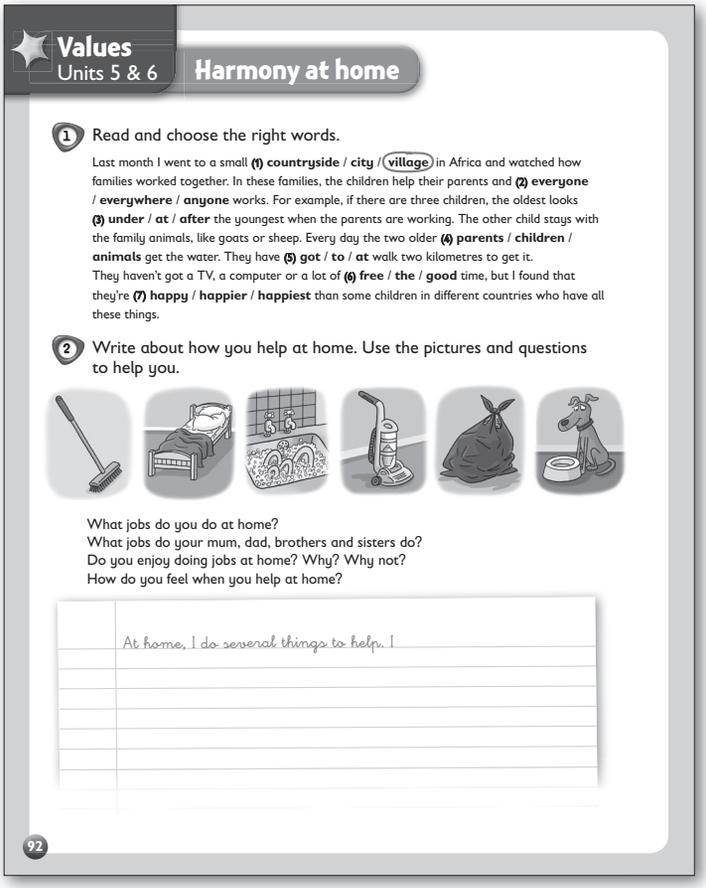
Vicky Well, actually, I don't see it as extra work now. It was difficult at first because I felt that I didn't have enough time to do these jobs, do my homework and meet my friends. Now I've learned to do things better and more quickly, so I have a bit more time. We all work as a team and I feel good because I'm part of it. I'm very lucky to have a brother like Fred. He's been great.

David *That's a nice thing to hear your sister say. How do you feel about that, Fred?*

Fred Yes, it is a very nice thing to say and I feel good, thanks. I think that before all this I was actually a bit lazy. I didn't do anything in the house and my parents had to do everything. Now I'm really happy that I've learned to do lots of things for myself and for others. I think we're both happy to help our parents. The most important thing for us is that Mum is feeling better now.

2 Listen and say 'Vicky', 'Fred' or 'Mr Banks'.

92


Values
Units 5 & 6
Harmony at home

1 Read and choose the right words.

Last month I went to a small **(1) countryside** / **city** / **village** in Africa and watched how families worked together. In these families, the children help their parents and **(2) everyone** / **everywhere** / **anyone** works. For example, if there are three children, the oldest looks **(3) under** / **at** / **after** the youngest when the parents are working. The other child stays with the family animals, like goats or sheep. Every day the two older **(4) parents** / **children** / **animals** get the water. They have **(5) got** / **to** / **at** walk two kilometres to get it. They haven't got a TV, a computer or a lot of **(6) free** / **the** / **good** time, but I found that they're **(7) happy** / **happier** / **happiest** than some children in different countries who have all these things.

2 Write about how you help at home. Use the pictures and questions to help you.

What jobs do you do at home?
What jobs do your mum, dad, brothers and sisters do?
Do you enjoy doing jobs at home? Why? Why not?
How do you feel when you help at home?

At home, I do several things to help. I

92

Objectives: By the end of the lesson, pupils will have read an article about family life and talked about helping at home.

Target language

- **Key language:** *harmony, lazy, work as a team*
- **Additional language:** *away from home*
- **Revision:** house and home, *clean, cook, do the shopping / washing, look after, spend (time), tidy, anything, everything*

Materials required

- Extra activity 1: Props for a family role play (three items per group of pupils): notepad and pen (for the interviewer), an item of clothing worn by a dad (e.g. baseball cap, sunglasses, jacket) and something worn by a mum (e.g. neck scarf, lady's hat).
- Extra activity 2: Poster paper for each pair or group

Pupil's Book page 92

Warmer

- Brainstorm jobs at home onto the board. Make sure you include *washing, shopping, washing up, cooking, tidying* and *cleaning*. Pupils may also mention *making beds, taking out the rubbish, looking after or helping a younger brother / sister, feeding / walking a pet, washing the car.*
- Say the words and phrases for the class to repeat. Clean the board. See how many of the jobs pupils can remember.

1 Read and say the answers to the questions.

- Tell pupils to open their Pupil's Book at page 92. Pupils work individually to read and answer. You may wish to set a time limit of five minutes. Pupils compare answers in pairs. Check with the class.

Key: Possible answers: 1 Because his wife is ill and he takes her to the hospital and stays with her. 2 They share jobs around the house. 3 Fred has learned to cook and do the shopping; Vicky has learned to do jobs better and more quickly / to organise her life.

2 Listen and say 'Vicky', 'Fred' or 'Mr Banks'.

- Give pupils time to read the article again. Answer any questions. Read the activity instruction and make sure pupils realise they will hear only one sentence each time. Play the first sentence as an example. Elicit ideas and ask pupils to give reasons for their answer.
- Play the rest of the audio. Pause after each sentence to give pupils time to think and write a name. They compare answers in pairs. Play the whole CD again. Elicit answers and ask for reasons.
- Write the following questions on the board:
  What jobs do you do at home?
  Do you think you do too much to help or not enough?
  How do you feel when your parents ask you to help at home?
  How can you help your parents more?
- Pupils work in small groups to discuss the questions. Monitor and help. Ask groups to report back to the class and have a brief whole-class discussion.

Key: 1 Fred, 2 Vicky, 3 Mr Banks, 4 Vicky, 5 Vicky, 6 Fred, 7 Vicky, 8 Fred, 9 Mr Banks, 10 Fred

CD 4, 13

1 His dad taught him to cook.
2 She helps her brother in the kitchen.
3 He's often been away from home this year.
4 Her mum's been very ill.
5 She's learned to do everyday jobs more quickly.
6 He prefers to do the shopping himself.
7 It was difficult for her at first.
8 He thinks that he was a bit lazy before.
9 He has looked after his wife a lot this year.
10 He's happy that he's learned to do things for himself and for his family.

Extra activity 1: see page 223 (if time)

Activity Book page 92

1 Read and choose the right words.

Key: 2 everyone, 3 after, 4 children, 5 to, 6 free, 7 happier

2 Write about how you help at home. Use the pictures and questions to help you.

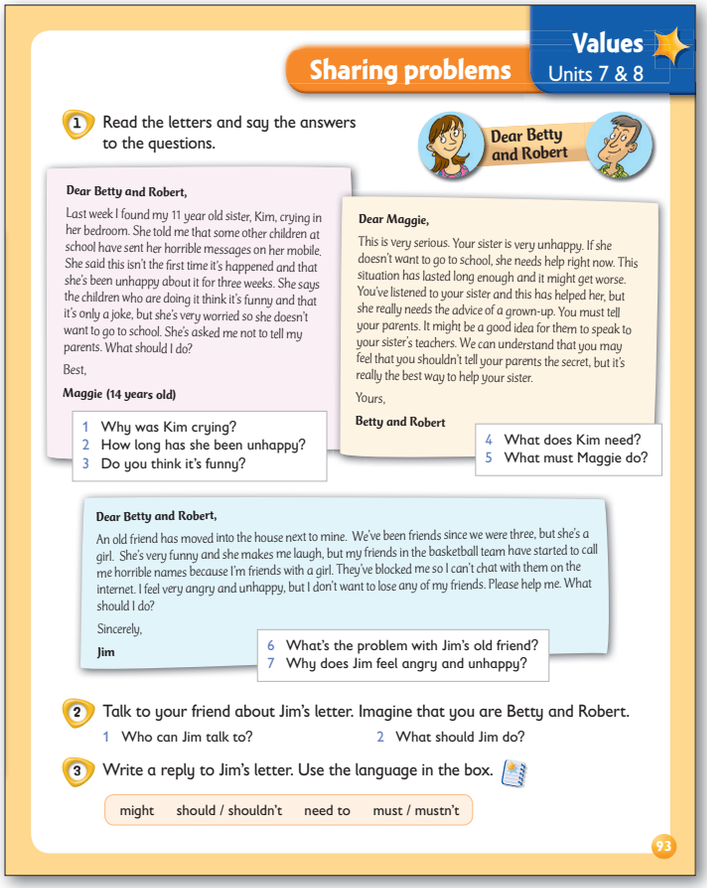
- Focus pupils on Activity 2. Elicit the jobs shown in the pictures (*cleaning / sweeping, making beds, washing up, vacuuming, taking out the rubbish, feeding the dog*).
- Give pupils a few minutes to discuss the questions in pairs and make notes before they write. Monitor and encourage pupils not to just write a list of jobs (they should explain how they feel about helping and what else they can do in the future). This writing could be set as homework.

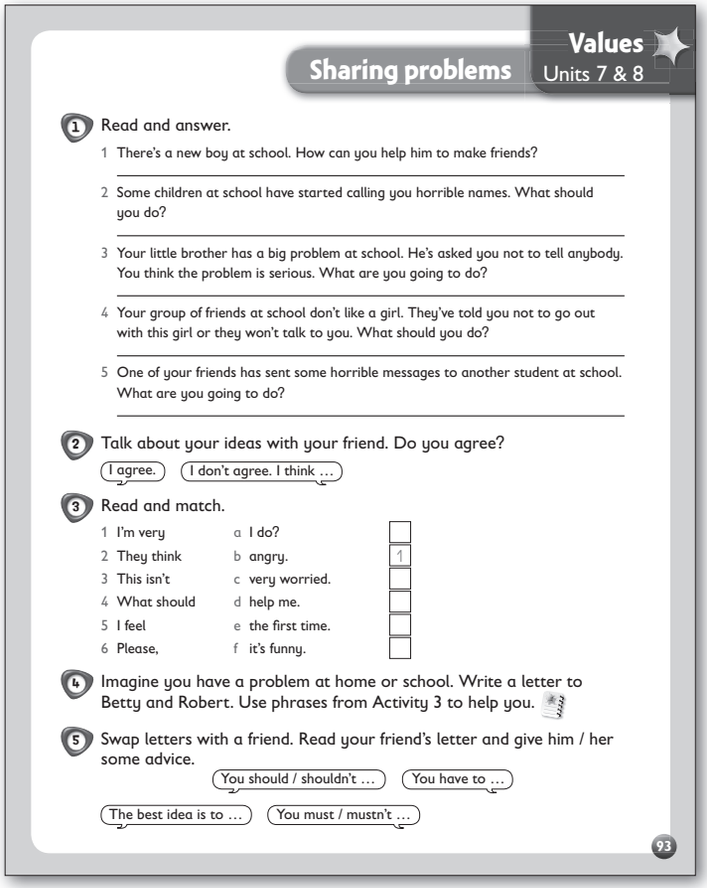
Extra activity 2: see page 223 (if time)

Ending the lesson

- With books closed, tell pupils to listen and write the missing words. Read the following phrases and cough or make a hand signal for each missing word (answers given in brackets for reference):
  1 Mr Banks has often been away from _____ . (home)
  2 Fred cooks and Vicky cleans the _____ afterwards. (kitchen)
  3 Mr Banks showed Fred how to cook good _____ . (meals)
  4 Vicky does the _____ . (washing)
  5 Vicky didn't have enough time to meet her _____ . (friends)
  6 She feels lucky to have a _____ like Fred. (brother)
  7 Before, Mr and Mrs Banks had to do _____ at home. (everything)
  8 Mrs Banks is feeling _____ now. (better)
- Pupils compare answers in pairs. Check with the class.

Values 7 & 8 Sharing problems





Objectives: By the end of the lesson, pupils will have read problem letters and advice. They will have practised talking about possibilities and giving advice with *need to, might, must / mustn't* and *should / shouldn't*.

Target language

- **Key language:** *cry, horrible, last (v), grown-up, share, worried*
- **Additional language:** *right now, call* (someone) *names, I agree / I don't agree*
- **Revision:** present perfect and past simple, *must / mustn't, need to, should / shouldn't, funny, get worse, joke, advice*

Materials required

- Warmer: Example of a 'problem page' from a magazine or an age-appropriate website (in English or L1)
- Extra activity 1: Two large pieces of card for each pupil
- Extra activity 2: Sheets of paper

Pupil's Book page 93

Warmer

- Show the class an example of a 'problem page' from a magazine (or an age-appropriate website). Ask pupils if they ever read these pages. Explain/Remind pupils that in English the experts who answer such letters are often called *agony aunts* (or uncles).

1 Read the letters and say the answers to the questions.

- Tell pupils to open their Pupil's Book at page 93. Focus on the lesson title and check comprehension. Direct pupils to the pictures of Betty and Robert and explain that they are an agony aunt and uncle. Read the activity instruction aloud and choose pupils to read the questions. Make sure pupils know which of the letters is about a problem and which letter is a reply from Betty and Robert. Before pupils read, pre-teach/check *cry* and *grown-up.*
- Pupils read the letters individually, then answer the questions in pairs. Check with the class. Encourage pupils to use the correct tenses in their replies. Help with any other new vocabulary in the letters.

Key: 1 Because some children at school have sent her horrible text messages on her mobile. 2 She's been unhappy for three weeks. 3 No, it's not funny. 4 She needs help. 5 She must tell her parents / talk to a grown-up. 6 She's a girl. 7 His friends have blocked him on an internet chat site.

2 Talk to your friend about Jim's letter. Imagine that you are Betty and Robert.

- Focus pupils on the letter from Jim. Ask some questions about his problem, e.g. *How long has Jim been friends with his neighbour? Why does he like her? What's the problem?* Make sure pupils know what to do. They discuss the questions in pairs. Check that pupils are using modal verbs (*can, must, should, could*). Elicit ideas and have a brief whole-class discussion about what Jim should do.

3 Write a reply to Jim's letter. Use the language in the box.

- Focus pupils on Activity 3. Read the activity instruction and check comprehension of the verbs in the box. Write examples from Betty and Robert's letter on the board (e.g. *It might get worse. You must tell your parents.*). Pupils plan the letter and then write a first draft. Monitor and support. Check the first drafts before pupils write their final letter.

Extra activity 1: see page 223 (if time)

Activity Book page 93

1 Read and answer.

- Tell pupils to open their Activity Book at page 93. Read the activity instruction and ask individual pupils to read the questions. Check comprehension.
- Pupils work individually to write their ideas for each question. Remind them to use *can, going to* or *should* as appropriate. They don't compare ideas with a partner at this stage. Monitor and help.

Key: Pupils' own answer

2 Talk about your ideas with your friend. Do you agree?

- Focus pupils on Activity 2 and make sure they know what to do. Check comprehension of *I agree / I don't agree.* Make pairs. Pupils discuss their answers to Activity 1. Elicit opinions in a whole-class discussion.

Key: Pupils' own answer

3 Read and match.

- Focus on Activity 3 and go through the example. Pupils match the rest of the phrases, then compare answers in pairs. Check with the class.

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

4 Imagine you have a problem at home or school. Write a letter to Betty and Robert. Use phrases from Activity 3 to help you.

- Ask a pupil to read the activity instruction. Direct them to the problem letters in the Pupil's Book and the situations in Activity Book Activity 1. Tell them to begin their letter *Dear Betty and Robert*. Pupils plan and write the letter individually. Help with new language.

Key: Pupils' own answer

5 Swap letters with a friend. Read your friend's letter and give him / her some advice.

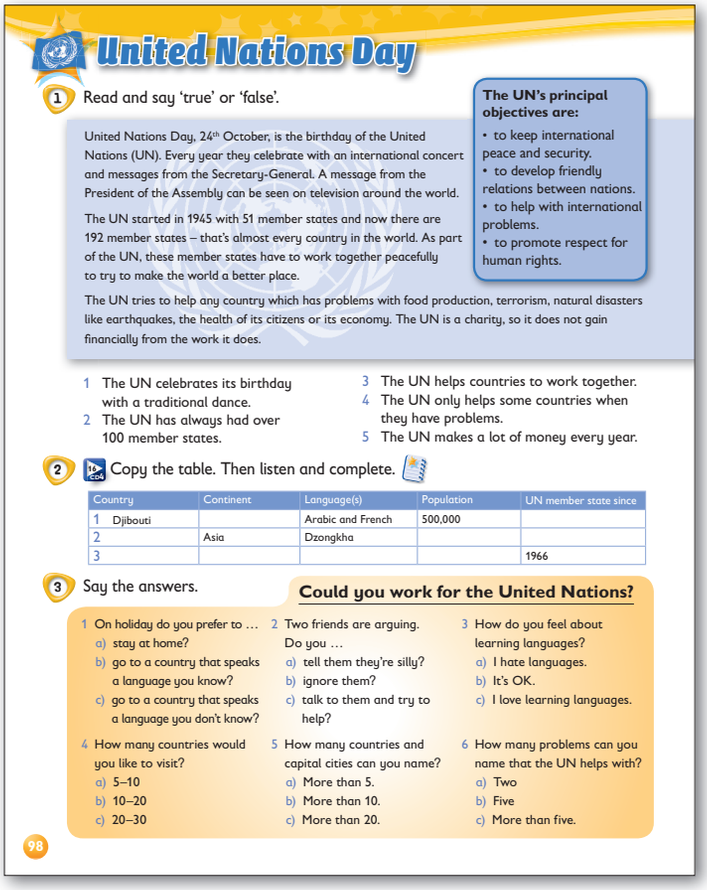
- Read the activity instruction. Make sure pupils know what to do and ask volunteers to read the speech bubbles. Pupils read each other's letters and then give advice. Monitor and check they are using language from the lesson (*should / shouldn't / must / mustn't,* etc.).

Extra activity 2: see page 223 (if time)

Ending the lesson

- Ask pupils if this lesson has changed their opinion of 'problem pages'. Would they be more likely to write to an agony aunt/uncle now? Elicit other ways of sharing problems.

United Nations Day



United Nations Day

1 Read and say 'true' or 'false'.

United Nations Day, 24th October, is the birthday of the United Nations (UN). Every year they celebrate with an international concert and messages from the Secretary-General. A message from the President of the Assembly can be seen on television around the world.

The UN started in 1945 with 51 member states and now there are 192 member states – that's almost every country in the world. As part of the UN, these member states have to work together peacefully to try to make the world a better place.

The UN tries to help any country which has problems with food production, terrorism, natural disasters like earthquakes, the health of its citizens or its economy. The UN is a charity, so it does not gain financially from the work it does.

The UN's principal objectives are:
- to keep international peace and security.
- to develop friendly relations between nations.
- to help with international problems.
- to promote respect for human rights.

1 The UN celebrates its birthday with a traditional dance.
2 The UN has always had over 100 member states.
3 The UN helps countries to work together.
4 The UN only helps some countries when they have problems.
5 The UN makes a lot of money every year.

2 Copy the table. Then listen and complete.

Country	Continent	Language(s)	Population	UN member state since
1 Djibouti		Arabic and French	500,000	
2	Asia	Dzongkha		
3				1966

3 Say the answers.

Could you work for the United Nations?

1 On holiday do you prefer to …
a) stay at home?
b) go to a country that speaks a language you know?
c) go to a country that speaks a language you don't know?

2 Two friends are arguing. Do you …
a) tell them they're silly?
b) ignore them?
c) talk to them and try to help?

3 How do you feel about learning languages?
a) I hate languages.
b) It's OK.
c) I love learning languages.

4 How many countries would you like to visit?
a) 5–10
b) 10–20
c) 20–30

5 How many countries and capital cities can you name?
a) More than 5.
b) More than 10.
c) More than 20.

6 How many problems can you name that the UN helps with?
a) Two
b) Five
c) More than five.

98

Objectives: By the end of the lesson, pupils will have learnt about the United Nations, and how it helps in different world situations.

Target language

- **Key language:** *United Nations (UN), member states, peace and security, friendly relations, promote respect*
- **Additional language:** *Secretary-General*

Materials required

- A world map

Pupil's Book page 98

Warmer

- Focus pupils on the world map. Divide the class into teams and write each team name on the board. Tell pupils they will need to think of names of countries to win points. The first team says a country beginning with A to win a point, the next a country with B and so on until the end of the alphabet. The team with the most points wins.

1 Read and say 'true' or 'false'.

- Tell pupils to open their Pupil's Books at page 98. Ask them to look at the five sentences below the text and say whether they think they are true or false. Elicit answers. Then pupils take turns to read the text around the class. Check understanding. Ask pupils to read the sentences aloud and give their answers. As a class, check the answers against their earlier predictions.

Key: 1 False, 2 False, 3 True, 4 False, 5 False

2 Copy the table. Then listen and complete.

- Talk about the countries from the Warmer and say that all of these countries are probably in the UN. Point to a country on the board and say *What do you know about this country?* (language spoken, population size, etc.). Tell pupils they are going to hear some information about three small countries which are members of the UN. Pupils copy the table into their notebooks. Play the audio. Pupils complete the table. Play the audio again and pupils check their answers. Check with the class.

Key:

Country	Continent	Language(s)	Population	UN member state since
1 Djibouti	Africa	Arabic & French	500,000	1977
2 Bhutan	Asia	Dzongkha	697,000	1971
3 Guyana	South America	Spanish & English	772,000	1966

CD 4, 16

1

BOY: Do you know where Djibouti is?
GIRL: Djibouti? No. Is that a real country?
BOY: Of course it is. It's in Africa. It's not a very big country – only half a million people live there.
GIRL: That is small. Djibouti's an interesting name. What language do they speak there?
BOY: Arabic and French, I think. And it's been a member of the UN since 1977.
GIRL: Since 1977? That's over thirty years – and I've never heard of it. I'd better listen more in Geography class!

2

BOY: What about Bhutan? Have you heard of that?
GIRL: Mm, how do you spell it?
BOY: B-H-U-T-A-N.
GIRL: Bhutan. Yes, that sounds familiar. Is it in Africa too?
BOY: No. It's in Asia.
GIRL: Oh, so do they speak Chinese?
BOY: No, not everyone in Asia speaks Chinese you know! Their language is called Dzongkha.
GIRL: And I suppose you know the population too?
BOY: It's a little bigger than Djibouti, about six hundred and ninety-seven thousand.
GIRL: Six hundred and ninety-seven thousand. That's still not very big.
BOY: No, but Bhutan's been a member state since 1971 so you should have heard of it.

