



**CAMBRIDGE**  
UNIVERSITY PRESS



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



English for Spanish Speakers

**Updated  
Second Edition**

**Teacher's  
Book**

**3**

**Andalusian Edition**

Lucy Frino  
Melanie Williams  
with Caroline Nixon  
& Michael Tomlinson







# Contents

---

Language summary	4
Introduction	6
Hello!	14
1 Family matters	26
Art: Portraits	38
2 Home sweet home	42
Geography: Traditions and culture	54
Review 1 and 2	58
3 A day in the life	62
Science: The heart	74
4 In the city	78
Maths: Counting money	90
Review 3 and 4	94
5 Fit and well	98
Science: A healthy body	110
6 A day in the country	114
Science: Plants	126
Review 5 and 6	130
7 World of animals	134
Geography: Animal habitats	146
8 Weather report	150
Science: States of water	162
Review 7 and 8	166
Values 1 & 2 Give and share	170
Values 3 & 4 Love your city	172
Values 5 & 6 Fair play	174
Values 7 & 8 Help the world	176
Say it with me	178
Courtesy Day	186
Grammar reference	194
Photocopiable activities	196
Extra activities	205
Extra project ideas	218
Evaluations 1–8	222

# Language summary

## Key vocabulary

## Key grammar and functions

## Phonics

## Revision

### Hello!

Character names  
Numbers: 1-20  
Colours: *black, blue, green, grey, orange, pink, purple, red, white, yellow*  
Toys: *bike, camera, computer, doll, game, helicopter, kite, lorry, monster, train*

Greetings: *Hello. What's your name? My name's ... How old are you? I'm (eight). I like ...*  
*What's ... called? She's / He's called ...*  
*have got* / Present continuous for present actions / Prepositions: *next to, on, in front of, under, between, behind* / *Can* for ability

Rhyming words

family, pets, numbers, adjectives, colours, toys, *favourite*, greetings, *Can you spell ... ?*, *How do you spell ... ?*, actions, nouns, present continuous, activities, *What's your name?*

### 1 Family matters

Family: *aunt, uncle, daughter, parents, son, granddaughter, grandson, grandparents*  
Describing people: *beard, clever, curly / fair / straight hair, moustache, naughty, quiet*

Possessive 's  
Present continuous for present actions  
*like, love, enjoy + -ing* / nouns, *want + infinitive*  
Short answers: *Yes, I do. / No, I don't.*

Long vowel sounds: 'ay' and 'ar' (*ba**ay***, *ar**ti**st*)

family, toys, transport, *I'm / She's / He's ...*, *my, your, their*, actions, *Who's ... ?*, present continuous, *Where ... ?*, adjectives, colours, *have got, love, like + noun*, activities, food, *Do you like ...-ing? Yes, I do. / No, I don't.*

## Art Portraits

### 2 Home Sweet home

Houses: *balcony, basement, downstairs, flat, lift, stairs, upstairs*  
Numbers: 21-100  
Places: *city, town, village*

*have got*  
Present continuous for present actions  
Prepositions: *above, below*  
*need*  
*What's your address? It's ...*

Long vowel sounds: 'oa' and 'ou' (*goa**t***, *clow**o**wn*)

*like ...-ing, lots of / a lot of*, present simple, *have got, can / can't*, house and home, colours, *under, in, up, down*, action verbs, numbers 1-20, present continuous, *What colour's ... ?*, *What number's ... ?*, descriptions

## Geography Traditions and culture

## Review



### 3 A day in the life

Routines: *catch the bus, do homework, get dressed, get undressed, get up, go to bed / school, have a shower, put on, take off, wake up, wash*  
Days of the week

Present simple for routines  
Frequency adverbs: *always, sometimes, never, every day*  
*How often ... ?*  
*at seven o'clock*

Long vowel sound: 'or' (*hor**o**se*)

descriptions, house and home, clothes, present continuous, times, daily actions, prepositions, sport and activities, present simple for routines, *before, after, every day*, adverbs of frequency, days of the week, holidays, family, numbers, adjectives, home, toys, parts of the body

## Science The heart

### 4 In the city

In town: *bank, bus station, car park, cinema, hospital, library, market, shop, sports centre, supermarket, swimming pool*

Prepositions: *near, opposite* / *Where's the ... ?*  
Infinitives of purpose: *You go there to buy food.*  
Must for obligation: statements and questions / Impersonal *you* / *Can* for permission / *one pound, seventy-five, how much / how many*

Consonant sound: 's' (*ci**s**y*, *ice*)

house and home, prepositions, food, city, toys, *love ...-ing, need to, Let's ...*, school, clothes, days of the week, activities, family, *can, must*, numbers, *want, How much is / are ... ?*

## Geography Maps

## Review



## Key vocabulary

## Key grammar and functions

## Phonics

## Revision

### 5 Fit and well

Illness: *a backache, a cold, a cough, an earache, a headache, a stomach-ache, a temperature, a toothache*

*What's the matter (with you / him / her / them)?*  
*I'm not very well.*  
*My ... hurts.*  
*I've / They've, He / She's got a ...*  
Must for obligation: negatives  
Can for permission and ability

Rhyming words

food, body parts, *have got, Let's ... , a lot, want, Who ... ?*, illnesses, *can't*, daily routines, activities and actions, obligations, *must / mustn't, do / don't ... , Which ... ? , would like, can, need to ... , health*

## Science A healthy body

### 6 A day in the country

In the country: *field, forest, grass, lake, leaf, picnic, plant, river*  
Adjectives: *bad, cold, fat, hot, hungry, loud, quiet, strong, thin, thirsty, tired, weak*

Suggestions and offers:  
*Shall I ... ?*

Short vowel sound: 'e' (*head*) and long vowel sound: 'ee' (*eat*)

adjectives, prepositions, activities and actions, *want to, like, love, enjoy, would like to, must, sometimes*, animals, country, family, prepositions, food, *have got ... , Let's ... , clothes, illnesses, town, body, food, colours, Shall we / I ... ? , need*

## Science Plants

## Review



### 7 World of animals

Animals: *bat, bear, dolphin, kangaroo, lion, panda, parrot, shark, whale*

Comparatives: *bad / worse, good / better, easy / easier*  
Doubling of consonants: *big / bigger*

Consonant sound: 'f' (*dolphin*)

animals, adjectives, jobs, food, colours, routine actions, body parts, *have got*, descriptions, *can, at, during, Shall we ... ? , Let's ... , present continuous, comparison of adjectives, town, country, need, Don't ... , present simple, prepositions, animal habitats, questions*

## Geography Animal habitats

### 8 Weather report

Weather: *cloudy, rainbow, raining, snowing, sunny, windy*  
*coat, scarf, sweater*

*What's the weather like (at the beach)? It's ...*  
Past simple: *was / wasn't, were / weren't*

Consonant sound: 'w' (*why, were*)

comparative adjectives, *can, What shall we do?*, weather, country, adjectives, present continuous, clothes, *was, wasn't, were, weren't*, clothes, prepositions, *Wh-* question words, wild animals, telling the time, music and musical instruments

## Science States of water

## Review



## Values 1 & 2 Give and share

## Values 3 & 4 Love your city

## Values 5 & 6 Fair play

## Values 7 & 8 Help the world

## Say it with me

## Festivals

## Grammar reference

# Introduction

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

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

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

The units are based around the Star family and their friends. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

## Cambridge English: Young Learners

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

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

a stepping stone to other Cambridge English exams, as the highest level, *Cambridge English: Flyers*, is roughly equivalent in language level to *Cambridge English: Key for Schools*. The *Cambridge English: Young Learners* tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit:

[www.cambridgeenglish.org/exams](http://www.cambridgeenglish.org/exams)

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

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

Starters (towards Level A1)

Movers (Level A1)

Flyers (Level A2)

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

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

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

## Course components

Level 3 of *Kid's Box English for Spanish Speakers Updated Second Edition* consists of:

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

There are also Flashcards and Wordcards.

### Pupil's Book

This 96-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. At the end of each main unit there is a Content and Language Integrated Learning (CLIL) spread where pupils can learn about other subjects through English. There is also a phonics section within every unit. After every second unit, there is a Review section, which reviews

the language from the two previous units. At the end of the book, there are four Values pages to develop pupils' social awareness, four Say it with me pages, four Festivals pages and two Grammar Reference pages. The festivals covered in level 3 are Courtesy Day, World Hello Day, April Fool's Day and Mother's Day. Lessons include a variety of interesting and motivating activities such as pair work, role plays, craft activities, guessing games, songs and chants. The series' strong cast of characters appears throughout the book. The antics of the popular Lock and Key are played out in a picture story at the end of each unit.

### **Activity Book**

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

### **CD-ROM (see page 12)**

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

### **My Home Booklet (see page 12)**

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

### **Teacher's Book**

This 232-page book (with Pupil's Book and Activity Book pages interleaved) provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, photocopiable pages, extra activities, extra projects ideas and evaluation activities.

### **Teaching notes**

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a Warmer and finishes with an Ending the lesson activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. **M** towards these activities introduce children to the Movers test tasks to gain confidence in aspects of the task types.

**M** these activities are closer in format and content to the Movers test tasks. After the teaching notes for the nine units, you will find teaching notes for the Values, Say it with me and Festivals pages, plus transcript and answer key for the Grammar Reference pages.

### **Photocopiable pages**

There is a photocopiable page for each unit on pages 196-204 of the Teacher's Book. These pages provide you with a range of manual activities to use with your pupils: for example, there are word cards, a survey and an information gap activity.

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

There are one or two Extra activities provided for most lessons for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes (on pages 205–217) as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. This section is followed by some Extra project ideas, on pages 218–221.

### **Evaluation pages**

At the end of the book there are eight Evaluation pages, one page to be used after each main unit or Review. The format and design of the Evaluation pages is similar to the tasks in the *Cambridge English: Young Learners Movers*. This is to help pupils become used to this type of evaluation and to be able to measure their own progress. The teaching notes for the Evaluation pages can be found on pages 222 and 223 of this book.

### **Teacher's Resource Book with Audio CD**

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two Reinforcement and two Extension worksheets for every unit, as well as Playscripts and Song, Story and Topic worksheets for further exploitation. The Teacher's Resource Book also includes extra *Cambridge English: Young Learners* type exams with listening content on the bonus Audio CD.

### **Posters**

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

### **Flashcards and Wordcards**

There are 110 flashcards and 110 wordcards to accompany level 3. The full-colour flashcards illustrate the key vocabulary items of each unit, and the wordcards cover the same vocabulary. The cards are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

### **Interactive DVD**

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

### **Language Portfolio (online)**

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

### **Online Resources**

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



## Test Generator

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

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

**'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully'**, Tyron Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box English for Spanish Speakers Updated Second Edition* have been designed to do just that. Here's how and why it works:

- **Humour through the characters and the stories**  
**'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn'**, John Lubbock.

For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.

- **Creativity and learning through action and activity**  
**'I hear and I forget. I see and I remember. I do and I understand'**, Chinese proverb.

Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box English for Spanish Speakers Updated Second Edition* there is plenty of 'hands on' practice. Drawing, colouring, 'make and do', songs, games and chants are all activities types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.

- **Connecting to the world outside the classroom**  
**'A child educated only at school is an uneducated child'**, George Santayana.

The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

- **Discovery and the development of learner autonomy**  
**'The object of teaching a child is to enable him to get along without his teacher'**, Elbert Hubbard.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box English for Spanish Speakers Updated Second Edition* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance we should stand back a little from the activity and monitor and assist when necessary.

- **Promoting tolerance and respect**  
**'The highest result of Education is tolerance'**, Helen Keller.  
The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid's Box English for Spanish Speakers Updated Second Edition* and in particular in the Values sections of the Pupil's Book and the Activity Book.

## Learning styles / Multiple intelligences

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

We now understand that people learn in different ways.

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

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

## Cross-curricular lessons

After each unit of the Pupil's Book, there are two pages of Content and language integrated learning (CLIL). These lessons are designed to teach aspects of subject topics which the pupils would be learning in their other school classes, such as Science, Maths, Road safety, Health, Geography and Music, using English as the medium of instruction. The focus during these lessons is on learning the content matter of the subject. Pupils often find it very motivating to learn new things related to other subjects they study at school through English. The lessons are carefully graded to the language level of the pupils, with activities designed to structure and support the pupils' spoken and written output, without oversimplifying the subject matter itself. The role of language in these lessons is to function as a tool to enable children to learn about other things.

## Tips for teachers

### Preparation

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

### Classroom dynamics

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

### Noise

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. 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, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.
- The Extra activities can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- Recycling is an important part of the learning process. Don't expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid's Box English for Spanish Speakers Updated Second Edition* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs.

## Assessment and evaluation

- At this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.

- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil.
- With young children, we should assess and monitor their social and emotional development, as well as their learning of English. We should praise effort, and encourage them to share and to work in pairs and groups, and give them feedback on their English.

### Discipline

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

### Songs, rhymes and chants

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

### Competition

- An element of competition can make many pupils try harder. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more

English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

### Display

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

### Craft activities: storage of material

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

### Evaluation pages

The Evaluation pages in *Kid's Box 3 English for Spanish Speakers Updated Second Edition* are designed to be used after each unit or Review: Evaluation 1 after Unit 1, Evaluation 2 after Review Units 1–2, Evaluation 3 after Unit 3, Evaluation 4 after Review Units 3–4, Evaluation 5 after Unit 5, Evaluation 6 after Review Units 5–6, Evaluation 7 after Unit 7 and Evaluation 8 after Review Units 7–8. You will notice that the Evaluation pages use similar task-types to those in the *Cambridge English: Young Learners Movers* exam. This is so that the pupils will have practice with these types of evaluation task and because the tasks themselves are communicative and appropriate for children of this age and level. Over the eight evaluation pages, pupils will be evaluated on their reading, writing, listening and speaking.

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

### General instructions

- Hand out the copy to each pupil and make sure they have the relevant materials (crayons, pencils, etc.).
- You should allow about 10 minutes for each Evaluation activity.
- Give the instructions in English.
- Monitor pupils as they do the activity and give general encouragement.
- At the end of the activity, collect their work.
- Give each pupil feedback on their work, by colouring in the stars at the end of the sheet and drawing a smiley face. The smiley face is important for encouragement: the stars give pupils an idea of how they have done. You should always focus on what they can do and what they have done, rather than on what they can't do.
- For teaching notes on each Evaluation sheet, see pages 222 and 223.

### A final word

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



# Kid's Box ENGLISH FOR SPANISH SPEAKERS Updated Second Edition

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

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

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

## **New Grammar sections**

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

## **Story playscripts**

To help pupils to make the most of the *Kid's Box* stories, we have introduced story playscripts that can be used to read out and act out the stories. These can be found in the Teacher's Resource Book, along with teaching notes providing various ideas on how to use them in class.

## **My Home Booklet**

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

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

## **New features on Digital Box**

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

## **Wordcards**

In addition to the flashcards, the new edition also has 110 new wordcards, covering all the core vocabulary.

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

## **Cross-curricular learning (CLIL)**

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

In addition, the needs of mixed ability classes have been taken into account to ensure full participation from all pupils. One of the main reasons why cross-curricular learning is so successful lies in the fact that English moves away from being just another school subject to being a vehicle for learning other subject matter, such as science. With this in mind, the *Kid's Box 3 English for Spanish Speakers Updated Second Edition* offers lessons focusing on the following areas of the curriculum: art, geography, science, maths and music.

## **Social awareness lessons**

At this early stage in a child's education teachers also play an important part in the development of the everyday life skills children need in order to participate actively and appropriately in society. To this end, and in response to educational beliefs worldwide, four areas have been specifically highlighted in the *Kid's Box English for Spanish Speakers Updated Second Edition* with the aim of reinforcing good habits and promoting tolerance and respect. In the new edition, these pages benefit from an improved design, some additional vocabulary and more relevant values. These lessons help pupils develop their interpersonal skills and make them more aware of the social behaviour expected of them in everyday situations, while at the same time introducing useful language that the pupils will encounter in the real world. The four social awareness areas covered in *Kid's Box 3 English for Spanish Speakers Updated Second Edition* are:

- Responsible consumerism: Give and share (Values 1 & 2).
- Moral and civic education: Love your city (Units 3 and 4)
- Environmental education: Love your city (Units 3 and 4) and Help the world (Values 7 & 8).
- Education for peace: Fair play (Values 5 & 6).

## **Pronunciation extension for Spanish speakers**

The series has a strong focus on pronunciation from the very beginning. In each unit, there is a 'Stella's phonics' feature, which focuses on either vowel or consonant sounds or rhyming words. In addition to this regular practice, there is a special section at the end of the book entitled 'Say it with me'. This section has been given an improved design for the updated second edition. The 'Say it with me' section in *Kid's Box 3 English for Spanish Speakers Updated Second Edition* focuses on the following vowel sounds which may prove to be particularly difficult for Spanish speakers. These are: /ɔ:/, /ə/ and /ɜ:/, /u:/ and /ʊ/, /ɑ:/ and /æ/.

These extra activities can be found on pages 86–89 of both the Pupil's Book and the Activity Book. Facsimiles of the 'Say it with me' pages, plus full teaching notes, audio script and answer key, can be found on pages 178–185 of the Teacher's Book.

## **Festivals**

One of the key objectives of the *Kid's Box* series is to promote tolerance and respect and one way of doing this is to help pupils to understand different cultures. *Kid's Box 3 English for Spanish Speakers Updated Second Edition* provides material for seven festivals in total:

- **Courtesy Day** (Pupil's Book and Activity Book page 90, with teaching notes on page 187 of the Teacher's Book)
- **World Hello Day** (Pupil's Book and Activity Book page 91, with teaching notes on page 189 of the Teacher's Book)
- **April Fool's Day** (Pupil's Book and Activity Book page 92, with teaching notes on page 191 of the Teacher's Book)
- **Mother's Day** (Pupil's Book and Activity Book page 93, with teaching notes on page 193 of the Teacher's Book)

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

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

## CD-ROM

The *Kid's Box 3 English For Spanish Speakers Updated Second Edition* CD-ROM aims to enhance the learning experience through dynamic games which practise the key vocabulary and structures in each unit, as well as encouraging them to reflect on pronunciation and aural comprehension. There are a maximum of five games per unit.

### Space invaders

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

### Catching balloons

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

### Shooting stars

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

### Movie flash

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

### Shuffle puzzle

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

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

## My Home Booklet

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

**Activities 1 and 2** practise the main vocabulary and grammar from the unit. Make sure your child understands what to do, then encourage them to complete each activity independently.

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

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

**Activity 5** is a self-evaluation activity.

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

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

### Answer key

#### Unit – Hello! (page 6)

- 2 computer, 3 lorry, 4 monster/train, 5 train/monster, 6 helicopter, 7 kite
- 1 reading, 2 is, flying, 3 are, playing, 4 Is, isn't, eating, 5 are, playing, 6 is, painting
- 2 helicopter, 3 bike, 4 sitting, 5 camera, 6 taking

#### Unit 1 – Family matters (page 8)

- 2 son, 3 uncle, 4 parents, 5 aunt, 6 grandson
- 2 My son doesn't like doing his homework! 3 My friend enjoys going to the park. 4 Does your aunt enjoy cooking dinner? 5 Do you like reading about animals? 6 Does your dad want to go on holiday?
- 3 Tom, Jenny, like/love

#### Unit 2 – Home sweet home (page 10)

- 2 hasn't got, 3 hasn't got, 4 has got, 5 hasn't got, 6 has got, 7 has got, 8 hasn't got
- 2 above, 3 below, 4 above, 5 above, 6 below
- a garden [X], a basement [?], a bathroom downstairs [X], stairs [✓], a balcony [✓]

#### Unit 3 – A day in the life (page 12)

- 2 He gets dressed. 3 He has breakfast. 4 He catches the bus. 5 He washes his face. 6 He goes to bed.
- 1 She sometimes goes to the park after lunch. 2 How often do you catch the bus? 3 He always takes off his jacket at school. 4 She plays basketball every day.
- 3 Pupils circle: 3, 4, 6, 8 and 9

#### Unit 4 – In the city (page 14)

- 2 to get some money. 3 to get books. 4 to watch films. 5 to buy clothes. 6 to see a doctor. 7 to buy food. 8 to swim.
- 2 can, can (a), 3 Must, must (d), 4 must (b), 5 Can, must (f), 6 Can, can (c)
- 3 1 P, 2 SM, 3 BS, 4 H

#### Unit 5 – Fit and well (page 16)

- 2 head, headache, 3 stomach, stomach-ache, 4 ear, earache, 5 tooth, toothache
- 2 mustn't (c), 3 mustn't (f), 4 must (a), 5 can't (b), 6 can't/mustn't (e)
- 3 drink water ✓, wear jeans X, train every day ✓, run if your knees hurt X, wear trainers ✓, train with your parents X, eat fruit and vegetables ✓, eat chocolate X



**Unit 6 – A day in the country (page 18)**

- 1 Adjectives: 2 thirsty, 3 hungry, 8 cold, 9 loud, 10 strong, 12 quiet, 13 thin; The countryside: 1 field, 4 grass, 5 lake, 6 plant, 7 leaf, 11 river
- 2 2 Shall I get your jacket? 3 Shall I cook dinner now?  
4 Shall I buy a drink for you? 5 Shall I open the window?
- 3 2 picnic, 3 sitting, 4 girl, 5 fishing, 6 forest

**Unit 7 – World of animals (page 20)**

- 1 stronger, quicker, slower; bigger, hotter, thinner; thirstier, happier, dirtier; better, worse
- 2 1 Lions are stronger than bats. 2 Sharks are better at swimming than bears. 3 Pandas are slower than kangaroos. 4 Whales are bigger than dolphins. 5 Parrots are worse at running than lizards.
- 3 2 legs, 3 big, 4 hippos, 5 running, 6 forests, 7 eat, 8 drink

**Unit 8 – Weather report (page 22)**

- 1 1 raining, 2 hot, sunny, 3 snowing, cold, 4 cloudy, dry, 5 windy, 6 raining, wet
- 2 2 was, 3 was
- 3 parents, in the mountains, snow, trees, green, scarf, coats

**Spelling****Unit – Hello! !**

- 1 game – same, Kim – Jim, saying – playing
- 2 1 Kim, 2 game, 3 same

**Unit 1 – Family matters**

- 1 Mark's painting Jane in the garden.

**Unit 2 – Home sweet home**

- 1 1 A goat in a yellow coat. 2 and a clown with a flower in his mouth.

**Unit 3 – A day in the life**

- 1 fourteen – four, forty – horse, door – floor
- 2 A horse reading a story at four in the morning.

**Unit 4 – In the city**

- 1 1 Cindy and Lucy are in the city. 2 They buy an ice cream at the cinema. 3 'This film is exciting!' says Cindy.
- 2 **ca, co, cu:** camera, curly; **ce, ci, cy:** bounce, Lucy, pencil

**Unit 5 – Fit and well**

- 1 Sue – zoo, toothache – snake, chair – bear
- 2 1 Sue is at the zoo. 2 There's a bear on a chair 3 and a snake with a toothache!

**Unit 6 – A day in the country**

- 1 'e', 'ea': head, pen, ready, ten; 'ee', 'ea': feet, peas, sleep, teeth
- 2 1 Jen with bread on her head. 2 Pete with peas on his feet.  
3 Pet and Jen are ready to eat.

**Unit 7 – World of animals**

- 1 The elephant's taking a photo of the dolphin with his phone.
- 2 1 farmer, 2 photos, 3 phone, 4 face

**Unit 8 – Weather report**

- 1 1 why? what? who?, 2 watermelons, 3 white, 4 woman, 5 week, 6 whales
- 2 1 Why are the whales waiting? 2 They're waiting for the woman with the watermelons!



# Hello!

**Hello!**

1 Read and say the name.

a Hello. I'm nine. I've got a brother and a sister. This is my favourite computer game. It's called 'Brainbox'.

b Hello. I'm five. I've got a big dog. She's black and white and she's called Dotty.

c Hi. I'm eight. I like reading comics. My favourite comic's called 'Lock and Key'.

Simon Stella Suzy

2 Listen and check.

3 Ask and answer.

1 What's your name? My name's ...

2 How old are you?

3 Have you got a brother or a sister?

4 What's your favourite toy called?

**Functions**  
My favourite comic's called Lock and Key.

4 Grammar Greetings Functions What's ... called? He's / She's / It's called ...

**Hello!**

1 Read and complete the sentences.

reading name's I'm nine sister comic

a Hello. My name's Stella Star. I'm \_\_\_\_\_. I've got a brother and a \_\_\_\_\_.

b Hi. \_\_\_\_\_ Simon Star. I'm eight. I like \_\_\_\_\_ comics. This is my favourite \_\_\_\_\_.

2 Now draw and write about you.

Hi. My name's \_\_\_\_\_  
I'm \_\_\_\_\_  
I've got a \_\_\_\_\_  
\_\_\_\_\_ called \_\_\_\_\_  
I like \_\_\_\_\_  
This is my favourite \_\_\_\_\_

4

**Objectives:** By the end of the lesson, pupils will have reviewed understanding and giving personal information.

## Target language

- **Key language:** *Hello/Goodbye, What's your name? My name's ... , How old are you? I'm (eight). Have you got ... ? I've got (a brother / a dog). I like (reading). What's ... called? He's / She's / It's called ... , comic, Lock and Key*
- **Additional language:** *Brainbox*
- **Revision:** family, pets, numbers, adjectives, colours, toys, favourite

## Materials required

- Character flashcards (1–12)
- Extra activity 2: Two strips of paper for each pupil
- Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Reinforcement worksheet 1* (pages 8 and 9)
- *Kid's Box Language Portfolio 3* (pages 1 and 2)

## Pupil's Book page 4

### Warmer

- Greet the class by saying, e.g. *Hello, everyone. My name's ...* Ask a pupil *What's your name?* The pupil responds *My name's ...* Invite two pupils to the front. They greet each other using the model:  
A: *Hello.*  
B: *Hello.*  
A: *My name's ... What's your name?*  
B: *My name's ...*
- Pupils stand up and walk around the class. Clap your hands. They make pairs and do the dialogue. Repeat.

### Presentation

- Use prompts to elicit/review language with the class. Say, e.g. *Age. What's the question?* Elicit the question from a pupil (*How old are you?*) and the answer from another (*I'm ...*). Practise the question and answer, using open pairs around the class. Use other prompts, e.g. *pet, brothers and sisters*, to elicit other personal questions (*Have you got a pet? Have you got brothers or sisters?*) and the responses (*No, I haven't. / Yes, I've got ...*). Use other prompts if appropriate to review questions about favourite toys/games/clothes, etc.

#### 1 Read and say the name.

- Tell pupils to open their Pupil's Books at page 4 and to look at the picture. Elicit/Say who the characters are. If pupils studied *Kid's Box 1* and/or *2*, briefly elicit what they remember about the characters and the family. Elicit what they can see in the picture. Focus pupils on the texts in the speech bubbles. They read and match each one with a character. They check in pairs.

Key: a Stella, b Suzy, c Simon

#### 2 Listen and check.

- Tell pupils to listen carefully. Play the audio. Pupils listen and check their answers. Check with the class. Ask volunteers to read the texts in the speech bubbles in Activity 1 aloud. Elicit other information about the characters. Ask questions to check understanding of *called*, e.g. *What's your favourite toy called? Have you got a pet? What's it called?*
- Focus pupils on the Functions box. Read the sentence aloud for pupils to repeat after you.

#### CD 1, 02

**narrator:** a

**stella:** Hello, I'm Stella. I'm nine. I've got a brother and a sister. This is my favourite computer game. It's called 'Brainbox'.

**narrator:** b

**suzy:** Hello, I'm Suzy. I'm five. I've got a big dog. She's black and white and she's called Dotty.

**narrator:** c

**simon:** Hi, I'm Simon. I'm eight. I like reading comics. My favourite comic's called 'Lock and Key'.

#### 3 Ask and answer.

- Pupils work in pairs and take turns to ask and answer about themselves using the question prompts. Check using open pairs.

Extra activity 1: see page 205 (if time)

## Activity Book page 4

#### 1 Read and complete the sentences.

- Tell pupils to open their Activity Books at page 4. Focus on Activity 1. Ask pupils to take it in turns to read one of the words in the box aloud. Direct them to the example. Pupils work in pairs. They use the picture and the words in the box to complete the information about each character. Remind pupils to ask other pairs for help if they need it and to look back at the Pupil's Book. Check with the class by asking pairs to read out a sentence. Listen for the correct word in the gap as well as appropriate pronunciation.

Key: a nine, sister. b I'm, reading, comic.

#### 2 Now draw and write about you.

- Focus pupils on the frame and on the gapped sentences. Elicit what pictures they can see. Tell them these are ideas: they don't have to use them. Tell them to complete the text first in pencil. Elicit a few complete sentences. Remind them to ask their friends for help if they need it. Pupils can draw their picture after you have checked their sentences. Tell them to include information from the text in the picture. If time, pupils can read the first three lines of their texts to the class. Slow finishers can finish their pictures at home.

Extra activity 2: see page 205 (if time)

#### Optional activity

- Hello! Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 8 and 9).

#### Language Portfolio (online)

- Pupils complete the cover and pages 1 and 2 of *Kid's Box Language Portfolio 3* (*About me and My language skills*). Help with new language as necessary.

#### Ending the lesson

- Play a memory game about the characters in the book, and about the pupils if they had time to read their sentences aloud from Activity Book Activity 2. Say, e.g. *Her dog's called Dotty.* (Suzy). *He likes reading comics.* (Simon).
- Say *Goodbye, everyone.* Pupils respond *Goodbye, teacher.*



**4** Listen. Say the number and the colour.  
D-O-L-L Doll. That's number eighteen and it's pink.

**5** Play the game.  
B-I-K-E Bike. That's number seventeen and it's purple.

**6** Read and say the answers. Computer:  
1 It's on the table, next to the books.  
2 It's on the box, next to the ball.  
3 It's on the floor, in front of the train.  
4 It's under the table.  
5 It's on the floor, between the helicopter and the monster.

**Grammar**  
Where's the computer?  
It's **on** the table, **next to** the books, **in front of** the chair.

**Vocabulary** Numbers 1-20 Colours Toys **Grammar** Prepositions: next to / on / in front of / under / between / behind

**3** Look and colour.  
twenty – grey      eighteen – red      fifteen – green  
ten – brown      nineteen – blue      sixteen – purple  
fourteen – white      twelve – black      seventeen – orange  
thirteen – yellow      eleven – pink

**4** Listen and write.

1 14 bites  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have used colours and numbers to talk about toys.

## Target language

- **Key language:** colours: *black, blue, brown, green, grey, orange, pink, purple, red, white, yellow*; toys: *bike, camera, computer, doll, game, helicopter, kite, lorry, monster, train*; numbers: 11 (*eleven*) – 20 (*twenty*); the alphabet, prepositions
- **Additional language:** *playroom, cupboard, shelf*
- **Revision:** Greetings, *Can you spell ... ? How do you spell ... ?*

## Materials required

- Extra activity 1: Two rolled up newspapers.
- Extra activity 2: pen and paper
- Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Reinforcement worksheet 2* (pages 8 and 10)



## Pupil's Book page 5

### Warmer

- Invite five pupils to come to the front. Make sure their names begin with different letters of the alphabet. Ask them to stand in alphabetical order. Help if necessary. Pupils then say their names for the class to check. Repeat.
- Invite several pupils to spell out their names as you write them on the board. If pupils know it, sing the Alphabet song from *Kid's Box 2*.

### 4 Listen. Say the number and the colour.

- Review the colours by pointing to objects around the room and eliciting the colour. Review numbers 11 to 20. Tell pupils to open their Pupil's Books at page 5. Ask a pupil to read the instructions aloud (*Listen. Say the number and the colour*). Play the example (*Doll. That's number eighteen and it's pink.*). Check pupils know what to do. Play the rest of the audio. Pupils whisper the number and the colour to their partner. Play the audio again. Stop after each one and elicit the answer from the class. Check spelling by asking, e.g. *How do you spell (doll)?* Check comprehension of the toy vocabulary.

**Key:** Doll. That's number eighteen and it's pink.  
Bike. That's number seventeen and it's purple.  
Train. That's number twelve and it's grey.  
Monster. That's number fourteen and it's purple.  
Game. That's number nineteen and it's green.  
Computer. That's number fifteen and it's black.  
Kite. That's number eleven and it's yellow and red.  
Camera. That's number twenty and it's white.  
Lorry. That's number sixteen and it's orange.  
Helicopter. That's number thirteen and it's blue.

### CD 1, 03

d-o-l-l	c-o-m-p-u-t-e-r
b-i-k-e	k-i-t-e
t-r-a-i-n	c-a-m-e-r-a
m-o-n-s-t-e-r	l-o-r-r-y
g-a-m-e	h-e-l-i-c-o-p-t-e-r

### 5 Play the game.

- Demonstrate the game, using open pairs. One pupil spells out one of the toys in Activity 4; another answers, using the structure, e.g. *Doll. That's number eighteen and it's pink*. Repeat to check pupils know how to respond.
- Pupils play the game in pairs. They take turns to spell out and say the number and the colour.

### 6 Read and say the answer.

- Review prepositions. Focus pupils on the Grammar box. Read the question. Tell pupils to look at the picture and point at the computer. Read the answer. Elicit the three prepositions and write them on the board. Ask another question about the picture and elicit the answer using prepositions.
- Pupils work in pairs and take turns to read a sentence aloud and say the answer. They continue the activity, creating other sentences about the picture for their partner to answer. Check using open pairs.

## Extra activity 1: see page 205 (if time)

## Activity Book page 5

### 3 Look and colour.

- Tell pupils to open their Activity Books at page 5. Elicit what they can see (the comic 'Lock and Key' and the Detective Agency). Review numbers 1-20 when written as words. Focus pupils on the activity instruction *Look and colour* and check they know what to do. Pupils work individually and colour the picture. Monitor pupils as they are working.

### 4 Listen and write.

- Focus pupils on Activity 4. Say *Now listen and write the number and the toy*. Tell them they can write the number as in the example (14). They don't need to write the word (fourteen). Play the example. Play the rest of the audio. Check with the class.

**Key:** 2: 11 lorries, 3: 17 games, 4: 12 cameras,  
5: 19 trains, 6: 16 computers, 7: 20 dolls, 8: 15 bikes

### CD 1, 04

How many toys are there in the shop?	19 trains.
There are 14 kites.	19 trains.
14 kites.	16 computers.
11 lorries.	16 computers.
11 lorries.	20 dolls.
17 games.	20 dolls.
17 games.	15 bikes.
12 cameras.	15 bikes. Wow! There
12 cameras.	are a lot of toys!

## Extra activity 2: see page 205 (if time)

### Optional activity

- Hello! Unit Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 8 and 10).

### Ending the lesson

- Say *I can see something and it's (red) and it begins with (b)*. Pupils take turns to guess (e.g. bag). The pupil who guesses correctly is the caller. Encourage pupils to say different colours and objects in the room. They must be things they can see in the room.





**7** Read and match the names. Meera – c

Simon and Stella are in the playground with their friends, Alex, Lenny and Meera, and their sister Suzy. Meera's sitting next to Stella and Simon's talking to Lenny. Alex is behind them.

**8** Listen. Who is it? She's drinking orange juice. That's Meera.

**9** Answer the questions.

- 1 What's Suzy doing? She's jumping.
- 2 What's Alex doing?
- 3 What's Lenny eating?
- 4 What's Stella doing?
- 5 What's Meera drinking?
- 6 What's Simon doing?
- 7 What's Alex kicking?
- 8 What's Stella reading?

**Grammar**

What's Suzy doing? / What is Suzy doing? She is jumping.

**6** Grammar Present continuous for present actions

**5** Match and write.

Simon Stella Suzy  
Meera Lenny Alex

**6** Now answer the questions.

No, he isn't. Yes, he is. Yes, she is.  
No, she isn't. Yes, he is. No, she isn't.

- 1 Is Meera riding a bike? Yes, she is.
- 2 Is Stella painting?
- 3 Is Lenny hitting a ball?
- 4 Is Suzy reading?
- 5 Is Simon playing a computer game?
- 6 Is Alex kicking a ball?

**7** Read and match.

- 1 Is Lily reading?
- 2 Where's the kite?
- 3 Have you got a sister?
- 4 Is Jim eating?
- 5 What's Daisy eating?

a No, he's drinking.  
b No, I've got a brother.  
c She's eating an ice cream.  
d It's under the bed.  
e Yes. She loves books.

**6**

**Objectives:** By the end of the lesson, pupils will have talked about actions children are doing.

## Target language

- **Key language:** present continuous statements, questions and short answers: *He's / She's (eating an apple). What's he / she (reading)? Is he / she (painting)? Yes, he / she is. No, he / she isn't.*
- **Additional language:** character names, playground
- **Revision:** actions: *doing, drinking, eating, hitting, jumping, kicking, listening, painting, playing, reading, riding, showing, sitting, talking, writing*; nouns: *apple, bag, ball, baseball, bike, book, computer, football, juice, orange, tennis*

## Materials required

- Extra activity 2: A large piece of paper with the jumbled questions/sentences (see page 205) large enough for all pupils to read
- Optional: Grammar reference Hello! Unit *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94)

## Pupil's Book page 6

### Warmer

- Review the action verbs, using mime. Mime an action, e.g. drinking. Pupils guess. Invite a pupil to come to the front and whisper an action to him/her. The pupil mimes and the class guesses. Repeat to review the other actions for the lesson.

### 7 Read and match the names.

- Tell pupils to open their Pupil's Books at page 6. Use the picture to review/introduce the characters. Write the names on the board if necessary. Check pupils know which are girls' names and which boys' names. Elicit where the children are (playground). Check pupils know what to do. Pupils read silently. They match the names with the pictures. They check in pairs. Check with the class. Answer any questions about vocabulary.

**Key:** Lenny – b, Alex – a

### 8 Listen. Who is it?

- Focus pupils on the activity instructions and check they know what to do. Remind them to whisper the name to their partner the first time they listen. Play the first sentence and point to the example answer. Play the rest of the audio. Pupils listen and whisper/point. Play the audio again. Check with the class.

**Key:** That's Suzy. That's Lenny. That's Simon. That's Stella. That's Alex.

### CD 1, 05

She's drinking orange juice.  
She's jumping.  
He's eating an apple.  
He's showing Lenny his new school bag.  
She's reading a book.  
He's playing football.

### 9 Answer the questions.

- Focus pupils on the Grammar box. Read the two questions and the answer for pupils to repeat after you. Elicit from pupils what the differences are between the two questions (contraction) and when we use one or the other (spoken/written). Pupils can respond in L1 if they can't explain in English.
- Pupils work in pairs. They take turns to ask and answer the questions orally about the picture. Elicit the first question and answer from a pair to make sure pupils are using the contraction. Check using open pairs.
- Pupils write the answers to the questions in their notebooks.

**Key:** 2 He's playing football. 3 He's eating an apple.  
4 She's sitting/reading. 5 She's drinking orange juice.  
6 He's showing Lenny his new school bag. 7 He's kicking a ball. 8 She's reading a Maths book.

## Extra activity 1: see page 205 (if time)

## Activity Book page 6

### 5 Match and write.

- Tell pupils to open their Activity Books at page 6. Elicit the instruction and check they understand what to do. Pupils work individually, match the name to the silhouette and write the name in pencil on the line. They check in groups of three and say what each person is doing, e.g. *This is Stella. She's playing tennis.* Make sure pupils say what each person is doing. Check as a class by asking, e.g. *Who's this? What's she doing?*
- Prepare pupils for the next activity by asking, e.g. *Is Alex riding a bike?* Pupils respond, e.g. *No, he isn't. He's reading a book.* Repeat for the other characters to review *Yes, he/she is. No, he/she isn't.*

**Key:** 2 Lenny, 3 Alex, 4 Stella, 5 Meera, 6 Suzy

### 6 Now answer the questions.

- Focus pupils on Activity 6. Ask one pupil to read the first question and another to read the example answer. Check pupils know where to find the answers (in the box) and remind them to look at the pictures at the top of the page. They work individually and write the answers for questions 2–6. They check in pairs. Check with the class.

**Key:** 2 No, she isn't. 3 Yes, he is. 4 No, she isn't. 5 Yes, he is. 6 No, he isn't.

### 7 Read and match.

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

**Key:** 2 d, 3 b, 4 a, 5 c

## Extra activity 2: see page 205 (if time)

### Optional activities

- Grammar reference Hello! Unit from *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94). See answer key on *Kid's Box Teacher's Book 3* (page 195).

### Ending the lesson

- Play a game of 'Simon says'. Pupils stand up. Say, e.g. *Simon says ride a bike.* Pupils mime riding a bike. Say, e.g. *Play baseball.* Pupils don't mime. Continue with other activities to review language from the lesson.



**10** Listen and say the name.

I've got an old bike  
And I'm riding it.  
He's got a big kite  
And he's flying it.  
She's got a small car  
And she's driving it.  
We've got toys!

Oh no!

I'm happy.

Grammar

Jim's got a kite.	He's got a kite.
Mary's got a ball.	She's got a ball.

Answer the questions.

- What has Paul got?
- What is Mary doing?
- Write two sentences about the picture.

Grammar has got

**8** Read, write and colour.

Jane, Fred, Vicky, Paul, Sally, Mary and Jim are in the park now. Sally's riding a black bike. Fred's flying a big orange kite. Mary's playing football with a small brown dog. The dog's getting the purple ball. Jim's sitting with a fat grey dog. Vicky likes dogs. She's taking photographs with a green camera. Paul's playing hockey with his cousin, Jane. She's wearing a new yellow T-shirt and old blue jeans.

**9** Look at the picture. Correct the sentences.

- Paul's flying a kite.  
No, Fred's flying a kite.
- Mary's got a camera.
- Jim's playing hockey.
- Vicky's got a bike.
- Fred and Sally have got dogs.
- Jane's getting the ball.

**Objectives:** By the end of the lesson, pupils will have practised talking about possessions using *got* and sung a song.

## Target language

- **Key language:** *have / has got: I've / He's / She's / We've got*, contracted 's
- **Additional language:** *hockey, photograph, names*
- **Revision:** present continuous, *bounce, adjectives, toys, cousin, and, street, garden, park, taking, camera*

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Song worksheet* (pages 8 and 13); *Kid's Box Interactive DVD 3, The music room, Hello! Unit, 'We've got toys' song*

## Pupil's Book page 7

### Warmer

- Write these adjectives on the board at random: *big, small, fat, thin, new, old, long, short, young*. First ask pupils to pair the adjectives. Give an example (*big–small*). Elicit the others from pupils and check they understand how *old* can match with both *young* and *new*. Elicit an example sentence from pupils for each word to make the meaning clear.

### 10 Listen and say the name.

- Tell pupils to open their Pupil's Books at page 7. Elicit what they can see (a street with children doing things). Elicit some of the things the children are doing. Check understanding of *street, house, garden*. Say the children's names for pupils to repeat, as these are new. Ask a pupil to read the instruction (*Listen and say the name*) and check pupils understand what to do. Play the first part of the audio (*I've got an old bike and I'm riding it*). Put your finger to your lips to stop pupils calling out. They point to the character and silently check with their partner. Elicit the answer from a pupil (Fred). Play the rest of the audio. Remind pupils to be silent. They point to the character in their books each time to show their partner. Play the audio again. This time stop after each section and elicit the name from different pupils. Encourage pupils to say *Everyone!* for the line *We've got toys*.
- Review the structure by asking, e.g. *Tell me about Mary*. Prompt pupils to answer *She's got a new ball and it's bouncing*. Repeat for the other characters. Listen for correct use of the structure and of the 's.  
Note: Pupils need to change the verb to third person for Fred and Sally.

**Key:** Fred, Jim, Vicky, everyone, Sally, Paul, Mary, everyone

CD 1, 06

As in Pupil's Book

### 11 Sing the song.

- Pupils stand up. Play the audio again in short sections. Pupils repeat section by section. Pupils repeat verse by verse and then the whole song. Divide the class into six groups. Each group is one of the children. Sing the song again. The groups sing their section and then everyone sings the last line of each verse together.

CD 1, 06

As in Pupil's Book

CD 1, 07

Now sing the song again. (Karaoke version)

### 12 Look, read and write.

- Review the 's form for possession. Focus pupils on the Grammar box. Read the sentences. Pupils repeat after you and point at the correct character in the picture. Then in pairs, pupils make similar sentences using the 's form.
- Read the first statement and elicit the answer. Ask pupils to

look at the picture and finish the sentences. Then tell pupils to move on to the questions, again answering them based on the picture. At the end of the activity, pupils write their own sentences.

**Key:** 1 kite, 2 doll, 3 (He's got ) a robot., 4 (She's) bouncing a (new) ball., 5 e.g. Fred is riding an old bike., 6 e.g. Vicky is driving a small car.

### Extra activity 1: see page 205 (if time)

## Activity Book page 7

### 8 Read, write and colour.

- Tell pupils to open their Activity Books at page 7. Elicit where the children are (in the park) and review their names. Ask a pupil to read the instruction aloud. Check pupils understand what to do, by going through the example. Pupils work individually. They write the names and colour the items in the picture. They check in pairs. Check with the class.

**Key:** Children's names (left to right, top row first): Mary, Fred, Sally; Paul, Jane, Vicky, Jim. Pupils should colour the picture as follows: purple ball, brown dog near Mary, orange kite, yellow T-shirt and blue jeans for Jane, green camera, grey dog on the bench next to Jim.

### 9 Look at the picture. Correct the sentences.

**M** towards

- Focus pupils on Activity 9 and on the example. Ask a pupil to read it aloud. Say *Look at the picture. Is that right?* Pupils read the example answer. Pupils work in pairs. They do the activity orally first. Check with the class. Pupils then write the responses. Remind them to check the text in Activity 8 for the spelling.

**Key:** 2 No. Vicky's got a camera. 3 No. Paul and Jane are playing hockey. 4 No. Sally's got a bike. 5 No. Jim and Mary have got dogs. 6 No. The dog's getting the ball.

### Extra activity 2: see page 205 (if time)

### Optional activities

- Hello! Unit Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 8 and 13).
- The music room*, Hello! Unit from *Kid's Box Interactive DVD 3*. See pages 28-29 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song from the Pupil's Book, dividing the class into six different groups. Do a 'hands up' before you start, to check which group are which character and which part they're going to sing. Say, e.g. *I've got an old bike and I'm riding it. Who's that?* Pupils respond *Fred*. The 'Fred' group put their hands up. Sing the song with the class.





**13 Stella's phonics**

Jim and Kim are playing a game. They're saying words that sound the same.

**14 Ask and answer.**

ride a bike play badminton swim play the piano sing play football

Can you play football?  
Yes, I can.  
Can you swim?  
No, I can't.

**8** Phonics Rhyming words Grammar Can for ability

**10** Match the rhyming words. Listen, check and say.

1 red	_____	a drink
2 sock	_____	b bike
3 door	_____	c white
4 pink	_____	d my
5 like	_____	e head
6 blue	_____	f grey
7 kite	_____	g clock
8 train	_____	h floor
9 fly	_____	i you
10 say	_____	j plane

**11** Read and complete the table.

My friends are called Peter and Daisy. Peter can ride a bike, but he can't swim. He can play the piano and he can play badminton. Daisy can ride a bike, swim and play the piano. She can't play badminton.

Name	Peter	Daisy
Ride a bike	_____	✓
Swim	×	_____
Play the piano	_____	_____
Play badminton	_____	_____

Now write about your friends.

My friends \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8**

**Objectives:** By the end of the lesson, pupils will have practised recognising rhyming words, and have asked and answered questions about ability.

## Target language

- **Key language:** rhyming words with different long and short vowel sounds, *can* (for ability), questions and short answers
- **Additional language:** *sound the same*
- **Revision:** *hello, head, red, clean, colours, animals, activities, What's your name?*

## Materials required

- Extra activity 1: Colour flashcards *red, pink, blue* (or pieces of coloured paper or card)
- Optional: *Kid's Box Teacher's Resource Book 3 Hello! Unit Extension worksheet 1* (pages 8 and 11)



## Pupil's Book page 8

### Warmer

- Say *Look and think*. Write these words on the left side of the board: *blue, pink, red, white*. Write these words on the right side: *kite, drink, head, you*. Join *blue* and *you* using a colour. Say *Can anyone make another pair?* Help by saying the words aloud. When all pairs are joined, elicit what the connection is (the pairs of words rhyme). Say *These words sound the same*. Practise saying the words.

### 13 Stella's phonics.

- Tell pupils to open their Pupil's Book at page 8. Point to the picture of Stella and elicit her name. Read the title of the activity. Explain that the Stella's phonics activities help pupils with their pronunciation. Focus on the pictures of the boy and girl. Say *Look at their T-shirts. What are they called?* Elicit *Jim and Kim*. Say 'Jim' and 'Kim' sound the same.
- Point to the sentences below the pictures of Jim and Kim. Say *Listen and read. What are Jim and Kim doing?* Play the first part of the audio (pause after Stella says *sound the same* for the second time). Elicit the answer (*They're playing a game*). Ask *What is the game about?* Elicit (in L1) that Jim and Kim are saying words which sound the same / rhyming words. Tell pupils they are going to listen to Jim and Kim playing the game about rhyming words. Play the rest of the audio for pupils to listen only. Play the audio again. Pupils repeat.  
**Note:** Recognising rhyming words will help your pupils learn how English words are spelt and pronounced. Encourage your pupils to notice the following points: initial blends don't affect rhyme (e.g. *drink, pink* – these words rhyme even though the initial sounds are not the same); words that rhyme can have the same spelling (e.g. *white, kite*), have alternative spellings for the same phoneme (e.g. *train, plane*) or have spellings which are exceptions to the spelling patterns (e.g. *blue, you*).

#### CD 1, 08

**stella:** Hi, I'm Stella! Repeat after me!  
Jim and Kim are playing a game.  
They're saying words that sound the same.  
Jim and Kim are playing a game.  
They're saying words that sound the same.  
**jim:** Hello!      **kim:** Red!  
**kim:** Yellow!    **jim:** Clean!  
**jim:** Head!      **kim:** Green!

### 14 Ask and answer.

- Focus pupils on Activity 14. Point to the word box and read the activities aloud. Check comprehension by asking pupils to stand up and mime each one. Choose four pupils to read the speech bubbles aloud. Ask different pupils the two questions. Encourage them to use short answers.
- Pupils work in pairs. They ask and answer questions using the activities in the box.
- Put pupils into groups of three or four. They take turns to ask and answer the questions.

- Elicit information from the groups by asking, e.g. *Francisco, can Maria play the piano?*

### Extra activity 1: see page 205 (if time)

## Activity Book page 8

### 10 Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Book at page 8. Pupils work individually to match the rhyming pairs. Tell them to say the words aloud again to help.
- Focus on the second part of the instruction. Play the audio for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the audio again for pupils to listen and repeat.

**Key:** 2 g, 3 h, 4 a, 5 b, 6 i, 7 c, 8 j, 9 d, 10 f (see also audioscript)

#### CD 1, 09

1 red - head, 2 sock - clock, 3 door - floor, 4 pink - drink,  
5 like - bike, 6 blue - you, 7 kite - white, 8 train - plane,  
9 fly - my, 10 say - grey

### 11 Read and complete the table.

- Focus pupils on the text and the table. Pupils take turns to read the text aloud. Say *Look at the text. Can Peter swim? Can Daisy ride a bike?* Elicit the answers from pupils (no, yes) and point to the example tick and cross in the table. Pupils fill in the rest of the table, using the information from the text.

**Key:**

Name	Peter	Daisy
Ride a bike	✓	✓
Swim	✗	✓
Play the piano	✓	✓
Play badminton	✓	✗

### Now write about your friends.

- Pupils write about their friends using information from the table. In groups, pupils take turns to read their texts.

### Extra activity 2: see page 205 (if time)

### Optional activity

- Hello! Unit Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 8 and 11).

### Ending the lesson

- Write the colours *white, pink, red, blue, grey* on the board. Elicit a rhyming word from the lesson for each one (e.g. *kite, drink, head, you, say*) and write them on the board. Practise pronunciation of the pairs with the whole class.



**LOCK & KEY**

**15 Listen to the story.**

Hello. This is the Lock and Key Detective Agency. Sorry we can't answer the phone at the moment. Please leave a message.

Please help me! I'm in the house next to your agency. I can't find Clarence!

Oh! Please find Clarence. He's a big fat cat. He's got long white fur and blue eyes. He hasn't got a tail.

Arggh! Oops! Hello, hello. This is Key. Can I help you?

Get the Detective Box, Key. We've got work to do!

Come on, Key. What are we looking for?

We're looking for a big white cat, Lock. No problem.

**16 Act out the story.**

**12 Listen and join.**

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

**13 Complete and answer.**

10

12

- What's your favourite comic called?
- What's your favourite toy?
- What's your favourite sport?
- What's your favourite colour?
- What's your favourite animal?
- What's your favourite \_\_\_\_\_?

Ha! Ha! Ha!

You've got five apples in one hand and eight apples in the other hand. What have you got?

**JOKE BOX**

Big hands.

**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 unit, *detective agency, magnifying glass, brushes, joke, fur*
- Additional language:** *Sorry we can't answer the phone at the moment, Please leave a message, We've got work to do,*
- Revision:** *Lock and Key, Please help me, Can I help you? No problem.*

## Materials required

- Extra activity 2: 12 words from the unit written on a large piece of paper, each in jumbled letter order
- Playscript Hello! *Kid's Box Teacher's Resource Book 3* (pages 80-81)
- Optional: *Kid's Box Teacher's Resource Book 3* Hello! Unit Extension worksheet 2 and Topic worksheet (pages 8, 12 and 14); the animated version of the Hello! Unit story from *Kid's Box Interactive DVD 3* (*Suzy's room* section)

## Pupil's Book page 9

### Warmer

- Play a guessing game to review vocabulary. Say, e.g. *I'm thinking of an animal. It's big and grey. It's got four legs and a long nose. It's got a tail* (elephant). Pupils take turns to guess. Repeat for other known animals to review adjectives and body parts.

### Story

#### 15 Listen to the story.

- Tell pupils to open their Pupil's Books at page 9. Elicit what they can see (part of a comic/comic strip) and what it's about (Lock and Key). Elicit/Teach *detective agency* and the name of the detectives (Lock and Key). Explain the meaning of *Lock and Key* in L1. Set the pre-listening questions: *Who answers the phone? Who is Clarence? What's the problem?* Play the audio. Pupils listen and look. They check in pairs. Check with the class (Key, a cat, Clarence is lost).
- Play the audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's this?* (an answerphone). *Who's talking on the phone? Is it Lock?* (It's the cat's owner). *What's happening?* (Key is falling over). *What does he say?* (Argh! Oops!). *Is Clarence a small cat?* (No, he's a big fat cat). *What colour's his fur?* (white). Check understanding of *fur* and elicit other animals which have fur. *What's in the detective box?* (brush, magnifying glass, salt).
- Ask pupils who their favourite cartoon/TV detectives are.

CD 1, 10

As in Pupil's Book

### Extra activity 1: see page 206 (if time)

#### 16 Act out the story.

- Demonstrate the activity. Two pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of two.
- To help children to act out the story, hand out a copy to each student of Playscript Hello! from *Kid's Box Teacher's Resource Book 3* (page 81). See notes on page 80.

## Activity Book page 9

### 12 Listen and join.

- Tell pupils to open their Activity Books at page 9. Ask a pupil to read the instruction aloud (*Listen and join*). Check pupils know what to do. Play the audio. Using a pencil, pupils listen and join the numbered dots in the order they are given. They check in pairs. Play the audio again. Check with the class. Ask a pupil to read the question aloud (*What's this?*). Elicit the answer (*Lock and Key's detective box*).

CD 1, 11

4, 10, 2, 8, 15, 5, 19, 13, 17, 9, 4, 16, 18, 3, 11, 1

### 13 Complete and answer.

- Focus pupils on the questions. Do the questions first in open pairs. Pupil A asks a question. Pupil B answers. Pupil C asks a question. Pupil D answers, etc. Listen and correct pupils' answers, making sure they give complete sentences for each one, e.g. *My favourite comic's called ...* Pupils write the answers about themselves in their books. Pupils can use the picture prompts for ideas, but they should write their personal responses to the questions. They complete question 6 with their own category (e.g. *computer game, TV programme, book*), and answer for themselves. Monitor pupils as they are working and help or prompt when necessary. If time, volunteers can ask their completed question 6 to a classmate of their choice.

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again. Elicit the meaning of *joke* in pupils' L1.

### Extra activity 2: see page 206 (if time)

### Optional activities

- Hello! Unit Extension worksheet 2 and Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 8, 12 and 14).
- *Suzy's room*: the animated version of the Hello! Unit story from *Kid's Box Interactive DVD 3*. See pages 38-40, 43-45 of the *Teacher's Booklet*.

### Ending the lesson

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

# 1

# Family matters

## 1 Family matters

1 Look, think and say the answers.

- Is Stella at school?
- Who's on the poster?
- Has she got a brother?
- How many sisters has she got?

aunt  
 daughter  
 granddaughter  
 grandson  
 grandparents  
 parents  
 son  
 uncle

My family tree.

2 Listen and check.

3 Ask and answer.

Uncle Fred.

**Grammar**

Who's Stella's uncle?  
Who is Stella's uncle?

10 Grammar Possessive 's

## 1 Family matters

1 Listen and match.

2 Now complete the sentences.

son daughter parents granddaughters  
aunt grandparents uncle grandson

- The people on the bus are Stella's grandparents.
- Grandma Star's \_\_\_\_\_ is on the bike.
- The girls in the boat are Grandpa Star's \_\_\_\_\_.
- The woman in the helicopter is Grandma Star's \_\_\_\_\_.
- The boy on the bike is Mr Star's \_\_\_\_\_.
- Suzy's \_\_\_\_\_ is in the lorry.
- The people in the plane are Stella's \_\_\_\_\_.
- Simon's \_\_\_\_\_ is in the helicopter.

10

**Objectives:** By the end of the lesson, pupils will have interpreted a family tree and talked about family relationships.

## Target language

- Key language:** family: *aunt, granddaughter, grandparent, grandson, parent, son, uncle, possessive 's*
- Additional language:** Star family characters, *then*
- Revision:** family, toys, transport, *I'm / She's / He's ... , my, your, their, That's right, Let's ... , go, play, garden, Well done*

## Materials required

- Family flashcards and wordcards (13–20)
- Extra activity 2: Long piece of tape or chalk for drawing a line on the floor
- Pictures of people from magazines
- Three pieces of paper: 's written on one, 's written on another, is written on another. Use one colour for 's and is and another colour for 's (possessive)



## Pupil's Book page 10

### Warmer

- Draw a simple family tree on the board. Include mother, father, grandparents (two sets), a sister and a brother. Name each person, e.g. *Jane*, and attach a magazine picture or draw a picture. Say *This is my family*. Introduce them in turn, e.g. *This is my mother*. Check understanding by, e.g. pointing to a grandfather and saying *Is this my father?* Pupils respond, e.g. *No, it's your grandfather*. Use other questions, e.g. *Who's this? Who's (Jim)?*

### Presentation

- Extend the family tree to include aunts and uncles and grandchildren. Use the family tree and the family flashcards to teach/elicit the new vocabulary: *aunt, uncle, daughter, son, granddaughter, grandson, grandparent, parent*. Add appropriate pictures. Use questions to check understanding, e.g. *Who's my aunt? Who's (Jim)'s grandson?* Pupils come to the board in turn and ask similar questions. Elicit/Teach *A family tree*. Write the heading on the board.

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

- Tell pupils to open their Pupil's Books at page 10. Elicit what they can see (a family tree). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils study the picture to find the answers and compare their predictions in pairs.

#### 2 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class. Elicit complete sentences for the answers.

**Key:** 1 Yes, she's at school. 2 Her family (grandparents, parents, aunt and uncle, brother and sister). 3 Yes, she's got a brother. 4 She's got one sister.

#### CD 1, 12

**STELLA:** Hi, everyone. This is my project. Here's my family tree.  
These are my parents, Mr and Mrs Star.  
And look, here are Grandma and Grandpa Star. They're my grandparents and they've got two children: a son and a daughter.  
Their son's my dad and their daughter's my Aunt May.  
I've got one aunt and one uncle: Aunt May and Uncle Fred. Aunt May's my dad's sister. Uncle Fred's my mum's brother.  
Grandma and Grandpa Star have got three grandchildren: one grandson, Simon, and two granddaughters, Suzy and me.

#### 3 Ask and answer.

- Focus pupils on the Grammar box. Read each question for pupils to repeat after you. Make sure pupils realise that the two questions mean the same thing, but the first one has a contracted form of *is* ('s).

- Tell pupils to look at Activity 3. Choose two pupils to read the first question and example answer. Point to Suzy's uncle on the family tree. Point to Aunt May on the family tree and elicit her name. Pupils ask and answer questions 2–6 in pairs. Monitor and help. Check pronunciation of 's. Check with the class using open pairs.

**Key:** 2 Aunt May, 3 Grandma and Grandpa Star, 4 Suzy and Stella, 5 Simon, 6 Simon

### Extra activity 1: see page 206 (if time)

## Activity Book page 10

### 1 Listen and match.

- Tell pupils to open their Activity Books at page 10. Elicit what they can see. Play the audio. Pupils write letters in the boxes to match the vehicles with the people. They check in pairs. Play the audio again. Stop after each one to check with the class.

**Key:** Simon c, Grandma and Grandpa Star b, Aunt May a, Uncle Fred f, Stella and Suzy d

#### CD 1, 13

- 1 Stella's parents are on the plane.
- 2 Mr Star's son is on the bike.
- 3 Suzy's aunt is in the helicopter.
- 4 Grandpa Star's granddaughters are in the boat.
- 5 Simon's grandparents are on the bus.
- 6 Simon's uncle's in the lorry.

### 2 Now complete the sentences.

- Focus pupils on the example. Elicit where they can find the information and the words. In pairs, pupils complete the sentences orally. Check with the class. Pupils complete the sentences.

**Key:** 2 grandson, 3 granddaughters, 4 daughter, 5 son, 6 uncle, 7 parents, 8 aunt

### Extra activity 2: see page 206 (if time)

### Ending the lesson

- Write *Suzy Stella sister* on the board.
- Hold up the three pieces of paper (see Materials required). Say *Who can put these in the sentence?* Pupils volunteer to complete the sentence by putting the paper in the right place (*is* / contracted 's will be interchangeable). Clean the board. Repeat for the following groups of words: *Who Mr Star dad?* / *Mrs Star brother Uncle Fred.* / *Simon Grandpa Star grandson.*

**Key:** Suzy's/is Stella's sister. Who's/is Mr Star's dad? Mrs Star's brother's/is Uncle Fred. Simon's/is Grandpa Star's grandson.



**4** Listen and say the letter.

He's taking a photo of his son.

**5** Listen and complete.

Suzy's sitting next to her ... mum.

**Grammar**

He's taking a photo.  
She's playing a game.

**6** Ask and answer.

playing a game reading playing football painting taking a photo

Who's playing a game with her aunt? Stella.

**Vocabulary** aunt uncle daughter parents son granddaughter grandson grandparents

**Grammar** Present continuous for present actions

11

**3** Read the sentences. Who is speaking?

1 Uncle Fred is our uncle. 4 Suzy and Stella are our granddaughters.

2 Simon is our grandson. 5 Aunt May is our aunt.

3 Grandma and Grandpa Star are our grandparents. 6 Grandma and Grandpa Star are our parents.

**4** Read and complete the sentences.

The Star family are doing different things. Suzy's in the living room. She's drawing a picture of her Uncle Fred. He's sleeping on the sofa. Simon's in the garden. He's playing tennis with his Aunt May. She loves playing tennis with him because he's very good at sport. Stella's got a new camera and she's taking a photo of her grandparents in the dining room. The children's parents are in the kitchen. They're making dinner.

1 The Star family are doing different things.

2 Suzy's drawing a picture of her \_\_\_\_\_.

3 Uncle Fred's \_\_\_\_\_ on the sofa.

4 Simon and his \_\_\_\_\_ are in the garden.

5 Simon's very \_\_\_\_\_ at sport.

6 Stella's taking a photo of her \_\_\_\_\_.

7 Grandma and Grandpa Star are in the \_\_\_\_\_.

8 The children's \_\_\_\_\_ are in the kitchen.

11

**Objectives:** By the end of the lesson, pupils will have had more practice talking about family relationships.

## Target language

- **Key language:** present continuous for present actions, *children, grandparents, good at*
- **Additional language:** *chess*
- **Revision:** family, contracted 's, actions, *house, garden, Who's ... ?*

## Materials required

- Family flashcards (13–20)
- Actions each written on card: *painting a picture, playing football, reading a book, taking a photo, playing a game, sleeping, playing baseball, driving a car*
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 1 Reinforcement worksheet 1* (pages 15 and 16)

## Pupil's Book page 11

### Warmer

- Review the family words using the flashcards. Show each flashcard in turn and elicit the words. Show the flashcards again in a different order. Pupils chorus the words. Show individual flashcards to different pupils. They say the words.
- Mime, e.g. painting a picture. As you mime, ask the class *What am I doing?* Pupils respond, e.g. *You're painting a picture.* Pupils come up in turn and take one of the cards (see Materials required). They read it (silently) and mime the action for the class. The pupil asks *What am I doing?* The class guess using the present continuous. Repeat with different pupils.

### 4 Listen and say the letter.

- Tell pupils to open their Pupil's Books at page 11. Elicit who they can see in the picture. Elicit some of the actions. Invite a pupil to read the instruction aloud. Check pupils know what to do. Play the audio. Pupils listen and write the correct letters in their notebooks. They check in pairs. Check with the class by asking, e.g. *What's Grandma Star doing?* Check understanding of *parents, grandparents, children.*
- Review the present continuous for present actions. Focus pupils on the Grammar box. Read the sentences emphasising the 's and the *-ing* form of the verb. Pupils repeat after you and point to the correct characters in the picture. Elicit more examples using the present continuous form.

**Key:** a (Simon), d (Mrs Star), b (Stella), c (Grandma Star)

### CD 1, 14

He's taking a photo of his son.  
He's playing football with his uncle.  
She's reading a book to her daughter.  
She's playing a game with her aunt.  
She's painting a picture of her granddaughter.

### 5 Listen and complete.

- Invite a pupil to read the instruction aloud. Play the first one as an example. Pupils put their hands up. They don't shout out. When all hands are up, elicit the word. Play the rest of the audio. Pupils whisper the word to their partner each time. Play the audio again. Check with the class (hands up first). Check for correct pronunciation.

**Key:** granddaughter, uncle, daughter, son, aunt

### CD 1, 15

Suzy's sitting next to her [beep].  
Grandma Star's painting a picture of her [beep].  
Simon's playing football with his [beep].  
Mrs Star's reading a book to her [beep].  
Grandpa Star's taking a photo of his [beep].  
Stella's playing a game with her [beep].

### 6 Ask and answer.

- Focus pupils on Activity 6. Ask two confident pupils to read the example question and answer. Elicit the other questions from the class, reminding them to use the prompts in the box. In pairs, pupils take turns to ask and answer about the people and actions in the picture. Monitor pairs as they work. Check as a class.

**Extra activity 1: see page 206 (if time)**

## Activity Book page 11

### 3 Read the sentences. Who is speaking?

- Tell pupils to open their Activity Books at page 11. Ask a pupil to read the instruction aloud. Ask another pupil to read the first speech bubble. Elicit the answer (Suzy, Stella and Simon). Pupils work in pairs. They take turns to read the rest of the speech bubbles aloud and work out who is speaking. Pairs check with pairs. Check with the class using open pairs.

**Key:** 2 Grandma and Grandpa Star, 3 Stella, Simon and Suzy, 4 Grandma and Grandpa Star, 5 Stella, Simon and Suzy, 6 Mr Star and Aunt May

### 4 Read and complete the sentences.

- Read the text aloud around the class with pencils down. Choose pupils at random to read so they are on their toes. Check pupils know where to find the information (in the text). Pupils work individually to complete the gaps in the sentences. Check with the class. Check understanding of *good at*. Elicit from pupils what they are good at.

**Key:** 2 uncle, 3 sleeping, 4 aunt, 5 good, 6 grandparents, 7 dining room, 8 parents

**Extra activity 2: see page 206 (if time)**

### Optional activity

- Unit 1 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 15 and 16).

### Ending the lesson

- Draw eight steps going from a boat into the sea. Draw a stick figure on the top step. Draw a big shark's mouth in the sea. Choose one of the family words and write it as dashes on the board, e.g. \_ \_ \_ \_ \_ (parent). Pupils take turns to guess a letter. Write the letter in the word if it's there. If not, write it in the corner of the board and move the stick figure down one step. Continue until pupils guess or the figure is eaten by the shark. Clean the board and repeat.

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

- Where's Stella?
- Is Simon happy?
- Is Dotty naughty?
- Who's painting?

**8** Read and check.

Hi, I'm Aunt May. Look at everyone in the garden!

Stella's reading. She enjoys reading about science. She's clever and she wants to be a doctor. Simon's wearing his helmet, because he's riding his bike. He's with his Uncle Fred. They love riding bikes.

Suzy wants to wash her dog. Dotty's naughty. She doesn't like having a bath. Grandpa's standing next to the bath and he needs a towel.