3

BOY: OK, here's an easy one. You must know Guyana.
GIRL: Can you spell it for me?
BOY: G-U-Y-A-N-A.
GIRL: G-U-Y-A-N-A. I know! That's in South America.
BOY: Very good. But do you know what language they speak there?
GIRL: Spanish, of course.
BOY: No! The official language is English.
GIRL: Oh really? Is it big or small?
BOY: Well, the population is bigger than Djibouti and Bhutan. Seven hundred and seventy-two thousand people live in Guyana.
GIRL: And has it been part of the UN for a long time?
BOY: Yes, since 1966.
GIRL: This is all very interesting. But why do you know all this information?
BOY: I've got a test on the history of the UN tomorrow. Do you think I'll pass?
GIRL: I think you could write the test!

3 Say the answers.

- Pupils work individually to answer the questions. They write their answers in their notebooks. Tell pupils to see which letter *a*, *b* or *c* they have chosen most.
- Read the descriptions below and after each one ask pupils to guess which letter they correspond to.

  Mostly 'a's: You are very happy with your country where you would make an excellent politician, but if you don't like speaking other languages, maybe the UN is not for you.

  Mostly 'b's: You know enough about the world to work for the UN, but maybe you need to improve your Geography or languages a little first.

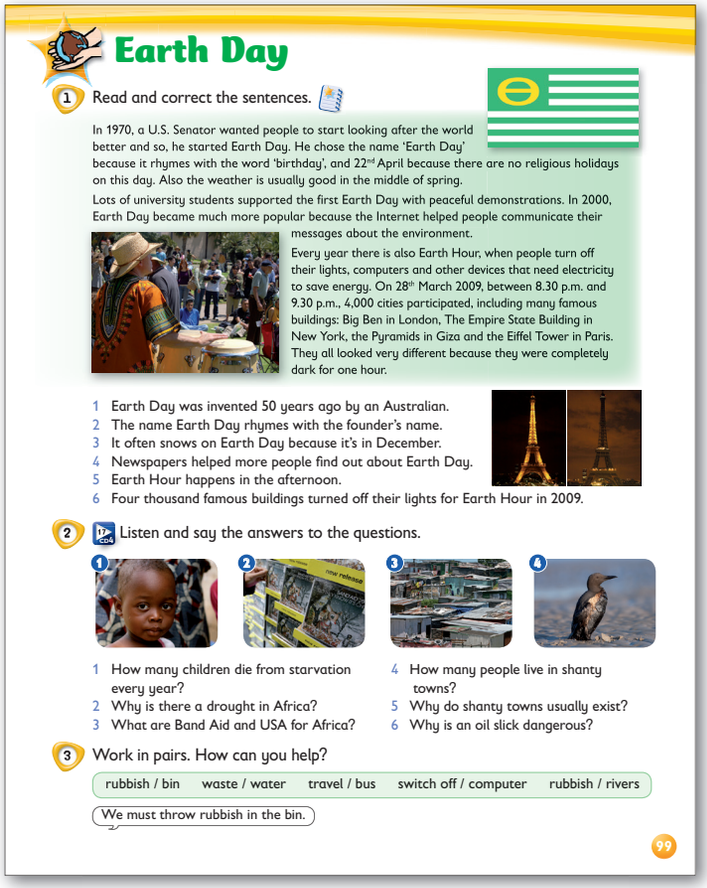
  Mostly 'c's: You know a lot about the world and are curious about new places. Your love of languages could help you be a successful member of the UN team.

Website
http://www.un.org/en/events/unday/

Ending the lesson

- Say some of the countries from Pupil's Book Activity 2 for pupils to recall the information, e.g. *People in Djibouti speak* ... Pupils complete the sentences without looking back.

Earth Day



Earth Day

1 Read and correct the sentences.

In 1970, a U.S. Senator wanted people to start looking after the world better and so, he started Earth Day. He chose the name 'Earth Day' because it rhymes with the word 'birthday', and 22nd April because there are no religious holidays on this day. Also the weather is usually good in the middle of spring.

Lots of university students supported the first Earth Day with peaceful demonstrations. In 2000, Earth Day became much more popular because the Internet helped people communicate their messages about the environment.

Every year there is also Earth Hour, when people turn off their lights, computers and other devices that need electricity to save energy. On 28th March 2009, between 8.30 p.m. and 9.30 p.m., 4,000 cities participated, including many famous buildings: Big Ben in London, The Empire State Building in New York, the Pyramids in Giza and the Eiffel Tower in Paris. They all looked very different because they were completely dark for one hour.

1 Earth Day was invented 50 years ago by an Australian.
2 The name Earth Day rhymes with the founder's name.
3 It often snows on Earth Day because it's in December.
4 Newspapers helped more people find out about Earth Day.
5 Earth Hour happens in the afternoon.
6 Four thousand famous buildings turned off their lights for Earth Hour in 2009.

2 CD 64 Listen and say the answers to the questions.

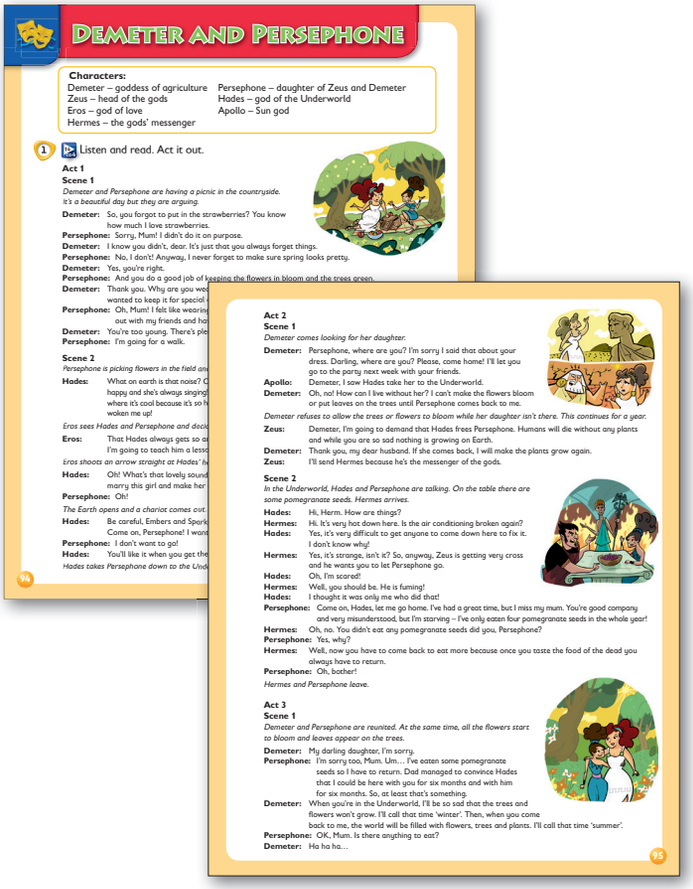
1 How many children die from starvation every year?
2 Why is there a drought in Africa?
3 What are Band Aid and USA for Africa?
4 How many people live in shanty towns?
5 Why do shanty towns usually exist?
6 Why is an oil slick dangerous?

3 Work in pairs. How can you help?

rubbish / bin | waste / water | travel / bus | switch off / computer | rubbish / rivers

We must throw rubbish in the bin.

99



Demeter and Persephone

Characters:
Demeter – goddess of agriculture
Zeus – head of the gods
Eros – god of love
Hermes – the gods' messenger
Persephone – daughter of Zeus and Demeter
Hades – god of the Underworld
Apollo – Sun god

1 Listen and read. Act it out.

Act 1
Scene 1
Demeter and Persephone are having a picnic in the countryside. It's a beautiful day but they are arguing.
Demeter: So, you forgot to put in the strawberries? You know how much I love strawberries.
Persephone: Sorry, Mum! I didn't do it on purpose.
Demeter: I know you didn't, dear. It's just that you always forget things.
Persephone: No, I don't! Anyway, I never forget to make sure spring looks pretty.
Demeter: Yes, you're right.
Persephone: And you do a good job of keeping the flowers in bloom and the trees green.
Demeter: Thank you. Why are you wea… wanted to keep it for special…
Persephone: Oh, Mum! I felt like wearing… out with my friends and ha…
Demeter: You're too young. There's ple…
Persephone: I'm going for a walk.

Scene 2
Persephone is picking flowers in the field an…
Hades: What on earth is that noise? C… happy and she's always singing… where it's cool because it's so h… woken me up!
Eros sees Hades and Persephone and decid…
Eros: That Hades always gets so a… I'm going to teach him a less…
Eros shoots an arrow straight at Hades' h…
Hades: Oh! What's that lovely sound… marry this girl and make her …
Persephone: Oh!
The Earth opens and a chariot comes out.
Hades: Be careful, Embers and Spark… Come on, Persephone! I want…
Persephone: I don't want to go!
Hades: You'll like it when you get the…
Hades takes Persephone down to the Und…

94

Act 2
Scene 1
Demeter comes looking for her daughter.
Demeter: Persephone, where are you? I'm sorry I said that about your dress. Darling, where are you? Please, come home! I'll let you go to the party next week with your friends.
Apollo: Demeter, I saw Hades take her to the Underworld.
Demeter: Oh, no! How can I live without her? I can't make the flowers bloom or put leaves on the trees until Persephone comes back to me.
Demeter refuses to allow the trees or flowers to bloom while her daughter isn't there. This continues for a year.
Zeus: Demeter, I'm going to demand that Hades frees Persephone. Humans will die without any plants and while you are so sad nothing is growing on Earth.
Demeter: Thank you, my dear husband. If she comes back, I will make the plants grow again.
Zeus: I'll send Hermes because he's the messenger of the gods.

Scene 2
In the Underworld, Hades and Persephone are talking. On the table there are some pomegranate seeds. Hermes arrives.
Hades: Hi, Herm. How are things?
Hermes: Hi. It's very hot down here. Is the air conditioning broken again?
Hades: Yes, it's very difficult to get anyone to come down here to fix it. I don't know why!
Hermes: Yes, it's strange, isn't it? So, anyway, Zeus is getting very cross and he wants you to let Persephone go.
Hades: Oh, I'm scared!
Hermes: Well, you should be. He is fuming!
Hades: I thought it was only me who did that!
Persephone: Come on, Hades, let me go home. I've had a great time, but I miss my mum. You're good company and very misunderstood, but I'm starving – I've only eaten four pomegranate seeds in the whole year!
Hermes: Oh, no. You didn't eat any pomegranate seeds did you, Persephone?
Persephone: Yes, why?
Hermes: Well, now you have to come back to eat more because once you taste the food of the dead you always have to return.
Persephone: Oh, bother!
Hermes and Persephone leave.

Act 3
Scene 1
Demeter and Persephone are reunited. At the same time, all the flowers start to bloom and leaves appear on the trees.
Demeter: My darling daughter, I'm sorry.
Persephone: I'm sorry too, Mum. Um… I've eaten some pomegranate seeds so I have to return. Dad managed to convince Hades that I could be here with you for six months and with him for six months. So, at least that's something.
Demeter: When you're in the Underworld, I'll be so sad that the trees and flowers won't grow. I'll call that time 'winter'. Then, when you come back to me, the world will be filled with flowers, trees and plants. I'll call that time 'summer'.
Persephone: OK, Mum. Is there anything to eat?
Demeter: Ha ha ha…

95

Objectives: By the end of the lesson, pupils will have learnt about Earth Day and Earth Hour. They will also perform a short play about the Greek myth of Demeter and Persephone.

Target language

- **Key language:** *support, peaceful demonstrations, to participate, starvation, drought, shanty towns, an oil slick, famine, poverty, eco-system, contaminate*
- **Additional language:** *founder, Band Aid, scrap metal, plastic sheets*
- **Revision:** countries, weather, *environment, greenhouse gases, acid rain, climate change*

Materials required

- A world map
- CD and/or copies of lyrics for *Do they know it's Christmas?* or *We are the world* or *Imagine*

Pupil's Book page 99

Warmer

- Ask pupils to think of ways that people damage the environment. Discuss as a class.

1 Read and correct the sentences.

- Tell pupils to open their Pupil's Books at page 99. They read the text silently and correct the sentences in their notebooks. Ask a pupil to read the text aloud and correct pronunciation. Ask different pupils to read the correct sentences written in their notebooks.

Key: 1 Earth Day was invented 40 years ago by an American. 2 The name Earth Day rhymes with the word 'birthday'. 3 The weather is usually good on Earth Day because it's in April. 4 The internet helped more people find out about Earth Day and the environment. 5 Earth Hour happens in the evening. 6 Four thousand cities turned off their lights for Earth Hour in 2009.

2 Listen and say the answers to the questions.

- Focus pupils on the photos. Elicit what they can see. Write on the board in a jumbled order: *poverty, Band Aid, shanty town, oil slick* and elicit the meaning of each by asking pupils to match the words with an appropriate photo. Tell pupils to read the sentences under the photos. Check understanding. Play the audio in sections, pausing after each topic and allowing time for pupils to answer the relevant questions. Play the audio again if necessary. Check answers with the class. Help with any vocabulary. Pupils share their opinions on these topics and discuss as a class.

Key: 1 15 million. 2 Because there's not enough water: caused by CO2 emissions into the atmosphere. 3 Two groups of pop singers who made songs to sell and then give the money to help people in Africa. 4 One billion. 5 Because people from the rural areas go to the cities to work and they don't have money to live in proper houses. 6 Because it covers animals in oil so they die. Also it pollutes the water.

CD 4, 17

BOY: Dad, look at those children in Africa. They don't have anything to eat. I can't believe it!
DAD: Yes, it's very sad – there's no water so no food grows. 15 million children die every year from hunger. Every 3.6 seconds someone in the world dies from hunger and 75% are children. The drought that leads to famine has been caused by the emission of CO_2 into the atmosphere. Most of this comes from developed countries.
BOY: Is anybody doing anything about it?
DAD: Lots of people are trying to help. There have been famous singers who have recorded songs to help the people in Africa–Band Aid sang 'Do they know it's Christmas?' in 1984 and USA for Africa sang 'We are the world' in 1985. The money from the sale of the records is given to help people in Africa – I've got them if you want to hear the songs ...
BOY: Dad? What are shanty towns?
DAD: Shanty towns? They're groups of unplanned houses made from cheap material such as scrap metal or plastic sheets. There are one billion people living in shanty towns. Why do you ask?
BOY: We were talking at school about poverty in the world and the number of people in South America who have to live in shanty towns. Have the people who live there got water and electricity?
DAD: No, they haven't, even though they are usually outside large cities. People leave rural areas and go to the cities to find jobs, but they don't often have enough money to live in a proper house.
BOY: That's awful!

BOY: 'Russia fights Siberia's oil slick.' What's an oil slick, Dad?
DAD: It's a layer of oil floating on the sea or a lake that has come out of a ship or container. It usually happens when a ship has an accident.
BOY: Is it dangerous?
DAD: It's very dangerous. The animals that live in the water die because their bodies become covered in oil and their food becomes contaminated and so the whole eco-system is affected.

3 Work in pairs. How can you help?

- Write *How can we look after the world we live in?* on the board. Pairs or small groups discuss the question. Encourage them to use the picture prompts and to use *must/mustn't/should/shouldn't*. Monitor and help/correct where necessary.

Websites
http://www.earthday.net
http://www.earthhour.org/earth-hour-around-world

Pupil's Book pages 94 & 95

1 Listen and read. Act it out.

- Tell pupils to open their Pupil's Books at pages 94 and 95. Say *Do you know anything about the Greek myth of Demeter and Persephone?* Elicit answers. If pupils don't know the story at all, tell them that it is a myth based on the changing seasons. Introduce characters. Pre-teach *underworld* and *pomegranate*. Pupils listen to audio of the play and read it in their books.
- Give out the different roles to seven pupils, plus one as the narrator. Play the audio again and pupils repeat their parts. Check pronunciation. Pupils rehearse the play in their groups and learn their roles by heart. They perform for the rest of the class. Encourage pupils to bring in props and clothes for the performance.

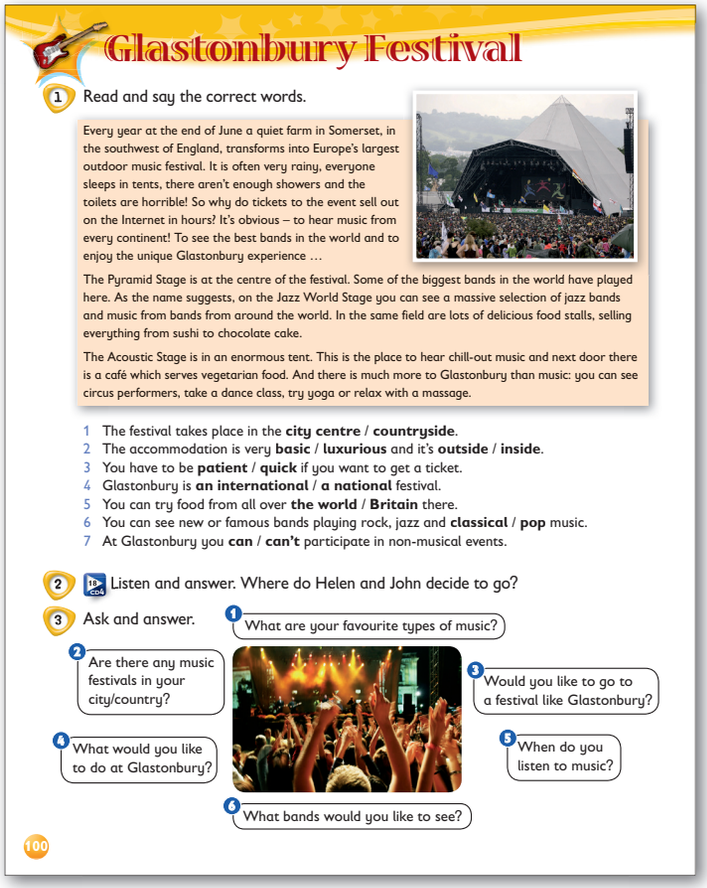
CD 4, 14

As in Pupil's Book

Ending the lesson

- Pupils think how to celebrate Earth Day in their school.

Glastonbury Festival



Glastonbury Festival

1 Read and say the correct words.

Every year at the end of June a quiet farm in Somerset, in the southwest of England, transforms into Europe's largest outdoor music festival. It is often very rainy, everyone sleeps in tents, there aren't enough showers and the toilets are horrible! So why do tickets to the event sell out on the Internet in hours? It's obvious – to hear music from every continent! To see the best bands in the world and to enjoy the unique Glastonbury experience …

The Pyramid Stage is at the centre of the festival. Some of the biggest bands in the world have played here. As the name suggests, on the Jazz World Stage you can see a massive selection of jazz bands and music from bands from around the world. In the same field are lots of delicious food stalls, selling everything from sushi to chocolate cake.

The Acoustic Stage is in an enormous tent. This is the place to hear chill-out music and next door there is a café which serves vegetarian food. And there is much more to Glastonbury than music: you can see circus performers, take a dance class, try yoga or relax with a massage.

1 The festival takes place in the **city centre** / **countryside**.
2 The accommodation is very **basic** / **luxurious** and it's **outside** / **inside**.
3 You have to be **patient** / **quick** if you want to get a ticket.
4 Glastonbury is **an international** / **a national** festival.
5 You can try food from all over **the world** / **Britain** there.
6 You can see new or famous bands playing rock, jazz and **classical** / **pop** music.
7 At Glastonbury you **can** / **can't** participate in non-musical events.

2 Listen and answer. Where do Helen and John decide to go?

3 Ask and answer.

1 What are your favourite types of music?
2 Are there any music festivals in your city/country?
3 Would you like to go to a festival like Glastonbury?
4 What would you like to do at Glastonbury?
5 When do you listen to music?
6 What bands would you like to see?

100

Glastonbury Festival

Characters:
Monica Laura Anna Matt Lewis

1 Listen and read. Act it out.

Act 1
Scene 1
There are three friends arriving at Glastonbury festival.

Laura: We're here at last.
Monica: My bag is really heavy. Let's find our tipi so we can get settled.
Anna: I thought we were staying in a myhab?
Laura: No! Don't you remember we decided to try a tipi, even if it's a bit more expensive?
Anna: Oh, that's right. Come on! The tipi will be lots of fun.
Laura: Did you remember to bring everything that was on the list?
Monica: Yes, I saw the list on the Internet. I must remember to keep some clean clothes to go home in or my mum will go crazy!
Anna: Here we are. This is our tipi. That's great! It's right next to the park area. There's a sauna nearby as well.
Laura: I'm glad I didn't forget my ear plu
Monica: What great views!

Scene 2
Inside the tipi.

Laura: Let's leave everything here and go
Monica: Yes, great idea.
Anna: It's quite big in here, isn't it? I'll sle
Did you remember to bring your
Laura & Monica: Yes, of course!
Laura: Oh, there aren't any plugs for my
Monica: Did you really think there would
Laura: No, I suppose not!
Anna: Come on! Let's find where we can
Laura: We mustn't leave any money in th
Monica: We can leave some things in a loc
Laura: What's that?
Monica: They're places around the camp w
property. You can also get soap a
Anna: Come on!

Act 2
Scene 1
Walking around the camp, the girls meet tw
talking on the phone.

Matt: Yes, Mum, we arrived safely. No, M
Lewis: Matt, I'm going to ask those girls

94

Matt: OK. Mum! I've got to go!
Lewis: Excuse me, can you tell us where the tipis are?
Monica: Yes, we're staying in one, too. We'll take you there, if you like.
Lewis: OK, thanks. That would be great!
Matt: I'm Matt and this is Lewis.
Anna: Hi! I'm Anna. This is Monica and this is Laura.
Laura & Monica: Hiya!
They arrive at the tipis.
Anna: Here we are!
Lewis: Oh, this is fantastic! Hey, we're in the tipi next to you!
Matt: We're going to see Franz Ferdinand later. Shall we all go together?
Monica: Yes, let's do that. See you later!

Scene 2
Lewis and Matt are in their tipi.

Matt: What a great place! There's more room than I thought.
Lewis: Yes, there is. I'm going to put my sleeping bag over there by the pole.
Matt: Sleeping bag! Oh, no! I've forgotten mine!
There is a knock on the tipi.
Anna: Is everything all right?
Matt: No, I haven't got a sleeping bag!
Anna: Don't worry, Monica's got an extra one. Last year she got hers wet, so she decided to bring two this year!
Matt: Oh, thanks.