Grandma's quiet. She enjoys painting. She's painting a beautiful picture of her granddaughter, Stella.

**9** Say 'yes' or 'no'.

- Simon doesn't enjoy riding his bike.
- Stella enjoys reading about science.
- Simon doesn't wear a helmet.
- Suzy wants to wash her doll.
- Dotty likes having a bath.
- Grandma enjoys painting.

**Grammar** He / She likes / loves / enjoys ... ing.  
He / She wants to ...

**Vocabulary** clever naughty quiet

**12**

**5** Read and circle the best answer.

- Suzy: Do you enjoy shopping?  
Uncle Fred: a) I've got a new T-shirt.  
b) No, I don't.
- Suzy: Does Grandma like painting?  
Uncle Fred: a) Yes, I do.  
b) Yes, she loves painting.
- Suzy: Does Stella want to be a doctor?  
Uncle Fred: a) Yes, she does.  
b) Yes, she can.
- Suzy: Do you enjoy playing tennis?  
Uncle Fred: a) Yes, he does.  
b) No, Aunt May enjoys playing tennis.
- Suzy: Does Dotty like having a bath?  
Uncle Fred: a) No, she doesn't.  
b) She loves swimming.
- Suzy: Do you wear a helmet on your bike?  
Uncle Fred: a) Yes, I do.  
b) Simon's riding his bike.

**6** Look and match the sentences.

- Uncle Fred's got a bike.
- Grandpa's got a camera.
- Simon's got a ball.
- Mr Star's got a guitar.
- Stella's got a book.
- Grandma's got some eggs.

- a She wants to read it.
- b He wants to take a photo.
- c She wants to make a cake.
- d He wants to play it.
- e He wants to ride it.
- f He wants to play basketball.

**12**

**Objectives:** By the end of the lesson, pupils will have talked about preferences, using *like, love, enjoy, want*.

## Target language

- **Key language:** present simple, *like, love, enjoy + -ing / nouns, want + infinitive, science, doctor, naughty, quiet, towel, clever, at the shops, read about, catch, helmet*
- **Additional language:** *really + adjective, because, but, and, need*
- **Revision:** present continuous, family, shops, shopping, coming, seeing, Where ... ? action verbs

## Materials required

- Family flashcards (13–20)
- Extra activity 1: Photocopiable activity 1 (page 196), one copy of the survey for each pupil
- Extra activity 2: A ball of crumpled up paper, one for each group
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 1 Reinforcement worksheet 2* (pages 15 and 17); Grammar reference Unit 1 *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94)



## Pupil's Book page 12

### Warmer

- Draw a simple family tree on the board to review the family vocabulary. Stick the family flashcards on the tree to be the members of the family. Point to, e.g. the grandparents and say *These are the children's ...* Pupils respond *grandparents*. Repeat for *parents*, *uncle* and *aunt*.
- Say statements about the family tree which are false, for pupils to correct, e.g. (Name and name) *are the children's parents* (*they're their grandparents*). Pupils correct. Invite pupils to come to the board and do the same.

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

- Tell pupils to open their Pupil's Books at page 12. Elicit some of the people and things they can see in the picture. Elicit where the people are (in the garden). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils study the picture to find the answers and compare their predictions in pairs.

### 8 Read and check.

- Focus pupils on the text. They take turns to read it aloud around the class to check/find the answers. Check answers with the class.

Key: 1 She's in the garden / under a tree. 2 Yes, he is  
3 Yes, she is. 4 Grandma Star's painting.

### 9 Say 'yes' or 'no'.

- Focus pupils on the Grammar box. Say the sentences. Pupils repeat. Point out the difference in the *-ing* and *to* forms. Explain/Elicit that these depend on the verb (*enjoy* or *want*). Ask pupils to find and underline an example of a phrase with *love* in the text (*he loves riding his bike*). Point out that the verb after *love* is also in the *-ing* form. Elicit another verb which uses *-ing* in the text (*like*).
- Ask pupils to look at Activity 9. Do the first one as an example. Pupils work individually and decide if the statements in Activity 9 are true or false. They check in pairs. They take turns to read the statement and to say 'yes' or 'no'. Check with the class in the same way.

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

Extra activity 1: see page 206 (if time)

## Activity Book page 12

### 5 Read and circle the best answer. **M** towards

- Tell pupils to open their Activity Books at page 12 and to look at Activity 5. Ask a pupil to read the instruction aloud. Check meaning of *best answer*. Focus on the example answer. You may need to do more examples with the class.
- Pupils work individually and complete the activity, circling the correct answer in pencil. They check in pairs. Check with the class by asking pairs to read the question and then both answers before saying which they think is correct.

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

### 6 Look and match the sentences.

- Focus pupils on the pictures for Activity 6. Elicit what they can see. Ask a pupil to read the example. Say *What does he want to do?* Tell pupils to follow the line to the correct sentence on the right (*He wants to ride it*). Repeat for number 2 and other numbers until pupils understand the activity.
- In pairs, pupils complete the activity, drawing lines to match the sentences. Pairs check with pairs. Check with the class by asking pupils to read the matching pairs of sentences aloud. Listen to check pupils use the weak form of *to* before the infinitive.

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

Extra activity 2: see page 206 (if time)

### Optional activities

- Unit 1 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 15 and 17).
- Grammar reference Unit 1 from *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- Pupils close their books. Say *Can you remember? Who's clever in the story? Why?* Repeat for *naughty*, *quiet*, *funny*. After the class has talked about the words, let pupils look again at the picture in the Pupil's Book and find the words in the text.



- 10 Say the names to complete the song.  
Then listen and check.



Aunt May's a doctor,  
She's got straight black hair.  
1 is a farmer,  
His beard is short and fair.

2 is quiet,  
She wants to paint all day.  
3 is funny,  
And his curly hair is grey.

4 can be naughty,  
He loves 'Lock and Key'.  
His sister 5 is clever,  
And she doesn't like TV.

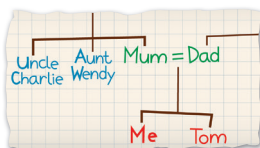
6 isn't quiet,  
But she's very small.  
Here's our family,  
We really love them all.

- 11 Sing the song.

- 12 Draw your family tree. Talk about your family.  
Use the words in the boxes.

She's	my	aunt.
He's		uncle.
		grandmother.
		grandfather.

She's	my	father's	brother.
He's		mother's	sister.
		grandmother's	son.
		grandfather's	daughter.



Vocabulary beard curly / fair / straight hair moustache

13

- 7 Find and write the words.

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

- elvre clever
- haynugt
- utgei
- rebad
- unyfn
- lucyr
- gittshra
- aifr

- 8 Ask and answer. Complete the table.

Do you enjoy singing?

Yes, I do.

No, I don't.

Do you enjoy ...	singing?	playing games?	reading?	painting?

13

**Objectives:** By the end of the lesson, pupils will be able to describe family members and will have sung a song.

## Target language

- Key language:** *beard, curly, fair, moustache, straight, hair, farmer, funny*
- Additional language:** *all day, tractor, boots*
- Revision:** adjectives, colours, *have got, doctor, really, love, like* + noun

## Materials required

- Five pictures cut from magazines to show people with curly hair, straight hair, a moustache, a dark beard, a fair beard or flashcards (21-25)
- Extra activity 2: Nine different coloured squares, sticky tack
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 1 Extension worksheet 1* and / or *Song worksheet* (pages 15, 18 and 20); *Kid's Box Interactive DVD 3 The music room*, Unit 1 'Aunt May's a doctor' song

## Pupil's Book page 13

### Warmer

- Play a game of 'Simon says' to review body parts. Pupils stand up. Say, e.g. *Simon says touch your head*. Pupils touch their head. Say, e.g. *Touch your nose*. Pupils don't touch their nose. Continue. Include these words: *hair, arm, leg, face, eye, ear*.

### Presentation

- Place the five magazine pictures on the board or flashcards (see Materials required). Point to one of the pictures. Elicit/Teach the description for each one, e.g. *She's got curly hair*. Place the pictures in different parts of the room. Point to them in turn to elicit the correct sentence from the class. Personalise the activity by asking which pupils have straight or curly hair. Place the pictures on the board. Elicit each sentence again and write it under the picture.
- Say each of the new words in turn (*beard, moustache, straight, curly, hair*). Teach a mime for each one, e.g. stroking chin for *beard*, twirling moustache ends for *moustache*. Repeat the words at random. Pupils mime the action. Mime the actions and elicit the words from pupils. Pupils continue the game in pairs.

### 10 Say the names to complete the song. Then listen and check.

- Tell pupils to open their Pupil's Books at page 13. Focus them on the picture and elicit who they can see and what they're doing. Ask a pupil to read the instructions aloud. Check understanding. Play the audio. Pupils listen and point/whisper the names to their partner. Pairs check with pairs. Check with the class.
- Play the audio again. Pupils follow the text in their books. Pause after each section for pupils to point to / identify the correct person in the picture.

**Key:** 1 Uncle Fred, 2 Grandma Star, 3 Grandpa Star, 4 Simon, 5 Stella, 6 Suzy

#### CD 1, 16

As in Pupil's Book and Key

### 11 Sing the song.

- Pupils stand up. Play the audio again, verse by verse. Pupils join in. Sing the song again with pupils until they are confident with the words. Invite seven pupils to come to the front. Each pupil is one of the characters in the song (Aunt May, etc.). Encourage them to act the part. The other pupils sing the song and when they sing about, e.g. Aunt May, 'Aunt May' mimes being a doctor and having straight hair. Repeat with seven different pupils in role.

#### CD 1, 16

As in Pupil's Book

#### CD 1, 17

Now sing the song again. (Karaoke version)

### 12 Draw your family tree. Talk about your family. Use the words in the boxes.

- Focus pupils on Activity 12. Invite different pupils to read a sentence of the instruction. Say *First, draw your family tree. Draw it in your notebooks*. Remind them who to include and to write the names, e.g. *Uncle Tom / Mum*. In pairs, they take turns to talk about their family tree.

Note: If you have pupils who would find this activity upsetting, adapt it to an imaginary family tree.

### Extra activity 1: see page 206 (if time)

## Activity Book page 13

### 7 Find and write the words.

- Tell pupils to open their Activity Books at page 13. Focus them on Activity 7 and invite a pupil to read the instruction aloud. Elicit where they find the words and what words they find and where they write them. Say *What's 1? (clever)*. Point to 'clever' in the wordsearch. Pupils point to the example. Say *Then you write the word here*. Point to *clever*. Elicit the words for the other seven pictures. Pupils work individually and find the words. They check with their partner. They write the words on the lines.

**Key:** 2 naughty, 3 quiet, 4 beard, 5 funny, 6 curly, 7 straight, 8 fair

### 8 Ask and answer. Complete the table.

- Tell pupils to look at Activity 8. Ask two pupils to read the question and then the answers. Focus pupils on the table and check they know what to do. Elicit another example question, e.g. *Do you enjoy playing games?* Divide pupils into groups of six. Pupils ask the questions to everyone in their group. They do this first in pairs and then change partners when they have asked and answered all the questions. Each group of six comes back together and checks they all have the same answers.

### Extra activity 2: see page 206 (if time)

### Optional activities

- Unit 1 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 15 and 18).
- Unit 1 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 15 and 20).
- *The music room*: Unit 1 from *Kid's Box Interactive DVD 3*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing a song, play a game or read a story, depending on which activity was the favourite in the survey.

**13 Stella's phonics**



Mark's an **artist**.  
Jane's a **baby**.  
Mark's painting Jane in the **garden**.

**14** Ask and answer. Use the words in the box.  
listening playing riding watching wearing eating drinking

Do you like playing on your laptop? Yes, I do.



**15** Read Jack's text. Now write about your friend's answers and tell the class.

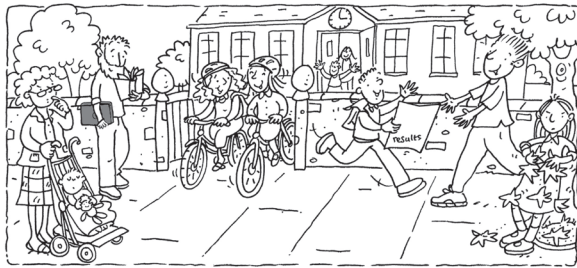
Jack likes eating fruit. He doesn't like drinking milk.  
He likes playing basketball. He doesn't like playing on his laptop.

**14** **Phonics** Long vowel sounds: 'ay' and 'ar' (baby, artist) **Grammar** Short answers: Yes, I do. / No, I don't.

**9** Listen and say. Circle the odd word out.

1 day	paint	<u>park</u>
2 say	star	name
3 car	train	plane
4 play	farm	grey
5 cake	arm	eight
6 game	make	party
7 May	take	garden
8 start	baby	straight

**10** Listen and colour and write. There is one example.



Ha! Ha! Ha!

What's a quiet animal called?

**JOKE BOX**

**14** A shh-heep

**Objectives:** By the end of the lesson, pupils will be able to identify and say the phonemes /eɪ/ and /ɑ:/. They will be able to recognise the alternative spellings of the phoneme /eɪ/: *ay* and *a\_e*.

## Target language

- **Key language:** *artist, baby, laptop*
- **Additional language:** *garden*
- **Revision:** actions, activities, food,  
*Do you like + -ing? Yes, I do. / No, I don't.*

## Materials required

- *Kid's Box Language Portfolio 3* (page 8)

## Pupil's Book page 14

### Warmer

- Say *Look and think*. Write these words at random across the board: *paint, farm, party, name, play, star, make, car*. Say *Which words are the same? Think about the sound. Make two groups*. Pupils put the words in two sound groups (ay/ar).

### 13 Stella's phonics.

- Tell pupils to open their Pupil's Book at page 14. Elicit what they can see in the picture (an artist, a baby, a garden). Play the audio. Pupils listen and repeat. Play the audio again for pupils to repeat once more.

Note: If you wish, write the following words on the board: *aunt, father, bath*. Say the words for pupils to repeat. Explain/Elicit that these words have the /ɑ:/ sound but spelt in different ways (not ar).

#### CD 1, 18

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

/ɑ:/, /ɑ:/

Mark's an artist.

/eɪ/, /eɪ/

Jane's a baby.

Mark's painting Jane in the garden.

Mark's painting Jane in the garden.

Mark's painting Jane in the garden

### 14 Ask and answer. Use the words in the box.

- Focus pupils on Activity 14. Quickly review the structure *Do you like ...ing?* and short answers *Yes, I do / No, I don't*. Elicit how pupils can complete the prompts using the pictures, e.g. *listening ... to music*. Pupils work in pairs. They take turns to ask and answer, using the picture prompts and the words in the box. Check by asking pupils about their partner, e.g. *(Anna), tell me about (Leo). Something he likes and something he doesn't like*. (Anna): *(Leo) likes watching TV, but he doesn't like eating burgers*. Listen for use of the plural nouns, e.g. *burgers*.

### 15 Read Jack's text. Now write about your friend's answers and tell the class.

- Pupils write sentences about their friend in their notebooks, using the structure from the feedback to Activity 14. Read the model answer with the class before they write. Monitor pupils as they are working and help where necessary.

### Extra activity 1: see page 206 (if time)

## Activity Book page 14

### 9 Listen and say. Circle the odd word out.

- Tell pupils to open their Activity Books at page 14. Ask a pupil to read the instruction aloud. Tell pupils just to listen and repeat the first time. Play the audio. Pupils listen and repeat. Ask a volunteer to read the words in row 1 aloud. Focus on the example and elicit why it is circled (because it has a different

vowel sound from the others (/ɑ:/, not /eɪ/). Tell pupils to say the rest of the words again themselves and decide which is the odd one out. They circle the odd word out in pencil. Pupils compare their answers in pairs. Check with the class.

**Key:** 2 star, 3 car, 4 farm, 5 arm, 6 party, 7 garden, 8 start

#### CD 1, 19

As in Activity Book

### 10 Listen and colour and write. There is one example. **M** towards

- Focus pupils on Activity 10 and ask a pupil to read the instruction aloud. Elicit some of the things they can see in the picture. Play the audio. Pupils don't colour the first time. Play the audio again. Pupils put a coloured dot on the relevant part of the picture. They colour the picture, or listen again if necessary.

#### CD 1, 20

Look at the picture. Listen and look. There is one example.

This is a nice picture. / Yes, it is. Can you see the man with the book? He's carrying a laptop. Can you see it? / The laptop? Yes, I can. / Colour it grey, please.

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

1. Look at the naughty girl. / Where? / Next to the tree. She's got fair hair. Colour her hair yellow. / OK.
2. Be quiet. The baby's sleeping. / Oh, yes. Is he with his grandmother? / That's right. Colour his grandmother's hair blue. / OK.
3. Can you see the girl on the bike? / Which one? There are two. / The one with curly hair. / Oh, yes. / Colour her hair red. / OK.
4. Can I do some writing too? / Yes, I'd like you to write the word 'Test'! / Where? On the piece of paper the boy is holding? / Yes, write it on the paper.
5. Can you see the man with straight hair? / Oh, yes. / Colour his hair black. / OK.

### Extra activity 2: see page 206 (if time)

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Language Portfolio (online)

- Pupils complete page 8 of *Kid's Box Language Portfolio 3 (My family)*. Help with new language as necessary (e.g. provide new verbs pupils require to answer the second question). This could be set as homework.

### Ending the lesson

- Write the sentence *Mark's painting Jane in the garden* from the beginning of the lesson on the board. Pupils practise saying the sentence as a tongue twister.



**LOCK & KEY**

**16** Listen to the story.

17 Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct


## Pupil's Book page 15

### Warmer

- Write prompts from the first episode of the story on the board, e.g. *Please help me! Please find Clarence! Get the Detective Box.* Elicit the story so far from pupils in the present tense. Ask other questions, e.g. *What's the name of the detectives? Are they good at their jobs? Are Lock and Key using a laptop?*

### Story

#### 16 Listen to the story.

- Tell pupils to open their Pupil's Books at page 15. Tell them that this is the next episode of the story. Elicit/Teach *pet thief*. Set the pre-listening questions: *Who's the man on the screen? Is the pet thief in the park?* Play the audio. Pupils listen and look. They check in pairs. Check with the class (The pet thief, No, it's a lady).
- Play the audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to each picture in turn and asking, e.g. *What's this?* (a picture of the pet thief). *Has he got curly brown hair?* (no, he's got straight black hair). *Is he wearing a hat?* (yes). *What does Lock say?* (Let's look in the park). *What's the lady wearing?* (a dirty hat and an old jacket). *Is the cat called Clarence?* (yes, it is).
- Ask pupils if Lock and Key are good detectives.

CD 1, 21

As in Pupil's Book

### Extra activity 1: see page 207 (if time)

#### 17 Act out the story.

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 1 from *Kid's Box Teacher's Resource Book 3* (page 82). See notes on page 80.

## Activity Book page 15

### Do you remember?

- Write the word *Family* in the top left of the board. Brainstorm the family words from the unit with pupils and write them as a mind map (you could use the family wordcards (13-20) together with your own cards for *mother* and *father*). Elicit the spelling from the class. Include: *parents, son, daughters, aunt, uncle, grandparents, grandson, granddaughters*. Accept others if pupils give them to you. Draw an oval (for a face) in the bottom right of the board. With simple drawings, elicit *curly, straight, beard*. Elicit the spellings and write the words.
- Tell pupils to open their Activity Books at page 15. Clean the board. Pupils study the words on the right in silence, using the pictures to help with meaning. Pupils then cover the words on the right so that they can see the pictures and the lines for the words. Without looking, pupils write the words in pencil, using the pictures to help. They can check in pairs by asking, e.g. *How do you spell 'uncle'?*, but they don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples (*son, aunt*, etc.) and elicit/remind them of the activities they did in this unit when they wrote about their family. Elicit what the three faces mean (not very well / OK / very well). Tell pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the speaking activities about their friends and family that they did in the unit. Pupils circle a face. Repeat for the third sentence, giving an example for pupils of the structure, e.g. *I want to draw a picture*. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

### Extra activity 2: see page 207 (if time)

### Optional activities

- Unit 1 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 15 and 19).
- *Suzy's room*: the animated version of the Unit 1 story from *Kid's Box Interactive DVD 3*. See pages 38-40, 43-45 of the *Teacher's Booklet*.
- *The living room*: the 'Kid's Box Art Show' episode from *Kid's Box Interactive DVD 3*. See pages 5-6, 8-11 of the *Teacher's Booklet*.
- Evaluation 1 from *Kid's Box Teacher's Book 3* (page 224). See notes on page 222.

### 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 Portraits**

**1** Read, look and answer.  
Look at these two pictures.  
Which one is a portrait?

**2** Look at the self-portraits. Listen and say the letter.

**Fact**  
Oil paintings can take many years to dry.

There are lots of different types of paintings. A picture of a person or a group of people is called a portrait. A painting of the artist is called a self-portrait.

**16** Vocabulary artist painting portrait self-portrait

**Art Portraits**

**1** Read and write the names.

**2** Circle the odd one out.

a Daisy is Tom's daughter. She's got straight fair hair.  
b Nick's got short black hair. He's Tom's son.  
c Aunt Clare's got curly hair.  
d Sally is Daisy and Nick's mum. She's got straight fair hair.  
e Nick and Daisy's uncle has got short grey hair and a beard.  
f The man with curly hair is Daisy's father.  
g Daisy's standing next to her Uncle Jack.

**16**

**Objectives:** By the end of the lesson, pupils will have learned about types of paintings and listened to descriptions of self-portraits.

## Target language

- **Key language:** *painting, portrait, artist, self-portrait, descriptions*
- **Additional language:** *I can see ... , both*
- **Revision:** colours, adjectives, *wear, hat*

## Materials required

- Extra activity 2: paper and colouring pencils
- CD of gentle classical music. Ideally this music should be playing quietly from the beginning of the lesson
- Five pictures cut from magazines to show people with curly hair, straight hair, a moustache, a beard etc. or flashcards (21-25)



## Pupil's Book page 16

### Warmer

- Tell pupils to close their eyes and to put their heads on their desks. Play the audio of gentle music in the background. Say *I'm going to describe a picture. I want you to imagine it in your heads.* Check comprehension of *picture* and make sure pupils know that they just need to listen and think. Describe the first picture on Pupil's Book page 16, e.g. *I can see some water with lots of boats. The water is quiet and still. The sky is grey and white but it isn't raining. I can see two big boats. They're orange and red. They aren't moving. They're beautiful. There is a small house next to the water. It's behind a tall tree. There are two people near the house. I think it's a mother with her daughter. They are looking at the boats.*
- Tell pupils to slowly open their eyes. Ask pupils how they feel and talk about what they are imagining. Say *Today we're going to talk about paintings.* Remind them that Grandma Star likes painting.

### 1 Read, look and answer.

- Tell pupils to open their Pupil's Book at page 16. Focus them on the two pictures. Explain that you were describing the first picture at the beginning of the lesson. Ask if the picture is what they imagined. Ask the following questions about both pictures, to encourage pupils to talk: *Is this an old painting or a new painting? Is it on paper? Do you like it? What can you see?* If pupils respond in L1, recast their responses into English. It is important to get them talking at this stage. Elicit if any pupils have seen paintings like this.
- Read the sentence and question above picture 1. Ask *Who thinks picture 1 is a portrait?* (Pupils put up their hands.). Repeat for picture 2. Focus pupils on the short text. Read it aloud to the class. Teach/Check the words *portrait* and *self-portrait*. Elicit what they are in L1. Repeat the questions about the two pictures (picture 2 is a portrait).

### 2 Look at the self-portraits. Listen and say the letter.

- Revise personal descriptions. Stick the pictures of people on the board. Elicit as many sentences as possible about each person (e.g. *She's got straight hair. She's got fair hair. She's got blue eyes.*). Write them on the board. Make sure you revise *straight, curly, blue, brown, green (eyes), moustache and beard*. If you don't have any pictures, elicit sentences about pupils in the class and draw simple pictures of a man with a moustache and a beard or use the flashcards (21-25).
- Focus pupils on the five self-portraits in Activity 2. Talk briefly about each one with the class: the colours, the age of the person, hair / eye colour, whether the picture is old / modern. Ask a pupil to read the instructions aloud. Say *Remember. Whisper the letter to your friend and point to the painting.* Play the audio. Pupils listen and whisper. Play the audio again. Pause after each one to elicit the letter. Ask if anyone knows the name of any of the artists (a Vigée Le Brun, b Leonardo da Vinci, c Daisy de Villeneuve, d Pablo Picasso, e Vincent Van Gogh).

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

CD 1, 22

- 1 This portrait has got lots of orange and brown colours. The artist has got short, straight brown hair and he hasn't got a beard.
- 2 The artist in this portrait has got long, fair curly hair and a big hat.
- 3 This portrait has got lots of blue and green colours. The artist has got short red hair and a red beard and moustache.
- 4 The artist in this portrait is young. She's got long straight hair and big green eyes.
- 5 This portrait is drawn in red pencil. It isn't coloured in. The artist has got a long white beard, but he hasn't got a moustache. We can see that the portrait isn't finished.

### Extra activity 1: see page 207 (if time)

### Pairwork

- Demonstrate the game. Focus pupils on the pictures in Activity 2. Say *I'm looking at a self-portrait. Guess. Ask me questions.* Give pupils an example question: *Has he got brown eyes?* Pupils take turns to ask questions and to guess. They can ask a maximum of five questions. The pupil who guesses chooses an artist and the class ask him/her questions. Check pupils use *Has he got / Has she got ... ?* correctly.
- Pupils play the game in pairs. Pupil A secretly writes the letter for the picture in his / her notebook. Pupil B asks questions to guess. They change roles.

## Activity Book page 16

### 1 Read and write the names.

- Tell pupils to open their Activity Book at page 16. Elicit what they can see (a portrait of a family). They do the activity in pairs. Check with the class.

Key: 1 Tom, 2 Sally, 4 Aunt Clare, 5 Uncle Jack, 6 Daisy

### 2 Circle the odd one out. towards

- Focus pupils on Activity 2 and on the example. Elicit which pictures are self-portraits. Say, e.g. *So, we've got two self-portraits and one which is different. So the third one is the odd one out.* Accept other ideas and reasons from pupils for the odd one out. Pupils work individually. They compare their answers in groups of four. Check with the class. There are several possible options.

Key: 2 First picture: self-portrait. 3 Third picture: an animal.  
4 Second picture: self-portrait.

### Extra activity 2: see page 207 (if time)

### Ending the lesson

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



**3** Look at the family portraits and find.

- 1 A woman in a purple dress.
- 2 A man with a red hat.
- 3 A black cat.
- 4 Two men with grey hair.

**4** Now say the correct text for each portrait. 1-c

- 1 I love this portrait by Ursula Roma. It's got lots of colours. We can see the family and their pets.
- 2 This is my favourite family portrait. It's by Pablo Picasso. I can see three children with their parents and grandfather.
- 3 I love old paintings. I like this portrait by Copley. It's very old and we can see his family. He's got four children.
- 4 The parents are both wearing hats. They are walking with their son and daughter. I love this portrait by Hulis Mavruk because it's very happy.

**Project** Draw your family portrait.

**Movers Listening, Part 5**

**3** Listen and colour and write. There is one example.

**Objectives:** By the end of the lesson, pupils will have read about portraits, completed a project and practised an exam-style listening task.

## Target language

- **Key language:** descriptions, opinions
- **Additional language:** *pet, It's by ..., both*
- **Revision:** *self-portrait, portrait, family, clothes, colours, have got, wear, dress, hat, flowers, because*

## Materials required

- **Project:** A large piece of paper for each pupil, paints, paintbrushes, water, cloths
- **Extra activity 2:** A piece of paper with a train engine drawn on it, another piece of paper for a carriage (to contain the new words)
- **Optional:** *Kid's Box Teacher's Resource Book 3 Unit 1 Topic worksheet (pages 15 and 21); Extra project idea, Unit 1 School portraits from Kid's Box Teacher's Book 3 (page 218)*

## Pupil's Book page 17

### Warmer

- Describe a pupil in the class for the others to guess, e.g. *This pupil's got short, dark, straight hair and blue eyes. This pupil's wearing ...* Repeat.

### 3 Look at the family portraits and find.

- Tell pupils to open their Pupil's Book at page 17. Focus on Activity 3. Ask *Are these pictures self-portraits?* Elicit/Explain that they are family portraits. Ask a pupil to read the activity instruction and phrases aloud. Check the class understands. Pupils work in pairs or groups. They look at the pictures and find the people / things as quickly as they can. Groups who finish early make a list of other animals / things they can see in the pictures. Check with the class.

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

### 4 Now say the correct text for each portrait.

- Pupils stay in their pairs / groups. They read the texts, silently or aloud in their groups as they choose the portraits. Check with the class. Elicit the words which helped them, e.g. *1 lots of colours / pets*. Focus on the phrase *It's by ...* Practise pronunciation. Say a sentence about one of the pictures. Pupils say the letter, e.g. *It's by Pablo Picasso* (d).

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

### Project Draw your family portrait.

- Focus pupils on the photographs and the activity instruction. Say *Now it's your turn to draw a family portrait. Think about: Who's in it? What are they wearing? Where are they? Are they sitting or standing? Are there any pets in your picture? Are there any other things? Remember – you are in your family portrait!*
- Elicit who pupils are going to put in their portrait. Pupils sketch the portrait in their notebooks. Check pupils' sketches and then hand out the paper, paints, etc. Pupils paint their family portrait. Monitor and encourage pupils to talk about what they are painting (describe the people, place, things, etc.).
- Pupils can write a short description of their family portrait, e.g. *This is a portrait of my family. There's my grandfather and grandmother, my mother and father, my two sisters and me. We are in the living room at home. My sisters and my grandparents are sitting on the sofa but I am standing. My parents are behind the sofa. My sisters have both got long fair hair. They're wearing dresses. My dad has got a moustache.*
- Pupils show their finished pictures to a partner. They take turns to read out their descriptions.
- When they are dry, display the portraits around the classroom. Encourage pupils to look at their classmates' work and ask the artists questions about their pictures.

**Extra activity 1: see page 207 (if time)**

## Activity Book page 17

### Movers Listening, Part 5.

### 3 Listen and colour and write. There is one example.

**M** towards

- Tell pupils to open their Activity Book at page 17. Elicit what they can see (family words: *grandfather, grandmother, things: camera, comic, football, bikes, clothes: trousers, skirt, jacket*). Ask a pupil to read the instruction aloud. Check understanding. Explain that there is an example already (point to the man whose hair has been coloured grey) 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. Note: In keeping with the Movers listening tests format, the page rubric and audio rubric are different.

### CD 1, 23

Can you see the grandfather? / Yes, I can. He's taking a photo of a boy. / Yes. Colour the grandfather's hair grey. / OK.

Can you see the grandfather's grey hair? This is an example. Now you listen and colour and write.

- OK. Look at that boy. / The boy with his grandfather? / Yes. Colour his shoes brown. / OK.
- What can I do now? / Do you want to write something? / Yes, I do. What can I write? / Look at the girl with the comic. Write *comic* next to it. / Is that C-O-M-I-C? / Yes, that's right. Very good.
- Would you like to colour something? / Yes. Can I colour the dog? / OK. What colour? / Red. / Red? That's a funny colour for a dog, but OK.
- OK. Now can you colour the bike, please? / Which bike? The big one or the small one? / Colour the big bike green. / I'm colouring it green now.
- What now? / Can I colour the grandmother's jacket now? / Yes, good idea. Colour her jacket yellow. / A yellow jacket. Great. This is a really good picture now.

### Extra activity 2: see page 207 (if time)

### Optional activities

- Unit 1 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 15 and 21).
- Extra project idea, Unit 1 School portraits. See notes on *Kid's Box Teacher's Book 3* (page 218)

### Ending the lesson

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

## 2 Home sweet home

1 Look, think and say the answers.

- 1 What buildings can you see?
- 2 What's in the room under the house?
- 3 Where's the flat?
- 4 Has the flat got a garden?

A house in the village      A flat in the town

2 Listen and check.

3 Listen and say the letter.

## 2 Home sweet home

1 Match. Write the words.

2 Complete the crossword.

Down ↓      Across →

**Objectives:** By the end of the lesson, pupils will have talked about different places to live.

### Target language

- **Key language:** *balcony, basement, city, country, downstairs, flat, building, floor, home, lift, stairs, street, town, upstairs, village*
- **Additional language:** *home sweet home, hit your head, at home, crossword, across, down, characters*
- **Revision:** *like + -ing, live, walk, come, door, house, quiet, naughty, talk to, trees, lots of/a lot of, present simple, have got, can/can't, Who lives in a flat?*

### Materials required

- Home and places to live flashcards (26-34)
- Extra activity 2: Home and places to live flashcards and wordcards (26-34)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Reinforcement worksheet 1* (pages 22 and 23)



## Pupil's Book page 18

### Warmer

- Stick the flashcards *city*, *town* and *village* on the board and teach or elicit the words. Elicit/Discuss the difference between *city*, *town*, *village*. Elicit if the school is in a town, a city, a village and/or the country. Elicit where different pupils live (a flat, a house, etc.). Ask, e.g. *Do you like living in the country?* Pupils say, e.g. *I live in a house*. Ask, e.g. *Do you like living in a house?*

Note: A town is bigger than a village, but usually smaller than a city.

### Presentation

- Draw a simple picture of a block of flats and a house. Say, *These are buildings*. Ask pupils to give examples of other buildings in the center of the city. Using the drawings and the home flashcards, elicit/teach *lift*, *stairs*, *downstairs*, *upstairs*, *basement*, *balcony*, *floor* (as in *ground floor*, *first floor*, *second floor*, etc.).

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

- Tell pupils to open their Pupil's Books at page 18. Focus them on the pictures and elicit what/who they can see. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils discuss their answers/predictions in pairs, looking for clues in the pictures.

#### 2 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class. Elicit complete sentences for the answers.

Key: 1 I can see a house and a flat. 2 There are boxes and toys. 3 It's in the town. 4 No, it hasn't.

#### CD 1, 24

MEERA: We've got a new flat. We're moving from our house in the country to a flat in the town.

ALEX: Do you like living in the country?

MEERA: I love the country. At the moment I live in a small village. It's quiet and there are a lot of trees.

LENNY: Has your house got a basement under the floor?

MEERA: Yes, it's full of boxes and old toys.

ALEX: And what about your new flat?

MEERA: Well, it hasn't got a basement or a garden, but it's got a beautiful balcony for my plants.

ALEX: Cool. What else?

MEERA: The house in the village has got stairs to go up and down, but the flat in the city is different. There are five floors so we go upstairs and downstairs in a lift!

LENNY: Wow! I want to live in a flat!