Act 3
Scene 1
The five friends are walking to the concert.

Lewis: Come on, we're going to be late!
Laura: I can't run in wellies! Oh, whoops!
Laura falls in the mud.
Monica: Up you get! It's only a bit of mud!
Laura: I can't go to the concert like this!
Anna: Of course you can!
Matt: Come on, they're starting!

Scene 2
They are at the concert.

Matt: How did we manage to get to the front?
Monica: I don't know, but it's great!
Laura: I can't believe it! I think Alex wants me to go on stage!
Anna: Yes, he does. Go on, it'll be great!
Laura: I can't! I'm covered in mud.
Monica: It doesn't matter. Don't miss this opportunity. Get on that stage!
Laura: OK, then. I will!
Lewis: Get his autograph!

97

Objectives: By the end of the lesson, pupils will have learnt about the Glastonbury Festival and talked about different types of music. They will also perform a short play.

Target language

- **Key language:** *outdoor music festival, the event, tickets sell out, vegetarian food, outside, inside, get wet, on stage*
- **Additional language:** *transform, a massive selection, delicious, chill-out music, circus performers, a massage, that's not my thing, jazz isn't cool, mud, myhab* (a type of tent), *tipi* (North American Indian style tent), wellies (Wellington boots for the rain)
- **Revision:** types of music, food

Materials required

- Warmer: short extracts of different types of music, e.g. jazz, rap, pop, classical (optional)
- Ending the lesson: an acoustic version of the song *Umbrella* by Rihanna; a handout with the following images of: a car, a football, a heart, a sun, a world (the globe), a playing card, rain, a magazine, a star, an umbrella, a boat and an arm (one for each pupil)

Pupil's Book page 100

Warmer

- Write *music* on the board. Play very short extracts of four or five types of music (try to include jazz, rap, pop and classical music). Pupils listen and say which type of music each extract is. Write the different types of music on the board. Review types of music by playing *Word Tennis*. Pupils work in pairs. They take turns to say different types of music. The last pupil to say a different type of music wins. Pupils swap partners and repeat and/or the whole class plays against the teacher.

1 Read and say the correct words.

- Tell them to open their Pupil's Books at page 100 and look at the photo. Pupils read the text silently. Check understanding.
- Ask pupils where they can go to see bands and elicit the idea of festivals. Pupils work individually and read the sentences. They write their answers in their notebooks. Then they compare them in pairs before correcting as a class.

Key: 1 countryside, 2 basic, outside, 3 quick, 4 an international, 5 the world, 6 pop, 7 can

2 Listen and answer. Where do Helen and John decide to go?

- Focus pupils on Activity 2. Tell them they are going to listen to two people at Glastonbury Festival. Play the audio once and elicit the answer to the question. Play the audio again and ask general comprehension questions. Discuss as a class.

Key: The Acoustic stage.

CD 4, 18

HELEN: I can't believe I'm finally at Glastonbury!
JOHN: I don't know why you've waited so long, Helen. I've already been five times.
HELEN: I know, John. You've told me enough times.
JOHN: Oh. So, what do you want to do first?
HELEN: Why don't we go and see a jazz band?
JOHN: Mm, that's not really my thing. Jazz isn't exactly cool, you know.
HELEN: OK. Let's go to the Pyramid stage then. Who's playing tonight?
JOHN: Tonight it's rap music. I hate rap. And it's raining. I don't want to stand outside and get wet.
HELEN: We've got an umbrella.
JOHN: But my feet will get wet!
HELEN: Fine, we won't go to the Pyramid stage. What about something relaxing? There's a Flamenco band on at the Acoustic stage and it's inside, so you don't have to worry about your feet.
JOHN: That's a good idea.
HELEN: Finally!
JOHN: What?
HELEN: Nothing. Let's go. And there's a vegetarian restaurant there where we can have some dinner.
JOHN: But I wanted a hamburger.
HELEN: John!

3 Ask and answer.

- Pupils work in pairs or small groups to ask and answer the questions.

Website
http://www.glastonburyfestivals.co.uk

Pupil's Book pages 96 & 97

1 Listen and read. Act it out.

- Tell pupils to open their Pupil's Books at pages 96 and 97. Tell them they will listen to and read a short play about some teenagers at Glastonbury. Give pupils a short introduction so they can understand the situation. Write on the board *rain, mud, wellies (Wellington boots: rubber boots for the rain), tipi (a North American Indian tent), myhab (a type of tent), earplugs,sleeping bag.* Say *It usually rains a lot during the festival, so people get very wet and there is a lot of mud! All the fields become temporary campsites and everyone sleeps in tipis or in myhabs.*
- Pupils listen to the audio of the play and at the same time they read it in their books. Divide up the roles. Play the audio again and pupils repeat their parts. Check pronunciation.
- Pupils rehearse the play in their groups. They should learn their roles by heart. They perform for the rest of the class. Encourage pupils to bring in props and clothes for the performance.

CD 4, 15

As in Pupil's Book

Ending the lesson

- Pupils take turns to write on the board the names of their favourite types of music and their favourite bands/singers. They take a vote to see which are the class favourites.
- Alternatively, pupils listen to an acoustic version of the song *Umbrella* by Rihanna. Distribute the handouts to the pupils. Pupils listen and tick/circle the ones they hear (all of them except the football and the boat).

Grammar reference

Pupil's Book

1 Going to

We use *going to* to talk about plans.

Affirmative	Negative (n't = not)	Question
I**'m going to catch** the bus.	I**'m not going to catch** the bus.	**Am** I **going to catch** the bus?
She**'s going to catch** the bus.	She **isn't going to catch** the bus.	**Is** she **going to catch** the bus?
They**'re going to catch** the bus.	They **aren't going to catch** the bus.	**Are** they **going to catch** the bus?

2 Will

We use *will* to talk about the future.

Affirmative	Negative (n't = not)	Question
It**'ll travel** to the Moon.	It **won't travel** to the Moon.	**Will** it **travel** to the Moon?
We**'ll travel** to the Moon.	We **won't travel** to the Moon.	**Will** we **travel** to the Moon?

3 Past continuous

We use the past continuous to describe what was happening in the past.

Affirmative	Negative (n't = not)	Question
I **was working** when you arrived.	I **wasn't working** when you arrived.	**Was** I **working** when you arrived?
He **was working** when you arrived.	He **wasn't working** when you arrived.	**Was** he **working** when you arrived?
They **were working** when you arrived.	They **weren't working** when you arrived.	**Were** they **working** when you arrived?

4 Countable and uncountable nouns

Countable nouns	Uncountable nouns
We can count them: apple**s**, banana**s**, carrot**s**	We can't count them: bread, sugar, water
How many bananas **are** there?	**How much** water **is** there?
There **are too many** banana**s**.	There**'s too much** water.
There **aren't many** banana**s**.	There **isn't much** water.
There **aren't enough** banana**s**.	There **isn't enough** water.

5 Present perfect and adverbs

I **still** haven't done my homework. (= But I have to do it soon.)

She's been ill **since** Monday. (= When? A point in time: time, date, day, etc.)
They've been ill **for** two days. (= How long? How many minutes, hours, days, weeks, etc.)

Have you **ever** had a fish for a pet? (= At any time in your life)
I've **never** seen a dolphin. (= Not at any time in my life)

6 Quantifiers

some **some**one **some**thing **some**where	**any** **any**one **any**thing **any**where	**no** **no**-one **no**thing **no**where	**every** **every**one **every**thing **every**where

There's **someone** at the door.	There isn't **anyone** at the door. Is there **anyone** at the door?	There's **no-one** at the door.	**Everyone**'s at the door.
I've got **something** to tell you.	I haven't got **anything** to tell you. Have you got **anything** to tell me?	I've got **nothing** to tell you.	I'm going to tell you **everything**.
They're going **somewhere**.	They aren't going **anywhere**. Are they going **anywhere**?	They're going **nowhere**.	They're going **everywhere**.

7 Possibility

I **may buy** the skirt. I **may not buy** the skirt.

It **might rain**. It **might not rain**.

8 Present perfect and adverbs

You've **just** sent the email.	You haven't sent the email **yet**.	Have you sent the email **yet**?
She's **already** sent the email.	She hasn't sent the email **yet**.	Has she sent the email **yet**?

Grammar reference

Activity Book

Answer key

AB94. *Complete the sentences.*

Key: 2 mustn't, 3 don't, 4 Shall, 5 should, 6 Let's

AB94. 1. *Write questions. Answer.*

Key: 2 Are they going to see a film? Yes, they are. 3 Are you going to do your homework? Yes, I am. / Yes, you are. 4 Is she going to be in the play? No, she isn't. 5 Are we going to play tennis? No, we aren't. 6 Is he going to read a book about dragons? Yes, he is.

AB94. 2. *Read and write.*

Key: 2 No, she won't. She'll eat special food. 3 No, I won't. I'll wear a skirt. 4 No, they won't. They'll fly to Mars. 5 No, we won't. We'll leave next month. 6 No, there won't. There'll be a lot of robots.

AB94. 3. *Read and match.*

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

AB95. 4. *Read and circle the answer.*

Key: 2 aren't, 3 much, 4 enough, 5 many, 6 much

AB95. 5. *Complete the sentences. Write* for *or* since.

Key: 2 for, 3 for, 4 since, 5 for, 6 since

AB95. 6. *Complete the sentences.*

Key: 2 something, 3 no-one, 4 any, 5 somewhere, 6 anything

AB95. 7. *Read and order the words.*

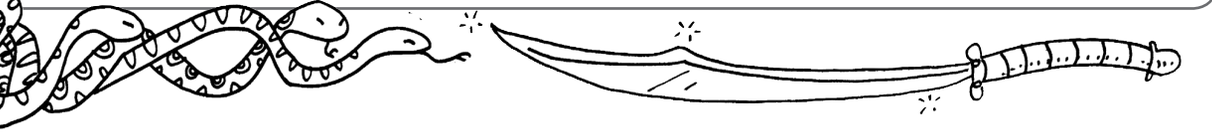
Key: 2 I may leave the disco early because I'm tired. 3 They may not have time to finish their project.

AB95. 8. *Write the sentences in the present perfect. Use the words given.*

Key: 2 He hasn't been to New York yet. 3 I've already tidied my room. 4 Have you written that email yet? 5 He's just woken up. 6 They've already finished the book.

Photocopiable activity 1

Read and complete the story with the lines in the box.

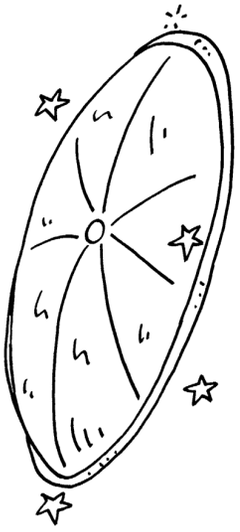


hat which he wore so that people couldn't see him, and a special sword called a
the Graeae who were monsters who shared one eye. He also got presents from some
Argos, where he lived with his mother and his wife.
worked like a mirror. With this, he could fight with his back to Medusa, looking at her
Medusa's head. He used it to rescue a princess called Andromeda from a sea monster
~~dangerous quest. He had to get the head of Medusa. She was a terrible monster~~

In the Ancient Greek myth of Perseus and Medusa, King Polydectes sent Perseus on a

dangerous quest. He had to get the head of Medusa. She was a terrible monster

who made people become stone when she looked at them. On the quest, Perseus met



Greek gods. From Hermes he got shoes with wings to run fast, a hard

scimitar to cut off Medusa's head. From Athena he got a clean, shiny shield which

over his shoulder so that he didn't become stone. He won the fight and cut off

and, later, to kill King Polydectes. He married Andromeda and went back to

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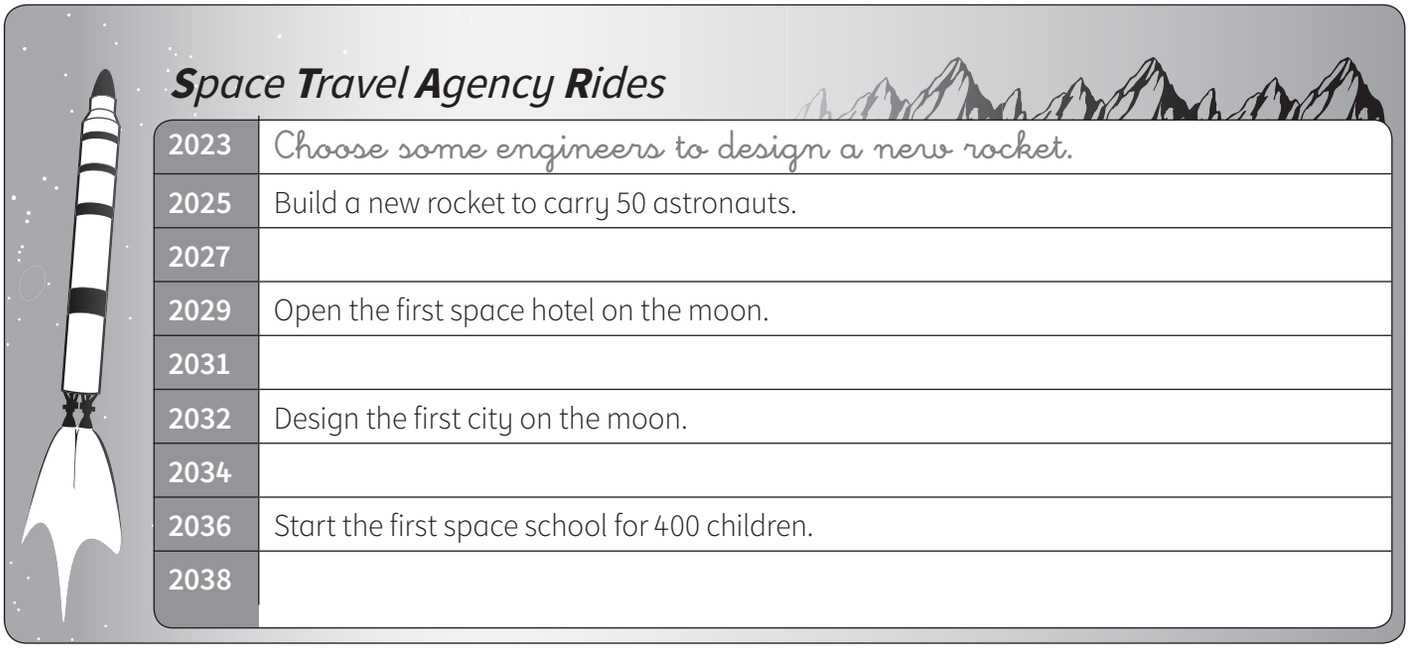
Photocopiable activity 2

A

A: What'll they do in 2023?
B: They'll choose some engineers to design a new rocket.

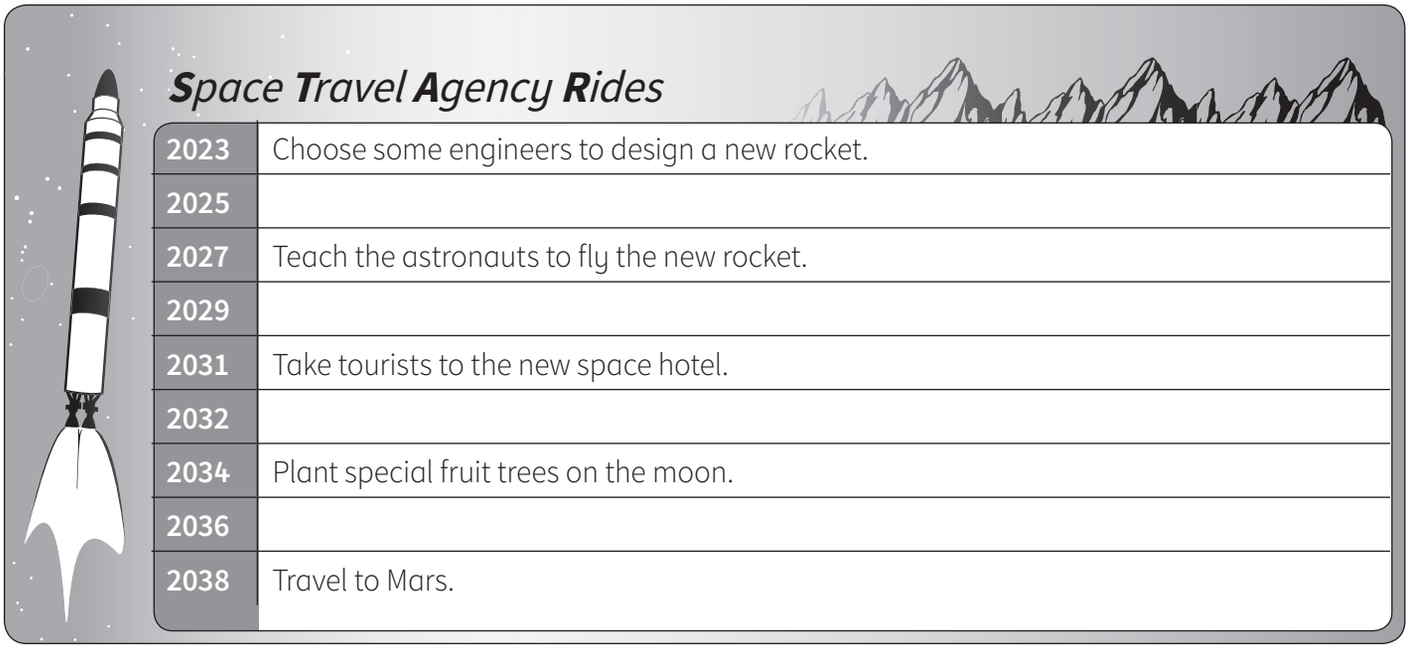


***S**pace **T**ravel **A**gency **R**ides*

2023	Choose some engineers to design a new rocket.
2025	Build a new rocket to carry 50 astronauts.
2027	
2029	Open the first space hotel on the moon.
2031	
2032	Design the first city on the moon.
2034	
2036	Start the first space school for 400 children.
2038	

B

B: What'll they do in 2025?
A: They'll build a new rocket to carry 50 astronauts.



***S**pace **T**ravel **A**gency **R**ides*

2023	Choose some engineers to design a new rocket.
2025	
2027	Teach the astronauts to fly the new rocket.
2029	
2031	Take tourists to the new space hotel.
2032	
2034	Plant special fruit trees on the moon.
2036	
2038	Travel to Mars.

Photocopiable activity 3

A

1 Read this to your friend.

Robert Burke and William Wills were the first Europeans to cross Australia from south to north. They left Melbourne on 20 August 1860. There was a prize of 2,000 pounds to complete this journey because it was difficult and dangerous to cross the desert in the centre of Australia. Burke and Wills arrived near the north coast on 9 February 1861, but they never got back to Melbourne. They died when they were going back because they didn't have enough food or water.

2 Listen and correct.

On 29 ~~March~~ May 1953, Tenzing Norgay and Edmund Hillary were the fifth men to stand on the top of Mount Everest, the highest mountain in the world. They carried lots of things in boxes. They took tents and plastic bags to protect them from the sun when they slept. They also took glasses to see in the dark or in heavy snow storms. When they were climbing Everest, they danced in nine different places.

B

1 Listen and correct.

Robert Burke and William Wills were the ~~third~~ first Europeans to cross Australia from east to west. They left Melbourne on 20 October 1860. There was a prize of 2,000 pounds to complete this holiday because it was difficult and dangerous to cross the lake in the centre of Australia. Burke and Wills arrived near the north coast on 9 February 1861, but they never got back to Melbourne. They died when they were going back because they didn't have enough wood or water.

2 Read this to your friend.

On 29 May 1953, Tenzing Norgay and Edmund Hillary were the first men to stand on the top of Mount Everest, the highest mountain in the world. They carried lots of things in rucksacks. They took tents and sleeping bags to protect them from the cold when they slept. They also took torches to see in the dark or in heavy snow storms. When they were climbing Everest, they camped in nine different places.

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Photocopiable activity 4

A

1 Today is Michael's birthday. At his party there are going to be ten children all together. Look at the picture. Use the 'party list' to ask and answer questions.

A How much pasta have they got? B They've got one bowl.

cakes	ten
pasta	one bowl
lemonade	
popcorn	
knives	
sausages	
tomatoes	
glasses	

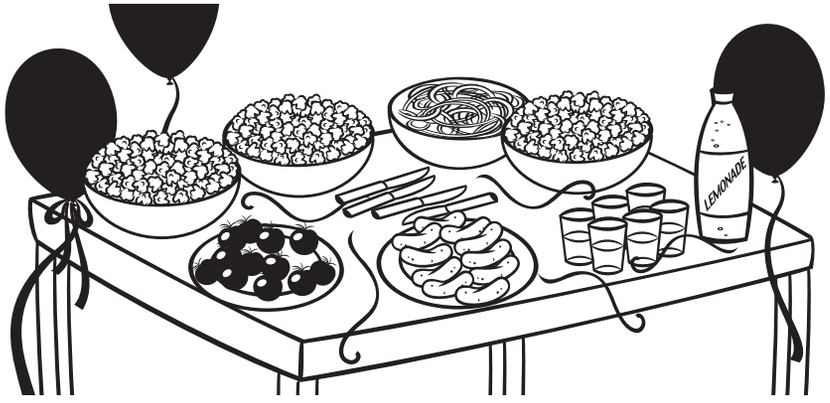
2 Now write sentences in your notebook.

There's enough … There isn't enough … There are enough … There aren't enough …

B

1 Today is Michael's birthday. At his party there are going to be ten children all together. Look at the picture. Use the 'party list' to ask and answer questions.

B How many cakes have they got? A They've got ten.



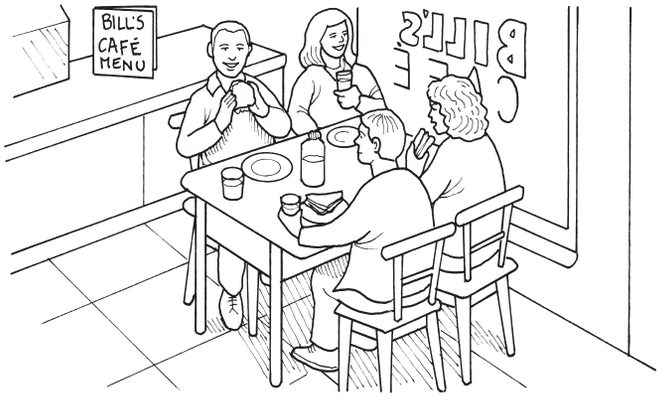
cakes	ten
pasta	one bowl
sandwiches	
biscuits	
plates	
forks	
water	
salad	

2 Now write sentences in your notebook.

There's enough … There isn't enough … There are enough … There aren't enough …

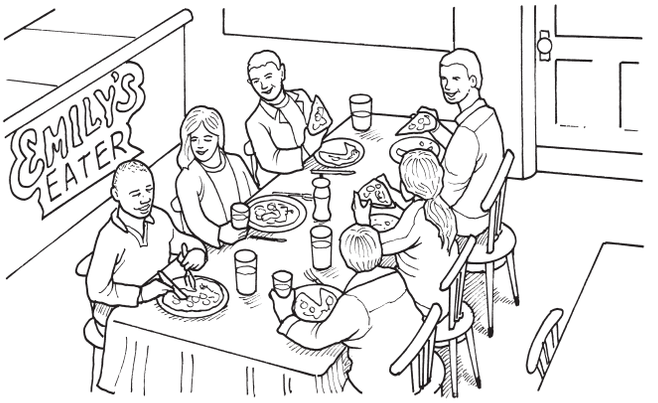
Photocopiable activity Review 3–4

A



Robert's family

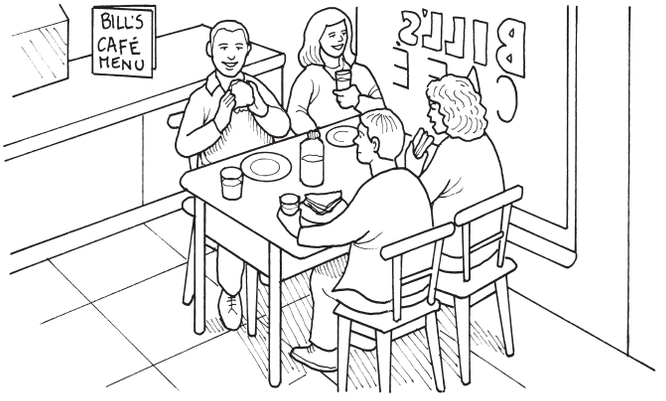
Name restaurant	?
How many people	?
Where sitting	?
What eating	?
What drinking	?



Daisy's family

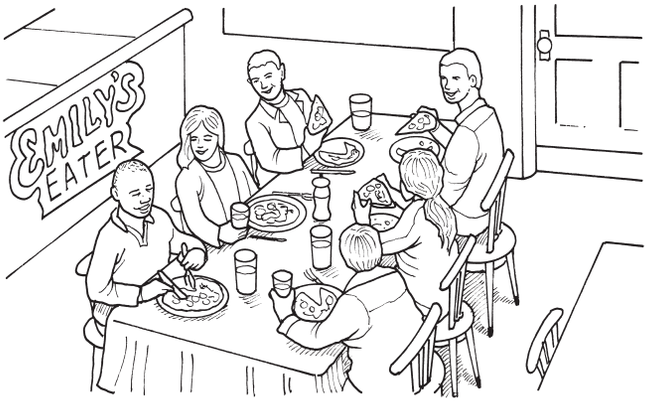
Name restaurant	Emily's Eater
How many people	6
Where sitting	Near the door
What eating	pizza
What drinking	milk

B



Robert's family

Name restaurant	Bill's Café
How many people	4
Where sitting	Next to the window
What eating	sandwiches
What drinking	water



Daisy's family

Name restaurant	?
How many people	?
Where sitting	?
What eating	?
What drinking	?

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Photocopiable activity 5

A

People all over the _____ _____ _____ _____ different kinds of _____ _____ _____ for thousands of years. _____ _____ _____ _____ seafood is shellfish. _____ _____ _____ _____ _____, a shellfish is a sea animal _____ _____ _____. _____ _____ more expensive than fish _____ _____ _____ _____ and crabs. Some people _____ _____ _____ . This is a fish dish _____ _____. _____ _____ _____ cooked and we can _____ _____ _____ _____. In England 'Fish and _____' _____ _____ _____ _____. There are special shops _____ _____ _____ _____ _____ buy your fish _____ _____ _____ _____ home with you. In _____ _____, _____ _____ eating squid and octopus. _____ _____ _____ _____ with lemon juice, with _____ _____ _____ _____ _____.

Can you repeat that, please? How do you spell xxxx? Has that got a capital letter?

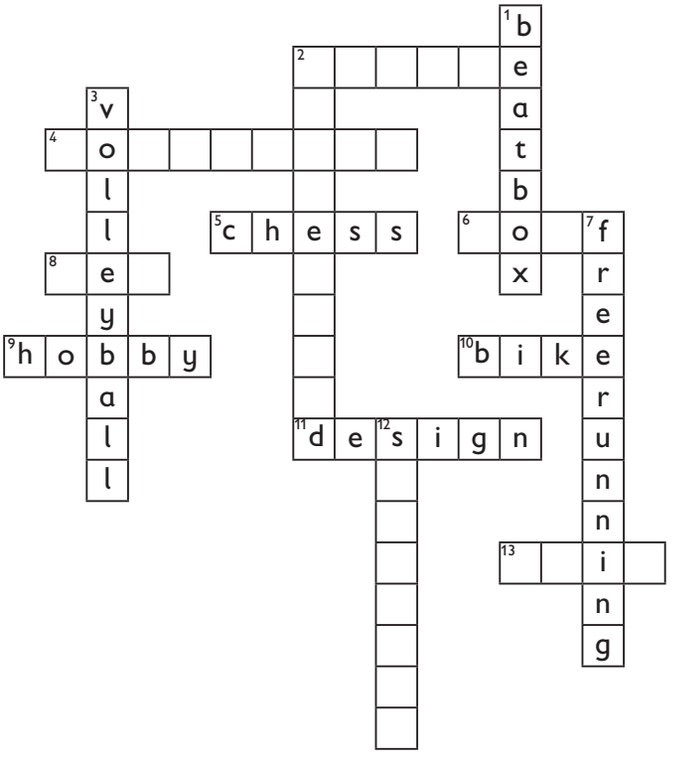
B

_____ _____ _____ _____ world have enjoyed eating _____ _____ _____ fish and seafood _____ _____ _____ _____. One popular kind of _____ _____ _____. As the name tells us, _____ _____ _____ _____ _____ _____ with a shell. It's often _____ _____ _____ _____ and it includes lobsters _____ _____. _____ _____ like eating 'sushi'. _____ _____ _____ _____ _____ from Japan. The fish isn't _____ _____ _____ _____ eat it with chopsticks. _____ _____ '_____ _____ chips' is a favourite meal. _____ _____ _____ _____ where you can go to _____ _____ _____ and chips to take _____ _____ _____. _____ some countries, people like _____ _____ _____ _____. They sometimes eat them _____ _____ _____, _____ a sauce or with rice.

Can you repeat that, please? How do you spell xxxx? Has that got a capital letter?

Photocopiable activity 6

A



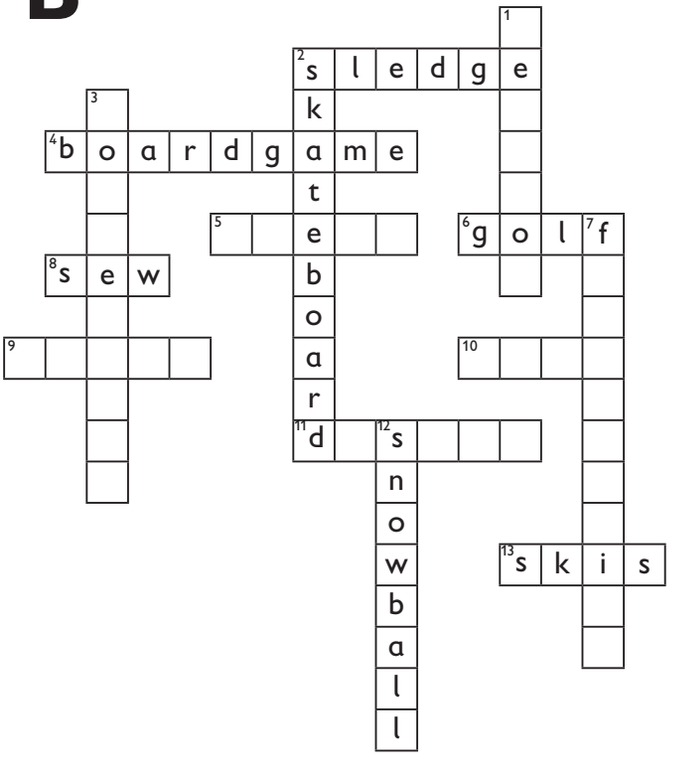
Across ➜

5 In this game someone has black pieces and someone else has white. Both players start with a king and a queen.
9 This is what everybody enjoys doing in their free time.
10 You can ride this everywhere, in the town or in the countryside.
11 This is what you do when you imagine, draw and make something that you can use or wear.

Down ➜

1 Someone does this when they make rhythms and musical sounds with their mouth, but it isn't singing.
3 This is something two teams can play inside or out. Players have to hit a big ball with their arms. It mustn't touch the ground.
7 This is quite a dangerous hobby. People run through the city jumping over walls.

B



Across ➜

2 This is something we ride on in the snow.
4 This is something we usually play sitting at a table with pieces and a dice.
6 This is something we usually play on grass. Players have to hit a small ball into a hole in the ground.
8 We do this to hold pieces of cloth together to make clothes. We can do it by hand or by machine.
13 We wear these on our feet to travel quickly over snow.

Down ➜

2 This is something we stand on to ride in special parks. We can go very fast and we can jump with it, too.
12 You need a big one to make a snowman's head. You can throw small ones at your friends, too!

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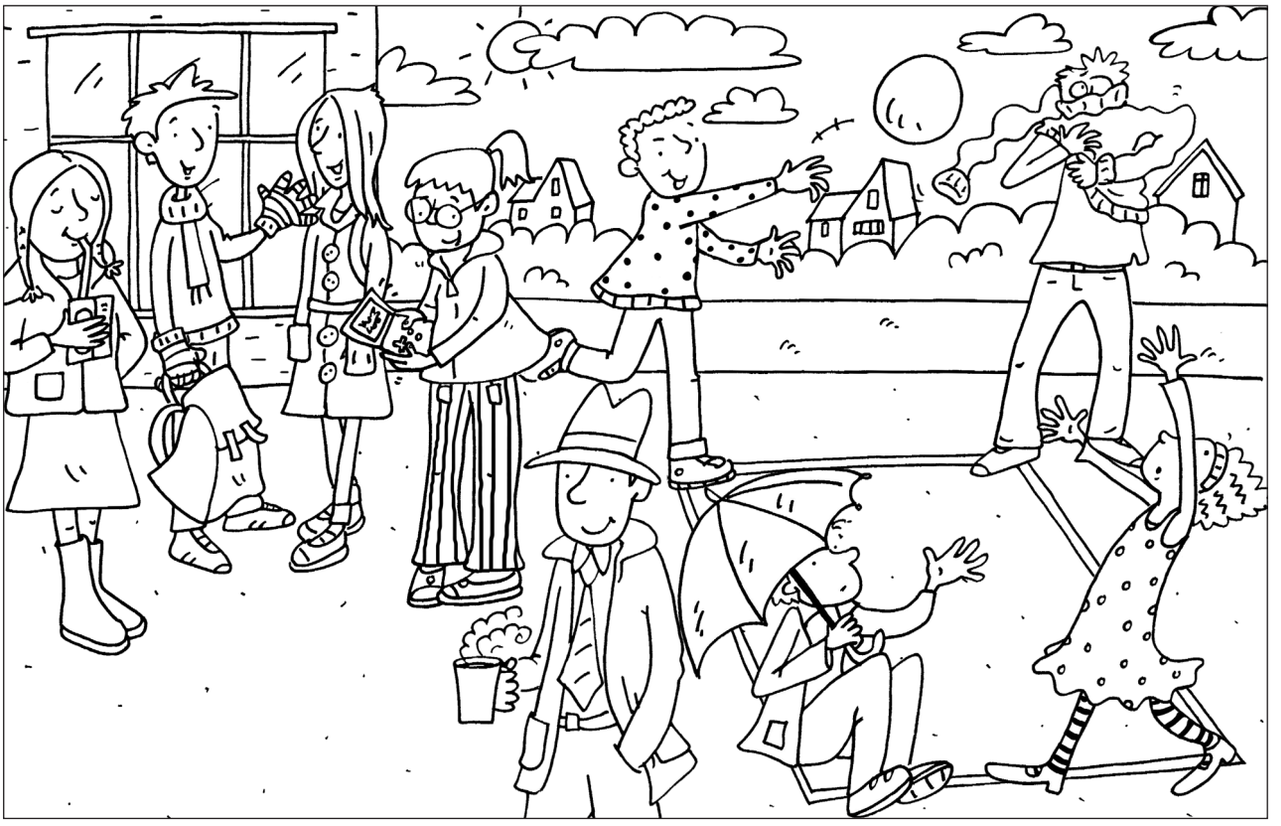
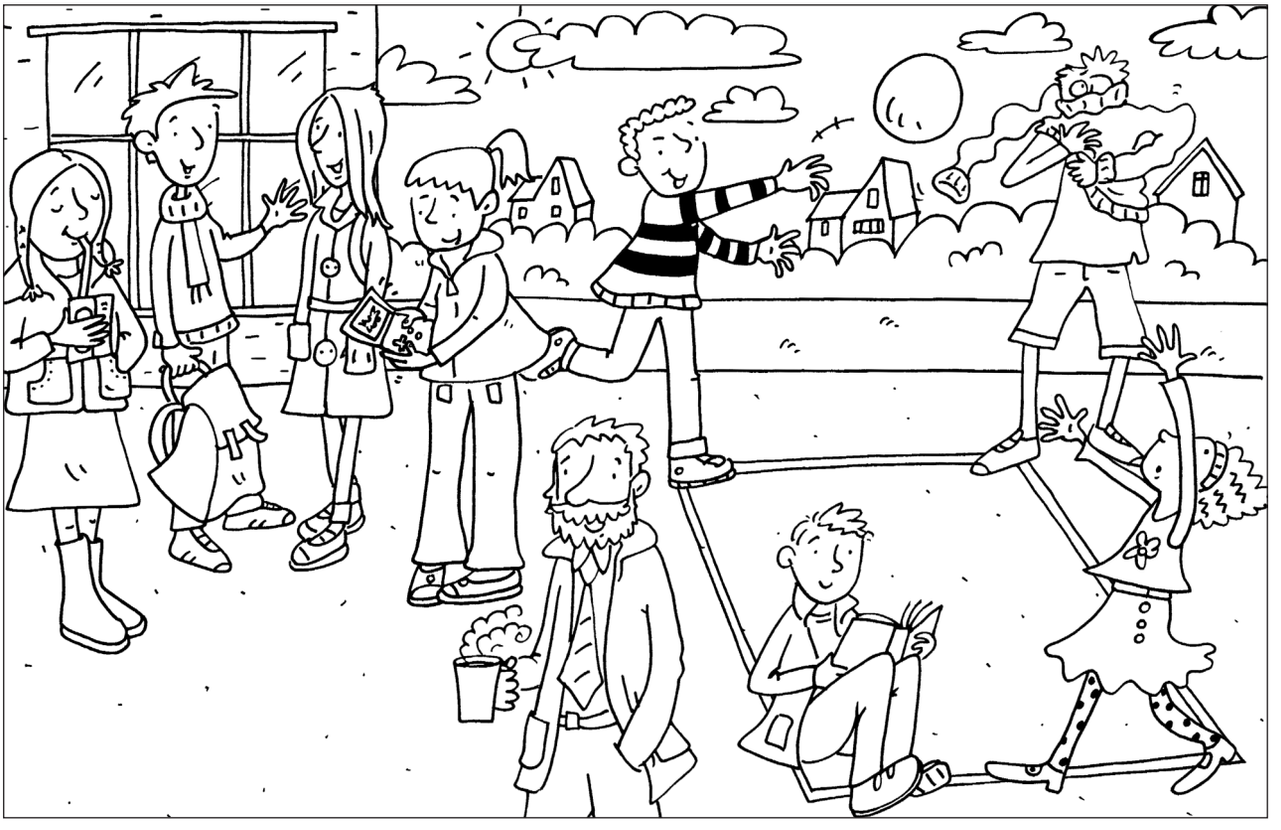
Photocopiable activity 7

A



B



Photocopiable activity 8A

How long has she been here? Yes, I've just broken one.	You haven't broken any plates yet. She's been here for five minutes.
How long have you known David? No, they still haven't drunk it.	Have they drunk their coffee yet? We've known him since 1999.
Have you ever eaten pasta? Yes, she's just found it.	Has she found her camera yet? Yes, I've eaten it lots of times.
Have they tidied their desks yet? I've already seen it.	Let's go and see the new *Maskman* film! Yes, they've just tidied them.
How long has she been here? Yes, he's just cooked it.	Has he cooked the dinner yet? She's been here for five minutes.
Have they done their homework yet? No, she still hasn't ridden it.	Has she ridden her new bike yet? No, they still haven't done it.
Take a photo of that castle! We've already done it.	Do your homework! I've just taken one.
Have you cleaned your room yet? He's lived here since 1998.	How long has he lived in this village? Yes, I've already cleaned it.
You haven't broken any plates yet. Yes, they've just tidied them.	Have they tidied their desks yet? Yes, I've just broken one.
Take a photo of that castle! No, they still haven't done it.	Have they done their homework yet? I've just taken one.
Have they drunk their coffee yet? He's lived here since 1998.	How long has he lived in this village? No, they still haven't drunk it.
Have you ever eaten pasta? No, she still hasn't ridden it.	Has she ridden her new bike yet? Yes, I've eaten it lots of times.
Have you cleaned your room yet? We've known him since 1999.	How long have you known David? Yes, I've already cleaned it.
Has he cooked the dinner yet? We've already done it.	Do your homework! Yes, he's just cooked it.
Has she found her camera yet? I've already seen it.	Let's go and see the new *Maskman* film! Yes, she's just found it.

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Photocopiable activity 8B

Read the text and look at the picture for five minutes. Then turn over the paper and write sentences.

The Globals are a famous pop group. They're on a world tour. Today is 20 July and they've been to six countries, but there are five they haven't been to yet.

They've already been to Brazil.

Extra activities

High technology

Page 4

- **Extra activity 1: Role play**

Display the large sheet of paper with the dialogue from the audio. Make groups of three. Play the audio while pupils repeat in role. Then groups role play the dialogue, taking turns to be each of the three characters.

- **Extra activity 2: Class survey**

Pupils use the questions in Activity Book Activity 4 to make a survey. They make six rows, one for each question, and four columns, so they can ask four friends (not the friend they talked to in the Warmer). Pupils ask the six questions of four friends as they move around the room. They then use the information to write a short text in their notebooks about one of their friend's holidays.

Page 5

- **Extra activity 1: Time bingo**

Write about 16 different digital times scattered around the board, e.g. *11:15, 08:35*. Pupils each draw a 3 x 3 grid in their notebooks and choose nine times, writing one in each square. Call out the times quickly at random, e.g. *It's quarter past eleven*. Pupils cross out the times they hear. The first pupil to cross out all nine times calls *Bingo!* Check the pupil can say all the times correctly before declaring him/her the winner.

- **Extra activity 2: Adjective stories**

Pupils work in groups. They write a short story, using as many adjectives from Activity Book Activity 8 as they can. The story starts: *One dark night, I was walking home when …* Pupils display their stories or submit them for the class ezine.

Page 6

- **Extra activity 1: True or false**

Pupils work in pairs and write six more sentences about the text, some true and some false. Make groups of four from two pairs. Pairs take turns to read their sentences to the other pair for them to say *True* / *False* without looking at the text. Each pair then tries to correct the false sentences. They can look at the text in the book.

- **Extra activity 2: Definitions game**

Elicit technology words from the lesson and write them as a mind map on the board. Pupils copy the mind map. In pairs, pupils write each word from the mind map on a separate piece of paper. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, pupils place one set of word cards face down. Pairs take turns to turn over a word and give a definition, e.g. *You can use this …* The other pair decides if the definition is correct.

Page 7

- **Extra activity 1: Editing and correcting**

Pupils work in pairs. They swap their texts from Activity 15, read them and suggest corrections / improvements. Pupils then take back their own work and write a final version of the text. They illustrate it. Display the inventions around the class.

- **Extra activity 2: Computers are …**

In groups of four, pupils brainstorm all the adjectives they can think of which describe computers. Give them two minutes. Elicit two or three ideas from each group in turn and write them on the board. Cross out any words which all the groups have (the groups also cross these out on their lists). For the remaining words, ask the group who gave the word to give a reason for this adjective, e.g. *Computers are exciting because …* If you / the class agree, they get a point. The group with the most points is the winner.

Page 8

- **Extra activity 1: Change the chant**

Write the chant from the Pupil's Book on the board with gaps:
He's at the airport with his _____.
She's buying ____ at the _____.
He's got a _____ in his suitcase.
She got a ____ for her birthday!
Pupils work in pairs to write different compound nouns in the gaps. Write some example words on the board (e.g. *pineapples, homework, motorbike, breakfast, newspaper, rainbow, supermarket, toy shop, volleyball, basketball, bookcase, story book*). Volunteer pairs read their chant to the class.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 20 and try to correct any mistakes. Remind them to use pencil and not pen. Tell pupils that this is a cooperative activity: Pupils then rewrite their own texts.

Page 9

- **Extra activity 1: Role play**

Make groups of four. Pupils read through the dialogue in their groups. They take turns to be the four different characters. More confident pupils can role play the story for the whole class.

- **Extra activity 2: Secrets!**

Pupils use the code from Activity Book Activity 22 to write a secret message to their partner about the story. More confident pupils can write their own short message to transfer into code. Less confident pupils can select a piece of text from the story to write in code. Pupils decode the message, without looking back at the story in the Pupil's Book.

Unit 1 Beastly tales

Page 10

- **Extra activity 1: Role play**

Display the large sheet of paper with the dialogue. Make groups of five. Groups choose their characters. Play the audio. Pupils repeat in role after the audio. Groups then practise their role plays, including all the hesitations and interruptions as in the audio. More confident groups can role play their dialogue for the class.

- **Extra activity 2: Asking and answering questions**

Pupils use the six question words from Activity Book Activity 2 to write questions using *going to* to ask their friends. If it helps, give a focus, e.g. next weekend, the holidays, tomorrow at school. Monitor and help pupils. They write the questions in their notebooks, leaving a line under each one for the answer. Pupils swap notebooks and answer each other's questions.