#### 3 Listen and say the letter.

- Focus pupils on Activity 3. Elicit some of the things they can see in the pictures, e.g. *town*, *lift*, *upstairs*. Check pupils understand the meaning of the upward and downward arrows (upstairs/downstairs). Ask pupils to read the instruction silently. Check they know what to do. Play the audio. Pupils point to the picture. Play the audio again. Pause after each one and check with the class.

Key: d, b, g, e, c, a, f

#### CD 1, 25

a basement, a village, a lift, upstairs, a balcony, a town, downstairs

### Extra activity 1: see page 207 (if time)

## Activity Book page 18

#### 1 Match. Write the words.

- Tell pupils to open their Activity Books at page 18. Focus them on Activity 1 and on the instructions. Check pupils know what to do. Demonstrate, using the two examples. Pupils match first. They check in pairs. Check with the class. Pupils write the complete word on each line.

Key: 2 lift, live, 3 basement, balcony, 4 downstairs, door, 5 street, stairs

#### 2 Complete the crossword.

- Focus pupils on Activity 2. Elicit what it is (a crossword) and remind pupils of the meaning of *down*, *across*. Check using the example 1 down: *lift*. Pupils work in pairs. They complete the crossword in pencil. Check with the class, asking pupils to spell the words.

Key: Down: 2 upstairs, 3 street, 6 home, 7 balcony  
Across: 4 flat, 5 town, 7 basement, 8 village, 9 floor

### Extra activity 2: see page 207 (if time)

#### Optional activity

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 22 and 23).

#### Ending the lesson

- Demonstrate the game with a pupil. Together say *One, two, three*. Then both say a word from the lesson together. If it's the same, e.g. *balcony*, say *Snap*. Repeat, choosing a different or the same word each time. Pupils play in pairs.



**4** Listen and say the letters in the correct order. 1 - c

**a** Upstairs, downstairs,  
One floor or two.  
We live here,  
What about you?

**b** Home is home ...  
In a city or a village,  
In a house or a flat.  
Home is home!  
It's where it's at.

**c** We've got a basement  
Under the floor.  
It's got brown stairs  
And a purple door.

**d** I've got a lift,  
It goes up and down.  
From my balcony,  
I can see the town.

**Grammar**  
We **have got** a flat. We've **got** a flat.

**5** Sing the song.

**6** Talk to your friend. Are your houses the same or different?

I live in a town. Same! I live in a town. My house has got three bedrooms. Different! My house hasn't got three bedrooms.

**Vocabulary** balcony basement downstairs flat lift stairs upstairs city town village

**Grammar** have got

19

**3** Read and complete.

downstairs village upstairs floors balcony street

Lenny lives in a (1) village in the country. There are five houses in his (2) \_\_\_\_\_. His house has got three (3) \_\_\_\_\_. Lenny walks (4) \_\_\_\_\_ to his bedroom because there isn't a lift. The living room and the kitchen are (5) \_\_\_\_\_. His house hasn't got a (6) \_\_\_\_\_, but it's got a beautiful garden.

**4** Write about your home. Draw.

I live in a \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19

**Objectives:** By the end of the lesson, pupils will have talked and written about their homes and sung a song.

## Target language

- **Key language:** writing a description, *block of flats*
- **Additional language:** *What about you? where, we're at, here, same, different, order*
- **Revision:** house and home, colours, *have got*, present simple, *can, under, in, up, down*

## Materials required

- Home and places to live flashcards (26–34)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Song worksheet* (pages 22 and 27); *Kid's Box Interactive DVD 3 The music room*, Unit 2 'Home is home' song; Grammar reference Unit 2 *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94)

## Pupil's Book page 19

### Warmer

- Use the home and places to live flashcards to review the vocabulary from the previous lesson. Show each flashcard and elicit the word. Pupils repeat. Show a flashcard and say the wrong word. Pupils correct you. Repeat.

### 4 Listen and say the letters in the correct order.

- Tell pupils to open their Pupil's Books at page 19. Elicit some of the things they can see in the picture. Supply *block of flats*. Direct pupils to the activity instruction and check understanding of *order*. Play the audio. Pupils listen and place a sharpener or eraser on each verse as they hear it. Play the audio again. Elicit the order (point to the example answer in the speech bubble first).
- Review *have got* for possession. Focus pupils on the Grammar box. Read the sentences. Pupils repeat. Ask them about the difference between the two sentences (contraction). Tell pupils to look for two examples of the 've got form in the song (*We've got a basement, I've got a lift*).

#### CD 1, 26

We've got a basement  
Under the floor.  
It's got brown stairs  
And a purple door.

*Home is home,  
Home is home.  
In a city or a village,  
In a house or a flat.  
Home is home,  
It's where it's at.*

I've got a lift,  
It goes up and down.  
From my balcony,  
I can see the town.

#### Chorus

Upstairs, downstairs,  
One floor or two.  
We live here,  
What about you?

#### Chorus

In a city or village,  
In a house or a flat.  
Home is home,  
It's where it's at.  
It's where it's at.

Key: 2 b, 3 d, 4 a

### 5 Sing the song.

- Play the audio again line by line for pupils to repeat. Check understanding by asking, e.g. *Who's got a purple door? What goes up and down?* Introduce mimes for pupils to do while they repeat. Play the audio again verse by verse. They sing and mime.

#### CD 1, 26

As in Pupil's Book

#### CD 1, 27

Now sing the song again. (Karaoke version)

### 6 Talk to your friend. Are your houses the same or different?

- Demonstrate the activity, asking a pair to read out the speech bubbles. Check pupils know what to do and check understanding of *same/different*. Pupils work in pairs. One pupil makes a sentence about his/her home. The other responds *Same or Different*.
- Write the following grids on the board. Elicit sentences from pupils about their houses, using the models. Encourage them to speak truthfully (not just read from the grids). Leave the grids on the board for pupils to refer to.

We	live	in a house	in a big city.
It's got	two floors	and	a big garden but ...
it hasn't got			a basement.

### Extra activity 1: see page 207 (if time)

## Activity Book page 19

### 3 Read and complete.

- Tell pupils to open their Activity Books at page 19. Elicit where they find the words to complete the text (in the box). Go through the example. Pupils work individually and write the words in pencil. Check with the class. Check understanding of the text by asking, e.g. *Has Lenny's house got a balcony? Does he live in a town?*, etc. Draw pupils' attention to the linking words: *because, but*.

Key: 2 street, 3 floors, 4 upstairs, 5 downstairs, 6 balcony

### 4 Write about your home. Draw.

- Remind pupils of Pupil's Book Activity 6 and point to the grid on the board. Elicit descriptions from more confident pupils, guiding them to use the grids from Pupil's Book Activity 6 and the model in Activity Book Activity 3. Pupils work individually and write a first draft in their notebooks. Then pupils write the text in their Activity Books.

### Extra activity 2: see page 207 (if time)

### Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 22 and 27).
- The music room*, Unit 2 from *Kid's Box Interactive DVD 3*. See pages 28-30, 32-33 of the *Teacher's Booklet*.
- Grammar reference Unit 2 from *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- Pupils sing the Pupil's Book song again and mime the actions.

**7** Look, read and say. 1-f

**Grammar**  
The men **are sitting** on the sofa. They're **having** a break.

**1** Today Meera and her family are moving. Two men are carrying the sofa to the lorry.

**2** Her new address is fourteen Park Road. It's a flat.

**3** There's a lift, but it's very small. The men can't take the sofa in the lift. They need to carry it up the stairs.

**4** Meera's helping. She's taking a lamp upstairs. She's smiling because she can go in the lift.

**5** The men are climbing the stairs with the sofa. It's difficult to carry.

**6** Now the men are sitting on the sofa. They're having a break. They need a drink.

**8** Say the words to complete the sentences about the story. You can use 1, 2 or 3 words.

Meera and her family **are moving** today.  
Two men are putting a sofa in **1**.  
Meera's new flat is in **2**.  
Meera's carrying a **3** in the lift.  
The men need to carry **4** upstairs because the lift is very small.  
The men are **5** because they are hot, tired and thirsty.

**Functions**  
They **need** to have a break.

**20** Grammar Present continuous for present actions Functions need

**5** Read and circle.

- 1 Meera's **(taking)**/climbing a lamp upstairs.
- 2 The men are carrying/going the sofa upstairs.
- 3 My mum's carrying/sitting on the sofa.
- 4 Meera's taking/smiling because she's happy.
- 5 The boy's climbing/going the tree.
- 6 The children are smiling/drinking water.
- 7 Charlie's going/taking up in the lift.
- 8 The men are having/sitting a break.

**6** Read and complete. Match.

- 1 We want to find our friend's street. We need a map.
- 2 He's eighty and can't climb the stairs. He needs to use the \_\_\_\_\_.
- 3 She wants to write her address on the letter. She needs a \_\_\_\_\_.
- 4 You want to carry your books and pencils to school. You need a \_\_\_\_\_.
- 5 I want to take a photo of my bedroom. I need a \_\_\_\_\_.
- 6 They want to move house. They need a \_\_\_\_\_ to take their beds and cupboards to their new home.
- 7 He wants to play his new computer game. He needs his \_\_\_\_\_.
- 8 She wants to go to the basement. She needs to walk \_\_\_\_\_.

**20**

**Objectives:** By the end of the lesson, pupils will have read and answered questions about a story and talked about needs.

## Target language

- **Key language:** present continuous for actions at the moment of speaking, *need*, *address*, *move house*
- **Additional language:** *difficult to carry*, *have a break*, *map*
- **Revision:** *sofa*, *lamp*, *lorry*, *smile*, *sit*, *drink*, *How do you spell ... ?* house and home, action verbs

## Materials required

- Home and places to live flashcards (26–34)
- *Kid's Box Language Portfolio 3* (page 9)

## Pupil's Book page 20

### Warmer

- Review the home words using the flashcards. Write six of the words as anagrams on the board (e.g. *ftil* (lift), *ylbaonc* (balcony), *glilvea* (village), *trpssuai* (upstairs), *mbneseat* (basement), *wntsarsoid* (downstairs)). Pupils work in pairs. They race to unscramble the words and write them correctly. Check by asking one pair to spell a word out and another to write it on the board. Tell pupils to look at the building in c. Ask: *What's the name of the road? What's Meera's new address? How many balconies can you see?*

### 7 Look, read and say. **M** towards

- Tell pupils to open their Pupil's Books at page 20. Focus pupils on the pictures for Activity 7. Teach/Elicit *moving house* and find out if any pupils have moved recently. Elicit who is in the pictures (Meera, two men, Meera's mother) and what they are carrying (the men – a sofa, Meera – a lamp). Direct pupils to the activity instruction and check understanding. Point out the example answer (1–f). Pupils work individually. They check in pairs. Check with the class. Pupils take turns to read the text aloud (in the correct order) around the class. Check understanding, e.g. *Are the men happy in picture x? Why / Why not? Is Meera moving to the country? What's her new address?*
- In groups of four, pupils look for words they don't know in the text. If any pupils know what the word is, they explain it to their friends. Elicit the words the groups don't know. Write them on the board and ask pupils to guess/suggest what they mean. Confirm/Tell the class.
- Review the present continuous for actions at the moment of speaking. Focus pupils on the Grammar box. Read the sentences. Pupils repeat. Remind them the use of the contracted form. Tell pupils to look for more examples of the tense in the text.

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

### Presentation

- Focus pupils on the Functions box. Read the sentence. Pupils repeat. Then personalise the use of need with the class. Say, e.g. *I need to sit down*. Elicit reasons from the class, e.g. *You're tired. You're ill*. Repeat with other sentences, e.g. *I need a drink. I need to go to bed. I need to open the window. I need a sandwich. I need to go upstairs*.

### 8 Say the words to complete the sentences about the story. You can use 1, 2 or 3 words. **M** towards

- Focus pupils on Activity 8. Direct pupils to the activity instruction and the example and check understanding. Tell them to look back at the story in Activity 7. Pupils work individually and write the answers in their notebooks. They check in pairs and then pairs check with other pairs. Check with the class. Discuss any questions the pupils found difficult.

Key: 1 are moving, 2 the lorry, 3 Park Road, 4 lamp, 5 the sofa, 6 having a break

## Extra activity 1: see page 207 (if time)

### Activity Book page 20

#### 5 Read and circle.

- Briefly review actions. Say the following sentences for pupils to mime: *You're smiling. You're sitting. You're drinking. You're going up in a lift. You're climbing a tree. You're going downstairs.*
- Tell pupils to open their Activity Books at page 20. Read the activity instruction and point out the example answer. Tell pupils to use a pencil. They work individually to circle the words and then check their answers in pairs. Check with the class.

Key: 2 carrying, 3 sitting, 4 smiling, 5 climbing, 6 drinking, 7 going, 8 having

#### 6 Read and complete. Match.

- Focus pupils on Activity 6. Elicit what they can see in the pictures to review vocabulary. Check understanding of *map*. Direct pupils to the activity instructions and check understanding. They work in pairs and match each letter with a sentence. Check with the class and elicit the word. Pupils write the words in the gaps. Remind them to ask their friends or you for help with spelling if necessary.

Key: 2 lift g, 3 pen b, 4 bag f, 5 camera e, 6 lorry h, 7 laptop c, 8 downstairs a

## Extra activity 2: see page 207 (if time)

### Language Portfolio (online)


- Pupils complete page 9 of *Kid's Box Language Portfolio 3* (*My home*). Encourage pupils to take a photograph of their house or flat to add to the Portfolio.

### Ending the lesson

- With books closed, read out the following questions about the story in the Pupil's Book. Pupils work in pairs and discuss each answer. Make sure they don't look at their books. They write down their ideas. Check answers with the class.  
1 *Is Meera moving to a house or a flat?* (A flat). 2 *What colour are Meera's trousers?* (White). 3 *What's Meera's new address?* (14 Park Road). 4 *How many floors are there in Meera's new block?* (Five). 5 *How many men are carrying the sofa?* (Two). 6 *What colour is the sofa?* (Red). 7 *Has 14 Park Road got a lift?* (Yes, it has). 8 *What's Meera carrying upstairs?* (A lamp). 9 *What colour is the lorry?* (Blue). 10 *Who is carrying the tea at the end of the story, Meera or Meera's mum?* (Meera).




**9** Listen and say.



thirteen	thirty	seventeen	seventy
fourteen	forty	eighteen	eighty
fifteen	fifty	nineteen	ninety
sixteen	sixty		a hundred

**10** Listen. What colour are the doors?

May lives at number 72. That's pink.



**11** Ask and answer.

What number's the yellow door? It's number twenty-three.

**12** Talk about where you live.

What's your address? It's 72 Station Road.

**Functions**

What's your address? It's 72 Station Road.

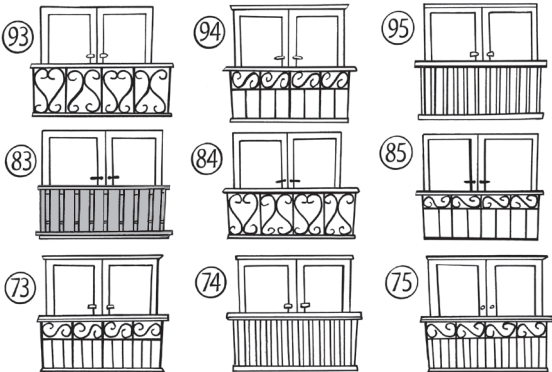
Vocabulary Numbers 21-100 Functions What's our address? It's ...

**7** Match the words and numbers.

1 90	twenty	ewttyn
2 18		ifytf
3 40		etrhinet
4 17		txisy
5 50		niyten
6 60		tihgeen
7 20		ofytr
8 13		neevnetes

**8** Read and colour.

I live at number 83 and my balcony is grey. The balcony above mine is green. The balcony below mine is blue. The balcony at number 95 is red. The balcony between number 93 and the red one is purple. The balcony next to number 73 is orange. There's a pink balcony above the orange one. The balcony next to the orange one is yellow. The balcony at number 85, above the yellow one is brown.



**Objectives:** By the end of the lesson, pupils will have used numbers up to 100 and reviewed colours and location.

## Target language

- **Key language:** numbers 21–100, colours, *address, above, below, between, next to, at*
- **Additional language:** *true, false*
- **Revision:** house and home, numbers 1-20, present continuous, *What colour's ... ? What number's ... ?*

## Materials required

- Extra activity 2: Photocopiable activity 2 (page 197), one copy for each pupil
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Reinforcement worksheet 2* (pages 22 and 24)

## Pupil's Book page 21

### Warmer

- Invite ten pupils to come to the front. Whisper a number between 11 and 20 to each pupil. They quickly line up in the correct order and then say their numbers in turn for the class to check. Repeat. Pupils can also say their numbers in reverse order (20–11) for the class to check.

### 9 Listen and say.

- Tell pupils to open their Pupil's Books at page 21. Focus them on Activity 9 and elicit what they can see (numbers). Direct pupils to the activity instruction and check understanding. Play the audio. Pupils listen and repeat. Write the numbers on the board to highlight the pattern and the differences in pronunciation, (word stress falling on the second and then the first syllable), e.g. *sixteen/sixty*. Practise the chant with the class, quickly, loudly, softly, etc. Listen for correct pronunciation.

CD 1, 28

12, 20, 13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90, a hundred!

### Extra activity 1: see page 208 (if time)

### 10 Listen. What colour are the doors?

- Give pupils three minutes to write down all the colours they can remember. Check with the class and elicit the colours onto a mind map on the board.
- Focus pupils on Activity 10. Direct pupils to the activity instructions and check understanding. Play the audio. Pupils listen and check with their partner. Play the audio. Check with the class.

**Key:** That's white. That's yellow. That's green. That's purple. That's black. That's blue. That's orange.

CD 1, 29

May lives at number seventy-two.  
Tom lives at number ninety-eight.  
Jack lives at number twenty-three.  
Daisy lives at number a hundred.  
Peter lives at number sixty-four.  
Mary lives at number eighty-five.  
Sally lives at number thirty-seven.  
Vicky lives at number fifty-nine.

### 11 Ask and answer.

- Focus pupils on Activity 11. Ask two pupils to read out the dialogue in the speech bubbles. Practise two or three more questions and answers in open pairs. Check questions and answers are full and correct. In closed pairs, pupils take turns to ask and answer about the pictures in their books.

### 12 Talk about where you live.

- Focus pupils on the Functions box. Read the question and answer aloud for pupils to repeat after you.
- Focus pupils on Activity 12 and on the speech bubbles. Check understanding of *address*. Practise in open pairs, eliciting other questions from pupils, e.g. *What colour's your door?* Pupils work in groups of four and take turns to ask and answer about where they live.

### Extra activity 2: see page 208 (if time)

## Activity Book page 21

### 7 Match the words and numbers.

- Revise numbers quickly on the board (words and digits). Tell pupils to open their Activity Books at page 21. Focus them on Activity 7 and the activity instruction. Point out the example. Pupils work in pairs. They work out the number words and match them with the digits on the left. They write each number on the correct line. Check with the class.

**Key:** 1 ninety, 2 eighteen, 3 forty, 4 seventeen, 5 fifty, 6 sixty, 8 thirteen

### 8 Read and colour.

- With books closed, review the prepositions *above*, *below*, *between*, *next to*, *at*. *Below* and *above* are new. Draw a simple plan of a block of flats with two floors on the board (similar to the one in Activity 8), with the flats numbered. Ask, e.g. *Which flat is above flat 4?*
- Elicit what they can see (block of flats with windows and balconies). Elicit how many flats there are (nine). Direct pupils to the activity instruction and check understanding. Ask a pupil to read the first sentence. Elicit who's 'speaking' (Alex). Elicit which balcony is grey (83) and point out the example colouring. Pupils work in pairs. They read the text and work out the colours of the balconies. They make a dot in the right colour at this stage. Pairs check with pairs. Check with the class. Draw a simple plan on the board and colour in / write the colours as you elicit them from pupils. Pupils colour the balconies.

**Key:** 93 green, 94 purple, 95 red, 83 grey, 84 pink, 85 brown, 73 blue, 74 orange, 75 yellow

### Optional activity

- Unit 2 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 22 and 24).

### Ending the lesson

- Play a guessing game. Say, e.g. *I can see something in the classroom. It's white and it's below the window (shelf)*. Repeat for other objects in the classroom to review colours and location. More confident pupils can take turns to be the callers.

**13 Stella's phonics**



A **goat** in a **yellow coat** ...

and a **clown** with a **flower** in his **mouth**.

**14** Ask, answer and take notes.

What's your name?      Where do you live?  
What's your address?      What's your phone number?

Name	Sue Pritchard
Address	34, Frederick Street
Place	Birmingham
Phone number	+44 (0)121 417 3644

**22** Phonics Long vowel sounds: 'oa' and 'ou' (goat, clown)

**9** Listen and say. Write the words.

yellow down brown throw house out window know nose coat clown

boat yellow

cloud brown

**10** Read and complete the table.

**Jack** lives in a flat in a city. His flat's got a balcony, but it hasn't got a garden. He can play in the basement below his flat.

**Mary** lives in a very big house in a village. Her house has got a garden and a basement, but it hasn't got a balcony.

**Sally** lives in a small flat in a city. Her flat hasn't got a basement or a garden, but it's got a beautiful balcony with lots of flowers.

**Paul** lives in a city. His house hasn't got a balcony or a basement, but it's got a small garden with an apple tree.

	city	village	flat	house	garden	balcony	basement
Jack							
			✓				
						X	
		✓					

Ha! Ha! Ha!

Doctor, doctor, there are monsters under my bed. What can I do?

Sleep on the sofa.

**JOKE BOX**

**22**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the phonemes /əʊ/ and /aʊ/, and recognise that the two phonemes sometimes share the spelling *ow*. They will have exchanged personal information.

## Target language

- **Key language:** the phonemes /əʊ/, /aʊ/, questions about personal information
- **Additional language:** *apple tree, plants, flowers, place, phone number*
- **Revision:** house and home, adjectives, colours, *boat, cloud, goat, coat, clown, mouth, have got, name, address, nose, down, snow, out, know, doctor, monster*

## Materials required

- Extra activity 2: Three or four rolled up newspapers, one for each team
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Extension worksheet 1* (pages 22 and 25)

## Pupil's Book page 22

### Warmer

- Write words at random across the board: *boat, nose, snow, town, brown, sound*. Say *Look and think about the different sounds. Can you match them?* Give pupils time to think about the words and say them to their friends. Elicit the words with the same sounds write them in two groups (group 1: boat, nose, snow; group 2: town, brown, sound). Use a different colour for each group. Say the phoneme for each group. Pupils repeat the sound. Elicit what they notice about the spelling (there are different spellings for the same sound, but the letters *ow* can represent both of the sounds).

### 13 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 22. Elicit who and what they can see in the pictures. Listen for the correct sounds in the words. Tell pupils to listen and repeat the sounds, words and sentences. Play the audio. Pupils listen and repeat.

#### CD 1, 30

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

/əʊ/, /əʊ/, goat

/aʊ/, /aʊ/, clown

A goat in a yellow coat ...

A goat in a yellow coat ...

... and a clown with a flower in his mouth.

... and a clown with a flower in his mouth.

A goat in a yellow coat and a clown with a flower in his mouth!

### Extra activity 1: see page 208 (if time)

### 14 Ask, answer and take notes.

- Quickly review personal questions and answers on page 22 in open pairs around the class. Focus them on Activity 14. Elicit what they can see (a form). Check pupils understand what the questions are for the different prompts. Direct pupils to the activity instruction and check understanding. Remind them they may have to spell out the name of their road and/or village. Elicit procedural language, e.g. *Can you say that again, please? How do you spell ... ?* Pupils copy the form into their notebooks. In groups of four, pupils ask and answer and fill in the information on the form. Monitor to help and check. Feed back by asking pupils to tell you about others in their group, e.g. *His name's Pierre. He lives in ...*

## Activity Book page 22

### 9 Listen and say. Write the words.

- Tell pupils to open their Activity Books at page 22. Focus them on Activity 9 instruction.
- Check the pronunciation of *boat* and *cloud*. Check they know what to do and that the two groups are based on the sound of the long vowels (point out the example answers *yellow* and *brown*). Pupils work in pairs, saying each word and writing it in pencil in the boat group or the cloud group. Check with the class.

Note: You can continue to help pupils with the pronunciation of words with the *ow* spelling by referring to *yellow* and *brown*.

**Key:** boat: window, nose, throw, know, coat; cloud: house, town, down, out, clown

#### CD 1, 31

As in Activity Book

### 10 Read and complete the table.

- Focus pupils on Activity 10. Tell pupils to use the information in the text to complete the table. Read/Elicit the sentence *Jack lives in a flat in a city*. Elicit where pupils put ticks. Ask *Has he got a garden?* (no). Elicit where pupils put a cross. Pupils work in pairs. They read the text and transfer the information to the table. Check with the class.

**Key:**

	city	village	flat	house	garden	balcony	basement
Jack	✓	✗	✓	✗	✗	✓	✓
Sally	✓	✗	✓	✗	✗	✓	✗
Paul	✓	✗	✗	✓	✓	✗	✗
Mary	✗	✓	✗	✓	✓	✗	✓

### Extra activity 2: see page 208 (if time)

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again. Elicit the meaning of *joke* in pupils' L1.

### Optional activity

- Unit 2 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 22 and 25).

### Ending the lesson

- Pupils practise saying the lines *A goat in a yellow coat and a clown with a flower in his mouth*. Divide the class into three groups. They take turns to chant the verses.



**LOCK & KEY**

15 Listen to the story.

16 Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

city

village

balcony

basement

lift

stairs

floor

home

flat

upstairs

downstairs

**Can do**

I can talk about where people live.

I can describe my house.

I can count to 100.

23

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

## Target language

- **Key language:** language from the unit, *lovely, torch*
- **Additional language:** *There you are, episode*
- **Revision:** language from the story, descriptions, adjectives, *monster*

## Materials required

- Six sentences (some true, some false) about the story so far, written on a large piece of paper, e.g. *Clarence is a dog.* (F) (T) *Lock and Key are detectives. Lock and Key are good at their jobs* (F). *The pet thief is in the garden.* (F)
- Playscript 2 *Kid's Box Teacher's Resource Book 3* (pages 80 and 83)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 2 Extension worksheet 2* (pages 22 and 26); the animated version of the Unit 2 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section)

## Pupil's Book page 23

### Warmer

- Display the large piece of paper. In pairs, pupils read the sentences and decide if they are true or false. They don't look back at the story. Check the answers with the class, eliciting the corrections for the false sentences to build up the story so far.

### Story

#### 15 Listen to the story.

- Tell pupils to open their Pupil's Books at page 23. Say *Let's read episode three and find out what happens next*. Set the pre-listening questions: *What's in the basement? What does Mrs Potts think?*
- Play the audio. Pupils listen, read and look. They check in pairs. Check with the class (the cat, the house has got a monster).
- Play the audio again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by asking, e.g. *Is Mrs Potts' house new?* (no, it's old). *Has it got a basement?* (yes). Elicit what Lock is holding on his way down the stairs (a torch).

CD 1, 32

As in Pupil's Book

Extra activity 1: see page 208 (if time)

Extra activity 2: see page 208 (if time)

#### 16 Act out the story.

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 2 from *Kid's Box Teacher's Resource Book 3* (page 83). See notes on page 80.

## Activity Book page 23

### Do you remember?

- Write the words *Home sweet home* in the centre of the board. Brainstorm the words from the unit with pupils and write them as a mind map. Elicit the spelling from the class. Include: *village, balcony, basement, lift, stairs, floor, home, flat, upstairs, downstairs*. Accept others if pupils give them to you.
- Tell pupils to open their Activity Books at page 23. Clean the board. Direct pupils to the activity instruction and check understanding. They do the same as for the activity at the end of Unit 1. They study the words on the right in silence, using the pictures to help. They cover the words on the right so that they can only see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'village'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about where people live. Review what the three faces mean (not very well / OK / very well). Tell pupils they circle the one they think is true for them.
- Repeat for the second sentence, reminding them of the descriptions they did in the unit. Pupils circle a face.
- Repeat for the third sentence, writing random numbers on the board and eliciting what they are. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

### Optional activities

- Unit 2 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 22 and 26).
- *Suzy's room*: the animated version of the Unit 2 story from *Kid's Box Interactive DVD 3*. See pages 38-40, 43-45 of the *Teacher's Booklet*.

### Ending the lesson

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

Geography
Traditions and culture

**Fact**

The Japanese love flamenco. There are more flamenco schools in Japan than Spain.

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

**Flamenco**

Flamenco is a famous tradition from southern Spain. It has singing, dancing, clapping and guitar playing. Other instruments used in flamenco are the *cajón* and castanets. People say that Sevilla is where flamenco comes from. Many children learn to dance flamenco when they are very young. The girl flamenco dancers wear beautiful dresses that move as they dance. The boys wear black trousers and a white shirt. Both wear special shoes that make a noise.

The dance has clever arm movements and stamping in time to the music. The music comes from a guitar and the rhythm from the *cajón* and castanets. Clapping and finger clicking are also an important part of flamenco.

- Flamenco comes from Asturias.
- Flamenco has several different instruments.
- The women and girls wear special flamenco dresses.
- There is no clapping in flamenco.

**2** Look, listen and point. Which picture is not from Sevilla?

**24** Vocabulary clapping dance flamenco guitar instrument music rhythm

**Objectives:** By the end of the lesson, pupils will have read and talked about traditions and culture in Andalucía.

## Target language

- **Key language:** *flamenco, clapping, guitar, instrument, dance, music, rhythm*
- **Additional language:** *Geography, tradition, culture, carriage, pompom, noise, clever, movements, stamp, cajón, castanets*
- **Revision:** clothes: *jacket, shoes, trousers, dress, hat, shirt*

## Materials required

- Clothes flashcards: Level 1: *jacket, shoes, trousers*; Level 2: *dress, hat, shirt*

## Pupil's Book page 24

### Warmer

- Put the clothes flashcards on the board. Point to each one in turn and have the pupils say what they are.
- Take down the flashcards and hide one behind your back. Say, e.g. *Guess what clothes I've got behind my back. You wear it on your head.* Elicit a response. The pupil who says the correct answer comes to the front and hides a flashcard behind his/her back. Repeat several times.
- Pre-teach the words *noise, clever, movements, stamp, cajón, castanets.*

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

- Tell the pupils to open their Pupil's Books at page 24. Read the lesson title and check comprehension of *Geography*. Pre-teach *tradition* and *culture*. Focus the pupils on the photographs on the page. Ask *What are the men wearing?* (black trousers, a white shirt, a jacket, black shoes, a hat). *What are they women wearing?* (dresses of different colours, flowers in their hair, shoes). Ask a pupil to read the instruction (*Read and say 'yes' or 'no'*) and check pupils understand what to do.
- Read the text aloud. Pupils follow in their books. Pause after each paragraph and check understanding. Ask questions after each paragraph:
  - 1 *Do people sing and dance in flamenco? What instruments do they play?*
  - 2 *Where does flamenco come from? Is flamenco only for girls?*
  - 3 *What do boys wear? What do girls wear?*
  - 4 *Where does the music come from? Where does the rhythm come from? What other actions can you do?*
- Pupils read the text again by themselves. Then ask volunteers to read and answer the statements.

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

### 2 Look, listen and point. Which picture is not from Sevilla?

- Focus pupils on Activity 2. Direct them to the activity instructions. Give them time to look at the photographs. Elicit what they can see. Pre-teach *carriage* and *pompom*.
- Play the audio, pausing to give pupils time to study the photographs. Pupils listen and point to the corresponding photographs. Note: They may point to a photograph twice.
- Then ask pupils *Which picture is not from Sevilla?* Give them time to look at the photographs again. Elicit answers and encourage pupils to give reasons for their answers.

Key: 5 – The trees are dressed up for the Seville April Fair in London.

### CD 1, 33

In April every year, there is a festival in Sevilla. It is called the Feria de Abril de Sevilla.

There are street lamps that light the streets. There are decorations everywhere. Sometimes even the trees wear flamenco clothes!

Many people wear traditional clothes. The women wear colourful dresses and the men wear black trousers, a jacket and a hat.

There are small huts set up in the town called *casetas*.

People go to the *casetas* to meet friends and to sing and dance.

People also ride horses in the street. Sometimes you can see two people riding the same horse. People also drive in carriages with horses. The horses wear colourful pompoms and bells.

### Ending the lesson

- Review what pupils have learnt in today's lesson. Ask pupils to say one sentence about flamenco or the Feria de Abril de Sevilla. Give an example. Say, e.g. *The tradition of flamenco uses guitars.*



2

**3** Look at Activity 2 again. Work in pairs and guess the pictures.

In this picture, the people are wearing flamenco dresses. I can see women and girls.

Is it picture 1?

Yes! Your turn.

**4** Read and match the person to the place.

**1** For me, this is a very special place. It's a beautiful palace in the town where I live. It looks like something from the film *Aladdin*. Kings and queens lived here before. It has beautiful gardens and open courtyards.

Juan



The Giralda, Sevilla

**2** This is my favourite building in the town where I live. It's a tall bell tower and it's very old. It comes from the time when Andalucía was Al-Andalus and part of Moorish Spain. It's more than 100 metres high.

Maria



The Mosque-Cathedral, Córdoba

**3** This is the cathedral in the town where I live. I love this building. It's a very big building and I love going inside. It has Moorish and Christian architecture.

Sofia



The Alhambra, Granada

**Project** Make castanets.




Social Science 3 Unit 4:  
Where does flamenco come from? 25

**Objectives:** By the end of the lesson, pupils will have read and talked more about traditions and architecture in Andalucía and they will have completed a project.

## Target language

- **Key language:** *flamenco, clapping, guitar, instruments, dance, music, rhythm*
- **Additional language:** *carriage, building, king, queen, gardens, courtyard, tower, cathedral, architecture*
- **Revision:** *clothes, town*

## Materials required

- Photographs of famous monuments in Andalucía, e.g. El Alcázar in Sevilla, El Puente Romano in Córdoba, Alcazaba in Almería
- Templates for strips of cardboard, cardboard, pencils, coloured markers, scissors, glues, bottle tops
- Optional: flamenco music
- Optional: Extra project idea, Unit 2 A model of the Alhambra from *Kid's Box Teacher's Book 3* (page 218)

## Pupil's Book page 25

### Warmer

- Pupils stand up. Clap a simple rhythm and encourage the pupils to copy it, e.g. slow clap, slow clap and three quick claps. Repeat several times. Ask volunteers to make their own rhythm and encourage the class to copy it.
- 3 Look at Activity 2 again. Work in pairs and guess the pictures.**
- Tell the pupils to open their Pupil's Books at page 25. Review what they remember about flamenco and the Feria de Abril de Sevilla from the previous lesson. If pupils provide words in L1, say the words in English and encourage them to say the sentence again in English.
  - Invite pupils to describe the photographs from Activity 2. Encourage them to give as many details as possible.
  - Focus pupils on Activity 3 on page 25. Ask two pupils to read the speech bubbles aloud. Check comprehension. Divide the class into pairs. They practise the dialogue and then give their own description of a photograph for their partner to guess. Repeat until all the photographs have been described.