Page 11

- **Extra activity 1: A day out**

Tell pupils they have won a day at an animal sanctuary. Explain what a sanctuary is (a place where ill or injured animals go to recover). Elicit the animals in the sanctuary and the jobs, e.g. *washing the elephants*, *feeding the dolphins*, *brushing the horses*, *cleaning the cages*. In pairs, pupils plan their day at the animal sanctuary. First, they talk about what they are/aren't going to do. Then they write a short text together about their plans, e.g. *We're going to the animal sanctuary next Friday. We're going to feed the dolphins and the penguins, but we aren't going to ...*

- **Extra activity 2: Writing together**

Pupils swap the texts they wrote for Activity Book Activity 7. They read each other's and make suggestions for improvement: grammar, vocabulary and clarity of expression. Pupils then take back their own work and rewrite it.

Page 12

- **Extra activity 1: Perseus and Medusa**

Tell pupils they are going to complete the story of a very famous myth. Hand out a copy of Photocopiable activity 1 (page 202) to each pupil. Do the example with the class. Don't explain the vocabulary at this stage. Tell them to underline unknown words as they do the task. After checking the answers, encourage pupils to try to guess the meaning of any new words, e.g. *scimitar = sword / big knife*.

Key: In the Ancient Greek myth of Perseus and Medusa, King Polydectes sent Perseus on a dangerous quest. He had to get the head of Medusa. She was a terrible monster who made people become stone when she looked at them. On the quest, Perseus met the Graeae, who were monsters who shared one eye. He also got presents from some Greek gods. From Hermes he got shoes with wings to run fast, a hard hat which he wore so that people couldn't see him, and a special sword called a scimitar to cut off Medusa's head. From Athena he got a clean, shiny shield which worked like a mirror. With this, he could fight with his back to Medusa, looking at her over his shoulder so that he didn't become stone. He won the fight and cut off Medusa's head. He used it to rescue a princess called Andromeda from a sea monster and, later, to kill King Polydectes. He married Andromeda and went back to Argos, where he lived with his mother and his wife.

- **Extra activity 2: Beastly beasts**

Brainstorm with pupils other myths from their own culture. Pupils either draw a picture of one of them and write a short description or, in a group, write one of the myths about that beast in English. Display the pictures and descriptions and use one of the stories in the class ezine if appropriate.

Page 13

- **Extra activity 1: Writing together**

When pupils have written the first draft of their text for Pupil's Book Activity 17, they swap and check each other's work. Elicit what they need to look for, e.g. spelling, grammar, appropriate vocabulary and expressive adjectives and check that the description matches the picture. Pupils then write a final draft of their texts on a piece of paper under their pictures.

- **Extra activity 2: Presentations**

Pupils use the information from Pupil's Book Activity 17 to prepare and give short presentations to the class (one to two minutes) about their beasts. You can spread the presentations over several days or pupils can present in small groups.

Page 14

- **Extra activity 1: Class survey**

Make groups of six: none of the pupils in the group should have exchanged information for Pupil's Book Activity 19. Pupils collate the information from the notes about themselves and their partners from Pupil's Book Activity 19. Provide prompts on the board for them to use. They change the underlined words to match the information they have.

On Monday three pupils are going to _____
On Monday my friend Juan is going to _____
No-one is going to _____

Pupils write the information on a sheet: one for each group. Either elicit the information orally and collate it on the board, or pupils display their information around the walls for others to read.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes. Remind them to use pencil. Tell pupils that this is a cooperative activity. Pupils then rewrite their own texts.

Page 15

- **Extra activity 1: Role play**

Make groups of four. Pupils decide on their roles and then read through the story in their groups. Play the audio again for them to listen for intonation and stress. Pupils prepare and practise their role plays. Some groups can perform their role plays for the class.

- **Extra activity 2: Finding out about Quetzalcoatl**

Elicit what pupils know about Quetzalcoatl and start a mind map on the board. Make groups of four. Give each group reference materials (books and/or internet sites). Each group has ten minutes to find out some more information about Quetzalcoatl, including one or two stories about the god. Groups make notes about their findings. At the end of ten minutes, share the information as a class and add it to the mind map on the board.

Page 16

- **Extra activity 1: Questions and answers**

In pairs, pupils write three questions about the text in Pupil's Book Activity 2. They swap questions with another pair and answer. They can try to answer with books closed.

- **Extra activity 2: Writing for our ezine**

Pupils work in groups of four. They look at their ideas from Activity Book Activity 3 and choose one story to write for the class ezine. They write the story in draft first. Then they swap stories with another group to check grammar and expression. Finally, they write a finished version. They illustrate their texts.

Page 17

- **Extra activity 1: Reading myths**

Make groups of four to six. Pupils take turns to read the myths they wrote for the Pupil's Book project aloud to the rest of the group. Alternatively, invite some younger children into the classroom and ask for volunteers to read their myths aloud to small groups of the younger children.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on myths and legends onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Myths and legends*. They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. They don't include the proper names/ nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I wrote my own myth. I read stories from different countries.*

Unit 2 Tomorrow's world

Page 18

- **Extra activity 1: Role play**

Display the large sheet of paper with the Pupil's Book Activity 1 audioscript written on it. Make groups of three. Pupils decide who is which character. Play the audio. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

- **Extra activity 2: Predictions**

Pupils look back through the predictions in the lesson (Pupil's Book and Activity Book). They choose two predictions they agree with and two they don't agree with and write them in their notebooks. Elicit their ideas and reasons for their choices.

Page 19

- **Extra activity 1: Information gap**

Make pairs. Tell pupils you are going to give them different information about a space programme schedule for the future. Write the dates on the board and check pupils know how to say them. Tell them they have to ask questions for different years to complete the information on their charts. Hand out Photocopiable activity 2 A and B (page 203) to each pair. Remind them not to look at each other's papers. Do the first one as a class example. Write the question on the board, e.g. *What'll they do in _____?* Pupils do the activity in pairs. Monitor and help where necessary.

- **Extra activity 2: Find the mistakes.**

Pupils close their Pupil's Books. Start reading the text from Pupil's Book Activity 6 aloud. Make mistakes as you read, but without letting pupils know, e.g. say the wrong word or say *will* instead of *won't*. Pupils who notice a mistake get a point.

Page 20

- **Extra activity 1: Disappearing text**

This activity uses half of one of the texts from Pupil's Book Activity 10. Either write half of one text on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud (books closed). Erase about six nouns. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns) and pupils can say it from memory.

- **Extra activity 2: Ten questions**

Play a class game. One pupil thinks of a job they'll have in the future. The class take turns to ask ten questions to guess what the job is. Demonstrate the game and write useful questions on the board, e.g. *Will you wear a uniform? Will you work outside? Will you work with animals?* The pupil can only answer *Yes* or *No*.

Page 21

- **Extra activity 1: My ideas about space**

Pupils write their own answers to the questions from Pupil's Book Activity 17. Encourage them to be creative and to write more than one sentence for each answer. They should give their reasons as well, e.g. for questions 2, 3, 5 and 6.

- **Extra activity 2: Categories**

Divide the class into groups, and write these categories on the board for each group to copy: *jobs*, *sports*, *food*, *verbs*, *adjectives*. Write a letter on the board, e.g. s, and each group must think of a word for each category which begins with that letter (e.g. *secretary*, *softball*, *soup*, *see*, *soft*). The first group to finish shouts *Stop!* Correct the answers orally, giving them one point for a correct answer and two if no other team has got the same answer. The winner is the team with the most points.

Page 22

- **Extra activity 1: Past, present or future?**

In pairs, pupils write ten sentences (at least two past, two present, two future), using Pupils' Book Activity 20 as a model. Make groups of four from two pairs. One pair says their ten sentences. The other pair answers (past, present or future). Then pairs swap roles.

- **Extra activity 2: Space Programme**

Put pupils into pairs or groups of four. Pupils invent the rest of the Space Programme from the Activity Book. Ask them to look through the text they wrote for Activity 20. Write the following questions on the board: *How long will the space tourists stay? What will they do? How will they come home?* Pupils work in pairs to discuss the questions and write the rest of the Space Programme, using *will*, as in Activity 20. They add any other details about the trip. Pairs compare their itineraries.

Page 23

- **Extra activity 1: Role play**

Make pairs. Pupils decide on their roles and then read through the story dialogue in their pairs. They can extend the dialogue by imagining what happens next (without looking at the book).

- **Extra activity 2: Reporters**

Divide the class in half: A and B. A are reporters. They are going to interview either Diggory or Emily on their arrival in Mexico City. B are either Emily or Diggory. Group A work in pairs and prepare at least ten questions for their interview. Group B work in pairs and look back through the episodes so they are ready to answer questions. Make A–B pairs. Reporters can have their list of questions in front of them.

Page 24

- **Extra activity 1: The planets**

Pupils copy the diagram in the Pupil's Book of the planets and the Sun into their notebooks and label it. Under the diagram, they write the key information about the different planets, e.g. the age of the Sun, the number of moons the Earth, Saturn and Jupiter have. Remind them to phrase the information in their own words. They can also add other information. Pupils also write the mnemonic in their notebooks.

- **Extra activity 2: Using dictionaries**

Pupils individually read through the unit again, writing down any vocabulary they don't know. They discuss the unknown words in groups of four. If no-one knows a word, they look it up in the dictionary. They then write the word in their vocabulary notebooks with its meaning and with an example sentence.

Page 25

- **Extra activity 1: What we did for the project**

Pupils reflect on and then write about what they did for the project using *First*, *Then*, *Next*, *After that* and *Finally.* They then comment on what they found most difficult, any problems they had and how they solved them.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on the stars and the planets onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write *Stars and planets* in the middle of the page and draw a circle around it. They write the new words as a mind map. They don't include the proper names / nouns. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt the names of the planets. I read about our solar system. I made a mobile*.

Review Units 1 and 2

Page 26

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 1 and 2.

- **Extra activity 2: A group story**

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Past and present / After school club) and write a fact or fiction story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft d) swap drafts with another group for correction, e) write a final version of the story for the class ezine.

Page 27

- **Extra activity 1: Vocabulary review**

Pupils look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. In their vocabulary books, they write an example sentence in English for any words they find difficult to remember. Finally they create mind maps for Units 1 & 2 themes.

- **Extra activity 2: Games**

Play one of the games from Units 1 and 2 with the class.

Unit 3 The great outdoors

Page 30

- **Extra activity 1: Find the verbs**

Display the large sheet of paper with the audioscript. Make sure all the pupils can see it. Pupils work in pairs to find all the examples of the past continuous. Discuss how each one is used (interrupted past / background). If time, pupils can role play the dialogue in groups of three.

Key: Interrupted past: *I was jumping over a rock when I fell. Were you playing when you broke your arm? We were walking across the bridge when I put my foot through a hole and fell again. I was standing on one leg to take my dirty boots off and ... I fell over.* Background: *My dad and I were walking up a really big hill. No, I wasn't playing.*

- **Extra activity 2: Questions and answers**

Pupils make groups of four. They write the questions from Activity Book Activity 3 on strips of paper, one question for each strip. They close their Activity Books. Pupils place the strips face down and mix them around. They take turns to turn over a question, read it aloud and try to answer it. If they answer correctly, they get a point and keep the question. If not, they turn it face down again and the next pupil has a turn. If none of the group can answer a question, the question stays on the desk.

Page 31

- **Extra activity 1: Choosing stories**

In the same groups of three or four as in Pupil's Book Activity 7, pupils choose one of the stories from the game. They work to improve it and write it up for the ezine.

- **Extra activity 2: Telling tales!**

Pupils cover the text for Activity Book Activity 5 so they can only see the pictures in the story. As a class, pupils retell the story, taking turns to talk about each picture, using the past simple/continuous. Pupils make deliberate content mistakes, e.g. *When they got off the bus, it was hot and sunny.* Classmates have to correct, saying, e.g. *No, it wasn't. It was raining.* Once pupils understand what to do, they continue the activity in pairs.

Page 32

- **Extra activity 1: Mapping journeys**

Hand out the world maps to each pupil. Ask them to find different continents and countries first, e.g. *Can you find Antarctica? It's as far south as you can go!* Take pupils around the map using compass points, e.g. *Find Australia. Go east from there. Which continent do you reach?* Pupils use different colours to draw the journeys of Marco Polo and Ranulph Fiennes on their maps. They stick the maps in their notebooks and write a key and then sentences about the two explorers' journeys.

- **Extra activity 2: Doing some research**

In pairs or small groups, pupils do some research using reference books and/or the internet to write a short article for the class ezine. They either research other journeys made by Marco Polo or Ranulph Fiennes, or find out about a journey made by another famous explorer. Make sure pupils keep their articles short, don't copy from the reference material and edit and check each other's writing before producing a final version.

Page 33

- **Extra activity 1: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Pupil's Book Activity 16 and try to correct any mistakes (grammatical and/or factual). Remind them to use pencil. Tell pupils that this is a cooperative activity. Pupils then rewrite their own texts. Some of the texts can be submitted for the class ezine.

- **Extra activity 2: Information exchange activity**

Make pairs. Hand out Photocopiable activity 3 (page 204) to each pair: A to Pupil A, and B to Pupil B. Tell them not to look at each other's papers. Demonstrate the activity using two pupils. Pupils then work in pairs, taking turns to read their texts to each other for their partner to correct. Remind them of useful language and write it on the board if necessary, e.g. *Can you say that again, please? How do you spell that?*

Page 34

- **Extra activity 1: Sounds from the lesson**

Give pupils two minutes to look and think back through the lesson. Then give them one minute to write all the words they can remember which have the sounds /k/ and /g/. Pupils compare their lists in groups. Check with the class.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the letters each of them wrote for Activity Book Activity 19 and try to correct any mistakes. They also check that their friend has used the Write it right expressions correctly. Remind them to use pencil. Pupils then rewrite their own letters.

Page 35

- **Extra activity 1: Role play**

Make groups of four. Pupils read through the story dialogue in their groups. They take turns to be the four different characters. More confident pupils can role play the story for the whole class.

- **Extra activity 2: Questions and answers**

Pupils each write ten questions about the text from Activity Book Activity 21. They must be able to answer them themselves. Monitor and help. If necessary, write the key question words on the board: *who*, *when*, *what*, *why*, *how*, *which*. They swap questions with their partner and write their answers to the questions. They swap papers back and check/correct.

Unit 4 Food, glorious food!

Page 38

- **Extra activity 1: Role play**

Display the large sheet of paper with the Pupil's Book Activity 1 audioscript. Make groups of four.
Pupils decide who is which character. Play the audio. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups. More confident groups can perform for the class.

- **Extra activity 2: Writing sentences**

Pupils write ten sentences in their notebooks, using *enough* / *not enough* / *too much* / *too many* and words from the table in Activity Book Activity 1. They choose five countable and five uncountable food words. Monitor, help and correct.

Page 39

- **Extra activity 1: What I learned about my habits**

Pupils write a paragraph in their notebooks, based on what they talked about in Pupil's Book Activity 7. They write about themselves. Encourage them to connect sentences using *and* and *but*. First, pupils write a draft. In new pairs, pupils read through each other's paragraphs and try to correct any mistakes. Pupils then rewrite their paragraphs.

- **Extra activity 2: Party food**

Tell pupils they're going to do an information exchange activity about party food. Elicit what food items they predict will be on the party list. Make A–B pairs. Hand out Photocopiable activity 4 (page 205) to each pair: A to Pupil A, and B to Pupil B.
Tell them not to look at each other's papers. Demonstrate for the class, reminding them to use *How many* for countables and *How much* for uncountables. Check they know what to do (take turns to ask questions to complete the missing information on their lists). Monitor and help if necessary. When they have finished, they check with their partner. Pupils then write a sentence in their notebooks for each item, using *enough*.

Page 40

- **Extra activity 1: Disappearing text**

This activity uses one of the texts from Pupil's Book Activity 9. Either write one of the texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (Pupil's Books closed). Erase about six nouns from the text. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left (e.g. proper nouns) and pupils can say almost the whole text from memory.

- **Extra activity 2: Snacks**

In groups of four, pupils brainstorm and create a mind map of their favourite snacks. Groups then take turns to present their information to the class, saying why they like these snacks, what they're made of and when they eat them. Alternatively you can elicit the information onto a large mind map on the board to find out which are the class's favourite snacks.

Page 41

- **Extra activity 1: Word snakes**

Pupils work in pairs to create word snakes of the new food words.

- **Extra activity 2: Questions and answers**

Pupils each write four questions to ask about the text in Activity Book Activity 15. They write each question and answer on a separate piece of paper. Pupils close their Activity Books. Make groups of four. Pupils put their papers face down in front of them. They take it in turns to pick up a paper, and ask a question of the pupil on their left. The pupil has ten seconds to answer it. If they answer correctly, they win a point.

Page 42

- **Extra activity 1: Miming *gh***

Choose a volunteer to come to the front. He/She stands so that he/she can't see the board. Write one of these words on the board: *high, light, night, eight, bought, caught, thought, laugh, cough*. Tell the rest of the class not to say the word. Choose a pupil to do a mime to represent the word. The pupil at the front guesses the word. Check for correct pronunciation of *gh*. Repeat with different pupils at the front and different words list.

- **Extra activity 2: Recipes**

In groups of four, pupils choose their favourite (simple) recipe. They write it out with ingredients and the simple method on a piece of paper. They illustrate the recipe appropriately. Collect the recipes and choose some for the class ezine.

Page 43

- **Extra activity 1: Role play**

Make groups of three. Pupils decide on their roles and then read through the story dialogue in their groups. Play the audio again for them to listen for appropriate intonation, e.g. anger. Pupils prepare and practise their role plays as a group. Some groups can perform their role plays for the whole class.

- **Extra activity 2: Discussing predictions**

Pupils close their Pupil's Books. Elicit what Diggory said in the final frame (*Don't move or you'll go down faster. Emily, get me a big knife.*). Write the following on the board: *When Diggory gets the knife, he'll* _____. Pupils individually think of three possible things Diggory will do. Make pairs and set up a discussion with the following board prompts:

Openers: *I think when Diggory gets the knife, he'll _____.*
Responses: *Oh, no. I don't agree. I think he'll_____ because _____ / Oh, that's a good idea. I didn't think of that. / That's impossible. He can't _____ because _____. / Yes, I agree. I wrote that too.*
Elicit some of the ideas as a whole class.

Page 44

- **Extra activity 1: True or false**

Pupils each write six true/false statements about the Pupil's Book Activity 1 text (at least three must be false). They swap their statements with a partner. They complete each other's activities by writing *T* or *F*, without looking at the Pupil's Book. In pairs, they check each other's answers orally. Pupils then try to correct their partner's false statements. If they can't remember, they can look in the Pupil's Book.

- **Extra activity 2: Food from our region**

Pupils create a display in the classroom about local foods. They use their texts from Activity Book Activity 4, packaging from the food they have written about, drawings or photographs.

Page 45

- **Extra activity 1: What we did for the project**

Pupils reflect on and then write about what they did for the project. They use full sentences (not the imperative) and write one or two paragraphs. They conclude their texts when they take the cheese out of the cloths after 24 hours.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on micro-organisms onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write *Microorganisms* in the middle of the page and draw a circle around it.
They write the new words from the lessons as a mind map. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about healthy and unhealthy microorganisms in food. I made some soft cheese.*

Review Units 3 and 4

Page 46

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 3 and 4.

- **Extra activity 2: A group story**

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (A drive in the country / Forest fire) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 47

- **Extra activity 1: Writing sentences**

Pupils write all the sentences from the Pupil's Book game correctly in their notebooks.

- **Extra activity 2: Games**

Play one of the games from Units 3 and 4 with the class.

Unit 5 Under the sea

Page 50

- **Extra activity 1: Role play**

Display the large sheet of paper with the audioscript written on. Make groups of six. Pupils decide on their roles. Play the audio again. Pupils repeat their words in role. Pupils then practise the role play in their groups. Monitor and comment if appropriate.

- **Extra activity 2: Sentence completion**

Write the following statements on the board. Pupils discuss their answers in pairs. They write two answers for each question, one using *for* and one using *since* (both with the same meaning). Pupils can suggest other sentence stems.
I have been in school for / since …
I have lived in my house / flat for / since …
I haven't eaten anything for / since …
I have studied English for / since…
I have had my school bag for / since …

Page 51

- **Extra activity 1: True or false**

Tell pupils you are going to read out ten statements (five true, five false) about your life. They have to listen and guess. Pupils write, e.g. *1F*, in their notebooks. Pupils compare their ideas in small groups. Read out the statements again, one by one. Elicit what pupils think. Pupils who guessed right get a point.

- **Extra activity 2: Grab it!**

Stick the 20 time expressions on the board (or on a wall). Make three teams. They line up, facing the expressions. Call out, e.g. *For.* The three pupils at the front of the teams run and grab an expression to use with *for.* Award a point for a correct expression. Leave the three expressions off the board. The three pupils go to the back of their lines. Continue. Call *For* and *Since* randomly. Keep the cards with the time expressions for use in other lessons.

Page 52

- **Extra activity 1: Asking questions**

Pupils use the questions in Pupil's Book Activity 11 as a model to each write five more questions about the text in Pupil's Book Activity 9. Remind them that they must know the answers to their own questions. In pairs, they take turns to ask and answer the questions (orally) – if they can, without looking at the text.

- **Extra activity 2: Pairwork dictation**

Tell pupils they are going to do a pairwork dictation. Hand out Photocopiable activity 5 (page 207) to each pupil: A to Pupil A, and B to Pupil B. Tell them they have the same texts, but with different sections missing. They mustn't look at each other's papers. Pupil A starts reading until he/she comes to a gap. Then Pupil B takes over reading until he/she comes to a gap. They continue taking turns like this to the end. The first time, they read the dictation right through so they have an idea of what it's about. The second time, they do it more slowly to give each other time to write in the missing words. Remind them of useful phrases, e.g. *Can you repeat that, please? How do you spell that?*

Key: People all over the world have enjoyed eating different kinds of fish and seafood for thousands of years. One popular kind of seafood is shellfish. As the name tells us, a shellfish is a sea animal with a shell. It's often more expensive than fish and it includes lobsters and crabs. Some people like eating 'sushi'. This is a fish dish from Japan. The fish isn't cooked and we can eat it with chopsticks. In England, 'Fish and chips' is a favourite meal. There are special shops where you can go to buy your fish and chips to take home with you. In some countries, people like eating squid and octopus. They sometimes eat them with lemon juice, with a sauce or with rice.

Page 53

- **Extra activity 1: At the aquarium**

Elicit all the sea creatures that are mentioned at the aquarium (Pupil's Book Activity 13). Pupils work in groups of three. They each choose an animal that they would like to see and think about their reasons. They then tell the rest of their group. Elicit ideas by asking one pupil in a group to tell you about one of their friends, e.g. *Paula wants to see the seals because she thinks they have lovely eyes*. Collate the information to find out which is the class's favourite animal at the aquarium.

- **Extra activity 2: Sea life posters**

Pupils work in groups of four to produce posters about what they have learnt about sea animals in this and the previous lesson. They must be selective and include what interests them the most. They write their own texts and either draw their own pictures or print pictures off the internet. Display the posters.

Page 54

- **Extra activity 1: Word stress**

Make pairs. Hand out a set of the words from Activity Book Activity 16 to each pair of pupils. They work together to sort the words into five groups, based on syllable stress. They don't look at the Activity Book. Monitor and help. Pairs compare with pairs. Then pupils check in their books.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes. They also look for the features of a report. Remind them to use pencil. Pupils then rewrite their own texts. Some of the texts can be submitted for the ezine.

Page 55

- **Extra activity 1: Role play**

Make groups of three. Pupils choose their role. Play the audio as pupils read through the story dialogue in role. Then they practise the dialogue in their groups, using appropriate intonation to show emotion. They take turns to be the three different characters. More confident pupils can role play the story for the whole class.

- **Extra activity 2: What animals are like …**

Brainstorm ten known animals, e.g. *dog*, *polar bear*, *seal*, *snake*, *dolphin*, *shark*, *tiger*. In pairs, pupils choose four of the animals and think what kind of 'characters' they have. Remind them of the story: *Turtles are hard and strong on the outside and soft and weak on the inside*. Pupils choose four adjectives to describe their animals in the same way. Make groups of four (two pairs). They share their ideas and choose the best one to report back.

Page 56

- **Extra activity 1: Food chains**

In pairs, pupils draw and label one of the food chains discussed in Pupil's Book Activity 1. They both draw and label it in their notebooks. Fast finishers can draw and label a second chain.

- **Extra activity 2: Project research**

If possible, do the research for the project included in the following lesson in this class. Pupils work in groups of four to research a habitat, to find out which animals live there, what they eat and their position in the food chain. See the project description on Pupil's Book page 57 for guidance.

Page 57

- **Extra activity 1: Oral presentations**

Pupils use the information from the Pupil's Book project to prepare and give short oral presentations to the class (one to two minutes) about the habitat and the animals they chose and what they learnt about food webs. You can spread the presentations over several days, or pupils can present in small groups.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on food chains and food webs onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Food chains and food webs*. 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 food chains and food webs. I drew some food webs. I completed a project on a food chain*.

Unit 6 Free time

Page 58

- **Extra activity 1: Role play**

Display the large sheet of paper with the Pupil's Book Activity 1 audioscript written on. Make groups of five. Pupils decide who is which character. Play the audio. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

- **Extra activity 2: Changing stories**

Pupils work in groups of three. They discuss ideas and write a new ending for the story in Activity Book Activity 3, starting with *Finally …* Groups read their new endings to the class and the class votes for the best one(s). Choose one or more for the class ezine.

Page 59

- **Extra activity 1: My friends' free time activities**

Pupils write the information from Pupil's Book Activity 7 as a short text in their notebooks. Provide prompts on the board, e.g. *I talked to _____ friends about their free time activities. This is what I found out. _____ likes playing table tennis.* Monitor and check.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the definitions each of them wrote for Activity Book Activity 6 and try to correct any mistakes. They also check that their friend has used the words from the Grammar box from Pupil's Book page 58 correctly. Remind them to use pencil and not pen. Pupils then rewrite their own definitions in their notebooks.

Page 60

- **Extra activity 1: My favourite indoor hobby**

Pupils each write a short text in their notebooks about their favourite indoor hobby. They write about what it is, why they like it, when they started it, where and how often they play/do it and the equipment involved. Collect pupils' work and select some for inclusion in the class ezine.

- **Extra activity 2: Find someone who …**

Pupils do a Find someone who … activity, like that in Pupil's Book page 59 Activity 7, with a focus on hobbies. Draw a table like this on the board for pupils to copy into their notebooks. Include all the hobbies from Pupil's Book Activity 8:

Find someone who …	**Name**
is a good chess player	
likes mountain biking	

Pupils draw the table and work out the complete questions. They go around the classroom asking the questions of different pupils. When they get a 'yes' answer, they write the pupil's name and move on to the next question. At the end of the activity, elicit what they found out about their classmates.

Page 61

- **Extra activity 1: Crosswords**

Make pairs. Tell pupils they are going to do a crossword together, but they mustn't show their paper to their partner. Hand out Photocopiable activity 6 (page 208) to each pair: A to Pupil A, and B to Pupil B. Demonstrate to the class. A and B have different words filled in their crosswords. To find out the other words, they ask their friend, e.g. What's 2 across? Their friend doesn't tell them the answer (sledge) but reads them the clue for them to guess (*This is something we ride on in the snow*). They take turns to ask and answer and complete their grids. When they have finished, they can look and check.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the emails each of them wrote for Activity Book Activity 16 and try to correct any mistakes. Remind them to use pencil. Tell pupils that this is a cooperative activity. Pupils then rewrite their emails.

Page 62

- **Extra activity 1: Spelling practice**

Tell pupils to write numbers 1 to 10 in their notebooks. Explain that you are going to dictate a list of words. Say ten words with the sound /ʌ/ from the lesson, e.g. *1 done, 2 touch, 3 jump, 4 cousin, 5 bus, 6 nothing, 7 country, 8 someone, 9 London, 10 love.* Give pupils time to write the words. Read them again. Pupils check their spelling in pairs. Elicit the correct spellings and write the words on the board. Point out the common spelling patterns for the sound /ʌ/ (the letter *u* (*jump, bus*), words ending *o_e* (*done, love*), the letters *ou* (*touch, cousin, country*)).

- **Extra activity 2: Listening to a song**

Tell pupils you have brought in a song. Tell them the name and the singer. Ask who has heard of it/knows it. Divide the class into pairs. Hand out the song (cut into four or five sections) to each pair. Give pupils time to try to sequence it.
Play the song. Pupils listen and sequence it. Check the sequence with the class. Discuss the content and aspects of the song with the class.

Page 63

- **Extra activity 1: Role play**

Make groups of three. Pupils decide on their roles and then read through the story dialogue in their groups. Play the audio again for them to listen for appropriate intonation, e.g. annoyance or surprise. Pupils prepare and practise their role plays as a group. Some groups can perform their role plays for the whole class.

- **Extra activity 2: The Maya**

Tell pupils they are going to do a research project on the Maya. Put them in small groups and give each group a task, e.g. find out three more facts about Chichen Itza; find another famous Maya site in Mexico; find stone carvings of corn symbols. Pupils take notes. They can either write a group text, or do an oral presentation – or both.

Review Units 5 and 6

Page 66

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants / rhymes from Units 5 and 6 with pupils.

- **Extra activity 2: A group story**

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Hard actors / Eating seafood) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 67

- **Extra activity 1: Writing sentences**

Pupils write the sentences for all the verbs they won in the Pupil's Book game correctly in their notebooks.

- **Extra activity 2: Games**

Play one of the games from Units 5 and 6 with the class.

Unit 7 Dress sense

Page 70

- **Extra activity 1: Role play**

Display the large sheet of paper with the audioscript written on. Make sure all the pupils can see it. Make groups of four. Pupils decide on their roles. Play the audio again. Pupils repeat their words in role. Pupils then practise the role play in their groups. Monitor, listen and comment if appropriate. Check for correct pronunciation of *might* / *might not*.

- **Extra activity 2: Back to back game**

Tell pupils to make pairs. They have 30 seconds to look at what their partner is wearing. Then they stand back to back and take turns to describe their partner's clothes.

Page 71

- **Extra activity 1: Conversations**

Pupils each write their conversations from Pupil's Book Activity 7 in their notebooks: they write their questions, followed by their partner's responses.

- **Extra activity 2: Descriptions**

Pupils each write a description of another pupil in the class. But they don't use their name or *him/her*. They write, e.g. *This pupil's wearing …* Pupils take turns to read their descriptions aloud for the rest of the class to guess.

Page 72

- **Extra activity 1: Disappearing text**

This activity uses one of the texts from Pupil's Book Activity 9. Either write one of the texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (Pupil's Books closed). Erase about six nouns from the text. Ask pupils to read it aloud again, saying the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left and pupils can say the whole text from memory.

- **Extra activity 2: Fashions we like**

Brainstorm the kinds of clothes pupils think are fashionable. Make groups of four. Hand out a fashion magazine to each group. They choose pictures which they think give examples of current fashions and cut them out. They prepare a poster, adding text to describe what the fashion items are. Display the posters or pupils prepare and give oral presentations in groups.

Page 73

- **Extra activity 1: Spot the difference**

Tell pupils you are going to give them two pictures which look very similar but which have 12 differences. They are going to talk about the pictures in pairs and find the differences. Hand out Photocopiable activity 7 (page 209) to each pupil. Give them 30 seconds to look and then elicit one difference. Give pupils five minutes to find all the differences. Check as a class. Pupils then write sentences in their notebooks to describe the differences, e.g. *In Picture A the girl who's going to catch the ball is wearing striped tights, but in Picture B she's wearing spotted tights.*

Key:

In Picture A the girl drinking from a carton of juice is wearing a jacket with one small pocket, but in Picture B she's wearing a jacket with two big pockets.
In Picture A the boy holding his rucksack is wearing gloves, but in Picture B he isn't wearing gloves.
In Picture A the girl with long hair is wearing a coat with four big buttons, but in Picture B there are only two big buttons.
In Picture A the girl playing a video game is wearing glasses, but in Picture B she isn't wearing glasses.
In Picture A the girl playing a video game is wearing long striped trousers, but in Picture B she is wearing plain trousers.
In Picture A the boy throwing the ball is wearing a spotted sweater, but in Picture B he's wearing a striped sweater.
In Picture A the girl who's going to catch the ball is wearing a dress, but in Picture B she's wearing a skirt.
In Picture A the girl who's going to catch the ball is wearing striped tights, but in Picture B she's wearing spotted tights.
In Picture A the boy sitting down is holding an umbrella, but in Picture B he's holding a book.
In Picture A the boy taking off his sweater is wearing trousers, but in Picture B he's wearing shorts.
In Picture A the teacher has no beard or moustache, but in Picture B he has a beard and a moustache.
In Picture A the teacher is wearing a hat, but in Picture B he isn't wearing a hat.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the descriptions of clothing each of them wrote for Activity Book Activity 13 and try to correct any mistakes. Remind them to use pencil. Pupils then rewrite their description.

Page 74

- **Extra activity 1: Role play**

Pairs imagine they are going to have a telephone conversation. They plan the conversation together. One of the pair then performs the conversation to the class but all he/she can say is the answers. All the class hears is one pupil 'on the phone'. The rest of the class have to guess what the phone conversation is about. Tell pupils to use their imagination, and to think of how actors do this in films/on TV.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 18 and try to correct any mistakes (grammatical and / or factual) and suggest ways of improving the descriptions according to the Write it right box. Remind them to use pencil. Pupils then rewrite their own texts. Some of the texts can be submitted for the class ezine.

Page 75

- **Extra activity 1: Role play**

Make groups of three. Pupils choose their role. Play the audio as pupils read through the story dialogue in role. Make sure they say their words with appropriate intonation and feeling. Then they practise the dialogue in their groups, using appropriate intonation to show the emotions and feelings of all the characters. They take turns to be the three different characters. More confident pupils can role play the story for the whole class.

- **Extra activity 2: True or false**

Pupils work in pairs. They write ten statements (true and false) about the information in Activity Book Activity 20 on one piece of paper and the key (with corrections for the false statements) on the other. Pairs swap statements with another pair and write their answers. Then the pairs give each other the keys so they can check.

Page 76

- **Extra activity 1: Definitions**

Focus pupils on Pupil's Book Activity 2 and elicit the full definitions, e.g. *This is the outside part of a tree. You can use it to make clothes*. Pupils work individually. They choose four more new words from the text and write definitions. Make groups of four pupils who were not sitting next to each other. They take turns to read the definitions to the group for them to guess.

- **Extra activity 2: About my clothes**

Pupils write a short text about the clothes they are wearing. They name them all and then write what they are made of and where they come from. In groups, pupils compare their information and find out what the most common materials are.

Page 77

- **Extra activity 1: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for the project, look at the picture of the uniform and make suggestions for improvements to the text. Remind them to use pencil and. Pupils then rewrite their own texts and attach the picture for the class book on uniforms.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on clothes onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Clothes*. 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 the history of clothes around the world. I designed a uniform*.

Unit 8 Around the world

Page 78

- **Extra activity 1: Role play**

Display the large sheet of paper with the Pupil's Book Activity 1 audioscript written on. Make groups of three. Pupils decide who is which character. Play the audio. Pause for pupils to repeat in character after each line. Pupils practise the role play in their groups, changing roles if there is time. More confident groups can perform their role plays for the class.

- **Extra activity 2: Compare and correct**

Pupils work in groups of four. They compare their sentences from Activity Book Activity 4. They find out what the others have already / just / not yet done today. Provide prompts on the board, e.g. *Two of us have already … All of us have just … One of us hasn't … yet*.

Page 79

- **Extra activity 1: Writing verses**

Tell pupils they are going to write another verse for the song. Using the first verse as a model, elicit other things they have done in school this year / they have just done. Do the same with the second verse, (but about holidays). Pupils work in groups of four. Remind them to keep to the same basic structure of the song. Groups perform the new verses and the class votes for the best ones.

- **Extra activity 2: Writing replies**

Tell pupils that they are going to write an email to Emma (from Pupil's Book Activity 6), either in the role of Sarah, or as themselves. Brainstorm with the class some holiday places and things to do there and ideas for what they have just / already done / not yet on their holiday. Pupils work individually and write a draft. Pupils swap texts and read each other's, checking for correct use of *already*, *just* and *yet*. Pupils write the final version of their email.

Page 80

- **Extra activity 1: My country**

If their country is not mentioned in the ezine, pupils work in groups to brainstorm ideas for a short paragraph about their country. Brainstorm their ideas and write a collaborative text on the board. Ask a pupil to write it up for the class ezine.

- **Extra activity 2: Research project**

Pupils work in groups of three or four. They each choose one country (not one of those mentioned in detail in the unit) to do a project on. Brainstorm some ideas to give them structure for their research, e.g. where it is in the world, how big it is, the languages that are spoken there, the climate, particular things the country is famous for (history / products), and its capital city. Hand out reference materials to the groups. They can also use the internet. Groups can present their project on a poster, do an oral presentation, and/or write it up for the class ezine.

Page 81

- **Extra activity 1: Categories**

Write the following categories on the board: *nationality*, *hobby*, *food*, *clothes*, *past participle*. Pupils work in groups of two or three. Say a letter, e.g. *b*. Pupils write a word for each category beginning with this letter, e.g. *Brazilian*, *basketball*, *banana*, *boots*, *been*. Repeat with other letters. Set a time limit for the writing phase. Check words at the end to make sure they are correct.

- **Extra activity 2: Sharing ideas**

Make groups of six (three pairs). Pairs take turns to read their reports from Activity Book Activity 14 aloud to the other pupils. They compare ideas about similar things they have eaten / liked / didn't like. Pairs then swap the reports they have written with another pair in the group. They read through each other's reports and try to correct any problems with grammar, spelling and expression. They use pencil. Remind them that this is a cooperative activity. Pairs pass on the report to the other pairs in the group for further comment. Pairs then take back their own reports and rewrite them, taking into account the feedback of the other pairs if they think it is appropriate.

Page 82

- **Extra activity 1: Countries and nationalities**

Make pairs. Hand out Photocopiable activity 8B (page 211) to each pair. Ask one or more pupils to read the introduction aloud and then to look at the picture. Elicit some of the information they can work out about the group, e.g. *They've been to the Eiffel Tower.* In pairs, pupils study the picture for five minutes without writing anything down. They have to remember as much as they can. Then they turn over the photocopy and, in pairs, try to write as many sentences on a piece of paper as they can about the group. After a set time limit, tell pupils to stop writing. Pairs swap papers with other pairs. They turn over the photocopies. Check as a class.

Key: They've been to China. They've been to Mexico. They've been to Rio de Janeiro. They've visited the Statue of Liberty. They've been to the Eiffel Tower. They've been to London. They haven't been to Lisbon yet. They haven't fl own to Athens yet. They haven't played in Berlin yet. They haven't been to Madrid yet. They haven't fl own to New Delhi yet.

- **Extra activity 2: Where am I going?**

Tell pupils to imagine they are going on holiday to a country anywhere in the world. Pupils write the name of the country and a list of things they need (clothes, useful objects, things to eat or drink) in their notebooks. Make pairs. Write the prompt *I'm going to pack …* on the board. Pupil A makes a sentence about their list, e.g. *I'm going to pack a hat, some sunglasses, a camera, some shorts, a Spanish dictionary and a diving mask*. Pupil B tries to guess the holiday destination (e.g. *Are you going to Mexico?*). Then they swap roles.

Page 83

- **Extra activity 1: Role play**

Make groups of four. Pupils choose their role. Play the audio as pupils read through the story dialogue in role. Then they practise the dialogue in their groups. They take turns to be the four different characters. More confident pupils can role play the story for the whole class.

- **Extra activity 2: Diggory Bones quiz**

Pupils work in groups of four. They look back through the Diggory Bones story and write a quiz about it to give to another group in the class.
They write the answers on a separate sheet. Groups swap and answer each other's quizzes. If time, select the best quiz questions from all the groups in the class (about 12 in all) and include them (with answers) in the class ezine.

Review Units 7 and 8

Page 86

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 7 and 8.

- **Extra activity 2: A group story**

Pupils work in groups of three. They choose one of the other titles from Activity Book Activity 2 (Streets ahead / Capital cities) and write a story with this title. They need to: a) brainstorm ideas, b) sequence ideas, c) write a first draft of the story, d) swap drafts with another group for correction, e) write a final version of the story on paper for the class ezine.

Page 87

- **Extra activity 1: Activities**

Pupils choose an activity from *Kid's Box 6* to do again. They vote for their favourite. Do it with the class.

- **Extra activity 2: Games**

Play one of the games from Units 7 and 8 with the class.

Values Units 1 & 2
Living with technology

Page 90

- **Extra activity 1: Modern life**

Write the following list of modern devices on the board: *computer, mobile phone, MP3 player, washing machine, television*. Tell pupils to think about how important each of these things is in their daily life. They work individually to write a list of the devices in their notebooks in order of importance. They compare their answers in pairs and discuss the lists. Encourage pupils to give reasons for their opinions.

- **Extra activity 2: Messages**

Draw a table with four columns on the board. Write the column headings *Face to face, Phone call, Email / Text, Letter.* Hand out the pieces of paper (see page 186), one to each pair of pupils. Tell each pair to read what is on their piece of paper and decide if the best way to send this message is over the phone, face to face, by email / text or by post. Give pupils time to think and discuss with their partner. Ask a volunteer pair to read out their message and say which column (or columns) of the table they would choose. Ask them to give the reason why. If some pairs have the same message, see if they agree about the best way to deliver it.

Values Units 3 & 4
Be safe at home

Page 91

- **Extra activity 1: My kitchen**

Show pupils the picture of the kitchen in the Pupil's Book (page 91). Tell them to think about what their kitchen at home looks like just before a meal. Make sentences about your own kitchen and write them on the board, e.g. *My kitchen is smaller. There's a big fridge. We don't eat in the kitchen. There isn't a table. I've got two children. They don't use knives in the kitchen.* Pupils work in pairs. They discuss similarities and differences between the picture and their own kitchen in the same way.

- **Extra activity 2: What can happen?**

Write the headings *Kitchen, Bathroom* and *Outside* on the board. Pupils copy them in their notebooks. They work in pairs to write sentences about accidents which can/might happen in each place. Elicit some examples before they start, e.g. Kitchen – *A fire can start on the cooker. Someone might fall over if the floor is wet.* Monitor and support as necessary. Pairs compare with pairs. Elicit ideas and discuss ways to prevent the accidents.

Values Units 5 & 6
Harmony at home

Page 92

- **Extra activity 1: Interview with the Banks family**

Pupils work in groups of four or five. Assign roles to each pupil – 'David' (the reporter), 'Vicky', 'Fred', 'Dad' and (in a group of five) 'Mum'. Hand out the props – notepads and pens for 'David', items of clothing for 'Mum' and 'Dad' (see page 190). Give pupils time to re-read the report about the Banks family in the Pupil's Book. In their groups, they prepare a role play of the interview. Make sure each member of the group speaks. Allow time for the groups to practise their role plays. Then ask volunteer groups to perform their interview for the class.

- **Extra activity 2: Harmony at home poster**

Pupils work in pairs or small groups to design a poster about how to have harmony at home. They write a list of rules/advice for getting along with your family, e.g. *Work as a team. Talk about your problems. Don't be lazy. Help your parents. Keep your room tidy.* They illustrate their poster with pictures/symbols. Display the posters around the class.

Values Units 7 & 8
Sharing problems

Page 93

- **Extra activity 1: What should I do?**

Hand out two large (A4) pieces of card to each pupil. Ask each pupil to write *should* on one piece of card and *shouldn't* on the other. Write one of the following problems on the board and read out one of the pieces of advice about it. Pupils hold up their *should* or *shouldn't* card according to whether they agree with your advice. Ask a pupil to make a sentence with *should* or *shouldn't* (e.g. *You shouldn't change your boyfriend.*), then ask him/her the reasons for this answer. Repeat with the rest of the 'advice' sentences. Then do the same with the remaining problems.

Problem: *My dog doesn't like men and barks at my boyfriend all the time. Yesterday it nearly bit him.*

Advice: *Change your boyfriend. Ask your boyfriend to wear a skirt when he visits your house. Never take your boyfriend to your house. Take your dog to see an expert dog trainer.*

Problem: *I share a bedroom with my little sister. She wants to paint the room pink. I want to paint it yellow.*

Advice: *Paint the room pink. Paint the room yellow. Paint the room a different colour you both like. Use wallpaper with pink and yellow on it.*

Problem: *I haven't done my English homework because I was playing computer games last night.*

Advice: *Copy the homework from someone else. Tell the teacher your dog ate your homework. Tell the teacher the homework was too difficult. Say sorry and ask for more time to do your homework.*

- **Extra activity 2: Agony aunts and uncles**

Ask pupils to copy out the problem letter they wrote for Activity Book Activity 4 on a separate piece of paper, without signing their name. Display the letters around the class, each marked with a number. Pupils stand up and read each letter. They write a piece of advice for each one in their notebooks (just one sentence) next to the number of the letter. At the end of the activity, elicit pieces of advice for each problem. Write examples of the best pieces of advice on the board.