Key: Pupils' own answers

### 4 Read and match the person to the place.

- Put the photographs of famous monuments from Andalucía on the board. Encourage pupils to say the name of the monument and where it is.
- Pre-teach the words *building, king, queen, gardens, courtyard, tower, cathedral* and *architecture*.
- Focus pupils on Activity 4. Give them time to look at the three photographs. Ask a volunteer to read the first text. Check pupils understand all the words. Encourage pupils to say which monument the first text is describing. Continue with the second and third texts in the same way.
- Pupils say other monuments in their town. Ask if they know what type of architecture it is and how old it is.

Key: 1 c, 2 a, 3 b

### Project Make castanets.

- Talk about the pictures and read the activity title.
- First, hand out the previously prepared templates, cardboard, pencils and markers. Tell pupils to take turns to share the templates. Explain that they draw round the template on their piece of card and then pass the template on to another pupil.
- Pupils cut out their shapes from the cardboard and decorate using the markers.
- Next, hand out four bottle tops to each pupil and tubes of glue. Pupils glue the bottle tops to each end of the cardboard. They wait for the glue to dry and then they practise with their castanets. ¡Olé!
- Optional: Play the audio of flamenco music while the pupils work.

### Ending the lesson

- Pupils choose one of the photographs of famous monuments in Andalucía and make a drawing of it. Display their work around the classroom.



## Pupil's Book page 26

### Warmer

- Stick the pictures cut from magazines on the board. Write a letter (a, b, c, d, etc.) under each one. Read out your descriptions one by one. Read each one twice. They shouldn't be in the same order as a, b, c, etc. Pupils listen and write the letter corresponding to the picture in their notebooks. They check in pairs. Check with the class.

### 1 Play the game.

- Pupils open their Pupil's Books at page 26. Elicit what they can see (a game). Say *Yes, you're going to play a game*. Quickly review the home/house vocabulary. Say, e.g. *Can you find a laptop? Point to it*. Do the same for *balcony, village, basement, stairs, lift*, etc.
- Demonstrate the game using four pupils, before handing out the dice and counters to the rest of the class. Pupils take turns to throw the dice and move. When they land on a picture, they spell the word. If it's correct, they roll again. If not, they stop. If they land on a lift, they go up; if stairs, they go down. Pupils say the numbers aloud as they move (for practice).
- Direct pupils to the instructions on the Pupil's Book page. Make groups of four. Pupils clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. Pupils throw the dice to see who starts (the one with the highest number). Play moves up the board. The first pupil in each group to finish is the winner.
- If time, pupils can play the game again.

Extra activity 1: see page 208 (if time)

## Activity Book page 26

### 1 Listen and write the numbers.

- Tell pupils to open their Activity Books at page 26. Direct pupils to the activity instruction and check understanding. Pupils write the number as a numeral on the badges. Remind them to use a pencil. Play the audio. Pupils listen and write. They check in pairs. Play the audio again. Check with the class.

Key: 2: 43, 3: 42, 4: 70, 5: 37, 6: 50

### CD 1, 34

- 1 **SUZY:** How old are you, Grandma?  
**GRANDMA:** I'm 68.
- 2 **ALEX:** How old's your dad, Simon?  
**SIMON:** He's 43.
- 3 **MEERA:** How old's your mother, Stella?  
**STELLA:** Mum's 42.
- 4 **SUZY AND STELLA:** Happy birthday, Grandpa. You're 70 today.
- 5 **AUNT MAY:** I'm 37.
- 6 **SIMON:** Uncle Fred, are you 50 or 60?  
**UNCLE FRED:** I'm 50, Simon.

### 2 Read and find.

- Focus pupils on Activity 2. Direct pupils to the instruction and check understanding. Pupils work individually. They read silently to find the correct picture. They check in pairs. Check with the class by eliciting the answer and then asking pupils around the class to read out the sentences to check.

Key: 8

Extra activity 2: see page 208 (if time)

### Ending the lesson

- On the board, draw a house with ten stairs going down into a swamp. Draw a big crocodile in the swamp. Draw a stick figure at the top of the stairs. Write a word from Units 1 or 2 as dashes, one for each letter in the word. Pupils take turns to guess a letter. Write correct letters in the word, and write incorrect letters on the right of the board. For each incorrect guess, move the stick figure one step down. Continue until pupils guess or the figure is eaten. Clean the board and repeat.



2 Look, read and say.



Complete the sentences.

The men are carrying a 1.

The girl's carrying a 2 upstairs.

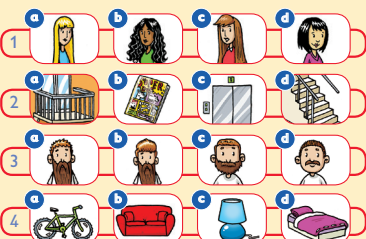
Answer the questions.

Which room are the family in? 3.

What is the boy reading? 4.

Write two sentences. 5.

3 Look at the pictures. Say which is different.



Picture d is different.  
She's got short hair.

Quiz!

- 1 What's Stella's aunt's name?
- 2 What does Simon's grandmother love doing?
- 3 What colour is Mrs Potts' cat?
- 4 Where can you find a basement?
- 5 What's Meera's new address?
- 6 Is the pet thief's hair straight or curly?

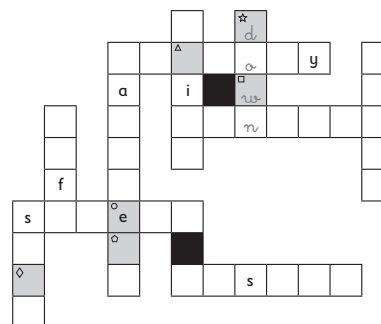
Grammar Possessive 's Present continuous Short answers have got Prepositions

27

3 Circle the odd one out.

- |               |               |          |           |
|---------------|---------------|----------|-----------|
| 1 <u>down</u> | granddaughter | grandson | parents   |
| 2 quiet       | clever        | balcony  | naughty   |
| 3 daughter    | son           | uncle    | monster   |
| 4 village     | basement      | town     | city      |
| 5 fair        | curly         | straight | forty     |
| 6 street      | hair          | beard    | moustache |
| 7 door        | climb         | window   | wall      |
| 8 mirror      | telephone     | lift     | lamp      |
| 9 house       | shop          | home     | flat      |
| 10 above      | between       | behind   | listen    |

4 Now complete the crossword. Write the message.



27

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and talked about pictures.

## Target language

- **Key language:** vocabulary and language from Units 1 and 2, *armchair*
- **Additional language:** *This picture is different ...*
- **Revision:** descriptions, food, clothes, toys, family, present continuous, *supermarket*

## Materials required

- The completed crossword for Activity Book Activity 4 copied on a large piece of paper
- Optional: *Kid's Box Interactive DVD 3: Stella's room* Quiz 1; Evaluation 2 from *Kid's Box Teacher's Book 3* (page 225)
- *Kid's Box Language Portfolio 3* (page 3)

## Pupil's Book page 27

### Warmer

- Describe someone in the class without giving their name, referring to hair, eyes, clothes, e.g. *This pupil's got short, dark hair. This pupil ...* The class guesses who it is. Repeat.

### 2 Look, read and write.

- Tell pupils to open their Pupil's Books at page 27. Elicit what they can see (people in a house doing different things). Elicit some of the things they are doing.

**Key:** 1 sofa, 2 lamp, 3 (The family / They are) in the hall/living room., 4 (He's reading) a comic., 5 and 6 e.g. The woman is cleaning the window., The boy's sitting on the floor.

### 3 Look at the pictures. Say which is different.

- Focus pupils on Activity 3 and on the first row of pictures. Elicit what each one is and which one is different (go through the example answer, but accept other options, as long as pupils can explain them – there may be more than one possibility).
- Direct pupils to the activity instructions to remind them this is a speaking activity. In pairs, they look at the rows of pictures and decide which ones are different. Check with the class and discuss.

**Key:** 2 b, 3 d, 4 a

### Quiz!

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

**Key:** 1 Her name's Aunt May. 2 She loves painting.  
3 It's white. 4 You can find a basement under a house.  
5 Her new address is 14 Park Road. 6 It's straight.

Extra activity 1: see page 208 (if time)

## Activity Book page 27

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

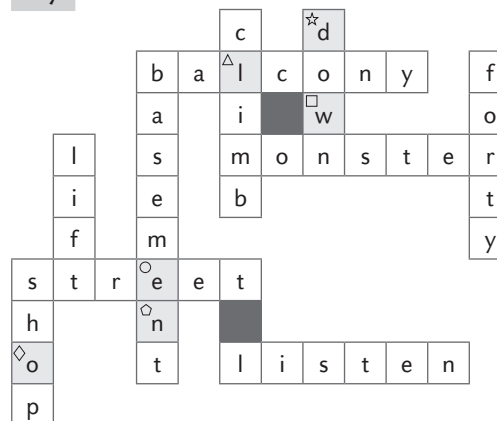
- Tell pupils to open their Activity Books at page 27. Direct them to the activity instructions and the example answer. Elicit in L1 why 'down' is different (a preposition, not a family noun). Pupils work in pairs. Check with the class.

**Key:** 2 balcony, 3 monster, 4 basement, 5 forty, 6 street, 7 climb, 8 lift, 9 shop, 10 listen

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

- Focus pupils on Activity 4. Explain what they have to do (use the words from Activity 3 to complete the crossword). Discuss the example and the possibilities for the word across ending 'y' (balcony). Pupils work in pairs. Display the large copy of the completed crossword so pupils can check their answers. They write the message at the end (Well done!).

**Key:**



Extra activity 2: see page 208 (if time)

### Optional evaluations

- Stella's room*: Quiz 1 from *Kid's Box Interactive DVD 3*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 2 from *Kid's Box Teacher's Book 3* (page 225). See notes on page 222.

### Language Portfolio (online)

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

### Ending the lesson

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

### 3 A day in the life

1 Listen and say the correct letter.

2 Read the sentences and say the corresponding picture in Activity 1.

1 Stella wakes up at seven o'clock every day.  
2 Then she gets up. 3 Before breakfast she has a shower. 4 She gets dressed and puts on her T-shirt and her skirt. 5 At eight o'clock she catches the bus to school. 6 After school Stella does her homework. 7 She washes her hands before dinner. 8 Before bedtime Stella gets undressed and takes off her T-shirt and skirt. 9 She goes to bed at 9 o'clock.

3 Listen and do the actions.

28 Functions at seven o'clock every day

### 3 A day in the life

1 Tick and order the sentences. What do you do every day?

a I have a shower.	<input type="checkbox"/>	1	g
b I get up.	<input type="checkbox"/>	2	
c I get undressed.	<input type="checkbox"/>	3	
d I go to bed.	<input type="checkbox"/>	4	
e I have dinner.	<input type="checkbox"/>	5	
f I have lunch.	<input type="checkbox"/>	6	
g I wake up.	<input checked="" type="checkbox"/>	7	
h I have breakfast.	<input type="checkbox"/>	8	
i I go to school.	<input type="checkbox"/>	9	
j I get dressed.	<input type="checkbox"/>	10	

2 Look and read and write.

Example The door in the big room is open.

Complete the sentences.

1 The man with the beard is \_\_\_\_\_.

2 The \_\_\_\_\_ with curly hair is getting up.

Answer the questions.

3 What is the man with the moustache doing? \_\_\_\_\_

4 What is the time on the clock? \_\_\_\_\_

Now write two sentences about the picture.

5 \_\_\_\_\_

6 \_\_\_\_\_

28

**Objectives:** By the end of the lesson, pupils will have read about daily routines and times.

## Target language

- **Key language:** present simple for routines: statements and questions, *get dressed, get undressed, get up, go to bed/school, have a shower, have breakfast/lunch/dinner, put on, take off, wake up, wash, every day*
- **Additional language:** *a day in the life, bedtime, catches the bus, first, then*
- **Revision:** character names, descriptions, house and home, clothes, *homework*, present continuous

## Materials required

- Daily routine flashcards (44-52)
- Extra activity 1: A paper plate, a butterfly clip and card (for the hands) for every pupil, one clock already made with the numbers on the clock face
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Reinforcement worksheet 1* (pages 29 and 30); Grammar reference Unit 3 *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94)

## Pupil's Book page 28

### Warmer

- Say, e.g. *Pupils with white socks, stand up. Pupils who like fish, put your hands on your head. Pupils with straight hair, sit down.* Continue, using, e.g. *like / don't like computer games, reading, TV, sleeping, with curly hair, dark hair, fair hair, etc. – turn around, point to the board, point to the window, etc.*

### Presentation

- Revise/Elicit the daily routine words using the flashcards. Mime the following story: *wake up, get up, have a shower, get dressed, put on, take off, wash, get undressed, go to bed.*
- Repeat each action from the story. Mime the story again. Pupils say the words as you mime the actions.

#### 1 Listen and say the correct letter.

- Tell pupils to open their Pupil's Books at page 28. Focus on Stella. Say, e.g. *get dressed.* Pupils point. Say *Stella does these things every day.* Direct pupils to the activity instruction and check understanding. Play the audio. Pupils whisper the answer to their partner. Play the audio again. Pause to elicit the letters. Focus pupils on the words in the box and elicit sentences using the present simple: *First ... Then ...*

Key: g, a, e, h, c, f, b, i, d

#### CD 2, 02

Stella wakes up at seven o'clock every day.  
Stella gets up.  
Stella has a shower.  
Then Stella gets dressed. She puts on her skirt and her T-shirt.  
Stella catches the bus to school.  
Stella does her homework.  
Before dinner, Stella washes her hands.  
Stella gets undressed. She takes off her skirt and her T-shirt.  
Stella goes to bed at nine o'clock.

### Presentation

- Focus pupils on the clocks in the Activity 1 pictures. Elicit/Teach the times, using *o'clock*. Draw six or seven clocks on the board. Ask *What's the time?*
  - Focus pupils on the Functions box. Remind them to use *at* for times. Practise pronunciation of *o'clock*.
- #### 2 Read the sentences and say the corresponding picture in Activity 1.
- Focus pupils on Activity 2. Pupils read the text and say the sequence of the pictures. Monitor to help and prompt. Tell pupils not to worry about words they don't know. Pupils check in pairs. Check with the class. Ask, e.g. *What time does Stella wake up?* Pupils ask and answer in open pairs.

Key: 1 g, 2 a, 3 e, 4 h, 5 c, 6 f, 7 b, 8 i, 9 d

#### 3 Listen and do the actions.

- Review some of the actions from your mime story earlier in the lesson, i.e. (do a mime and pupils say the action). Focus pupils on the activity instruction and check understanding. Pupils stand up. Play the audio. Pupils listen and do the actions. Repeat.  
Note: Pupils can do slightly different actions for each one.

#### CD 2, 03

Have breakfast. Go to bed. Have lunch. Put on your jacket.  
Take off your shoes. Wake up. Have a shower. Put on your T-shirt. Get up. Wash your hands. Have dinner. Catch the bus.

### Extra activity 1: see page 208 (if time)

## Activity Book page 28

#### 1 Tick and order the sentences. What do you do every day?

- Tell pupils to open their Activity Books at page 28. Pupils tick the sentences that are true about them. They sequence the activities. Pupils check in pairs. Their sequences will not be the same. Monitor and check. Elicit some sequences from more confident pupils, e.g. *I wake up. Then I have breakfast.*

### Extra activity 2: see page 208 (if time)

#### 2 Look and read and write. towards

- Focus pupils on Activity 2 and on the instructions. Pupils work individually. They check in pairs. Check with the class.

Key: 1 putting on his socks / getting dressed, 2 woman, 3 He's having a shower. 4 It's seven o'clock. 5&6, e.g., The boy gets up at seven o'clock., The boy is tired.

### Optional activities


- Unit 3 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 29 and 30).
- Grammar reference Unit 3 from *Pupil's Book 3* (page 94) and *Activity Book 3* (page 94). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- Draw ten clocks on the board with different times. Write a letter (a–j) under each one. Pupils draw a 2 x 2 bingo square and write different letters in the squares corresponding to the clocks. Call out the times in random order. Pupils cross out the letters if they correspond to times called. The first to cross out all four shouts *Bingo!* Check by eliciting the times.



**4** Listen and say the correct letter. 1-b



- I wake up in the morning,  
I get up for breakfast,  
I have a shower and I get dressed  
Oooh yes, every day.
- I catch the bus  
to take me to school  
I do my homework on the way  
Oooh yes, every day.
- Lessons start and  
I see my teacher  
Eleven o'clock and we're out to play  
Oooh yes, every day.
- I wash my hands  
Before I have my dinner  
I get undressed and I go to bed  
Oooh yes, Oooh yes,  
Oooh yes, every day, every day

**5** Sing the song.

**6** Read and say the answers. He gets dressed at seven o'clock.

- What time does he get dressed?
- What time does he do his homework?
- What time does he start school?
- What time does he go out to play?
- What time does he go to bed?

**7** Ask and answer.

What do you do before breakfast?  
I have a shower.

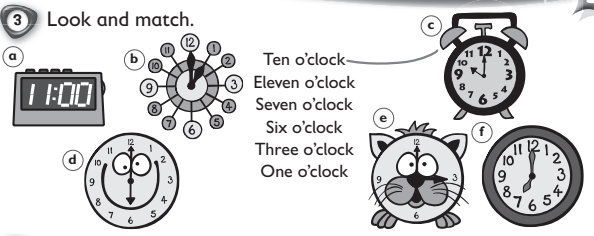
What do you do	before after	breakfast? lunch? dinner? school? bedtime?
----------------	-----------------	--

**Vocabulary** catch the bus do homework get dressed  
get undressed get up go to bed have a shower  
put on take off wake up wash

**Grammar** Present simple  
for routines

29

**3** Look and match.



Ten o'clock  
Eleven o'clock  
Seven o'clock  
Six o'clock  
Three o'clock  
One o'clock

**4** Write 'before' or 'after'.

- I take off my clothes before I have a shower.
- I wash my hands \_\_\_\_\_ I have lunch.
- I take off my shirt \_\_\_\_\_ I take off my jacket.
- I put on my socks \_\_\_\_\_ I put on my shoes.
- I go to bed \_\_\_\_\_ I have dinner.
- I get dressed \_\_\_\_\_ I go to school.

Now write two more sentences.

7 \_\_\_\_\_  
8 \_\_\_\_\_

**5** Talk to your friend.  
Is your routine the same or different?

Do you get dressed after breakfast? Yes, I do.  
Do you have a shower before bedtime? No, I don't.

Different! I get dressed before breakfast.  
Same!

29

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

## Target language

- **Key language:** present simple for daily routines: questions and long and short answers, *before*, *after*
- **Additional language:** *on the way*, *lessons start*, *out to play*, *same*, *different*, *routine*
- **Revision:** times, daily actions, *bedtime*

## Materials required

- Daily routine flashcards (44–52)
- Extra activity 2: Clocks from previous lesson Extra activity 1. If you didn't make them, you need: a paper plate, a butterfly clip and card (for the hands) for every pupil. One clock already made with the numbers on the clock face.
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Song worksheet* (pages 29 and 34); *Kid's Box Interactive DVD 3 The music room*, Unit 3 'Monday, Tuesday ...' song

## Pupil's Book page 29

### Warmer

- Show the daily routine flashcards in turn and elicit the words. Show them in a different order. Pupils chorus the words.
- Stick the flashcards on the board and number them 1 to 7. Say a sentence about your daily routine using one of the activities. Pupils say the correct number. Repeat with different actions.

### 4 Listen and say the correct letter.

- Tell pupils to open their Pupil's Books at page 29. Focus them on the pictures and elicit some of the verbs by asking, e.g. *Tell me something this boy does every day.* Direct pupils to the activity instruction and check understanding. Play the audio. Pupils listen and say the corresponding pictures. They check in pairs. Play the audio again. Check with the class. Check understanding of vocabulary.

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

CD 2, 04

As in Pupil's Book

### 5 Sing the song.

- Play the audio in short sections for pupils to repeat. Pupils sing the song, verse by verse and then right through. Divide the class into four groups. Pupils take turns to sing their verse and to mime the actions. Swap roles.

CD 2, 04

As in Pupil's Book

CD 2, 05

Now sing the song again. (Karaoke version)

### Extra activity 1: see page 208 (if time)

### 6 Read and say the answers.

- Focus pupils on the questions and the example answer. Pupils ask and answer them in open pairs around the class. Involve the whole class.
- Pupils ask and answer the questions in closed pairs.

**Key:** 2 He does his homework at eight o'clock. 3 He starts school at nine o'clock. 4 He goes out to play at eleven o'clock. 5 He goes to bed at nine o'clock.

### 7 Ask and answer.

- Focus pupils on Activity 7 and ask two pupils to read the speech bubbles aloud. Elicit a few more questions from pupils. Other pupils answer them. Check for correct use of *do* in the question. Pupils work in pairs. They take turns to ask and answer. Check by eliciting some questions and answers from pupils.

## Activity Book page 29

### 3 Look and match.

- Tell pupils to open their Activity Books at page 29. Direct pupils to the activity instruction. Check understanding. Remind them to check the Functions box on Pupil's Book page 28 if necessary. Pupils match the times with the clocks. They check in pairs. Check with the class.

**Key:** Eleven o'clock a, Seven o'clock f, Six o'clock d, Three o'clock e, One o'clock b

### 4 Write 'before' or 'after'.

- Write the sentence on the board: *I take off my clothes before I have a shower.*
- Elicit from pupils what happens first (he takes off his clothes / he has a shower). Write a 1 above *take off my clothes* and a 2 above *have a shower*. Check pupils realise the numbers show the time sequence. Say *Can we say 'I take off my clothes after a shower'? Is it the same? Why not?* Elicit why it's funny.
- Focus pupils on Activity 4. Elicit the activity instruction. Do the activity orally first. Check each one by asking *So, what happens first ... ? And then ... ?* Pupils work in pairs and complete the activity in their books. Monitor pupils as they are working.

**Key:** 2 before, 3 after, 4 before, 5 after, 6 before

### Now write two more sentences.

- Pupils think of two more sentences using *before* and *after* and write them in their books.

### 5 Talk to your friend. Is your routine the same or different?

- Focus pupils on Activity 5. Two pupils read the speech bubbles aloud to the class. Practise the activity briefly in open pairs. Check all pupils understand the activity and the word *routine*. In pairs, pupils take turns to ask and answer, responding *Same!* or *Different!* Monitor to help and prompt.

### Extra activity 2: see page 209 (if time)

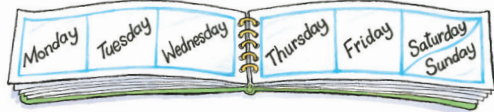
### Optional activities

- Unit 3 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 29 and 34).
- *The music room*, Unit 3 from *Kid's Box Interactive DVD 3*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

### Ending the lesson

- Pupils sing the song as a class from earlier in the lesson. They mime as they sing.

8 Say the chant.



9 Listen and say the day.



10 Listen again. Write the correct sentences.

always never sometimes

- Simon 1 plays in the park on Mondays.  
 Simon 2 does his homework on Mondays.  
 Simon 3 goes swimming on Wednesdays.  
 Simon 4 plays in the park on Sundays.

Grammar	
always	✓ ✓ ✓
sometimes	✓
never	X

1 Simon never plays in the park on Mondays.

Vocabulary Monday Tuesday Wednesday Thursday  
Friday Saturday Sunday

Grammar Frequency adverbs: always  
sometimes never

6 Find and write the words.

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

Monday

T \_\_\_\_\_

W \_\_\_\_\_

T \_\_\_\_\_

F \_\_\_\_\_

S \_\_\_\_\_

S \_\_\_\_\_

7 Look, read and write.



Monday

- Peter always plays basketball after school on Mondays.
- On Tuesdays Jim and Sally play badminton after school.
- Jack and Mary do their homework after school on Wednesdays.
- Daisy has a swimming lesson on Thursdays. She never watches TV.
- Mary and Fred watch TV with their Mum on Friday evenings.
- Paul goes to the shops with his Dad on Saturday mornings.
- Vicky plays football on Sundays. She sometimes scores a goal.

**Objectives:** By the end of the lesson, pupils will be able to name the days of the week and will have talked about frequency of routines.

## Target language

- Key language:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekend, always, sometimes, never, How often ... ?
- Revision:** prepositions, sport and activities, present simple for routines, before, after, every day

## Materials required

- Extra activity 2: (optional) large cards with words *never*, *sometimes*, *always*
- School timetable
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Reinforcement worksheet 2* (pages 29 and 31)

## Pupil's Book page 30

### Warmer

- Review time and routines by asking questions around the class, e.g. *What time do you get up? Do you have a shower every day? Do you have breakfast after your shower every day?* Include questions with *every day*, following *No* responses with *How many times (in a week)?*

### Presentation

- Use the school timetable to introduce/review the days of the week. If you always write the day and the date on the board at the start of the lesson, focus pupils on this. Say each day for pupils to repeat. Ask questions about the days, e.g. *When do you have English?* (e.g. Monday and Wednesday). *Is that every day?* (no). *How often do you have Maths?* Use this activity to raise pupils' awareness of *How often ... ?*

### 8 Say the chant.

- Tell pupils to open their Pupil's Books at page 30. Focus them on Activity 8 and on the activity instruction. Pupils stand up. Play the audio. They join in the chant, clapping or snapping their fingers to the rhythm.

#### CD 2, 06

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (x2)

### 9 Listen and say the day.

- Focus pupils on the pictures for Activity 9. Elicit who and what they can see. Point out that Simon isn't in the park in the first picture of pair 'a'. Direct pupils to the activity instruction. Play the audio. Pupils listen for the day. They whisper it to their partner. Play the audio again. Check with the class. Elicit what Simon does on the different days.
- Focus pupils on the Grammar box. Elicit some things that pupils never, always, sometimes do. Write some of their examples on the board, underline the frequency words and check understanding of the concept with reference to a week. Pupils copy the examples into their notebooks.

Key: a Monday, b Wednesday, c Sunday

#### CD 2, 07

**LENNY:** How often do you play in the park, Simon? Do you play every day?

**SIMON:** Well, no. I never play in the park on Mondays.

**LENNY:** Yes, we always have lots of homework on Mondays.

**SIMON:** I sometimes play in the park after school on Wednesdays, but I sometimes go swimming with Dad.

**LENNY:** And what about at the weekend?

**SIMON:** I always play in the park on Sundays. It's my favourite day.

**LENNY:** Simon ... What day is it today?

**SIMON:** It's Sunday! Let's go to the park!

### 10 Listen again. Write the correct sentences.

- Focus pupils on Activity 10 and give them time to read the sentences before they listen. They predict the answers in pairs. Play the audio again. Pupils check with their pairs. Check with the class, eliciting complete sentences for each one. Pupils write the correct sentences in their notebooks.

Key: 2 Simon always does his homework on Mondays.  
3 Simon sometimes goes swimming on Wednesdays.  
4 Simon always plays in the park on Sundays.

### Extra activity 1: see page 209 (if time)

## Activity Book page 30

### 6 Find and write the words.

- Tell pupils to open their Activity Books at page 30. Focus them on Activity 6 and elicit what this is (a wordsearch). Check pupils know what to do, directing them to the activity instruction and the example answer. Individually, they find the words and write them on the lines on the right. Check with the class. Elicit the spelling for each one.

Key: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

### 7 Look, read and write.

- Focus pupils on the pictures in Activity 7. Elicit some of the activities, e.g. *swimming*, *basketball*. Ask a pupil to read the first sentence aloud. Elicit which picture it is and what pupils write (Monday). Remind them to write the day of the week in the singular. Pupils work in pairs. They take turns to read the sentences and to label the pictures with the days of the week. Check with the class.

Key: Thursday, Tuesday, Saturday, Friday, Monday, Wednesday, Sunday

### Extra activity 2: see page 209 (if time)

### Optional activities

- Unit 3 Reinforcement worksheet from *Kid's Box Teacher's Resource Book 3* (pages 29 and 31).

### Ending the lesson

- Do a version of the days of the week chant.  
First time: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*  
Second time: *hum-hum, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*  
Third time: *hum-hum, hum-hum, Wednesday, Thursday, Friday, Saturday, Sunday*
- Continue until the class are humming all the days. Continue, but this time a day reappears each time.



11 Look, read and say the words to complete the text.



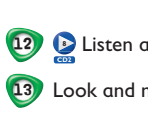
James Flunk is a music teacher. At school he **1** plays the piano but he **2** plays the piano in his holidays.



James loves playing tennis, so he **3** plays on Wednesdays. He **4** plays football with his daughter Jane, too. She **5** scores a goal.



Every Saturday morning James takes his son for his swimming lesson, but James **6** goes swimming.



He sometimes takes his family to the mountains on Sundays. They **7** sing songs in the car.



12 Listen and say 'yes' or 'no'.

13 Look and make sentences. Use the words in the boxes.

always never sometimes

on Saturdays on Wednesdays  
after school in the morning

I never ride my bike on Mondays.



8 Use the words to make three sentences.

Clare		wakes up	in the kitchen.
Vicky	sometimes	has dinner	at seven o'clock.
Paul	always	watches TV	after dinner.
Jack	never	goes to bed	in the evening.
Sally		has a shower	in the morning.
Daisy		gets dressed	before breakfast.

Now play bingo.

Clare	never	has a shower	in the kitchen.

9 Write sentences about you.

I wake up at \_\_\_\_\_ o'clock every day.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10 Write new words. Use the letters in this sentence.

Charlie and Paul never have breakfast at eight o'clock.

1 score 4 \_\_\_\_\_

2 \_\_\_\_\_ 5 \_\_\_\_\_

3 \_\_\_\_\_ 6 \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have had more practice reading and talking about routines and frequency.

## Target language

- **Key language:** questions with *How often ... ?*
- **Revision:** present simple, adverbs of frequency, daily activities, days of the week, *holidays, mountains, family, car*

## Materials required

- Extra activity 1: Photocopiable activity 3 (page 198) copied onto card (one for each pair of pupils)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Extension worksheet 1* (pages 29 and 32)

## Pupil's Book page 31

### Warmer

- Say some true and false sentences about yourself for pupils to correct, e.g. *I always wear a helmet in class. I always speak English.* Pupils correct the false sentences using *you*, e.g. *No, you never wear a helmet in class!*

### 11 Look, read and say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 31. Elicit what they can see in the pictures and what the ticks and crosses mean. If they can't remember, refer them to the Grammar box on the previous lesson. Direct pupils to the activity instruction and check they know what to do. Pupils read the text in pairs and say the words. Check with the class by asking pupils to read the sentences aloud.

**Key:** 1 always, 2 never, 3 always, 4 sometimes, 5 sometimes, 6 never, 7 sometimes

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

- Play the audio. Tell pupils to do thumbs up (yes) and thumbs down (no) to their partner the first time they listen, and not to speak. Play the statements. Pupils do thumbs up / thumbs down. Play the statements again. Pause after each one for pupils to respond. Elicit corrections for the 'no's.

**Key:** 1 yes, 2 no, he never plays the piano in his holidays. 3 no, he always plays tennis on Wednesdays. 4 yes, 5 yes, 6 no, he sometimes takes his family to the mountains on Sundays. 7 no, they sometimes sing songs in the car.

### CD 2, o8

- 1 James Flunk is a music teacher.
- 2 He always plays the piano in his holidays.
- 3 He never plays tennis on Wednesdays.
- 4 He sometimes plays football with his daughter Jane.
- 5 He takes his son to the swimming pool every Saturday morning.
- 6 He always takes his family to the mountains on Sundays.
- 7 They never sing songs in the car.

### Extra activity 1: see page 209 (if time)

### 13 Look and make sentences. Use the words in the boxes.

- Focus pupils on Activity 13 and on the pictures. Elicit some of the activities and focus them on the words in the boxes.
- Demonstrate the activity using open pairs. Pupils work individually and write sentences in their notebooks. Encourage them to try and make true sentences if they can. Monitor and help/check. Make groups of four. Pupils take turns to say some of their sentences to the group.

### Extra activity 2: see page 209 (if time)

## Activity Book page 31

### 8 Use the words to make three sentences.

- Tell pupils to open their Activity Books at page 31. Focus them on the activity. Elicit some of the sentence options from different pupils in the class. Pupils create three more sentences using the bingo board and write them in pencil in the grid. Monitor to check.

### Now play bingo.

- Tell pupils they are going to play bingo. Read out individual words and phrases at random (not whole sentences). Pupils tick them off as they hear them. The first to tick off a horizontal line shouts *Line!* The pupil reads out their sentence for you to check if it is correct / matches the words and phrases called. If it is, they get 5 points. Continue until one pupil has ticked all 12 squares. The pupil shouts *Bingo!* Check their sentences. If they are correct, award 10 points. Repeat.

### 9 Write sentences about you.

- Focus pupils on Activity 9. They write sentences about themselves, using the grid at the top of the page to help with sentence structure and ideas. Elicit what happens to the verb when they write about themselves, e.g. *I wake up ...* Monitor pupils as they are working.

### 10 Write new words. Use the letters in this sentence.

- Focus on the activity instruction. Use the example to show how the activity works. Pupils use letters from the sentence to make new words. Pupils work in pairs. Give them a time limit to find as many words as they can. Check with the class. Count up the total number of words the class found.

**Key (possible answers):** book, foot, cook, late, break, go, hat, cat, take, bag, big, shop, table

### Optional activity

- Unit 3 Extension worksheet 1 from *Teacher's Resource Book 3* (pages 29 and 32).

### Ending the lesson

- Invite seven pupils to the front of the class. Whisper a day of the week to each one. They stand in alphabetical order.

**14 Stella's phonics**



A horse



A story

A horse reading a story at four in the morning.

**15 Ask and answer.**

every day   sometimes   never

How often do you watch TV?

Every day.

**Functions**

How often do you read books?

- How often do you watch TV?
- How often do you eat fruit?
- How often do you go shopping?
- How often do you go swimming?
- How often do you listen to the radio?
- How often do you play tennis?
- How often do you read comics?
- How often do you ride a bike?

**32**   **Phonics** Long vowel sounds: 'or' (horse)   **Functions** How often ...?

**11** Listen and say. Circle the odd word out.

1 horse	book	story
2 box	short	sport
3 door	board	down
4 forty	four	old
5 you	floor	more
6 small	house	ball
7 doll	daughter	water

**12** Read and complete the story.

On Mondays Paul wakes up at (1) \_\_\_\_\_. He gets up and always has a (2) \_\_\_\_\_. Then he gets dressed and goes to the (3) \_\_\_\_\_ for breakfast. After breakfast he puts on his (4) \_\_\_\_\_ and he goes to the bus stop to catch a (5) \_\_\_\_\_. He never walks to (6) \_\_\_\_\_. At (7) \_\_\_\_\_ Paul comes home and does his homework before dinner. After dinner he sometimes plays on his (8) \_\_\_\_\_. He goes to (9) \_\_\_\_\_ at (10) \_\_\_\_\_.