Extra project ideas

Unit 1 Myths and legends from our region

Note: Ideally this should be a joint project with the Literature teacher.

You will need:
Reference books, the internet, collected myths and legends from your region (in English or in mother tongue), large sheets of paper.

For this project, pupils work in pairs or small groups to find out about myths and legends from their region or country. They focus their research either on one myth or legend which has different versions, or on one character who appears in different myths or legends. They present their findings on a poster and then use this to make an oral presentation to the class.

Tell pupils what the focus of the project is (researching myths and legends from their country/region). Brainstorm myths and legends from the country/region with the class. If necessary, add others to make sure the list is comprehensive. Include at least one myth or legend which has different versions and one character who runs through more than one myth or legend. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs/small groups.
Step 2: Research the myths and legends from your region using the reference materials and choose EITHER one myth or one legend which has different versions OR one character who appears in different myths or legends.
Step 3: Decide which stories you need to research/re-read and divide the research and reading amongst the group. Each person reads and makes notes.
Step 4: Share what you have found out and decide what to include in the final poster/presentation. Decide who is going to write what.
Step 5: Each person writes their information for the poster. This could be a summary of a story, a description of the main character, and so on. Swap texts in your group and check for content and grammar.
Step 6: As a group, prepare the poster. Then prepare the oral presentation, making sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.
Step 7: Present your project to the class.

Remind pupils that they need to keep the project focused and quite small in scope. They can't include too many myths and legends. Ideally they should focus on something they/the class don't already know. Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom.
If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 2 The planets in the solar system

Note: Ideally this should be a joint project with the Physics teacher.

You will need:
Reference books, the internet, large sheets of paper, paper, card, paints, glue, scissors.

For this project, pupils work in pairs or small groups to find out about one of the planets in the solar system. They produce a poster or 3D model of their planet which they display as they make their class presentation.

Tell pupils what the focus of the project is (one of the planets in the solar system). Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make eight groups (one for each planet). Your teacher will give you the name of the planet you are going to research.
Step 2: Plan the steps of your project as a group (what to do first, what next, etc.). Think about how you want to display the information: as a poster or a 3D model.
Step 3: Research your planet, finding out as much information as you can about it. Make notes about what you find out.
Step 4: Share the information and decide what to include / leave out from the final presentation. Decide if you are going to make a 3D model or a poster. Divide up the tasks.
Step 5: Each person gets on with their task(s). Those who are writing swap their texts with each other to check content and grammar.
Step 6: Make final preparations of the poster or the 3D model. Then prepare the oral presentation, making sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.
Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious, especially with any 3D models. 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/models on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 3 Make a model of the Sierra Nevada

You will need:
A photo of the Sierra Nevada mountain range, empty egg cartons (for the mountain range), paint or markers, different colours of modelling clay, lid of a box.

For this project, pupils work in pairs to make a model of a natural feature in Andalucía: the mountain range of Sierra Nevada, including the highest peak – Mulhacén. They present their model to the class and describe what it is, how high it is, where it is and what flora and fauna can be found in the area. They can also add skiers or mountain climbers.

Tell pupils what the focus of the project is (making a mountain range in Andalucía and describing where it is and what it looks like). Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs.
Step 2: Research the Sierra Nevada mountain range and make notes.
Step 3: Find photos to help you build the model. Brainstorm what you want to include on your model (animals, plants, people) and make a list.
Step 4: Draw a sketch of the mountain range and write sentences to describe it. Find out the name of the highest peak, how high it is and where the name comes from.
Step 5: Place the egg carton upside down as the base. Paint it brown or green and leave to dry. Use white modelling clay to make the mountain peaks.
Step 6: Make the people and animals out of modelling clay and add to the model. Then place the whole model on the lid of the box, and glue.
Step 7: Present your model to the class, along with the descriptions.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their descriptions and models. Provide example texts on the board for the descriptions. Encourage pupils to add unusual things.

Each group should have time to make their presentation to the rest of the class. Leave the mountain ranges on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

Unit 4 Looking at food through microscopes

Note: Ideally this should be a joint project with the Science teacher.

You will need:
Microscopes, about six food samples, e.g. blue cheese, live yoghurt, milk, plus other foods which show evidence of micro-organisms.

For this project, pupils work in pairs or small groups to view and document looking at different foods through microscopes. They produce a table of their findings and then write a report in their notebooks. Pupils share their experiences informally as a class.

Tell pupils what the focus of the project is (looking at micro-organisms through microscopes). Write the steps of the project on the board for pupils to copy into their notebooks. Draw a table for the recording of their findings on the board, e.g.

Food item	What we observed

Step 1: Make small groups.
Step 2: Copy the table from the board into your notebooks.
Step 3: Practise using the microscope before you collect the samples of different foods from your teacher.
Step 4: Take turns to look at the sample of each food under the microscope. Discuss what you can see and write notes in your table. Be as descriptive as you can.
Step 5: When you have looked at all the samples, write a draft report as a group. Check the text carefully for content and grammar.
Step 6: Write a final version of your report in your notebooks.
Step 7: Discuss your experiences with the rest of the class.

Prepare the lesson carefully, making sure that you have the food items ready, that you have talked through the project with the Science teacher and that you take time with Step 3. Monitor and supervise pupils as they are working, making sure they all keep on task and don't get too excited (or disgusted). Help pupils with their draft reports. Provide a model on the board or on paper as appropriate. Encourage pupils to check their work carefully at Step 5.

There is no formal project presentation to the rest of the class. Instead, pupils discuss their experiences of doing the project and of using microscopes as a class.

If appropriate, groups write up their projects for the class ezine.

Unit 5 Food chains and webs in the local environment

Note: Ideally this should be a joint project with the Biology teacher.

You will need:
A playground, park or local pond for research, one clipboard for each group, a magnifying glass, a digital camera, large sheets of paper.

Note: You will need to have visited the site before you take pupils there and checked what wildlife there is.

For this project, pupils go out into the local environment to:
a) find out about the wildlife in a particular place,
b) document their findings in the form of a food chain.

Tell pupils what the focus of the project is (finding out about the wildlife in a particular place and documenting their findings in the form of a food chain). Write the steps of the project on the board for pupils to copy into their notebooks before they go out on the project:

Step 1: Make pairs / small groups.
Step 2: Take your clipboard, paper and pencils and follow your teacher to the site for the research.
Step 3: Observe and carefully document the animals you find there: use the magnifying glass, and digital camera and sketches to help you remember.
Step 4: In the classroom, read through the information on your clipboards and sequence the animals into a food web or webs. Ask your teacher for help if you need it.
Step 5: As a group, write a report of what you did and about the food web(s) you identified. Draw the food web(s) on the poster and add photos you took and/or drawings you made. Those who are writing swap their texts with each other to check content and grammar.
Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.
Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, especially when you are outside doing the field work. Support pupils with creating their food webs if necessary. Help pupils with their draft texts. Provide models for texts on the board or on paper as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 6 A story with sound effects

You will need:
A short text (see below), props to create sound effects, costumes and props (optional).

For this project, pupils produce a short story and add their own sound effects. They can use the text below as the beginning of the story or write their own beginning. Pupils work in small groups of four or five. They write their story and then choose roles. All the members of the group must have a role. One person will be the narrator, one or two people will be the actors and one or two people will be the sound effects technicians. The final performance can be recorded on DVD and/or performed in front of the other pupils, teachers and parents. Alternatively, the groups can take turns to present their stories to their classmates.

Tell pupils what the focus of the project is (to perform a story with sound effects). If they want to, they can use costumes and props from home. Write on the board the steps of the project for pupils to copy into their notebooks:

Step 1: Make groups of four or five. Decide if you want to use the story beginning provided on the worksheet or write your own.
Step 2: Complete the story. Include lots of adverbs to describe the sound effects. Divide up the roles in your group: narrator, actors and sound effects technicians.
Step 3: Think of different ways to create the sound effects. You can use equipment in class or bring it from home. You can also use your voices and your hands/feet, etc.
Step 4: Practise performing the story with sound effects. Make sure the sound effects happen at exactly the right time.
Step 5: Perform the story for the class.
Optional: Have someone record the performance so the class can watch it afterwards.
Step 6: Groups say what they liked about the project and what they didn't like.

Make sure each group has a task plan so they know what order to do things. Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their sounds effects and props if they decide to use them.

At the rehearsal stage, pupils concentrate on their roles. The narrator and actors must speak clearly and confidently and the sound effects technicians must get the timing exactly right.

At the end of the project, encourage pupils to say what they have learnt.

Worksheet:
One dark night, an old man walked slowly towards the castle. He had one leg *[sound of walking with one leg]*. He was nervous ... there were bats *[bats squeaking, wings flapping]* flying around and he hated bats. There was the sound of a lynx *[sound of a lynx howling]* in the distance. He walked a little faster *[fast footsteps]* to reach the castle. He knocked loudly at the door *[knock, knock]*. It was odd – he thought he could hear flamenco dancers *[flamenco steps]* inside the castle. The door creaked *[door creaking]* open and inside was a ...

Unit 7 Clothes from our country

Note: Ideally this should be a joint project with the history teacher.

You will need:
Reference books, the internet, large sheets of paper, glue, coloured pencils, dictionaries.

For this project, pupils work in pairs or small groups to research typical/traditional clothes and fabrics from their country or region. Each group focuses on a different aspect of clothing / period of history. They produce a poster which they display as they make their class presentation.

Tell pupils what the focus of the project is (to research typical/ traditional clothes and fabrics from their country or region). Brainstorm some typical/traditional clothes and fabrics from their country or region before they start the project to give them ideas. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make small groups.
Step 2: Decide what period of history / type of clothing you are going to research for your project.
Step 3: Do the research using the internet and reference books. Don't forget to find out about the materials and the dyes, e.g. Were they natural? How did people make them? Make notes about what you find out.
Step 4: Decide which information you are going to use for your poster. Allocate tasks. Each person finds out more about their particular area and draws/finds pictures to use as illustrations.
Step 5: Share ideas and plan and prepare the poster. Those who are writing swap their texts with each other to check for content and grammar.
Step 6: Make final preparations for the presentation. Make sure everyone in the group takes a turn talking to the class. Make notes to help you with the presentation.
Step 7: Present your project to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom.
If possible, display them around the school for other pupils, teachers and parents to see.

If appropriate, groups write up their projects for the class ezine.

Unit 8 Slide presentation of an EU institution

You will need:
Reference books, the Internet, access to a computer with slide presentation software, A4 paper.

For this project, pupils work in pairs to produce an information leaflet about one of the European Union institutions using slide presentation software. (Note: If there isn't access to this software, pupils can use horizontal pieces of A4 paper to represent each slide.) The project should include the symbol of the institution, the aim, the leaders of the institution and where it is. They take turns to present their leaflet to the class.

Tell pupils what the focus of the project is (producing an information leaflet of an EU Institution using slide presentation software). Write on the board the institutions that the pupils can choose from. If you have time, remind pupils very briefly of the aim of some of the institutions. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make pairs.
Step 2: Decide which EU institution you are going to research.
Step 3: Research the EU institution and make notes. Decide on how many slides (or pages) you will need for the amount of information that you have found. Make a plan on paper.
Step 4: Make a template for each slide or page. Use the symbol of your EU institution.
Step 5: Decide what you are going to write on each slide or page. Think about the design and the photos you are going to use. Try to include photos of the institution (inside and outside) and its president.
Step 6: Use different tools from the slide presentation software to make the slides interesting and clear. You can also add music.
Step 7: Present your slides to the class on an IWB or a laptop. If your presentation is on paper, display the pages in order on the board.

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 the different ways in which the text and images can appear using the software tools available. If they are doing a paper page presentation, remind them to make the pages attractive and clear. Help pupils by encouraging them to find interesting facts about their institution.

Each group should have time to make their presentation to the rest of the class. After each presentation, the pupils discuss the institution and how it works.

Evaluation teaching notes and key

Evaluation 1

Instructions: Tell pupils to take out a pencil. Hand out Evaluation 1. Say *Read the instructions and look at the example.* Give them time to read. Say *Are you ready? Remember, there are some words that you do not need to use. Use the example to help you.* Pupils work individually. Give them about ten minutes to complete the evaluation. At the end, tell pupils to write their names. Collect the papers from pupils.

Feedback: There are seven stars at the bottom of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: 1 have, 2 wear, 3 went, 4 sword, 5 feathers, 6 going, 7 impossible

Evaluation 2

Instructions: Hand out Evaluation 2. Say *Read the instructions.* Give them time to read. Say *Are you ready? Remember you are going to hear the audio twice. The first one is an example.* Play the audio twice without a pause. Collect the papers from the pupils. Make sure they have written their names.

Feedback: There are five stars at the bottom of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: David B, Mum A, Dad G, Kim F, Grandma C

TRB CD 2, 22

Look at the pictures. Listen and look. There is one example. What does each person in Katy's family think about the future?

BOY: How do you think we'll travel in the future, Katy?

KATY: That's easy. Some people think we'll have car planes or spaceships, but I don't agree. In the future we'll use our bikes a lot more because they are better for the planet than cars. I'm going to ask for a new bicycle for Christmas this year and use it every day.

Can you see the letter 'E'? This is an example. Now you listen and write a letter in each box.

BOY: What does your brother think?

KATY: Well, my brother David is very young. He's eight years old. He thinks the future'll be really different. We'll live on other planets, Saturn or Jupiter, and we'll have to use spaceships to visit our families and friends. And he thinks we'll have to fly to school!

BOY: What does your mum think about space travel?

KATY: My mum? She loves it. She's got a telescope and she likes looking at the stars. She thinks we'll go to the moon again in the future. She says NASA is working on a project now.

BOY: And what does your dad say?

KATY: Oh, he's not interested in the moon. He thinks we'll use new technology here on Earth. Everyone'll have solar panels on their houses to save energy. Now it's not possible because they're too expensive but he says they'll be cheaper in the future. He wanted to buy one this year but Mum said no.

BOY: What does your sister Kim think about space?

KATY: Kim thinks it's boring but she thinks everything is boring. I asked her last night but she didn't want to talk about it. She sat in her armchair and watched television for three hours. *That's* boring!

BOY: Did you ask your grandmother?

KATY: Yes, I did and she was really happy to talk about it. She was a pilot and had a very exciting life. She loves planes and travelling and she thinks tourists'll visit Mars in the future. I don't think I agree but I like imagining life on different planets.

Evaluation 3

Instructions: Hand out Evaluation 3. If you are working with one pupil at a time give them time to look at the pictures. Tell the pupils the name of the story and describe the first picture, e.g. 'These pictures tell a story. It's called "Dream holiday". Helen was reading a book about explorers when she fell asleep.' Ask them to continue the story.
Alternatively, pupils can do the activity in pairs, taking it in turns to tell the story picture by picture.

Feedback: There are seven stars on the right of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Evaluation 4

Instructions: Hand out Evaluation 4. Say *Read the instructions.* Give them time to read. Say *Are you ready? Use the example to help you.* Remember to put a tick for the best title for the story. Pupils work individually. Give them about seven minutes to complete the evaluation.
Collect the papers from the pupils. Make sure they have written their names.

Feedback: There are seven stars on the right of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: 1 chopsticks, 2 some, 3 enough, 4 spotted, 5 front, 6 The house party

Evaluation 5

Instructions: Hand out Evaluation 5. Say *Read the instructions.* Give them time to read. Say *Are you ready? Remember you are going to hear the audio twice. The first one is an example.* Play the audio twice through without a pause. Collect the papers from the pupils. Make sure they have written their names.

Feedback: There are five stars at the bottom of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: 1 turtles, 2 chain, 3 2.30pm/14.30, 4 Coral, 5 637440

TRB CD 2, 23

Look at the pictures. Listen and look. There is one example.

GIRL: Hello, Lucy. Where have you been today?

LUCY: I went to the aquarium.

GIRL: Have they opened it again?

LUCY: Yes, but we couldn't see the dolphins. That part of the aquarium's been closed for six months.

GIRL: Six months?

LUCY: Yes, since October. I really wanted to see the dolphins.

Can you see the answer? Now you listen and write.

LUCY: But we saw lots of other creatures.

GIRL: Which was your favourite?

LUCY: I loved the octopus but I'm the only person who did. My friends said it was ugly.

GIRL: What did they like?

LUCY: Oh, they all thought the turtles were the best.

GIRL: Have you learnt anything new about the sea today?

LUCY: Um, we watched a film about the food chain, you know, from plankton to predators, but that wasn't really new for me.

GIRL: And what else did you do?

LUCY: Well, we didn't have a lot of time because the aquarium closes early today.

GIRL: Oh really?

LUCY: Yes, normally it's open until five but on Wednesdays it closes at half past two.

GIRL: I haven't visited the aquarium yet. Can you tell me the name?

LUCY: Of course. It's the Coral aquarium, C-O-R-A-L.

GIRL: And what's the telephone number?

LUCY: I don't know if I have it. Oh yes, I've written it down in my notebook. It's 637 440.

GIRL: Thanks, Lucy. That's all I need to know.

Evaluation 6

Instructions: Hand out Evaluation 6. Say *Read the instructions.* Give them time to read. Say *Are you ready? Remember to write one word on each line. Use the example to help you.* Pupils work individually. Give them about ten minutes to complete the evaluation. Collect the papers from the pupils. Make sure they have written their names.

Feedback: There are ten stars on the right of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key: 1 better, 2 because, 3 anything, 4 a, 5 playing, 6 expect, 7 rap, 8 tempo, 9 his, 10 everywhere

Evaluation 7

Instructions: If you are working with one pupil at a time, keep picture A on the table in front of you and place picture B on the table in front of the pupil. Tell the pupil that you are going to say something about your picture and that you want them to tell you how their picture is different. Use the following prompts:

1 In my picture there is a girl wearing a white jacket reading a fashion magazine.
2 In my picture the girl's jacket has got black buttons.
3 In my picture there is a boy wearing shorts. He is carrying an umbrella.
4 In my picture the boy has got chewing gum in his pocket.
5 In my picture there is a policeman wearing a helmet.
6 In my picture there is a poster of man. He has a tattoo of a dog on his arm.
7 In my picture the man on the poster has got three rings on his fingers.
8 In my picture there is a poster of a woman with earrings made of shells.
9 In my picture the woman on the poster is talking on the phone.
10 In my picture there is a needle and thread on the table in the poster of the woman.

Alternatively, pupils can do the activity in pairs. Give them an example and tell them not to look at their partner's picture.

Feedback: There are ten stars at the bottom of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

Key (possible answers): 1 the girl is reading a book, 2 the buttons are white, 3 the boy hasn't got an umbrella, 4 the boy has dropped his chewing gum, 5 the helmet is in his hand, 6 the tattoo is of a flower, 7 the man has got five rings, 8 the woman has a necklace made of shells, 9 the woman is looking in the mirror, 10 there is a mask on the table.

Evaluation 1

Reading and Writing

Name: _____

Read the story. Choose a word from the box. Write the correct word next to numbers 1–7. There is one example.

go	going	feathers	scales	read	having
wear	sword	impossible	have	went	beast

Last week at school we ___read___ lots of adventure stories and on Friday we're going to (1) _____ a myths and legends disco. We have to (2) _____ special clothes. I'm going to be a pirate! Yesterday I (3) _____ to the shops with my friend Harry and I bought some black trousers, a white shirt and a plastic (4) _____.

I'm going to make a parrot with different colour (5) _____ to sit on my shoulder. Harry is (6) _____ to be a griffin. He needs to make a lion's body, wings and claws for his hands. I said, 'That's (7) _____!' Harry didn't agree but it's going to be easier for me to dance!

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Evaluation 2

Listening

Name: _____

22 CD2 What does each person in Katy's family think about the future?

Listen and look. There is one example.

Katy [E]

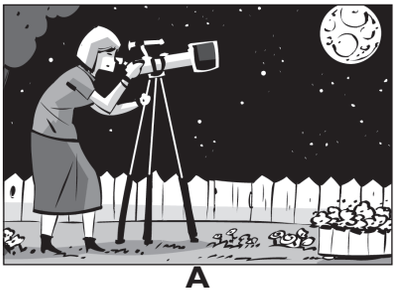
David [ ]

Mum [ ]

Dad [ ]

Kim [ ]

Grandma [ ]



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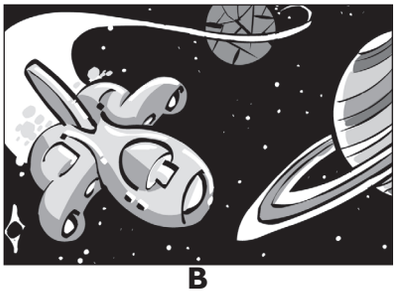

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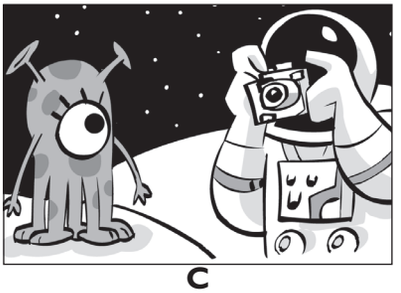

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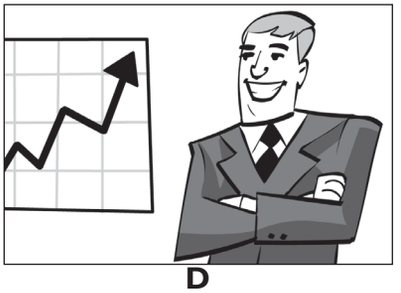

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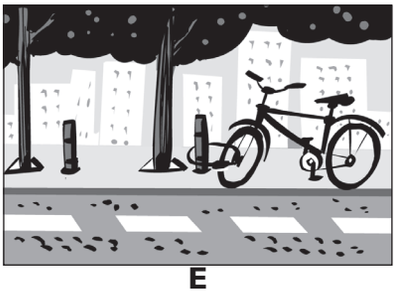

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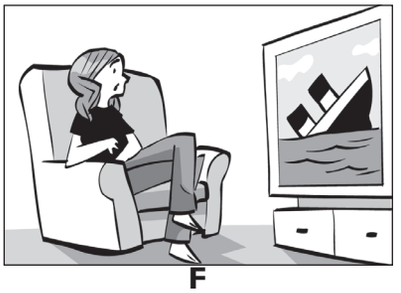

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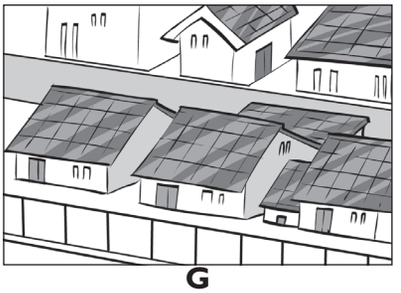

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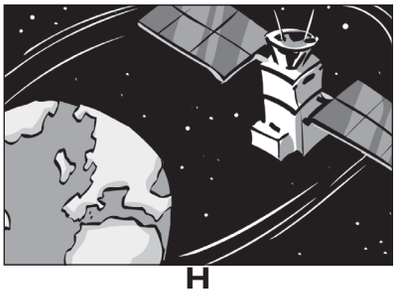

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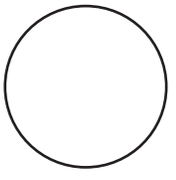

Evaluation 3

Speaking

Name: _____

Look at the pictures and tell the story.
Helen was reading a book about ...