Ha! Ha! Ha!

Why do you go to bed every night?

Because the bed can't come to you!

**JOKE BOX**

**32**

**Objectives:** By the end of the lesson, pupils will be able identify and say the sound /ɔ:/ and they will recognise that the phoneme can be spelled in different ways. They will also have done a survey.

## Target language

- **Key language:** the phoneme /ɔ:/, *horse*, *story*
- **Additional language:** *morning*
- **Revision:** family, numbers, adjectives, *home*, *toys*, *before*, *after*, *shower*, *kitchen*

## Materials required

- Extra activity 1: Pieces of paper, two for each pupil (for writing 'true' and 'false')
- Extra activity 2: sheets of paper
- Optional: *Kid's Box Interactive DVD 3*, 'At the fire station' episode (*The living room* section)

## Pupil's Book page 32

### Warmer

- Say *Look and think*. Write words on the board, underlining the final two letters: *horse, four, daughter, ball*. Say *Do all the parts of the words sound the same or different?* Say the words for pupils to repeat. Pupils say them to each other in pairs. Make sure they are making the sound /ɔ:/, not pronouncing 'r' in *horse* and *four*. Check with the class and confirm that the letters all represent the same sound. Say each word, again, emphasising the vowel sound. Pupils repeat. Write /ɔ:/ on the board. Elicit why the two lines // are important (they show it's a sound, not a letter).

### 14 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 32. Elicit what they can see in the picture (a horse, a story, four o'clock). Listen for the correct vowel sound. Tell pupils to listen and point the first time. Play the audio. Pupils listen and point. Play the audio again. Pupils join in. Check pupils are saying the words and sounds correctly. Pupils repeat the chant, quickly and then in groups.
- Point out to your pupils that there is often more than one spelling pattern for the same sounds, especially vowel sounds.

Note: Other examples of alternative spellings of the /ɔ:/ sound are: a in words with double 'l' (*small, tall, called*); au (*August, autumn*) and aw (*awful, saw*). Be careful – the letters *or* in *work, word* and *world* are pronounced /ɜ:/. More work will be done on this important phoneme and its alternative spelling patterns in later levels of the course.

#### CD 2, 09

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

/ɔ:/, /ɔ:/, horse

/ɔ:/, /ɔ:/, story

A horse reading a story at four in the morning.

A horse reading a story at four in the morning.

A horse reading a story at four in the morning.

### 15 Ask and answer.

- Focus pupils on Activity 15. Say *We're going to do a survey*. Talk them through the questionnaire on the Pupil's Book page and explain what they have to do using the speech bubbles. Pupils walk around the class and choose five different pupils. They ask the questions, note the friend's name and the answers (every day/sometimes/never). Monitor and help.
- Pupils write sentences about three of their friends in their notebooks, using information from the questionnaire, e.g. *Sally never watches TV*.

Extra activity 1: see page 209 (if time)

## Activity Book page 32

### 11 Listen and say. Circle the odd word out.

- Tell pupils to open their Activity Book at page 32. Tell pupils just to listen and repeat the first time. Play the audio. Pupils listen and repeat.
- Ask a volunteer to read the words in row 1 aloud. Focus on the example and elicit why it is circled (because it has a different vowel sound from the others (/ʊ/, not /ɔ:/). Tell pupils to say the rest of the words again themselves and decide which is the odd one out. They circle the odd word out in pencil. Pupils compare their answers in pairs. Check with the class.

Key: 2 box, 3 down, 4 old, 5 you, 6 house, 7 doll

#### CD 2, 10

As in Activity Book

### 12 Read and complete the story.

- Focus pupils on Activity 12. Elicit what they can see in the pictures and do the first one together as an example. Pupils work in pairs. They read the text and say the missing words. Pairs check with pairs. Check with the class by asking pupils to take turns to read the sentences. Pupils write the words in the gaps. Encourage them to use their dictionaries / each other for spellings. Check understanding by asking *What does Paul do at eight o'clock? What does he do after his shower? Where does he go for breakfast? What does he put on after breakfast? What does he catch to school? What does he play on after dinner?* etc.

Key: 1 eight o'clock, 2 shower, 3 kitchen, 4 jacket, 5 bus, 6 school, 7 four o'clock, 8 computer, 9 bed, 10 nine o'clock

Extra activity 2: see page 209 (if time)

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Optional activity

- *The living room*: 'At the fire station' episode from *Kid's Box Interactive DVD 3*. See pages 5-6, 12-15 of the *Teacher's Booklet*.

### Ending the lesson

- Pupils repeat the chant from the beginning of the lesson. If time, play the Disappearing chant game. Clap as the class says the chant. Each time they repeat it, they miss out one word, but continue to clap. When all the words are missing, they start to reintroduce them one at a time.



**LOCK & KEY**

**16** Listen to the story.

Good morning, I'm Johnny Talkalot. On today's show we've got the detectives, Lock and Key, to tell us about their work. We all know detectives work a lot and get up before you and me.

Mr Key, this is Johnny Talkalot. It's nine o'clock! Where are you? You aren't in the detective agency.

Oh no, we never get up before ten o'clock.

Everybody knows detectives are very clever.

Yes, sometimes we follow people. We're very quiet so they never know we're behind them.

So, girls and boys, what do you think? Do these detectives work a lot? Are they quiet? And are they very clever?

**17** Act out the story.

**33**

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	wake up		wake up
			get up
			have a shower
			get dressed
			catch the bus
			do my homework
			wash my hands
			get undressed
			go to bed

**Can do**

I can talk about my daily routine. ☐ ☐ ☐

I can say how often I do things. ☐ ☐ ☐

I can say the days of the week. ☐ ☐ ☐

**33**

**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 unit, *show, Everybody knows ... , reporter*
- **Additional language:** *follow, tell, pyjamas*
- **Revision:** the *Lock and Key* story, adjectives (*quiet, clever*), *episode*

## Materials required

- Playscript 3 *Kid's Box Teacher's Resource Book 3* (pages 80 and 84)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Extension worksheet 2* (pages 29 and 33); the animated version of the Unit 3 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section); Evaluation 3 from *Kid's Box Teacher's Book 3* (page 226)
- *Kid's Box Language Portfolio 3* (page 10)

## Pupil's Book page 33

### Warmer

- Review the story. Teach pupils to respond *Oh, yes, they are!* / *Oh, no, they're not!* as the audience do in pantomimes. Say some statements to review the story. The class respond in chorus accordingly, e.g. *Lock and Key are doctors (Oh, no, they're not!).*

### Story

#### 16 Listen to the story.

- Tell pupils to open their Pupil's Books at page 33. Say *This is episode four.* Use the pictures to teach the words *reporter, follow, pyjamas*. Set the pre-listening questions: *What's the reporter's name? What time do Lock and Key get up? Do Lock and Key always follow people?*
- Play the audio. Pupils look and listen. They check in pairs. Check with the class (Johnny Talkalot, never before ten, No, sometimes). Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *What questions is Johnny going to ask?* (about their work). *What time does he think they get up?* (before you and me / early). *What's Key wearing?* (pyjamas). *Is he working?* (no). *Are the detectives clever?* *Why / Why not?* Ask pupils for their answers to the questions that appear in the final frame.

CD 2, 11

As in Pupil's Book

### Extra activity 1: see page 209 (if time)

#### 17 Act out the story.

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 3 from *Kid's Box Teacher's Resource Book 3* (page 84). See notes on page 80.

## Activity Book page 33

### Do you remember?

- Write the words *A day in the life* in the centre of the board. Brainstorm the words from the unit and write them as a mind map. Elicit the spelling from the class. Include: *wake up, get up, have a shower, get dressed, catch the bus, do my homework, wash my hands, get undressed, go to bed.*
- Tell pupils to open their Activity Books at page 33. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right so that they can see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'undressed'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together.* Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about their daily routines. Review what the three faces mean (not very well / OK / very well). Tell pupils they circle the one they think is true for them.
- Repeat for the second sentence, eliciting/reminding them of the routines/things and frequency they talked and read about in the unit. Pupils circle a face. Repeat for the third sentence, eliciting the days of the week from pupils and asking questions, e.g. *Which day comes before Sunday?* Pupils circle a face.
- Say *Now show and tell your friends.* Pupils work in groups of three and take turns to show their work for/talk about each one.

### Extra activity 2: see page 210 (if time)

### Optional activities

- Unit 3 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 29 and 33).
- *Suzy's room:* the animated version of the Unit 3 story from *Kid's Box Interactive DVD 3*. See pages 38-41, 43-45 of the *Teacher's Booklet*.
- Evaluation 3 from *Kid's Box Teacher's Book 3* (page 226). See notes on page 222.

### Language Portfolio (online)

- Pupils complete page 10 of *Kid's Box Language Portfolio 3* (*My school day*). Help with new language as necessary.

### Ending the lesson

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

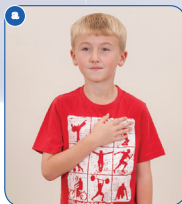
## Science The heart

**Fact**

The heart never stops beating.

1 Listen and say 'quick' or 'slow'.

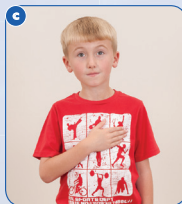
2 Read and do.



Put your hand on your heart. Is your heartbeat quick or slow?



Jump up and down for one minute.

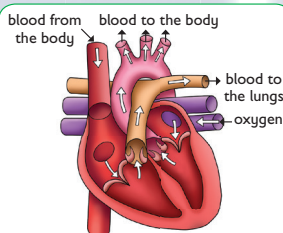


Put your hand on your heart again. Is your heartbeat quick or slow?

3 Read and say 'yes' or 'no'.

### The heart

Your heart moves the blood in your body. Blood picks up oxygen and sends it to different parts of your body. When you do sport your heartbeat is quick because your body needs more oxygen.



- 1 Your heart moves the water in your body.
- 2 Your heart sends oxygen to different parts of your body.
- 3 Your heartbeat is quick when you are sleeping.
- 4 Your heartbeat is quick because your body needs more food.

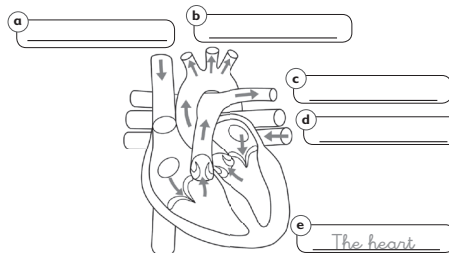
34

**Vocabulary** blood heart heartbeat oxygen quick slow

## Science The heart

1 Match.

The heart blood from the body oxygen blood to the lungs blood to the body



2 Complete the chart. Write sentences.

Activity	Is your pulse quick?
Running	✓
Smiling	X
Sleeping	
Reading	
Jumping	
Dancing	

- 1 Your pulse is quick when you run.
- 2 Your pulse isn't quick when you smile.
- 3 Your pulse \_\_\_\_\_.
- 4 Your pulse \_\_\_\_\_.
- 5 Your \_\_\_\_\_.
- 6 \_\_\_\_\_.

3 Read. Write 'yes' or 'no'.

- 1 Your blood is blue. no
- 2 Your heart moves blood in your body. \_\_\_\_\_
- 3 Your heartbeat is quick when you do exercise. \_\_\_\_\_
- 4 Your blood sends milk to your heart. \_\_\_\_\_
- 5 Your heartbeat is slow when you jump. \_\_\_\_\_
- 6 When you do sport your body needs more oxygen. \_\_\_\_\_

34

**Objectives:** By the end of the lesson, pupils will have read and learned about the heart and how it works. They will have done an experiment.

## Target language

- **Key language:** *heart, heartbeat, quick, slow, blood, oxygen*
- **Additional language:** *Science, jump up and down, minute, again, move, pick up, take, do sport, more*
- **Revision:** parts of the body, activities, body, different, because, need, water

## Materials required

- Stopwatches or similar devices for measuring one minute (e.g. egg timers), one per pair or small group of pupils

## Pupil's Book page 34

### Warmer

- Review parts of the body (*arm, eye, hand, head, leg, mouth and body*). Say, e.g. *Point to your arm*. Repeat for each word.
- Pupils stand up. Give instructions, speeding up as you go, e.g. *Close your eyes. Open your eyes. Wave your arms. Shake your body. Show me one hand. Stand on one leg. Touch your head*. When pupils have got the idea, repeat the game, but this time make it competitive. Pupils who make a mistake are 'out'. Continue until only a few pupils remain.

### 1 Listen and say 'quick' or 'slow'.

- With books closed, say *Listen. What can you hear?* Play the first sound effect on the audio. Elicit/Teach *heart* and *heartbeat*.
- Tell pupils to open their Pupil's Book at page 34. Explain that they are going to learn more about what the heart does. Read the lesson title and check comprehension of *Science*. Direct pupils to the activity instruction and check understanding of *quick* and *slow*. Play the audio again, from the beginning to 'It's quick'. Make sure pupils know the difference between the speeds of the heartbeats.
- Play the rest of the audio. Pupils whisper *quick* or *slow* to their partner. Play the audio again. Pause after each numbered sound effect and elicit the response from the class.

Key: 1 quick, 2 slow, 3 slow, 4 quick

### CD 2, 12

[slow heartbeat] This is a heartbeat. It's slow.  
[quick heartbeat] This is a heartbeat. It's quick.  
Now listen and say 'quick' or 'slow'.

- |                     |                     |
|---------------------|---------------------|
| 1 [quick heartbeat] | 3 [slow heartbeat]  |
| 2 [slow heartbeat]  | 4 [quick heartbeat] |

### 2 Read and do.

- Focus pupils on Activity 2. Direct them to the first photograph. Ask a pupil to read the first sentence. Pupils stand up and follow the instruction. Check that pupils have their hands in the correct position (centre-left of their chest). Ask *Can you find your heartbeat?* Go round and help pupils. Read the question *Is your heartbeat quick or slow?* Pupils may give different answers, but point out that when they are standing still their heartbeat should be slow.

Note: You will need space for the next part of the activity. If there isn't enough space for everyone to take part in your classroom, call two volunteers to do the activity at the front of the class.

- Ask two pupils to read the instructions for the next two photographs. Check everyone knows what to do. Ask *How many seconds in a minute?* (Pupils respond 60). Pupils work in pairs or small groups. Hand a stopwatch or timer to each pair / group (if available). They decide who will jump and who will time the minute. Tell the pupils who are timing to say *Start* at the beginning of the minute and *Stop* when the minute is finished. If you don't have timers, time the minute yourself.

- Pairs/Groups do the activity. Monitor and check pupils are jumping as high as they can. When all the pupils have finished jumping, ask them *Is your heartbeat quick or slow?* Help them position their hands centre-left of their chest again. Elicit the answer (*It's quick*).
- Pupils repeat the activity, swapping roles.

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

- Focus pupils on Activity 3. Use the diagram to teach *blood* and *oxygen*. Direct pupils to the activity instruction and check understanding. Read through the sentences with the whole class. Remind pupils to whisper the answer to their partner first. Pupils read the text in pairs and decide if the sentences are true or false. Check with the class.

Key: 1 no (Your heart moves blood.) 2 no (Blood sends oxygen to different parts of your body.) 3 no (Your heartbeat is slow when you are sleeping.) 4 no (Your heartbeat is quick because your body needs more oxygen.)

### Extra activity 1: see page 209 (if time)

## Activity Book page 34

### 1 Match.

- Tell pupils to open their Activity Book at page 34. Focus them on Activity 1 and elicit what they can see (*a heart*). Pupils work individually. They check/discuss their answers in pairs. Check with the class.

Key: a blood from the body, b blood to the body, c blood to the lungs, d oxygen

### 2 Complete the chart. Write sentences.

- Ask a pupil to read the list of activities and ask the class to mime each thing. Pupils complete the chart in pairs. Check with the class. Then pupils write sentences individually. Elicit the sentences from different pupils.

Key: Sleeping X, Reading X, Jumping ✓, Dancing ✓  
3 Your pulse isn't quick when you sleep. 4 Your pulse isn't quick when you read. 5 Your pulse is quick when you jump. 6 Your pulse is quick when you dance.

### 3 Read. Write 'yes' or 'no'.

- Check understanding of the activity instructions. Go through the example with the class. Pupils read the sentences individually and write *yes* or *no* in pencil. They check in pairs. Check with the class. Ask one pupil to read a sentence and the class to respond *Yes* or *No*. Elicit the correction for 'no' responses.

Key: 2 yes, 3 yes, 4 no (Your blood sends oxygen to your heart.), 5 no (Your heartbeat is quick when you jump.), 6 yes

### Extra activity 2: see page 209 (if time)

### Ending the lesson

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



**4** Read, look and answer.

What do you think?  
Quick or slow?

When your heartbeat is slow, your pulse is slow. When your heartbeat is quick, your pulse is quick. Your pulse is the number of heartbeats you have in a minute.

**5** Take your pulse.

Put two fingers on your arm next to your hand. Count the number of heartbeats in a minute.

**Project** Make your pulse chart.

I ♥ my heart

Natural Science 3 Unit 2:  
What happens to food inside your body?

**Movers Listening, Part 3**

**4** What food does Lily have in these places?

Listen and write a letter in each box. There is one example.

	pancakes	<input type="text" value="H"/>		banana	<input type="text"/>
	ice cream	<input type="text"/>		sandwich	<input type="text"/>
	sweets	<input type="text"/>		cake	<input type="text"/>

**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

**Objectives:** By the end of the lesson, pupils will have read and learned about their pulse, done an experiment and completed a project.

## Target language

- **Key language:** *heart, quick, slow, heartbeat, pulse, minute*
- **Additional language:** *number, take your pulse, finger, ride on a rollercoaster, hold a spider*
- **Revision:** parts of the body, activities, present continuous, numbers 1–100, days of the week, daily routines

## Materials required

- **Project:** Large sheets of paper, one sheet for each pair of pupils, coloured pens
- **Extra activity 1:** board pens
- **Extra activity 2:** Word train materials from Pupil's Book pages 17 and 25 Extra activity 2, a piece of paper for the 'carriage' for the words for this lesson
- **Optional:** *Kid's Box Teacher's Resource Book 3 Unit 3 Topic worksheet* (pages 29 and 35); Extra project idea, Unit 3 How the heart works from *Kid's Box Teacher's Book 3* (page 219)

## Pupil's Book page 35

### Warmer

- Draw a heart on the board and elicit the word. Ask pupils about the previous lesson, e.g. *Where is your heart? Put your hand on your heart. What does your heart do? Is your heartbeat quick when you sleep? Is your heartbeat quick when you jump?* Tell pupils they are going to do another Science experiment.

### 4 Read, look and answer.

- Tell pupils to open their Pupil's Book at page 35. Focus them on the text on the right first. Check comprehension of *pulse*, *number* and *minute*.
- Focus pupils on the activity instructions and on photographs 1–6. Elicit what is happening in each photograph (pupils respond using the present continuous, e.g. *She's sleeping*). Teach new items as necessary (e.g. *riding on a rollercoaster*, *holding a spider*). Pupils work in pairs. Elicit answers.

**Key:** 1 slow, 2 quick, 3 slow, 4 quick, 5 quick, 6 quick

### 5 Take your pulse.

- Tell pupils they are going to try to find their pulse. Focus them on Activity 5, the instructions and the photograph. Pupils stand up. Read the text aloud line by line. Circulate to help pupils locate their pulse.
- Once pupils have found their pulse, time one minute so they can calculate it. Say *Start!* at the beginning of the minute and *Stop!* at the end. Tell pupils that their pulse rate will be different from their friends so each person has to count their own. Ask pupils to write down the number they get to at the end of the minute. Elicit some of the pupils' results (the range for a pulse rate for this age group is between 70 and 110).

### Extra activity 1: see page 210 (if time)

#### Project Make your pulse chart.

- Focus pupils on the photographs. Elicit what the girl has got (a chart showing her pulse rate when she is doing different things). Tell pupils they are going to make a similar chart. Write the list of activities on the board (*sitting, jumping, reading, dancing, running*). Pupils copy the list in their notebooks. Then they do each of the activities for a minute and take their pulse at the same time. They write the number for each activity in their notebooks. Time each minute for the whole class to do the activity together.
- Copy the axes of the chart on the board, writing the numbers from 50 to 110 in fives on the vertical axis, as shown in the photograph and the activities on the horizontal axis. Pupils copy the chart in their notebooks. They transfer the numbers from the list in their notebooks to the chart and colour the bar for each activity in a different colour. Explain/Elicit the meaning of the title of the girl's chart (*I love my heart* – the heart symbol means *love*). Pupils write the same heading for their own project. They compare their charts in pairs or small groups. Display the charts around the class.

## Activity Book page 35

### Movers Listening, Part 3.

- 4 What food does Lily have in these places? Listen and write a letter in each box. There is one example.

**M** towards

- Tell pupils to open their Activity Book at page 35. Play the audio. Pupils complete the activity individually. They compare answers in pairs. Play the audio again. Check with the class.

**Key:** ice cream B, cake C, sweets D, banana E, sandwich A

### CD 2, 13

Listen and write a letter in each box. There is one example.

What's your favourite food, Lily? / Mmm.... I love pancakes! / Where do you eat those? / I always have them when we go to a café for breakfast.

1 Ice-cream is my favourite food. / I love it too. / I love having an ice-cream on the beach. / Me too. When it's really hot.

2 What about cake? Do you like that? / Yes! But I don't eat it very often. I only have it at parties. / Oh? Do you know how to make it? / Yes. We're learning to cook at school. / That's good.

3 Does your mum buy you sweets? / Only sometimes. She buys them when we go to the cinema. / That's nice. / Yes, but she never buys them for me in the supermarket.

4 What's your favourite fruit? / Bananas. I eat one every day. / Really? / Yes. I have one on the bus when I come home from school. I'm very hungry then.

5 Do you like having picnics? / Yes, I do. / Do you have sandwiches on your picnics? / Yes, I like egg ones and my sister likes cheese ones.

### Extra activity 2: see page 210 (if time)

#### Optional activities

- Unit 3 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 29 and 35)
- Extra project idea, Unit 3 How the heart works. See notes on *Kid's Box Teacher's Book 3* (page 219).

#### Ending the lesson

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

**4 In the city**

1 Listen. Find Meera's flat.

2 Ask and answer.

in front of    behind    next to    between    opposite

What's opposite the cinema?    The bus station.

36

**4 In the city**

1 Sort and write the words.

1 rpsot ecnert  
2 wtno  
3 lhpsoia  
4 ukeesrmrpta  
5 enicam  
6 ubs ttasoni  
7 ngubdili  
8 aelivlg  
9 rpka  
10 hspo  
11 oshclo  
12 ylrrbia

2 Look at the code. Write the secret message.

26	25	24	23	22	21	20	19	18	17	16	15	14
a	b	c	d	e	f	g	h	i	j	k	l	m
13	12	11	10	9	8	7	6	5	4	3	2	1
n	o	p	q	r	s	t	u	v	w	x	y	z

I h e v e ' s / \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ /  
7-19-22-9-22'-8 / 26 / 8-4-18-14-14-18-13-20 / 11-12-12-15 /  
\_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ /  
13-22-3-7 / 7-12 / 7-19-22 / 24-18-13-22-14-26

36

**Objectives:** By the end of the lesson, pupils will be able to talk about places in a city and say where they are.

## Target language

- **Key language:** bank, bus station, car park, cinema, circus, funfair, library, market, sports centre, supermarket, swimming pool, near, opposite
- **Additional language:** cool, over here, see you, borrow (books), High Street
- **Revision:** house and home, prepositions, café, hospital, shop, park, town, map, food, look at, Let's ... , shoe shop, toy shop

## Materials required

- City flashcards (54–62)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Reinforcement worksheet 1* (pages 36 and 37)



## Pupil's Book page 36

### Warmer

- Revise prepositions *next to, between, in front of, behind*. Invite four pupils to come to the front. Give them instructions, e.g. *Sara, stand between Philip and Anthony. George, stand behind Philip*. Give other instructions to practise all the prepositions. Repeat with another group of four.
- Introduce *near* and *opposite* and demonstrate using pupils/objects. Invite another group of four and give instructions, including the new prepositions.

### Presentation

- Teach/Elicit the new vocabulary using the flashcards. Review *café, park, shop* and *hospital* by drawing pictures and/or using mime.
- Ask questions about places, e.g. *Where can we do our shopping? Where can we play sports / watch a film / catch a bus?* Elicit the names of the shops, sports centres, etc. locally to check pupils' understanding. Elicit the words again and develop a mind map around the topic *In the city*.

#### 1 Listen. Find Meera's flat.

- Elicit about Meera from Unit 2 (she's moving house from a village in the country to a flat in the city). Tell pupils to open their Pupil's Books at page 36. Focus on the picture. Elicit what they can see. Review *map* and the new vocabulary. Ask questions with *Where* to elicit prepositions, e.g. *Where's the swimming pool?* (behind the sports centre). Introduce the word *car park* by asking students *What's behind the swimming pool?*, *What do you do in a car park?* Direct pupils to the activity instructions and check understanding. Play the audio. They place an eraser on Meera's flat (behind the park, next to the library). They check in pairs. Play the audio again. Check with the class. Check general comprehension by asking, e.g. *Where's the sports centre?* (next to the bus station). *Where does Meera's family buy their food?* (at the market). *What's the name of the street with lots of shops?* (High Street).

#### CD 2, 14

**MEERA:** Look at this map. My new flat's on it.  
**ALEX:** Cool! Is there a sports centre near you?  
**MEERA:** Yes, look. It's over here, next to the bus station.  
**SIMON:** Wow! And there's a really big swimming pool behind it!  
**STELLA:** Oh, look. Here's Park Road. There's a big library ...  
 Mmm. Lots of books there.  
**MEERA:** Yes, that's next to the bank, where my dad works.  
**LENNY:** What's this, next to the cinema?  
**MEERA:** That's the market. We get our fruit there.  
**ALEX:** Oh, we go to the supermarket to get our food.  
**SIMON:** ... Food. Come on! Let's go for lunch.  
**ALEX AND LENNY:** Yeah, good idea, Simon. See you, Meera!  
 See you, Stella!  
**MEERA:** See you!  
**STELLA:** So where is your flat, Meera?  
**MEERA:** It's here, behind the park, next to the library.

### 2 Ask and answer.

- Focus pupils on Activity 2 and on the speech bubbles. Two pupils read the question and answer aloud. Practise other questions and answers in open pairs to check understanding and correct use of prepositions.
- Pupils work in pairs. They study the map for one minute. Then they take turns to ask and answer.
- Transfer the focus to the pupils' own town/village/city. Ask questions around the class about places where they live. Help with new vocabulary if necessary. Pupils ask and answer in open pairs.

### Extra activity 1: see page 210 (if time)

## Activity Book page 36

### 1 Sort and write the words.

- Tell pupils to open their Activity Books at page 36. Direct them to the activity instruction and the example answer. Check understanding. Pupils work individually. They solve the anagrams and write the words in the crossword grid. They check in pairs and then as a class.

**Key:** 2 town, 3 hospital, 4 supermarket, 5 cinema, 6 bus station, 7 building, 8 village, 9 park, 10 shop, 11 school, 12 library

### 2 Look at the code. Write the secret message.

- Focus pupils on Activity 2 and elicit what they can see (a code). Check they know how it works. Pupils work in pairs to work out the code and complete the message. Check with the class. Fast finishers draw a picture to illustrate the sentence.

**Key:** There's a swimming pool next to the cinema.

### Extra activity 2: see page 210 (if time)

### Optional activity

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 37).

### Ending the lesson

- Review vocabulary by asking, e.g. *Where can I borrow books? Where can I buy food? Where can I go when I'm not well? Where can I go to exercise?*



3 Look at the picture. Listen and answer.

Where's the bank?

It's next to the supermarket.



#### Grammar

Where's the bank?  
The bank is **near** the bus station,  
**opposite** the swimming pool.

4 Ask and answer.

Where do you go ...

- |                          |                        |
|--------------------------|------------------------|
| 1 ... to see a film?     | 5 ... to catch a bus?  |
| 2 ... to play badminton? | 6 ... to see a doctor? |
| 3 ... to buy food?       | 7 ... to fly a kite?   |
| 4 ... to park a car?     | 8 ... wear a swimsuit? |

#### Grammar

Where do you go  
to learn English?

5 Look at the picture. Ask and answer.

Where's the  
sports centre?

It's next to the  
swimming pool.

Where's the ... ?

It's ...

#### Vocabulary

bank bus station cinema hospital  
library market shop sports centre  
supermarket swimming pool

#### Grammar

Prepositions: near, opposite  
Infinitives of purpose:  
You go there to buy food.

37

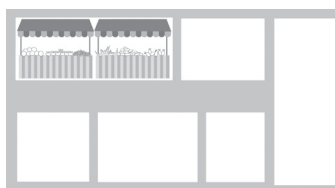
3 Look, read and write. Match.



- 1 You go there to buy food and drink.
- 2 You go there to read books.
- 3 You go there to play tennis and volleyball.
- 4 You go there to get money.
- 5 You go there to see films.
- 6 You go there to catch a bus.
- 7 You go there to swim, and you wear a swimsuit.
- 8 You go there to buy good fruit and vegetables.

supermarket

4 Complete the picture. Answer the questions.



market bus station  
cinema car park  
sports centre library

- 1 Where's the market?
- 2 Where's the bus station?
- 3 Where's the cinema?
- 4 Where's the car park?
- 5 Where's the sports centre?
- 6 Where's the library?

The market is next to the

37

**Objectives:** By the end of the lesson, pupils will have had more practice talking and writing about places in a city and their location.

## Target language

- **Key language:** infinitive of purpose, e.g.  
*You go there to buy food. Where do you go to see a film? fruit, vegetables, money, CD, flowers*
- **Additional language:** *volleyball*
- **Revision:** city, prepositions, *doctor, toys, swim, play badminton, fly a kite, buy, tennis*

## Materials required

- City flashcards (54–62)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 1* (pages 36 and 39); Grammar reference Unit 4 *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95)

## Pupil's Book page 37

### Warmer

- Review city vocabulary using a mind map. Write *In the city* in the centre of the board and elicit the words from the previous lesson, e.g. *cinema, library*. Check for correct pronunciation. Pupils copy the mind map into their notebooks. Practise the words again using the flashcards. Ask one or two questions to prepare for Pupil's Book Activity 4, e.g. *Where do you go to watch a film?* (cinema).

### 3 Look at the picture. Listen and answer.

- Tell pupils to open their Pupil's Books at page 37. Focus pupils on the Grammar box. Read the question and the answer. Tell pupils to point at the bus station, the swimming pool and the bank in the picture and make sure they understand 'near' and 'opposite'. Direct them to the Activity 3 instructions and check understanding. Give them time to study the picture and find the places. Play the audio. Pupils whisper the answer to their partner. Play the audio again. Check after each one to elicit the answer from the class, or from groups of pupils.

**Key:** It's next to the cinema. It's next to the supermarket. It's between the bank and the hospital. It's next to the swimming pool. It's next to the bus station. It's next to the supermarket. It's behind the park.

### CD 2, 15

Where's the park?  
Where's the bus station?  
Where's the hospital?  
Where's the supermarket?  
Where's the sports centre?  
Where's the cinema?  
Where's the bank?  
Where's the swimming pool?

### 4 Ask and answer.

- Focus pupils on the Grammar box. Read the question and pupils repeat. Tell pupils we use the infinitive (to learn) to express purpose. Then focus pupils on Activity 4 and on the example answer in the speech bubble. Two pupils read the question and the answer aloud. Direct them to the activity instruction and check understanding. Pupils do the activity in open pairs. Check for correct rhythm and intonation in the question (weak forms / falling tone) and sentence stress in the answer (on the place). Make sure all pupils in the class ask or answer.
- Pupils work in pairs, taking turns to ask and answer. More confident pupils can ask about different places. Elicit understanding of impersonal *you* and that it doesn't refer to individual pupils.

**Key:** 2 the sports centre, 3 the market/supermarket, 4 the car park, 5 the bus station, 6 the hospital, 7 the park, 8 the swimming pool

### 5 Look at the picture. Ask and answer.

- Focus pupils on the Activity 5 instructions and check understanding. Ask two pupils to read the speech bubbles aloud. They work in pairs. Make sure they realise it is a memory game. Pupil A closes his/her book and Pupil B looks at the picture and asks questions as in Activity 3. Pupil A answers. Pupils then swap roles.

**Extra activity 1: see page 210 (if time)**

## Activity Book page 37

### 3 Look, read and write. Match.

- Tell pupils to open their Activity Books at page 37. Focus them on Activity 3 and elicit the places they can see in the pictures. Pupils work individually and write the shop/place in pencil. They check in pairs. Check with the class by eliciting the word and the spelling.

**Key:** 2 library, 3 sports centre, 4 bank, 5 cinema, 6 bus station, 7 swimming pool, 8 market

### 4 Complete the picture. Answer the questions.

- Focus pupils on Activity 4 and on the activity instruction. Make sure pupils realise the picture is a simple map of part of a city. Write the following places on the board: *bus station, cinema, car park, sports centre, library*. Pupils work individually. They decide what the function of the empty buildings marked on the map will be. They draw a simple picture/symbol to represent each place (e.g. buses at the bus station, a film ticket or projector for the cinema, swimsuits or goggles for cars in a row for the car park, etc. Set a time limit.
- Focus pupils on the questions below the map and the example answer. Pupils read the rest of the questions and write the answers in their Activity Books according to the map they have drawn. Check by eliciting example answers in open pairs (one pupil asks a question from Activity 4, and another pupil answers according to his/her map).

**Extra activity 2: see page 210 (if time)**

### Optional activities

- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 39).
- Grammar reference Unit 3 from *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- Elicit from different pupils what their favourite place in the town/city is and why.

6 Look, think and say the answer.

- 1 Where are the children?
- 2 Which children are happy?
- 3 What book has Lenny got?
- 4 What time is it?



7 Listen and check.

8 Listen and say 'yes' or 'no'.

Grammar

We **must** be quiet in the library.

38

Grammar Must for obligation: statements

5 Read and circle the best answer.

- 1 You must be quiet in a  
a) sports centre b) library c) park
- 2 To catch a bus you must go to the  
a) cinema b) bus station c) hospital
- 3 You must clean  
a) the market b) the bus station c) your bedroom
- 4 To fly your kite you must go to  
a) the supermarket b) the library c) the park
- 5 You must sit down in the  
a) market b) swimming pool c) cinema
- 6 To see a doctor you must go to a  
a) hospital b) park c) market
- 7 You must take money to a  
a) park b) supermarket c) library
- 8 To see a film you must go to the  
a) cinema b) swimming pool c) sports centre



6 Read and match.

Suzy must tidy her bedroom. She must put the books in the bookcase. She must put her kite on the cupboard and her T-shirt in the cupboard. She must put her pencils on the desk next to the computer and her shoes under the bed. She must put her toy box between the bed and the bookcase.



38

**Objectives:** By the end of the lesson, pupils will have talked about obligations using *must*.

## Target language

- **Key language:** *must* for obligation, impersonal *you*, *tidy*, *untidy*
- **Additional language:** *book on doctors*, *book about football*, *now*
- **Revision:** *town*, *quiet*, *love + -ing*, *come back*, *need to*, *Let's ...*

## Materials required

- Extra activity 1: The audioscript from Pupil's Book Activity 7 written on a large piece of paper
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Reinforcement worksheet 2* (pages 36 and 38)



## Pupil's Book page 38

### Warmer

- Show the class a book and say *I'm reading this book. It isn't my book. It's from a ...* Elicit *library*. Ask pupils *What do I do when I finish the book?* Check that pupils are familiar with the idea of borrowing a book from a library and then taking it back. Make sure that they don't confuse *library* and *book shop*. Ask different pupils *Do you sometimes go to the library?* *How often do you go?* Discuss in L1 what other things we can do at the library (e.g. *borrow CDs, use the internet, listen to a story*).

### 6 Look, think and say the answer.

- Tell pupils to open their Pupil's Books at page 38 and to look at the pictures. Elicit who and where the characters are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

### 7 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class. Elicit complete sentences for the answers.
- Focus on the sentence *We must go and catch the bus*. Point out to pupils that *must* is the same for all persons (*I must, She must, You must*, etc.). Focus pupils on the Grammar box. Check general comprehension by asking, e.g. *Why does Stella say 'Shh' to Lenny?* (They're in the library and they must be quiet).

**Key:** 1 They are in the library. 2 Lenny, Alex and Simon are happy. 3 He's got a book about football. 4 It's five o'clock.

#### CD 2, 16

**NARRATOR:** The children are in the library, looking at books.

**LENNY:** Look at this book, Stella! It's about football.

**STELLA:** Shh, Lenny! We're in a library. We must be quiet.

**LENNY:** Oops, sorry. Meera, look what I've got.

**MEERA:** That's nice, Lenny.

**LENNY:** It's about football! It's got lots of pictures of my favourite players!

**MEERA:** Shhhh, Lenny. You must be quiet in the library!

**LENNY:** Sorry!

**ALEX:** Hey, Lenny. What have you got?

**LENNY:** It's a book about football.

**SIMON:** Cool! That's GREAT! Can I see? Look, it says football is ...

**STELLA, MEERA:** Shhhh, Simon! You must be quiet in the library!

**GRANDPA:** Come on, everybody. It's five o'clock. We must go and catch the bus now.

**LENNY:** OK, OK. Can we come back next week?

**GRANDPA:** Yes, I think so ... but you must be quiet!

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

- Focus pupils on the activity instruction and check understanding. Tell them to whisper to their partner the first time. Play the audio. Pupils listen and whisper. Play the audio again. Pause after each one. Elicit the response (yes/no) from the class and a correct sentence for 'no' responses. If pupils can't remember (this is not a test of memory), play the audio for Activity 7 again.

**Key:** 1 no (they're at the library), 2 yes, 3 no (he's got a book about football), 4 yes, 5 no (they must catch a bus), 6 yes

#### CD 2, 17

- 1 The children are at the bank.
- 2 You must be quiet in the library.
- 3 Lenny's got a book about art.
- 4 The book's got lots of pictures of Lenny's favourite football players.
- 5 Grandpa Star and the children must catch a plane.
- 6 The children want to come back next week.

### Extra activity 1: see page 210 (if time)

## Activity Book page 38

### 5 Read and circle the best answer.

- Tell pupils to open their Activity Books at page 38. Focus them on the activity instruction and check understanding. Point out the example. Pupils work individually and circle the correct answer in pencil. They check in pairs. Check with the class. Elicit other examples for each one, e.g. *I cinema*.

**Key:** 2 b, 3 c, 4 c, 5 c, 6 a, 7 b, 8 a

### 6 Read and match.

- Focus pupils on Activity 6. Elicit what they can see in the picture (Suzy's bedroom) and elicit/teach *untidy/tidy*. Say *Suzy's bedroom is very untidy. She must tidy it*. Direct pupils to the activity instruction and check understanding. Pupils work individually. They can ask their partner for help. They check in groups of three. Monitor and check pupils' work.

### Extra activity 2: see page 210 (if time)

### Optional activity

- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 38).

### Ending the lesson

- Tell pupils what to do, using *must*, to close the lesson, e.g. *You must put your pencils in your pencil case. You must put your books in your bag. You must put your hands on your desk. You must stand up.*



- 9 Read and say the correct letter for each picture.  
Then listen and check.

- 1 Must I make my bed, Dad? Yes, you must.
- 2 Must I wear a skirt, Dad? Yes, you must.
- 3 Must I go to school, Dad? Yes, you must.
- 4 Must I do my homework, Dad? Yes, you must.
- 5 Must I clean my shoes, Dad? Yes, you must.
- 6 Can I play in the park, Dad? Yes, you can!

1 - d

## Grammar

Must I study today?  
Yes, you must.  
Can I play later?  
Yes, you can.



- 10 Sing the song.

Grammar Must for obligation: questions Impersonal you Can for permission

39

- 7 Read and tick. Listen and check.

## At school we must:

- answer the teacher's questions ☒
- listen to the teacher ☐
- wear trousers ☐
- run in the playground ☐
- come to class with a pencil ☐
- eat our lunch in the dining room ☐
- put our hands up to speak ☐
- sit next to our friends in the library ☐
- do our homework ☐
- drink in the playground ☐
- speak English in class ☐

- 8 Write. What must you do at home?

do homework go to bed clean bedroom clean teeth  
clean shoes make bed put books in bookcase

I must clean my teeth

39

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

## Target language

- Key language: *must* for obligation, *can* for permission
- Revision: town, school, clothes, lunch

## Materials required

- Extra activity 1: Photocopiable activity 4a (page 199), copied onto thin card, one per pupil and one for yourself, scissors, envelopes
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Song worksheet* (pages 36 and 41); *Kid's Box Interactive DVD 3 The music room*, Unit 4 'Must I ...?' song

## Pupil's Book page 39

### Warmer

- Review *must* by asking *What must you do at home to help your mum and dad?* Pupils respond *I must ...* Write the ideas on the board.

### 9 Read and say the correct letter for each picture. Then listen and check.

- Tell pupils to open their Pupil's Books at page 39. Focus them on the pictures and elicit what they can see. Direct pupils to the activity instructions and the example answer. Check understanding. Pupils match the sentences with the pictures. They check in pairs. Check with the class.
- Focus pupils on the Grammar box. Elicit/Teach the difference between *must* (obligation / it's very important / it's a rule) and *can* (permission). Read the questions and answers in the box. Provide other examples which are in daily use in the classroom, e.g. *You must do your homework. You can work with a partner.* Note pupils are only familiar with *can* for ability.

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

CD 2, 18

As in Pupil's Book

### 10 Sing the song.

- Focus pupils on Activity 10. Teach the song to pupils line by line with actions. Encourage them to use appropriate intonation for the dad and the girl. Repeat the song with the class until they are confident. Make two groups: dads and girls. They sing the song in role and then swap roles and repeat.

CD 2, 18

As in Pupil's Book

CD 2, 19

Now sing the song again. (Karaoke version)

Extra activity 1: see page 210 (if time)

## Activity Book page 39

### 7 Read and tick. Listen and check.

- Tell pupils to open their Activity Books at page 39. Focus them on the school rules. Pupils take turns to read them aloud, including *We must* at the beginning of each one. Tell pupils to choose which rules they like. They compare in pairs (they don't have to agree).
- Play the audio. Pupils listen and put a tick of another colour next to the sentences they hear. Pupils check in pairs. Play the audio again. Check with the class by eliciting the sentences from the audio. Pupils write the sentences in their books. They follow the model.

CD 2, 20

- 1 We must answer the teacher's questions.
- 2 We must listen to the teacher.
- 3 We must come to class with a pencil.
- 4 We must put our hands up to speak.
- 5 We must do our homework.
- 6 We must speak English in class.

Extra activity 2: see page 210 (if time)

### 8 Write. What must you do at home?

- Brainstorm responses to the question *What must you do at school?* Write the ideas on the board.
- Focus on the phrases in the box in Activity 8 and check understanding. Pupils write four sentences using the phrases or ideas of their own in their Activity Books. Monitor and check use of *must*. They compare their sentences in pairs. More confident pupils can read their sentences to the class.

### Optional activities

- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 36 and 41).
- *The music room*: Unit 4 from *Kid's Box Interactive DVD 3*. See pages 28-29, 31-33 of the *Teacher's Booklet*.

### Ending the lesson

- Start a chain around the class, selecting pupils at random to continue. Start, e.g. *At home I must clean my room.*  
Pupil 1: *At home I must clean my room and help my mum.*  
Pupil 2: *At home I must clean my room, help my mum and feed my hamster,* etc. Stop the chain when it gets to about six activities and start another one with, e.g. *At school ... / At the swimming pool ...*

**11 Stella's phonics**



Cindy and Lucy leave the city.



They go to the circus and eat ice cream.



'This is exciting!' says Cindy.

**12** Ask and answer. Find a time when Vicky and Sam can play tennis.

Can Sam play tennis on Friday?



No, he must go to the doctor on Friday.





**40** Phonics Consonant sound: 's' (city, ice)

**9** Listen and say. Circle the words with the 's' sound.

1 city	2 centre	3 comic
4 catch	5 face	6 computer
7 uncle	8 balcony	9 place
10 clean	11 exciting	12 dance

**10** Put the words in groups.

granddaughter circus upstairs wake-up uncle  
basement cinema daughter have lunch parent shop  
floor get up hospital balcony library lift grandson  
catch play aunt café wash downstairs

Actions	Places	Home	Family
 wake up	 circus	 upstairs	 granddaughter

Ha! Ha! Ha!

Doctor, doctor, I think I need glasses.

Yes, you do. This is the library!

**JOKE BOX**

**40**

**Objectives:** By the end of the lesson, pupils will be able to recognise that the letter *c* is pronounced with the /s/ phoneme before the letters *i*, *e* and *y*, and they will have asked and answered questions.

## Target language

- **Key language:** *city, ice cream, cinema, circus, exciting*
- **Additional language:** *Cindy, Lucy, find a time*
- **Revision:** days of the week, city, home, activities, family, *can, must*

## Materials required

- Photocopiable activity 4b (page 200), one photocopy (cut in half) for each pair of pupils
- Extra activity 2: Two or three rolled up newspapers

## Pupil's Book page 40

### Warmer

- Say *Look and think*. Write the words *juice*, *dance* and *bicycle* on the board. Say *Think about the sound and the spelling*. Where is the sound 's' in these words? Ask a pupil to underline the letter which makes the sound 's' (underline the letter *c* as follows: *juice*, *dance*, *bicycle*). Pupils are going to learn more about the sound 's' for the letter *c*.

### 11 Stella's phonics.

- Tell pupils to open their Pupil's Book at page 40. Elicit what they can see in the picture (*city*, *ice cream*, *circus*). Write the names *Cindy* and *Lucy* on the board and ask volunteers to say them aloud. Teach *exciting*. Tell pupils to listen and point the first time. Play the audio. Pupils point and follow the words. Play the audio again. Pause for pupils to repeat. Practise the words with 'c' chorally if necessary. Pupils practise saying the sentences in pairs.

Notes: Spanish-speaking pupils sometimes pronounce the *c* before *e* or *i* with the /θ/ phoneme. If your pupils speak Spanish, it is a good idea to review this rule as new words with this spelling pattern come up. This sound / spelling rule also applies to the letter *g*, which is pronounced with the /dʒ/ sound before *i* and *e* (e.g. *giraffe*, *general*, *gym*).

#### CD 2, 21

**STELLA:** Hi, I'm Stella! Repeat after me!  
/s/, /s/, Cindy  
/s/, /s/, Lucy  
Cindy and Lucy leave the city.  
Cindy and Lucy leave the city.  
They go to the circus and eat ice cream.  
They go to the circus and eat ice cream.  
'This is exciting!' says Cindy.  
'This is exciting!' says Cindy.

### Extra activity 1: see page 210 (if time)

### 12 Ask and answer. Find a time when Vicky and Sam can play tennis.

- Focus pupils on Activity 12 and on the activity instructions. Check understanding. If you didn't do Extra activity 1, review use and meaning of *must* with reference to school rules, etc. Divide the class into pairs A and B. Hand out a copy of Photocopiable activity 4b (see page 200) to each pair: Vicky's diary to Pupil A and Sam's to Pupil B. Ask questions about the two diaries, e.g. *Can Sam play tennis on Saturday?* (Yes, he can.) *Can Vicky play tennis on Saturday?* (No. She must go to her grandma's house.). Say *They can't play tennis on Saturday. You must find a different day*. Pupils take turns to ask and answer about the two children's diaries, and find a time when they can play tennis. Encourage pupils to make full sentences. Elicit the answer from the class (Thursday).

## Activity Book page 40

### 9 Listen and say. Circle the words with the 's' sound.

- Tell pupils to open their Activity Books at page 40. Play the audio. Pupils repeat the words. Play number 1 and then the rest of the audio, pausing after each word for pupils to repeat. Play the audio again. Pupils circle the words in pencil. Check with the class.

**Key:** 2 centre, 5 face, 9 place, 11 exciting, 12 dance

#### CD 2, 22

As in Activity Book

### 10 Put the words in groups.

- Focus pupils on Activity 10. Check they understand the instructions (groups = word families) and the group headings. Point out the example answers. They work in pairs and write the words in pencil in the correct column. Pairs check with pairs. Check with the class.

**Key:** Actions: have lunch, get up, catch, play, wash

Places: cinema, shop, hospital, library, café

Home: basement, floor, balcony, lift, downstairs

Family: uncle, daughter, parent, grandson, aunt

### Extra activity 2: see page 210 (if time)

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Ending the lesson

- Pupils repeat the sentences from the beginning of the lesson. Divide the class into three. They each take a line. They say their sentences in turn, emphasising the 's' sounds.



**LOCK & KEY**

**13 Listen to the story.**

Lock and Key are looking for work on the computer.

Hmm, Lottie Cash, the bank robber. We can find her.

I need some money. I must go to the bank.

No problem, Lock!

Today is a lovely day for shopping in the city.

It's her! It's Lottie Cash, the bank robber! She's going to the bank now.

We must stop her! We need to get there before her.

Come on then, let's go. I love shopping.

Give me that money, Lottie Cash!

Lottie who?

Don't touch her money!

















Stand up, Key. You and I need to talk!

No problem, Lock!

**14 Act out the story.**

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	circus		circus
			bus station
			cinema
			library
			market
			supermarket
			sports centre
			swimming pool

**Can do**

I can write 'city' words. ☐ ☐ ☐

I can talk about places in my city. ☐ ☐ ☐

I can talk about things I must do. ☐ ☐ ☐

**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 unit, *robber, look for, Hands up! Give me ...*
- **Additional language:** *I really need ... , so*
- **Revision:** *episode, cash, money, Lock and Key, No problem, must, shopping, lovely day, Let's go, Don't touch*

## Materials required

- Playscript 4 *Kid's Box Teacher's Resource Book 3* (pages 80 and 85)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 2* (pages 36 and 40); the animated version of the Unit 4 story from *Kid's Box Interactive DVD 3* (Suzy's room section)

## Pupil's Book page 41

### Warmer

- Review the *Lock and Key* story so far. Select six to eight speech bubbles from previous episodes and write them on the board. Elicit from pupils who said them and what's happening in that episode.

### Story

#### 13 Listen to the story.

- Tell pupils to open their Pupil's Books at page 41. Elicit which episode this is (5). Focus them on the Wanted notice on the computer screen. Use the picture to teach *bank robber*. Set the pre-listening questions: *What's the bank robber's name? Does Mrs Potts' friend like shopping? Do Lock and Key catch the bank robber?* Play the audio. Pupils look and listen. They check in pairs. Check with the class (Lottie Cash, Yes, she loves it, No, they catch Mrs Potts' friend!).
- Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *Why must Mrs Potts' friend go to the bank?* (she needs some money). *Where are they going shopping?* (in the city). *Who does Key think he sees?* (Lottie Cash). *What does Lock say?* (We must stop her). Elicit what Key's favourite phrase is (No problem, Lock). Ask if it's true (no).

CD 2, 23

As in Pupil's Book

#### Extra activity 1: see page 210 (if time)

#### 14 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 4 from *Kid's Box Teacher's Resource Book 3* (page 85). See notes on page 80.

## Activity Book page 41

### Do you remember?

- Write the words *In the city* in the centre of the board. Brainstorm the words from the unit with pupils and write them as a mind map. Elicit the spellings from the class. Include: *bank, bus station, cinema, library, market, supermarket, sports centre, swimming pool*. Accept other words (e.g. *hospital, café, park*).
- Tell pupils to open their Activity Books at page 41. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right lines so that they can only see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'cinema'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they wrote city words. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities they did in this unit when they talked about places in their city. Pupils circle a face. Repeat for the third sentence, eliciting things they must do in school and at home. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

#### Extra activity 2: see page 211 (if time)

### Optional activities

- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 40)
- *Suzy's room*: The animated version of the Unit 4 story from *Kid's Box Interactive DVD 3*. See pages 38-41, 43-45 of the *Teacher's Booklet*.

### Ending the lesson

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

Geography
Maps

**Fact**

The first map of the world was made more than 2,500 years ago.

**1** Listen and say the map.

political map
physical map
street map
weather map

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

**Different types of maps**

There are a lot of types of maps. Some show whole countries or continents. These maps often have a compass in the corner to show north, south, east and west. Political maps show where countries are around the world, with their borders. Physical maps show the mountains, rivers and lakes.

Some maps show streets and buildings. These are called street maps and people use them to find places in a town or a city.

Maps usually have a scale in the corner. We can calculate how far it is between two places with a scale. There is often a key, too. A key shows us what type of places there are in a town. It can have symbols to tell us what the buildings are. For example, a hospital has a red cross on a map. Can you think of other symbols that are used on maps?

1 A political map has forests and lakes.

2 We can find countries and continents on a street map.

3 Most maps have a scale in the corner.

4 A red cross is a symbol for a hospital.

**42** Vocabulary border compass key map physical political scale street

**Objectives:** By the end of the lesson, pupils will have talked about different types of maps and what they can be used for.

## Target language

- **Key language:** *map, border, compass, political, physical, street, scale, key*
- **Additional language:** *mountain, river, country, continent, park, symbol, cathedral*
- **Revision:** *mountain, street, park*

## Materials required

- A political map of the world

## Pupil's Book page 42

### Warmer

- Put the map of the world on the board. Point out the six continents: North America, South America, Europe, Asia, Africa, Antarctica and Australia. Say *A continent is a large area of land. Say A continent has different countries. A border divides one country from another.*
- Ask pupils what countries they know in English. They come and find them on the world map. Encourage them to say the name of the continent they are in.

### 1 Listen and say the map.

- Tell the pupils to open their Pupil's Books at page 42. Read the lesson title and give the pupils time to look at the four maps. Say *The first map is a political map. We can see countries and borders on a political map. The second map is a physical map. We can see mountains, rivers and lakes on this map. The third map is a street map. We can see different places in a town like buildings, parks and streets. The fourth is a weather map. We can see the weather for the next few days.*
- Say *Listen and say the map.* Play the audio, pausing to give pupils time to think of the answer. Pupils listen and say the type of map that is needed. Play the audio a second time, if necessary.
- Optional: Play the audio again, pausing after each item. Encourage pupils to give the answers to the questions in the listening. Ask *What is the river that runs through Germany?* (the Rhine). *What is the weather like in the south of England by the sea next week?* (sunny). *What countries have a land border with Norway?* (Sweden, Finland and Russia). *Is the Alcazaba in Almería far from the cathedral?* (no).

Key: 1 physical, 2 weather, 3 political, 4 street

### CD 2, 24

- 1 I'm doing my geography homework and I have to find which river runs through Germany. Which type of map should I look at?
- 2 We're going on holiday to the south of England this week. We want to know what the weather is like because we want to go to the beach. Which type of map should we look at?
- 3 Our class is going on a school trip to Norway. I'm not sure what countries have a border with Norway, and I want to know before we go. Which type of map should I look at?
- 4 We are at the Alcazaba in Almería and we want to find our way to the cathedral. Which type of map should we look at?

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

- Write the words *compass*, *scale* and *key* on the board. Draw a small diagram to illustrate the meaning of the words.
- Focus pupils on Activity 2. Direct them to the instruction. Read the text aloud and pupils follow in their Pupil's Books. Pause after each paragraph to check comprehension.
- Allow pupils time to read the text again by themselves. Then say part of a sentence and pupils complete it. Say, e.g. *A political map shows ...* (countries and borders) *A physical map shows ...* (mountains, rivers and lakes) *A street map shows ...* (streets and buildings in a town) *A weather map shows ...* (the weather using symbols).
- Invite pupils to read and answer the statements under the text.

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

### Ending the lesson

- Pupils work in pairs and write their own text about one of the maps. Collect in the texts and read them out to the class. The class says what map is needed.



**3 Ask and answer.**

What's 2? It's the Giralda.

**4 Look at Activity 3 again. Read and say the place.**

- 1 This place is near Plaza de España. It is in the south of the city.
- 2 This place is between the Plaza de Toros and the Barrio de Santa Cruz. It is south of the cathedral.
- 3 This place is east of Alcázar Gardens and below the Avenida de Eduardo Dato.
- 4 This place is north of the cathedral but very near it.
- 5 This place is west of the cathedral, opposite the river.

**Project** Draw a plan of your school.

**Social Science 3 Unit 1: Which way is north?**

43

**Objectives:** By the end of the lesson, pupils will be have found places on a street map of Sevilla and completed a project.

## Target language

- **Key language:** *map, border, compass, political, physical, street, scale, key*
- **Additional language:** *building, park, river, symbol, hotel*
- **Revision:** *mountain, park, street, hospital*

## Materials required

- Flashcards: Level 2: *park, street*; Level 3: In town flashcards
- Drawing paper, pencils, markers, rulers
- Optional: Extra project idea, Unit 4 Finding places in Sevilla from *Kid's Box Teacher's Book 3* (page 219)

## Pupil's Book page 43

### Warmer

- Hold up the town flashcards and elicit what each one is. Ask why you go to each place. Ask, e.g. *Why do you go to the hospital?* (to see a doctor). *Why do you go to the park?* (to play football), and so on.
- Review the words from the previous lesson. Write them on the board and give a definition of each one. Pupils say which word it is. Example definitions: *You use this to find north, south, east or west* (a compass). *You use this to find real distances on a map* (scale). *You use this to see what the buildings on a street map are* (key). *You use this to find countries and borders* (political map). *You use this to find places in a town* (street map). *You use this to find mountains, rivers and lakes* (physical map). *This is something between two countries* (border).

### 3 Ask and answer.

- Tell pupils to open their Pupil's Books at page 43. Focus them on the street map of Sevilla. Allow them time to look at the different places, then say *Point to the Plaza de España. Where is the Barrio de Santa Cruz? Can you see the Alcázar Gardens? Find the Avenida de Eduardo Dato. Where is the river in Sevilla? What is the river called?*
- Ask two volunteers to read the speech bubbles. Pupils find number 2 on the map and then number 2 in the key. Make sure the pupils understand what they have to do.
- Pupils work in pairs. They look at the map and the key. They ask and answer questions about the map. Check pupils are answering each other correctly.

Key: Pupils' own answers.

### 4 Look at Activity 3 again. Read and say the place.

- Focus pupils on Activity 4. Read the sentences aloud and check comprehension. Then ask volunteers to read a sentence, look at the map and give an answer. Continue with all the sentences.
- Encourage pupils to say or write in their notebooks their own description of where a place is. The rest of the class guess what place it is. For example, *This place is near the Rio Guadalquivir and is where I can park a car. This place is near the Puente de Triana. I can see a doctor here.*

Key: 1 Parque de Maria Luisa, 2 Alcázar, 3 Jardines de Buhaira, 4 Giralda, 5 Plaza de Toros

### Project Draw a plan of your school.

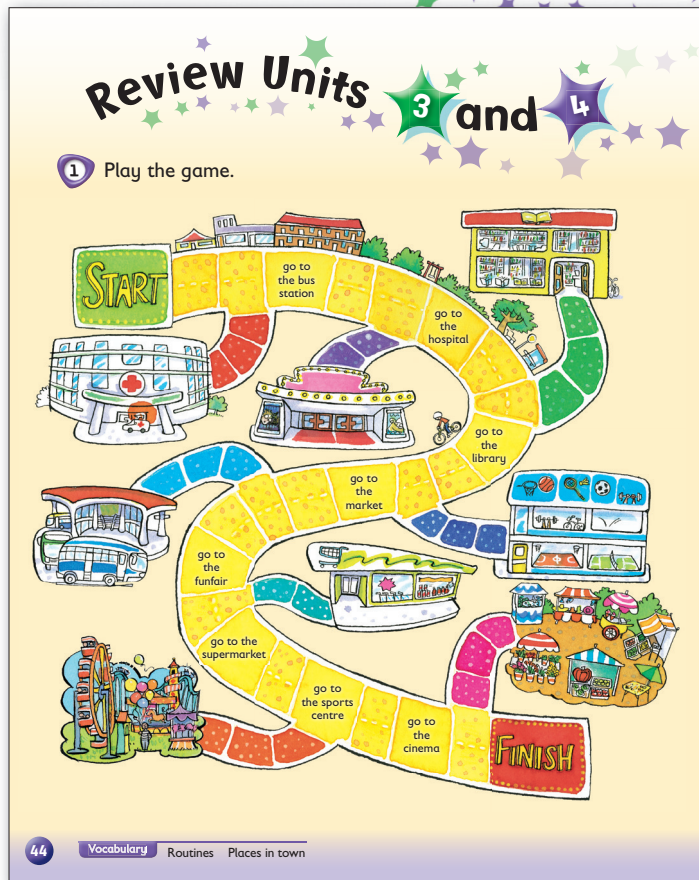
- Talk about the school plan and read the activity title. Explain that pupils need to draw a map of the school to show a new pupil where everything is. Draw a rough plan on the board with suggestions from the pupils, or take the class for a walk round the school with their notebooks. They draw a rough plan while they are walking round the school.
- Hand out large sheets of white paper, pencils, rulers and markers, as necessary. Display pupils' work around the class when completed.
- Optional: Ask pupils to present their maps to the class and explain where the different rooms are.

### Ending the lesson

- Tell the pupils they are going to buy a ticket to get into one of the famous buildings in Sevilla. They choose a monument and imagine they are English. This is the conversation they have in the tourist office:

Tourist office person:	<i>Good morning. Can I help you?</i>
Customer:	<i>Good morning. Yes, I would like tickets to the Real Alcázar de Sevilla.</i>
Tourist office person:	<i>How many people are going?</i>
Customer:	<i>Two people. How much is it?</i>
Tourist office person:	<i>It's 5.50 euros per person. That's a total of 11 euros.</i>
Customer:	<i>Thank you. Two tickets please.</i>
Tourist office person:	<i>Here you are. Goodbye.</i>

# Review Units 3 and 4



## Review Units 3 and 4

1 Read and order the words. Make sentences.

1	play tennis	on	I sometimes	Wednesdays.
2	7 o'clock.	wakes up	Tom never	before
3	at	Mary never	the weekend.	rides her bike
4	before	dinner.	wash our hands	We always
5	do their homework	in	the evening.	Jim and Peter never
6	Sunday mornings.	read	on	They always

1 I sometimes play tennis on Wednesdays.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

2 Find the words.

Now answer the questions.

How many town words are there? \_\_\_\_\_

What are they? \_\_\_\_\_

**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:** procedural language, language for games, instructions, *go to ...*

## Materials required

- City flashcards (54–63)
- Dice and four different coloured counters for each group of four pupils

## Pupil's Book page 44

### Warmer

- Review places in a city using the flashcards. Show the flashcards. Elicit the words chorally. Place the flashcards on the board. Choose volunteers to say them in order. Turn the cards over. See if pupils can remember the order. Turn them back to check.
- Give definitions for each place, e.g. *I can go here on Saturdays. I must be quiet here. I can read here.* (library). Give more than one definition for each place, starting with more general ones to encourage pupils to think before they guess.

### 1 Play the game.

- Pupils open their Pupil's Books at page 44. Elicit what they can see (a game). Say *Can you remember some of the language we use in games?* Elicit/Prompt, e.g. *It's my turn, Pass the dice, I'm red, I've won, That's cheating.* Remind pupils to use English. Say *You speak (their mother tongue), you miss a turn!* Check understanding of *miss a turn*. Check pupils know how to play and demonstrate the game. They throw the dice and go around the board. When they come to a 'go to ...' square, they move to that place and say the name aloud. They start their next turn there.
- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from *Start* to *Finish*. The first pupil in each group to reach the finish is the winner.

### Extra activity 1: see page 211 (if time)

## Activity Book page 44

### 1 Read and order the words. Make sentences.

- Tell pupils to open their Activity Books at page 44. Direct pupils to the activity instructions. Check understanding by writing the first jumbled sentence (play tennis / on / I don't / Wednesdays.) on the board and showing them how it becomes the example. Pupils work in pairs. They unjumble each sentence and write it on a line in pencil. Pairs check with pairs. Check with the class.
- Discuss with pupils what the different parts of the sentences are and how they know what the order is.

**Key:** 2 Tom never wakes up before 7 o'clock. 3 Mary never rides her bike at the weekend. 4 We always wash our hands before dinner. 5 Jim and Peter never do their homework in the evening. 6 They always read on Sunday mornings.

### 2 Find the words.

- Focus pupils on Activity 2 and on the activity instruction. Point out the example answer. Elicit the next word. Make sure pupils know that the first letters of the words overlap (the last letter of one word is used as the first letter of the next word). Pupils work individually. They find the words. They check in pairs.

**Key:** always, swim, market, town, never, read, daughter, robot, tell, library, yes, station, need, dinner

### Now answer the questions.

- Pupils answer the two questions in their pairs. Check with the class.

**Key:** There are five town words. They are: cinema, market, town, library, station

### Extra activity 2: see page 211 (if time)

### Ending the lesson

- Write the following parts of phrases/words in two columns on the board:

1 wake	beat
2 super	off
3 lib	gen
4 heart	up
5 have a	market
6 oxy	on
7 take	station
8 bus	bed
9 put	rare
10 go to	shower

- Pupils take turns to come to the board and match the halves to make words and phrases from Units 3 and 4. Check comprehension of all the words and practise pronunciation with the whole class.

**Key:** 1 wake up, 2 supermarket, 3 library, 4 heartbeat, 5 have a shower, 6 oxygen, 7 take off, 8 bus station, 9 put on, 10 go to bed

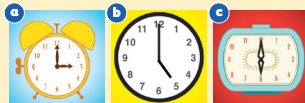


**2** Listen and say the correct picture.

1 What does Jack do on Saturday afternoons?



2 What time does Daisy come home from school?



3 What does Paul do after dinner?



4 Where does Vicky catch the bus?



5 Where's John going?



**Quiz!**

- 1 What time does Stella catch the bus to school?
- 2 How often does James Flunk go swimming?
- 3 Do Lock and Key get up before ten o'clock?
- 4 Where do you catch a bus?
- 5 What must we do in a library?
- 6 Where are Mrs Potts and her friend going?

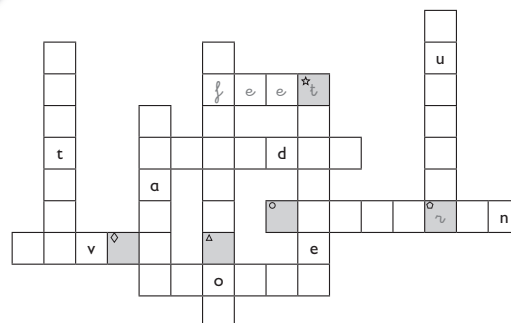
Grammar Present simple Frequency adverbs Prepositions Infinitive of purpose  
Must Can How much / How many

45

**3** Circle the odd one out.

- |             |          |           |          |
|-------------|----------|-----------|----------|
| 1 car       | lorry    | bus       | feet     |
| 2 lunch     | shower   | breakfast | dinner   |
| 3 afternoon | school   | teacher   | homework |
| 4 Monday    | Saturday | bedtime   | Friday   |
| 5 always    | funfair  | sometimes | never    |
| 6 library   | cinema   | stairs    | market   |
| 7 brother   | teacher  | mother    | father   |
| 8 children  | between  | behind    | above    |
| 9 evening   | morning  | afternoon | Tuesday  |
| 10 never    | get up   | wash      | wake up  |

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



45

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and practised listening.

## Target language

- **Key language:** vocabulary and language from Units 3 and 4, *checks, teeth, sheep, cows*
- **Revision:** *clean, crossword, across, down, clue*

## Materials required

- The completed crossword for Activity Book Activity 4 written on a large piece of paper
- Extra activity 1: Photocopiable activity 4a (see page 199). If pupils played the game before, they will need their envelopes of cards
- Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 2; Evaluation 4 from Kid's Box Teacher's Book 3 (page 227); Test Units 1–4 Kid's Box Teacher's Resource Book 3 (pages 90–112)*
- *Kid's Box Language Portfolio 3 (page 4)*

## Pupil's Book page 45

### Warmer

- Ask questions around the class to prepare pupils for the listening activity, e.g. *What do you do on Sunday afternoons / Friday evenings? What time do you get home from school / get up in the mornings? What do you do before/after dinner?* Draw some clocks on the board showing o'clock and elicit the times.

### 2 Listen and say the correct picture. **M** towards

- Tell pupils to open their Pupil's Books at page 45. Focus them on the activity instruction and check understanding. Give pupils time to read the questions before they listen and to check they understand the pictures. Play the audio. Pupils listen and say the correct picture. They check in pairs. Play the audio again. Check with the class.

**Key:** 1 b, 2 b, 3 a, 4 a, 5 c

### CD 2, 25

- Do you play in the park on Saturday, Jack?  
No. I always go out with my mum on Saturdays.  
Oh, that's nice! Where do you go?  
We go to the cinema.
- Do you finish school at three o'clock, Daisy?  
Yes, but I don't come home then.  
Really? Why not? Where do you go?  
I go to the swimming pool after school.  
So, what time do you come home?  
I come home at five o'clock.
- When do you do your homework, Paul?  
I do it before dinner.  
What do you do after dinner?  
I always watch TV.
- Do you walk to school, Vicky?  
No. I never walk to school. I catch the bus every day.  
Oh, do you go to the bus station every morning?  
No. I catch the bus in front of my house.
- Are you going into town, John?  
Yes. I need a new book.  
Are you going to the library?  
No. I'm going to that big new bookshop next to the hospital.  
Oh, can I come with you?