Dream holiday.

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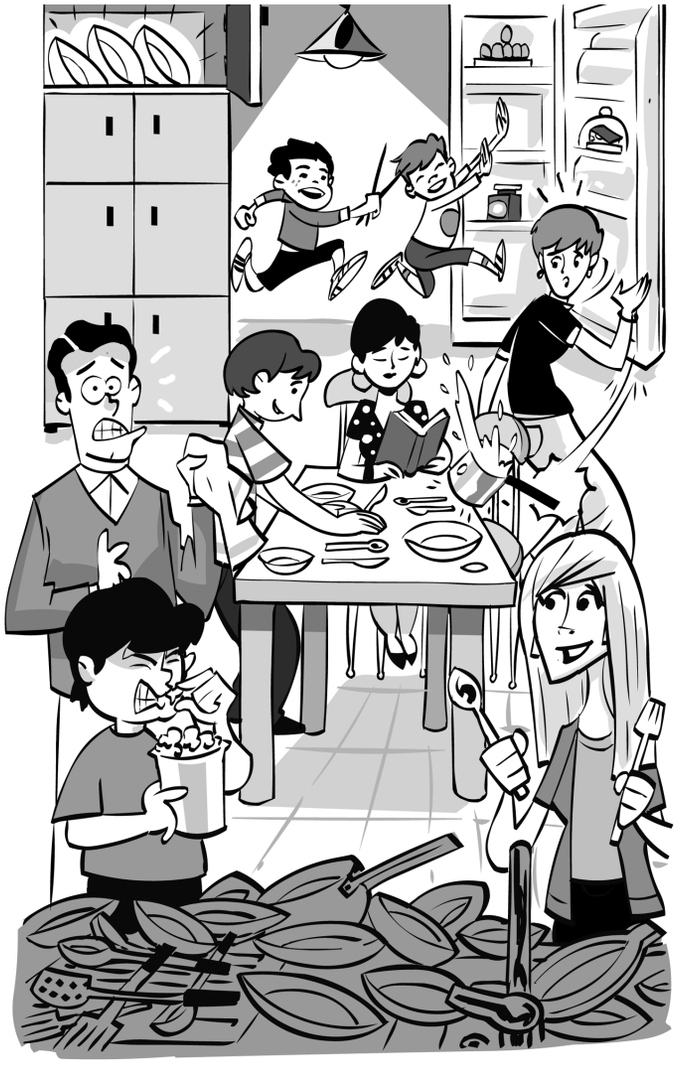
Evaluation 4

Reading and Writing

Name: _____

Read the story. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.



kitchen	enough	chopsticks	fork	next
spotted	some	front	striped	

Last weekend we had a party at my house. There were too many people in the kitchen . My best friend is the girl with long hair; she had a good time. The boy running into the kitchen is my little brother. He's the one who has got (1) _____ in his hand; he loved the party.

At six o'clock the fridge was empty. There were only six eggs, a jar of peanut butter and (2) _____ cheese. There were not (3) _____ plates in the cupboard for everyone.

My cousin was very quiet. She is the girl with the (4) _____ T-shirt reading a recipe book. My dad didn't have a good time; he is the man who has got a cloth in his hand. The boy in (5) _____ of my dad is Mark. He is eating popcorn.

(6) Now choose the best name for the party.

Tick one box.

My beautiful kitchen ☐

Mark likes popcorn ☐

The house party ☐

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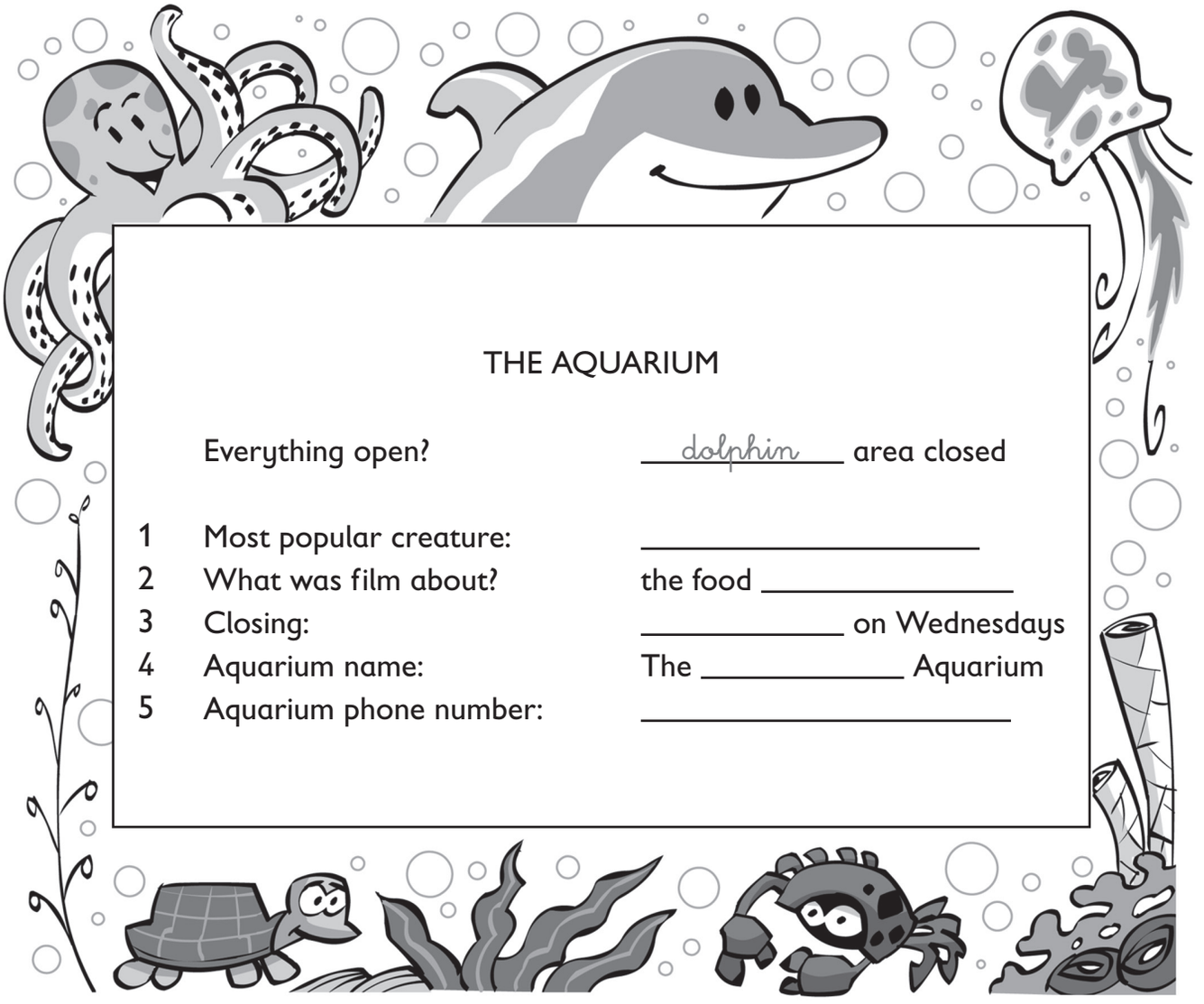
Evaluation 5

Listening

Name: _____

23 CD2 Listen and look. There is one example.



THE AQUARIUM

Everything open? dolphin area closed

1 Most popular creature: _____
2 What was film about? the food _____
3 Closing: _____ on Wednesdays
4 Aquarium name: The _____ Aquarium
5 Aquarium phone number: _____

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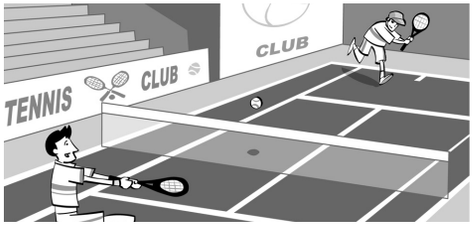
Evaluation 6

Reading and Writing

Name: _____

Read the text. Choose the right words and write them on the lines.



Example Robert has played tennis _since_ he was
1 seven years old. Now he's much _____
2 than he was when he started _____ he goes to a tennis club after school. The club has everything Robert needs so he doesn't have to take
3 _____. Usually, he practises for about two
4 hours and has _____ break in the middle. Sometimes Robert plays in tournaments in different
5 cities. Today he's _____ in Manchester. He's got a very difficult match and he doesn't
6 _____ to win. Before the match he's going
7 to listen to some _____ music – the fast
8 _____ gives him energy.
9 Of course, Robert doesn't spend all _____ free time playing tennis. He loves skateboarding
10 _____: to school, to visit friends or in the park.

Example	for	since	to
1	better	good	best
2	for	because	but
3	anything	nothing	everyone
4	an	the	a
5	play	plays	playing
6	expect	think	know
7	harmony	chess	rap
8	tempo	design	graffiti
9	her	his	our
10	anything	nowhere	everywhere

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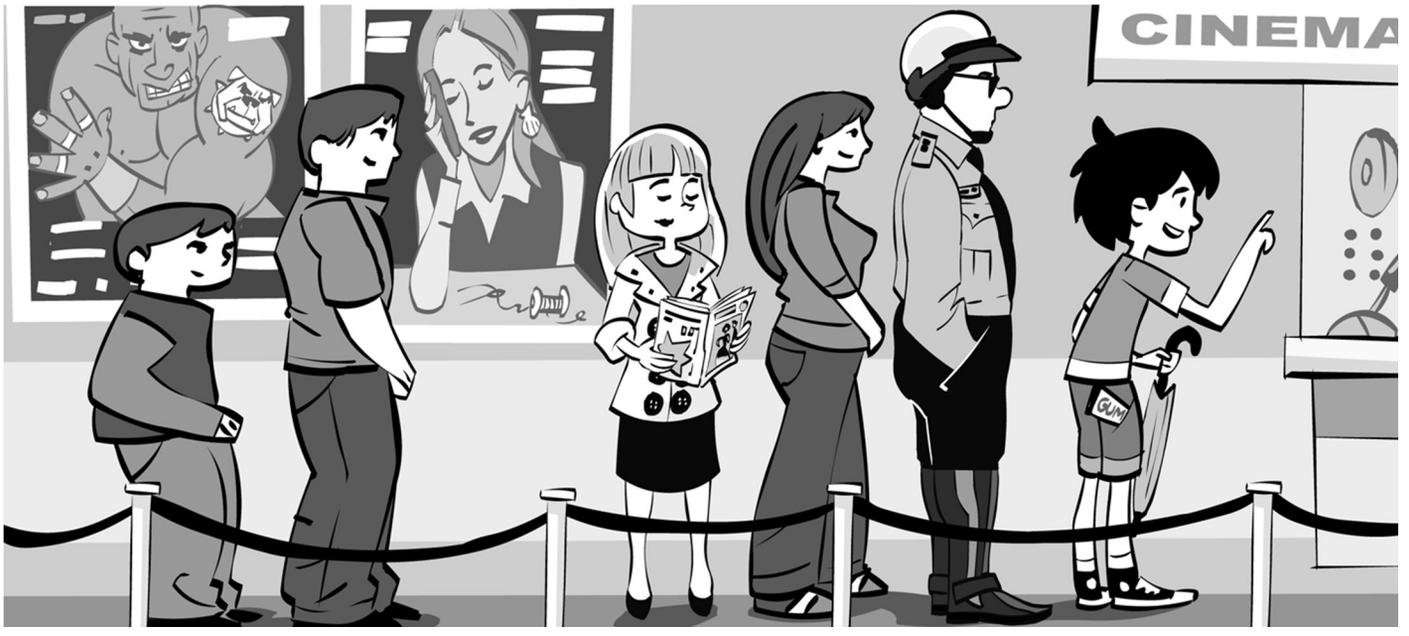
Evaluation 7

Speaking

Name: _____

A



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Flyers Practice Test audioscript (Pupil's Book pages 104–120)

CD 4, 19 Flyers practice test. Page 104. Listening. Part 1.

Listen and look. There is one example.

MAN: It's a busy day at the airport.
GIRL: Yes, Uncle Richard. Lots of people are going on holiday.
MAN: That tall boy there in the blue shorts is in your class, isn't he?
GIRL: Oh, yes. That's Harry!

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

MAN: Those two girls are taking a lot of heavy bags.
GIRL: Oh, one of them is Emma!
MAN: Which one? The girl in the striped T-shirt?
GIRL: No, that's her older sister. Emma's T-shirt isn't striped.
MAN: Hmm, that boy near them has got a problem, I think.
GIRL: Oh, it's Jack! He's opening his rucksack.
MAN: Has he forgotten his ticket?
GIRL: No – I can see it in his hand.
MAN: Some people aren't on holiday. Can you see the man who's carrying a black suitcase?
GIRL: Yes.
MAN: Well, his name's William. He works in my office, and he's flying to Paris today for a business meeting.
GIRL: Is his wife going with him?
MAN: Yes.
GIRL: Lots of people work in this airport, don't they?
MAN: Yes. That man and woman wearing uniforms both work here.
GIRL: Those two who are talking? Are they pilots?
MAN: Well, he is, but she works in the bank. Her name's Katy.
GIRL: Oh, look! Here comes Aunt Sue now!
MAN: Where? I can't see her.
GIRL: She's wearing a lovely black and white spotted dress and she's got a pink suitcase.
MAN: Oh, yes. That's all new. She's been shopping. Has she bought any presents for us, do you think?

CD 4, 20 Page 105. Listening. Part 2.

Listen and look. There is one example.

PETER: Hello, Sally. Peter here – David's dad. Have you got a minute, please? I want to ask you some questions.
SALLY: Fine, Peter. What's it about?
PETER: Well, your children have got a Music teacher, haven't they? What does she teach them to play?
SALLY: They have guitar lessons.
PETER: Excellent! That's what our David wants to learn. Can you tell me more about her? I'll write it all down.
SALLY: OK. She's a very good teacher. Our children love her.

Can you see the answer? Now you listen and write.

PETER: First, what's her name?
SALLY: It's Betty Dowler. That's D-O-W-L-E R.
PETER: Good. I've got that. Does she teach at home?
SALLY: Yes, she does. She lives at 45 Silver Street. Do you know where that is?
PETER: I think so. It's near the library, isn't it?
SALLY: That's right. Now, she doesn't teach every day. There are no lessons at weekends or on Wednesdays. Sorry, that's wrong – I mean Tuesdays.
PETER: OK. And what times does she teach?
SALLY: In the evenings, after six o'clock.
PETER: Good. That's fine for us. Last thing. Do you have her telephone number, please?
SALLY: Yes. I think I can remember it. Mmm, let's see. Is it 353 289? No, that's someone else ... OK, here it is – 356 401.
PETER: Great. Thanks a lot, Sally. I'll phone her now.

CD 4, 21 Page 106. Listening. Part 3.

Listen and look. There is one example.
Where did the baby put these things?

MICHAEL: How old is your little boy, Mrs Cook?
MRS COOK: Sam's two now, Michael. He can walk and talk, and he does lots of funny and naughty things. He loves hiding things so his dad and I can't find them. Yesterday he put my mobile phone in the fridge. I looked for it for an hour!

Can you see the letter 'C'? Now you listen and write a letter in each box.

MICHAEL: What else has he done? I like hearing about him!
MRS COOK: Oh, one day he picked up my keys. Then he went out to play in the garden and he dropped them there. I found them when I took him a cup of milk.
MICHAEL: Are you angry with him when he hides things?
MRS COOK: No, Michael! He's only a baby! But sometimes I have to laugh. One day I left my handbag on the floor in the hall, and he opened it and took my diary. Guess where he put it! In the cooker! I was very surprised when I opened the door to put our dinner in!
MICHAEL: Does he just hide *your* things?
MRS COOK: Oh, no! One day he found his grandma's comb and put it in the toy cupboard. We looked for it everywhere!
MICHAEL: Did she mind?
MRS COOK: No. It was just an old one. It wasn't important. But one day I had some new gloves and I wanted to put them on because it was cold. I couldn't find them, so I had to go out without them. Later, I found them in the pocket of his dad's jacket.
MICHAEL: And naughty Sam put them there! What's the worst thing he's ever done?
MRS COOK: Oh, that's easy! Once I put my gold ring on a shelf in the bathroom, and I forgot to put it on again. Sam found it and threw it in the bin!
MICHAEL: Oh, no! Did you get it back again?
MRS COOK: Yes, look. I'm wearing it now.

CD 4, 22 Pages 107 and 108. Listening. Part 4.

Listen and look. There is one example.
How will Fred help his mum?
MUM: Fred, you know my cousin Mary's coming to visit us today? Can you help me with something?
FRED: OK, Mum. What shall I do? Can I go to the shops for you?
MUM: Oh, I've done that and I've already cleaned the house. Could you help make lunch for us?
FRED: Great! I like doing that!

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

1 What will they have for lunch?
FRED: What are we having for lunch, Mum?
MUM: I've got some nice fish. Will you make a salad for us to eat with it?
FRED: OK. Can we have chips too?
MUM: Not today. But we can have some ice cream.
FRED: Yes, please!

2 What does Mary look like?
FRED: I don't remember your cousin Mary. Does she look like you?
MUM: Well, her hair is brown like mine.
FRED: Is it curly, like yours?
MUM: No, it isn't. And Mary's eyes are blue, but mine are brown.

3 What time will Mary's train arrive?
FRED: What time is she going to come?
MUM: Oh, Mary lives a long way from here. She's getting a train at 9.30 and it will take three hours to get here.
FRED: So she'll be at the station at half past twelve.
MUM: Yes. At quarter past twelve we'll go to meet her in the car, and then we can have lunch at one o'clock.

4 What is Mary's job?
MUM: Mary's going to stay with us for three days. Then she has to go back to work.
FRED: Where does she work?
MUM: In a big hospital.
FRED: Oh. Is she a doctor?
MUM: No. She's the manager there. And her husband is a nurse. They both work very hard.

5 What will they all do together?
FRED: Can we take Mary to the beach, Mum? That would be fun!
MUM: Oh, Fred, I'm afraid it's too cold for that! But we could go to the cinema tomorrow evening. Would you like that?
FRED: Oh, yes! Then Dad can come too.
MUM: Yes. And tomorrow morning Mary and I can go shopping when you're at school.

CD 4, 23 Page 109. Listening. Part 5.

Listen and look at the picture. There is one example.
MAN: Hello, Daisy. Would you like to colour this picture? These people are driving through the desert in a kind of bus.
GIRL: I see. Have they stopped to have a drink? There's some water here.
MAN: Yes. You get thirsty in the desert. It's very hot.
GIRL: Yes, but look ... there is a cloud in the sky. Can I colour it grey?
MAN: Yes, OK.

Can you see the grey cloud? This is an example.
Now you listen and colour and write.

1 MAN: Two people are sitting on the ground by the trees.
GIRL: Yes. One of them is holding a bowl. Shall I colour that?
MAN: No. Colour his face.
GIRL: OK. I'll make it pink because he's feeling very hot and tired.

2 MAN: Can you see the camels?
GIRL: Yes. There are four.
MAN: That's right. Now find one of the baby ones.
GIRL: The one that's walking in front of them? I'll colour it brown.

3 MAN: Would you like to write something now?
GIRL: OK. Where shall I do that?
MAN: On the bus, please. Can you see the word 'Holidays'?
GIRL: Yes.
MAN: Well, write 'Sunny' above that.
GIRL: OK. I'm writing it now.

4 MAN: Now we must find one last thing to colour.
GIRL: Can I colour something green? I'd like to use my favourite colour.
MAN: OK. Look for the biggest leaf on the smallest tree, and colour that.
GIRL: Great. I've done that now.

5 GIRL: Can I write something else now?
MAN: Of course. Look, can you see where it says 'camel'?
GIRL: Behind the baby camel at the end?
MAN: That's right. Write 'tour' under that.
GIRL: OK. I've done that now!
MAN: Well done. The picture looks good now, doesn't it?

That is the end of the Flyers listening test.

Flyers practice test key

LISTENING

Part 1 – 5 marks
Lines should be drawn between:
1 Katy and woman in uniform, talking with pilot.
2 William and man in suit with suitcase, walking with woman in spotted skirt.
3 Sue and woman in black and white spotted dress with pink suitcase.
4 Jack and boy in shorts, opening rucksack, ticket in hand.
5 Emma and girl in blue shorts, sitting by heap of luggage.

Part 2 – 5 marks
1 DOWLER; 2 Silver; 3 Tuesday(s); 4 6 / six (o'clock/pm) / 18.00; 5 356 401

Part 3 – 5 marks
ring H; comb G; diary F; keys A; gloves B

Part 4 – 5 marks
1 B; 2 C; 3 B; 4 C; 5 A

Part 5 – 5 marks
1 Colour face of sitting man holding bowl – pink
2 Colour small camel leading others – brown
3 Write 'SUNNY' above 'HOLIDAYS' on bus
4 Colour biggest leaf on smallest tree – green
5 Write 'TOUR' below 'CAMEL' on the sign behind the camels

READING & WRITING

Part 1 – 10 marks
1 a post office; 2 an octopus; 3 a museum; 4 dentists; 5 a puppy; 6 astronauts; 7 a university; 8 cooks; 9 a frog; 10 a police station

Part 2 – 5 marks
1 D; 2 A; 3 H; 4 C; 5 F

Part 3 – 6 marks
1 clever; 2 tent; 3 whispered; 4 wet; 5 feel; 6 Fun with the clowns

Part 4 – 10 marks
1 this; 2 which; 3 they; 4 some; 5 where; 6 to; 7 up; 8 must; 9 has; 10 after

Part 5 – 7 marks
1 Saturday; 2 the garden; 3 body; 4 a carrot; 5 to finish; 6 Vicky; 7 a mouth

Part 6 – 5 marks
1 Do (or Can); 2 played; 3 sent; 4 of; 5 is

Part 7 – 5 marks
Pupils' own answers