### Quiz!

- Say *Now let's read and remember*. Remind pupils of the meaning of *quiz*. Focus pupils on the questions. Pupils look back through Units 3 and 4 and find the answers to the questions. They discuss them in groups of four.

**Key:** 1 She catches the bus to school at eight o'clock.  
2 He never goes swimming. 3 No, they don't. 4 You catch a bus at the bus station. 5 We must be quiet in a library.  
6 They are going shopping.

## Extra activity 1: see page 211 (if time)

## Activity Book page 45

### 3 Circle the odd one out.

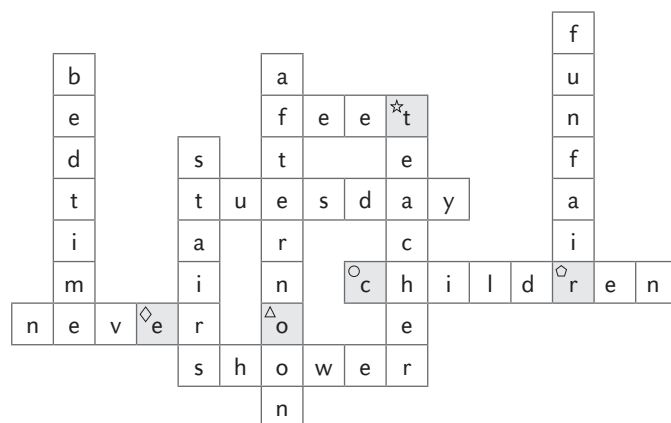
- Tell pupils to open their Activity Books at page 45. Pupils work in pairs and complete the activity.

**Key:** 2 shower, 3 afternoon, 4 bedtime, 5 funfair, 6 stairs, 7 teacher, 8 children, 9 Tuesday, 10 never

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

- Pupils work in pairs and complete the crossword, using word lengths and the letters given to help them.
- Display the large copy of the completed crossword on a large piece of paper so pupils can check their answers.
- Pupils write the message (Correct!).

**Key:**



## Extra activity 2: see page 211 (if time)

### Optional evaluations

- Stella's room*: Quiz 2 from *Kid's Box Interactive DVD 3*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 4 from *Kid's Box Teacher's Book 3* (page 227). See notes on page 222.
- The test for Units 1-4 from *Kid's Box Teacher's Resource Book 3* (see pages 90-112)

### Language Portfolio (online)

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

### Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* Two pupils (A) cover the words from Unit 3. The other two pupils (B) take turns to say what each picture is and spell the word. 'A's look and check. They reverse roles for Unit 4.

### 5 Fit and well

1 Look, think and say the answers.

- Where are Stella and Simon?
- Who's the doctor?
- Is Stella hot?
- Is Simon ill?

a temperature  
a cough  
a cold  
a stomach-ache  
a toothache  
a headache

2 Listen and check.  
3 Listen and do the actions.

**Functions**  
What's the matter with you?  
I'm not very well.  
My stomach hurts.  
I've got a stomach-ache.

**46 Functions** What's the matter (with you / him / her / them)? I'm not very well.  
My ... hurts. I've / They've, He / She's got a ...

### 5 Fit and well

1 Write the words.

ear	tooth	back	stomach	head	foot	hair
eye	mouth	shoulder	nose	hand	leg	arm

1 head 8  
2 9  
3 10  
4 11  
5 12  
6 13  
7 14

2 Complete the sentences.

temperature	toothache	stomach-ache	cold	headache	cough
-------------	-----------	--------------	------	----------	-------

I've got a cold  
1 I've got a toothache  
2 I've got a stomach-ache  
3 I've got a headache  
4 I've got a cough  
5 I've got a cold  
6 I've got a headache

**46**

**Objectives:** By the end of the lesson, pupils will be able to understand and talk about common illnesses.

## Target language

- Key language:** *What's the matter (with you)? I'm not very well, ill, back, cold, cough, headache, stomach-ache, temperature, toothache, shoulder*
- Additional language:** *My head hurts, degrees, any, fit*
- Revision:** *food, body parts, have got, must, Let's ... , a lot, want, Don't (eat), Who ... ?, hot, happy*

## Materials required

- Illness flashcards (64–71)
- Extra activity 1: Write the dialogue from Pupil's Book page 46 Activity 2 on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 5 Reinforcement worksheet 1* (pages 43 and 44)

## Pupil's Book page 46

### Warmer

- Review body vocabulary. Pupils stand up. Say *Touch your ears*. Pupils touch their ears. Give other instructions quickly one after another to keep pupils moving. Include *head, eye, nose, mouth, foot/feet, tooth/teeth, face, hair, hand, leg, arm*. Present the new vocabulary by miming/pointing: *stomach, back, shoulder*. Continue the game, including the new words.

### Presentation

- Teach/Elicit the illnesses using the flashcards and mime if necessary. Show the cards and say the words. Pupils repeat. Teach *ill* as the opposite of *well*. Use mime. *How are you? I'm very well, thank you. How are you? I'm not very well. I'm ill.*

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

- Tell pupils to open their Pupil's Books at page 46. Focus them on the pictures and elicit who/what they can see (Stella and Simon with Aunt May at the doctor's, a doctor's bag, etc.). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

#### 2 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class. Elicit complete sentences for the answers. Play the audio again. Pupils listen. Check understanding of *sweets, cold, cough, temperature*. Pupils repeat for correct pronunciation.
- Present *hurt* (*My stomach hurts*). Focus pupils on the Functions box. Check comprehension. Explain that *My stomach hurts* and *I've got a stomach-ache* mean the same thing.  
Note: When referring to aches, it is also possible to say *I've got backache, I've got toothache, I've got stomach-ache, I've got earache* without using the article *a*. However it is essential to use the article in *I've got a headache* and with other illnesses and symptoms (not aches), e.g. *I've got a cough, I've got a temperature*.

**Key:** 1 At the doctor's. 2 Aunt May. 3 Yes, she is. 4 No, he isn't.

#### CD 2, 26

**AUNT MAY:** Good morning. How are you today, Stella?

**STELLA:** Oh, I'm not very well. I've got a cold.

**AUNT MAY:** And you've got a cough. Have you got a headache?

**STELLA:** Oh, yes. My head hurts a lot, and I'm very hot.

**AUNT MAY:** OK. Put this under your arm. Oh, yes. 39 degrees. You've got a temperature. So you must drink lots of water and orange juice. Now, what's the matter with you, Simon?

**SIMON:** My stomach hurts a lot and I don't want to eat.

**AUNT MAY:** Have you got a toothache?

**SIMON:** No.

**AUNT MAY:** I see, so ... you've got a stomach-ache. Well, go to bed and don't eat any cake, sweets or chocolate today.

**SIMON:** Oh, I think I'm OK now. Can I go and play?

**AUNT MAY:** Hmm ...

### 3 Listen and do the actions.

- Review the actions from the presentation for the different illnesses. Teach actions for *temperature* (draw the back of your hand across your forehead), *cough* (mime coughing into hands), *cold* (mime sneezing). Pupils stand up. Play the audio. Pupils mime in chorus. Divide the class into six groups. Play the audio again. Point to a group each time for them to mime.
- Do further practice in open pairs. One pupil says the problem, e.g. *You've got a headache*. Another pupil mimes.

#### CD 2, 27

You've got a headache. You've got a temperature. You've got a toothache. You've got a stomach-ache. You've got a cough. You've got a cold.

### Extra activity 1: see page 211 (if time)

## Activity Book page 46

### 1 Write the words.

- Tell pupils to open their Activity Books at page 46. Pupils work individually and write the words from the box in pencil on the lines. Point to a body part and say *What's it called?* Elicit the spelling each time.

**Key:** 2 eye, 3 nose, 4 tooth, 5 hand, 6 stomach, 7 leg, 8 hair, 9 ear, 10 mouth, 11 shoulder, 12 arm, 13 back, 14 foot

### Extra activity 2: see page 211 (if time)

### 2 Complete the sentences.

- Focus pupils on the pictures and speech bubbles for Activity 2. Direct them to the activity instruction and the example and elicit what they have to do. Pupils work individually and complete the sentences in pencil. They can check with their partner and/or look back at the Pupil's Book page. Check with the class. Listen for correct pronunciation of *cough*.

**Key:** 2 toothache, 3 headache, 4 temperature, 5 stomach-ache, 6 cough

### Optional activity

- Unit 5 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 43 and 44).

### Ending the lesson

- Pupils close their books. Dictate the new words for pupils to write in their notebooks. They swap notebooks and check each other's work. Check with the class and elicit the spellings. Pupils award marks and give a comment on their friend's work.



**4** Listen and say the letter.

**5** Make sentences. Say the letter.

He's	got	a toothache.	She's got an earache.
She's		a backache.	
They've		a stomach-ache.	
		a headache.	
		an earache.	
		a temperature.	
		a cold.	
		a cough.	

**6** What's the matter? Act it out.

**Vocabulary** a backache a cold a cough an earache a headache  
a stomach-ache a temperature a toothache

**3** Read and circle.

- My eye / leg / ear hurts. I can't read.
- My toe / back / tooth hurts. I can't eat.
- My shoulder / foot / finger hurts. I can't kick the ball.
- My leg / ear / eye hurts. I can't ride my bike.
- My nose / mouth / arm hurts. I can't play tennis.
- My foot / hand / knee hurts. I can't catch the ball.

**4** Look at Activity 3. Write.

**Objectives:** By the end of the lesson, pupils will have had further practice talking and writing about common illnesses.

## Target language

- Key language:** *What's the matter (with him/her/them/you)? backache, earache, hurt, Good morning*
- Revision:** illnesses, body, *have got, can't* (lack of ability), *read, eat, kick the ball, ride a bike, play tennis, catch the ball, basketball*

## Materials required

- Illness flashcards (64–71)

## Pupil's Book page 47

### Warmer

- Revise illnesses using the flashcards. Show the flashcards. Elicit the words. Stick the flashcards on the board and number them 1 to 6. Say a word, pupils say the correct number. Say a number. Pupils chorus the correct word. Review the new parts of the body: *stomach, shoulder, back*. Point and elicit the words. Pupils repeat.
- Write gapped words on the board for pupils to guess and complete. Do the activity orally, e.g. write *stomach-ache* like this: *\_t \_ \_ \_ \_ -a \_ h \_*. Include *temperature, cough, cold, toothache, headache*.
- 4 Listen and say the letter.
- Tell pupils to open their Pupil's Books at page 47. Focus them on the pictures of the illnesses and on the activity instruction. Remind them to whisper the letter the first time to their friend (or they can write it in their notebooks). Play the audio. Pupils listen and whisper/write and compare. Play the audio again. Check with the class. They say the letter each time and repeat the illness, e.g. *cough*.

Key: h, g, c, b, e, f, a, d

CD 2, 28

**GIRL:** What's the matter?

**BOY:** Oh, I've got a headache.

**BOY:** What's the matter with you?

**TWO GIRLS:** We've got colds.

**MAN:** What's the matter with him?

**GIRL:** He's got a cough.

**MAN:** What's the matter with them?

**GIRL:** They've got a temperature.

**WOMAN:** What's the matter with your grandfather?

**BOY:** He's got a backache.

**WOMAN:** What's the matter with your dad?

**BOY:** He's got a toothache.

**MAN:** What's the matter with your grandmother?

**GIRL:** She's got a stomach-ache.

**WOMAN:** What's the matter with your sister?

**BOY:** She's got an earache.

### Practice

- Invite ten pupils to the front. Tell them to bring their Pupil's Books. Explain that they are going to mime being the people in the pictures in Activity 4. Secretly whisper a letter (a-h) to each pupil/pair of pupils (corresponding to the pictures). Pupils mime appropriately. Ask a pupil *What's the matter with you?* He/She responds *I've got ...* Ask the class *What's the matter with him/her?* The class responds *He's/She's got ...* Repeat with the other pupils, involving the class in the questioning. Use *What's the matter with them?* *They've got ...* as well as singular *you*.

### 5 Make sentences. Say the letter.

- Focus pupils on Activity 5. Invite two pupils to read the speech bubbles aloud. One makes a sentence; the other says the letter for the picture in Activity 4. Do a few more examples around the class. Pupils work in pairs, taking turns to make sentences and to say the letter. Check as a class.

Key: a She's got a stomach-ache. b They've got a temperature. c He's got a cough. e He's got a backache. f He's got a toothache. g They've got a cold. h He's got a headache.

### 6 What's the matter? Act it out.

- Demonstrate the activity first. Mime an illness, e.g. headache. Say *My head hurts*. Elicit the response from pupils, e.g. *You've got a headache*. Focus pupils on the Activity 6 instructions and check understanding. Review the eight illnesses from Activity 4 using mime. Pupils work in pairs, taking turns to act out an illness and to provide the response as in the speech bubble.

Extra activity 1: see page 211 (if time)

## Activity Book page 47

### 3 Read and circle. **M** towards

- Tell pupils to open their Activity Books at page 47. Focus them on the activity instruction and on the example. Elicit how they work out the answer each time (focus on the statement at the end and then look at the options). Pupils work individually. They circle the best answer in pencil. They check in pairs. Check with the class.

Key: 2 tooth, 3 foot, 4 leg, 5 arm, 6 hand

### 4 Look at Activity 3. Write.

- Focus pupils on the pictures and elicit that some text is missing. Check they understand that each picture needs a question and answer. Pupils use the information in the pictures and the sentences in Activity 3 to help them write the sentences. Check with the class.

Key: 2 What's the matter? My leg hurts. I can't ride my bike. 3 What's the matter? My tooth hurts. I can't eat. 4 What's the matter? My hand hurts. I can't catch the ball. 5 What's the matter? My foot hurts. I can't kick the ball. 6 What's the matter? My arm hurts. I can't play tennis.

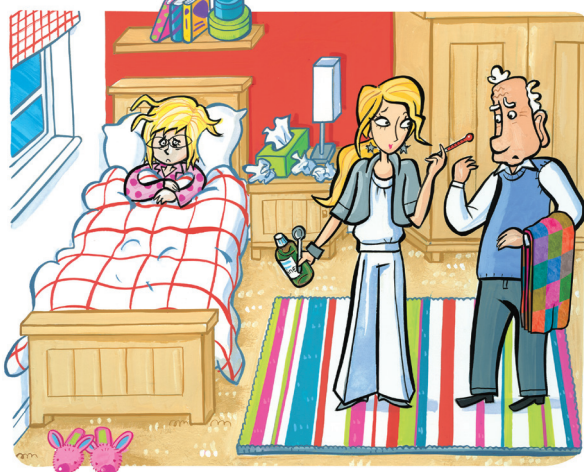
Extra activity 2: see page 211 (if time)

### Ending the lesson

- Review the illnesses with mime. Call them out at random for pupils to mime, using the actions from the previous lesson.

7 Look, think and say the answers.

- 1 Where's Stella?
- 2 Who's Mrs Star talking to?
- 3 What's the matter with Stella?
- 4 Can she go to school?



8 Listen and check.

9 Complete the sentences.

Stella must stay in bed.

Stella mustn't get up.

Stella must ...

Stella mustn't ...

#### Grammar

You **mustn't** eat sweets before lunch.

48

Grammar Must for obligation: negatives

5 Listen and write the number.



6 Write 'must' or 'mustn't'.

Football practice on Tuesday.

#### Class rules

- 1 We mustn't eat in class.
- 2 We \_\_\_\_\_ drink in class.
- 3 We \_\_\_\_\_ listen to our teacher.
- 4 We \_\_\_\_\_ do our homework.
- 5 We \_\_\_\_\_ speak English.
- 6 We \_\_\_\_\_ write on the table.
- 7 We \_\_\_\_\_ help our teacher.
- 8 We \_\_\_\_\_ hit our friends.

Play Hockey!

#### Lunch

Fish and salad.

Catch the school bus at 8 o'clock.

48

**Objectives:** By the end of the lesson, pupils will have talked about obligations using *must* and *mustn't*.

## Target language

- **Key language:** positive and negative obligations, *must*, *mustn't*, permission, *can't*, clauses with *when*, *meal*, *get*, *pick up*
- **Additional language:** *How often ... ?* *medicine*, *blanket*, *meal*
- **Revision:** illnesses, daily routines, activities, food

## Materials required

- Extra activity 1: Photocopiable activity 5 (page 201), photocopied onto thin card, one copy for each pupil, plus one set already made for demonstration
- Optional: *Kid's Box Teacher's Resource Book 3* Unit 5 Reinforcement worksheet 2 and Extension worksheet 1 (pages 43, 45 and 46); Grammar reference Unit 5 *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95)

## Pupil's Book page 48

### Warmer

- Review some of the classroom rules with *must* from Unit 4, e.g. *You must speak English in class. You must do your homework.* Elicit others that pupils remember. They can also talk about what they must do at home to help their parents.

### Presentation

- Write the following over the board at random: *eat in class, talk in the library, run in the classroom, shout the answers.* Say a sentence with *must*, e.g. *You must eat in class.* Pupils respond *No, that's not right. You mustn't eat in class!* Ask the class to help you with the other sentences. Help pupils with pronunciation of *mustn't*. Make sure pupils are not pronouncing the first 't'. Focus pupils on the Grammar box. Elicit other things they mustn't do in class and/or at home.

### 7 Look, think and say the answers. **M** towards

- Tell pupils to open their Pupil's Books at page 48. Elicit who and what they can see in the picture (Stella, Mrs Star and Grandpa Star. Stella's in bed. She isn't well, she's ill.). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

### 8 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class.

**Key:** 1 She's in bed. 2 Grandpa Star. 3 She's got a temperature. 4 No, she can't.

#### CD 2, 29

**GRANDPA:** Oh, dear. What's the matter with Stella?

**MRS STAR:** Hmm. She's got a temperature. Look, 39 degrees!

**STELLA:** Can I go to school, Mum?

**MRS STAR:** No, you can't go to school today.

**GRANDPA:** Go to school! She mustn't go out!

**STELLA:** Can I get up?

**MRS STAR:** No, sorry, Stella. You mustn't get up.

**GRANDPA:** You must stay in bed and put this blanket on you.

**STELLA:** Can I read?

**MRS STAR:** Yes, you can read. And you must take this.

**GRANDPA:** Oh, how often must she take it?

**MRS STAR:** She must take it after every meal for a week.

**STELLA:** A week? ... Oh, no!

### 9 Complete the sentences.

- Focus pupils on Activity 9. Elicit the things Stella *must* and *mustn't* do. Pupils say the sentences to one another in pairs.

**Key:** Stella must take the medicine. Stella mustn't go out.

**Extra activity 1: see page 211 (if time)**

## Activity Book page 48

### 5 Listen and write the number. **M** towards

- Tell pupils to open their Activity Books at page 48. Focus them on the pictures and on the activity instruction and the example. Check they know what to do and where to write the numbers. Play the audio. Pupils listen and number. They check in pairs. Check with the class. Elicit the sentences from the pupils each time.

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

#### CD 2, 30

- You mustn't play tennis in the kitchen.
- You mustn't play football in the classroom.
- You mustn't talk in the cinema.
- You mustn't wear shoes by the swimming pool.
- You mustn't eat in bed.
- You mustn't sing in the library.

### 6 Write 'must' or 'mustn't'.

- Focus pupils on the Class rules. Read out the example and check they understand what to do. Pupils work in pairs. They write *must* or *mustn't* in pencil to complete the sentences. Pairs check with pairs. Check with the class.

**Key:** 2 mustn't, 3 must, 4 must, 5 must, 6 mustn't, 7 must, 8 mustn't

**Extra activity 2: see page 212 (if time)**

### Optional activities

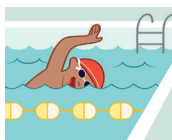
- Unit 5 Reinforcement worksheet 2 and Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 43, 45 and 46).
- Grammar reference Unit 5 from *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- See how much pupils can remember about Stella. Say, e.g. *Stella's got a cough. Stella must take her medicine after breakfast.* Pupils correct you. (e.g. *Stella's got a temperature. Stella must take her medicine after every meal.*)



10 Read the story. Look at the pictures. Say the words to complete the story.



swimming



cough



bed



school



sleep



doctor

It's Tuesday and Paul's at home. He can't go to 1 because he's ill. He's got a temperature. He mustn't get up. He must stay in bed. He's got a 2 and a cold. His 3 says he mustn't run or play. He must 4 and drink a lot. Paul always has a 5 lesson on Tuesdays but he can't go today. But he isn't sad because he can listen to music in 6!

11 Listen and complete the sentences. Say 'must' or 'mustn't'.

When you've got a cough you ... go out.

... mustn't ...

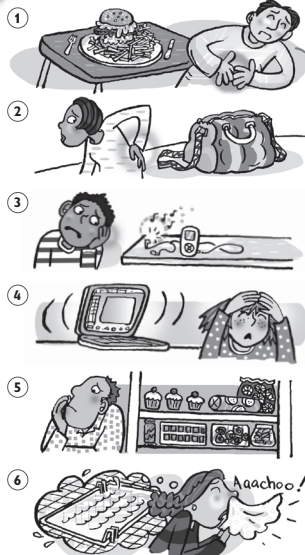
When you've got a headache you ... go to bed.

... must ...

Grammar Must Can for permission and ability

49

7 Look and match.



You mustn't:

- play computer games
- go swimming
- eat burger and chips
- listen to music
- eat cakes, biscuits or chocolate
- pick up a big bag

8 Now write sentences.

- 1 When you've got a stomach-ache you mustn't eat burger and chips.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

49

**Objectives:** By the end of the lesson, pupils will have had more practice reading and talking about obligations using *must* and *mustn't*.

## Target language

- Key language: *healthy, hop, skip, climb*
- Additional language: *says*
- Revision: obligations, *must/mustn't, do/don't ...*, illnesses, daily routines, activities and actions, *isn't very well*

## Materials required

- Illness flashcards and (optional) wordcards (64-71)
- Extra activity 2: a piece of paper for each pupil

## Pupil's Book page 49

### Warmer

- Review the illnesses using the flashcards. Show the flashcards and elicit the words. Stick the flashcards on the board in a column, with the wordcards at the bottom of the board in random order. Pupils come to the front in turn and match a wordcard to a flashcard.
- Remove the flashcards from the board. Mime having a headache to elicit the sentence *You've got a headache* from the class. Show them the flashcard to confirm. Call a pupil to the front. Give him/her a different illness flashcard. The pupil mimes for the class to guess. The pupil who guesses correctly has the next turn at the front.

### 10 Read and complete the sentences. **M** towards

- Pre-teach *dentist*. Elicit from pupils who they go to with a stomach-ache, and who they go to with a toothache.
- Tell pupils to open their Pupil's Books at page 49. Focus them on the picture. Elicit the boy's name (Paul) and some things about him from the picture. Focus pupils on the activity instruction and check understanding, using number 1 as an example. Pupils complete the sentences with the correct words.

**Key:** 1 school, 2 cough, 3 doctor, 4 sleep, 5 swimming, 6 bed

### Extra activity 1: see page 212 (if time)

### 11 Listen and complete the sentences. Say 'must' or 'mustn't'.

- Focus pupils on the text in Activity 10. Elicit the things the doctor says Paul mustn't do. Write them on the board:

Paul	mustn't	get up. run. play. go swimming.
------	---------	--

- Draw the doctor with two speech bubbles coming from his mouth. One reads *You mustn't get up!* The other reads *Don't get up!* Check pupils understand that the meaning is similar. Elicit pairs of similar sentences for the other three.
- Focus pupils on Activity 11. Check understanding. Play the first one on the audio as an example. Play the rest of the audio. Pause after each one for pupils to say the sentence quietly to their friend. Play the audio again. Pause and elicit a sentence from pupils. Check with the rest of the class.

**Key:** 1 mustn't, 2 must, 3 mustn't, 4 mustn't, 5 mustn't, 6 mustn't, 7 must, 8 must

CD 2, 31

- When you've got a cough you [beep] go out.
- When you've got a headache you [beep] go to bed.
- When you've got a backache you [beep] do sport.
- When you've got a temperature you [beep] go to school.
- When you've got an earache you [beep] listen to music.
- When you've got a stomach-ache you [beep] eat sweets.
- When you've got a toothache you [beep] go to the dentist.
- When you've got a cold you [beep] drink a lot of orange juice.

## Activity Book page 49

### 7 Look and match.

- Tell pupils to open their Activity Books at page 49. Focus them on the pictures and the text. Elicit the problem in 1 (a stomach-ache) and what you mustn't do from the text (eat burger and chips). Point out the example line. Pupils work individually and draw lines in pencil to match the rest of the pictures and phrases. They check in pairs. Check with the class, using the model sentence in Activity 8.

**Key:** 2 pick up a big bag, 3 listen to music, 4 play computer games, 5 eat cakes, biscuits or chocolate, 6 go swimming

### 8 Now write sentences.

- Focus pupils on Activity 8. They write the information from Activity 7 in sentences, following the example. They check their work in pairs. Check with the class by eliciting full sentences each time. Encourage pupils to notice use of impersonal *you*.

**Key:** 2 When you've got a backache you mustn't pick up a big bag. 3 When you've got an earache you mustn't listen to music. 4 When you've got a headache you mustn't play computer games. 5 When you've got a toothache you mustn't eat cakes, biscuits or chocolate. 6 When you've got a cold you mustn't go swimming.

### Extra activity 2: see page 212 (if time)

### Ending the lesson

- Mime an illness, e.g. a cough. Elicit some responses from different pupils using *mustn't* / *don't* / *must*. *You mustn't go swimming. You mustn't talk a lot. You must drink orange juice. Don't go out. Say Thank you.* Repeat with pupils coming to the front in turn to mime another illness.

**12** **Stella's phonics**

Sue is at the zoo.

There's a bear on a chair ...

and a snake with a toothache!

**13** Say and answer 'true' or 'false'.

We must clean our teeth with toothpaste after breakfast.

True.

We mustn't do our homework.

False.

50 Phonics Rhyming words

**9** Match the rhyming words. Listen, check and say.

1 see <u>d</u>	a door	7 fly	g do
2 hurt	b cough	8 can't	h buy
3 cake	c fun	9 two	i hair
4 off	d key	10 time	j aunt
5 one	e shirt	11 late	k climb
6 four	f ache	12 wear	l straight

**10** Read and order the words. Make sentences.

1 go swimming	Fred can't	ill.	because he's
2 sleep	mustn't	in class.	We
3 got a temperature.	stay in bed	Vicky must	because she's
4 Daisy mustn't	got a backache.	because she's	carry big bags
5 must	We	with toothpaste.	clean our teeth
6 with	the matter	What's	Jack?

1 Fred can't go swimming because he's ill.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

Ha! Ha! Ha!

What kind of dog always has a temperature?

**JOKE BOX**

A hot dog.

50

**Objectives:** By the end of the lesson, pupils will recognise that words that sound the same can be spelt differently and they will have played charades.

## Target language

- **Key language:** rhyming words, zoo, bear, chair, snake
- **Revision:** illnesses, must/mustn't, can't, What's the matter with ... ?

## Materials required

- Extra activity 2: 24 pieces of paper, each with a word from Activity Book page 50
- Activity 9 written on it
- Optional: Kid's Box Interactive DVD 3, 'Let's do sport!' episode (The living room section)

## Pupil's Book page 50

### Warmer

- Say *Look and think*. Write the following words at random across the board: *see, boot, cake, fruit, key, ache*. Say *Can you make pairs? Think about the sounds*. Give pupils time to think. They discuss together. Check by eliciting each rhyming pair and asking pupils to say the words (*see – key, boot – fruit, cake – ache*). Say the words clearly so they can hear and repeat them. Point out that the words rhyme, but that they are spelt differently.

### 12 Stella's phonics.

- Tell pupils to open their Pupil's Book at page 50. Elicit what they can see in the pictures (a zoo, a bear, a chair, a snake). Ask *What's the matter with the snake?* (It's got a toothache). Play the audio. Tell pupils to listen and repeat. Play the audio again, pausing as necessary. Play the audio again for pupils to join in with the sound sentences.
- Explain to pupils that they can remember how a word is pronounced by rhyming it with a word they know (e.g. if they think of a snake with toothache they will remember that *ache* has the same final sound as *snake*).

#### CD 2, 32

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

/u:/, /u:/, Sue

/eə/, /eə/, bear

ache, ache, snake

Sue is at the zoo.

Sue is at the zoo.

There's a bear on a chair ...

There's a bear on a chair ...

... and a snake with a toothache!

... and a snake with a toothache!

Sue is at the zoo.

There's a bear on a chair ...

... and a snake with a toothache!

### Extra activity 1: see page 212 (if time)

### 13 Say and answer 'true' or 'false'.

- Focus pupils on Activity 13. Elicit other *must/mustn't* statements from the pupils for the class to respond to. Pupils work in pairs, taking turns to say a true or false sentence. Elicit some of the sentences at the end of the pairwork.

## Activity Book page 50

### 9 Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Book at page 50. Focus them on the first part of the instructions and the four columns of words. Go through the example and check pupils know that they need to match the words 1–6 with a–f and 7–12 with g–l. They work in pairs, saying the words aloud and writing the answers in pencil.

- Focus on the second part of the activity instructions. Play the audio. Pupils listen and check. Check with the class. Play the audio again. Pupils listen and repeat.

Note: Many words follow spelling patterns in English (e.g. *ai, ay* and *a\_e* are all spellings for the same phoneme), but there are also words that don't follow the patterns (e.g. *rain, day* and *cake* follow the pattern, but *grey* doesn't). For the exceptions, we must learn to pronounce the whole word. We can remember how to pronounce these words by rhyming them with other words.

**Key:** 2 e, 3 f, 4 b, 5 c, 6 a, 7 h, 8 j, 9 g, 10 k, 11 l, 12 i

#### CD 2, 33

1 see - key, 2 hurt - shirt, 3 cake - ache, 4 off - cough,

5 one - fun, 6 four - door, 7 fly - buy, 8 can't - aunt,

9 two - do, 10 time - climb, 11 late - straight, 12 wear - hair

### 10 Read and order the words. Make sentences.

- Direct pupils to Activity 10 and the activity instructions. Check understanding by writing the first jumbled sentence on the board and showing them how it becomes the example. Pupils work in pairs. They unjumble each sentence and write it on a line in pencil. Pairs check with pairs. Check with the class.
- Discuss with pupils what the different parts of the sentences are and how they know what the order is.

**Key:** 2 We mustn't sleep in class. 3 Vicky must stay in bed because she's got a temperature. 4 Daisy mustn't carry big bags because she's got a backache. 5 We must clean our teeth with toothpaste. 6 What's the matter with Jack?

### Extra activity 2: see page 212 (if time)

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, draw a hot dog on the board, check comprehension and tell it again.

### Optional activity

- *The living room:* The 'Let's do sport!' episode from *Kid's Box Interactive DVD 3*. See pages 5-6, 16-19 of the *Teacher's Booklet*.

### Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. Divide the class into three. They each take a sound sentence. Change roles and repeat.



**LOCK & KEY**

**14 Listen to the story.**

Panel 1: Miss Rich: "I'm having a big party and I need some detectives to look after my beautiful painting, 'The Toothache'." Key: "No problem, Miss Rich."

Panel 2: Key: "This is my beautiful painting." Miss Rich: "Ooh, there are a lot of cakes!"

Panel 3: Key: "There's a lemon cake, a chocolate cake, an apple cake and a carrot cake." Miss Rich: "Would you like a cake, Sir?"

Panel 4: Key: "Er ... I can't choose. Oooh ... Which cake?"

Panel 5: Key: "I'd like a lemon cake, please. Which cake would you like, Key?"

Panel 6: Key: "Look, I've got an apple cake, I've got a carrot cake, I've got a lemon cake and I've got a chocolate cake." Miss Rich: "Oh, Key! That's not good for you."

Panel 7: Key: "I've got some chocolate cake and now I've got a stomach-ache, too. Hmm, what's the matter Key?"

Panel 8: Miss Rich: "...and I haven't got my beautiful painting!"

**15 Act out the story.**

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	a cold		a cold
			a cough
			a temperature
			a headache
			a stomach-ache
			a toothache
			an earache
			a backache

**Can do**

I can write 'parts of the body' words. ☹️ 😊 ☺️

I can say what's wrong with me. ☹️ 😊 ☺️

I can talk about things I mustn't do. ☹️ 😊 ☺️

**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 unit, *look after, rich*
- **Additional language:** *party, waiter*
- **Revision:** *Lock and Key story, have got, episode, beautiful painting, cake, Which cake would you like? I'd like ... , not good for you, stomach-ache, What's the matter?*

## Materials required

- Illness flashcards (64–71)
- Extra activity 2: Photocopiable activity 5 (page 201). If you didn't use it before,

photocopy it onto thin card and make one copy for each pupil. One set already made for demonstration

- Playscript 5 *Kid's Box Teacher's Resource Book 3* (pages 80 and 86)
- Optional: *Kid's Box Teacher's Resource Book 3* Unit 5 Extension worksheet 2 (pages 43 and 47); the animated version of the Unit 5 story from *Kid's Box Interactive DVD 3* (Suzy's room section); the 'Where's the painting?' game from *Kid's Box Interactive DVD 3* (Simon's room section); Evaluation 5 from *Kid's Box Teacher's Book 3* (page 228)

## Pupil's Book page 51

### Warmer

- Review the *Lock and Key* story so far. Write *Lock and Key* in the centre of the board and build a mind map by eliciting what pupils remember, e.g. *detectives, no problem, not clever, robber, pet thief, never get up before ten o'clock*.

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 51. Elicit which episode this is (six). Focus them on the first frame and elicit the woman's name (Miss Rich). Check understanding of *rich*. Set the pre-listening questions: *What's the name of the painting? Which cake(s) has Lock got? Which cake(s) has Key got? Who's got the painting?* Play the audio. Pupils look and listen. They check in pairs. Check with the class (The Toothache; lemon cake; apple cake, carrot cake, lemon cake, chocolate cake; a thief!).
- Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *What does Miss Rich want the detectives to do?* (look after the painting). *What do they see?* (a lot of cakes). *What does this man (point to the waiter) say?* (Would you like a cake, Sir?). *Who is he?* (a waiter). *How many cakes has Key got?* (four). *Which is your favourite?*

CD 2, 34

As in Pupil's Book

#### Extra activity 1: see page 212 (if time)

#### 15 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 5 from *Kid's Box Teacher's Resource Book 3* (page 86). See notes on page 80.

## Activity Book page 51

### Do you remember?

- Write the words *Fit and well* in the centre of the board. Brainstorm the words from the unit and write them as a mind map. Include: *a cold, a cough, a temperature, a headache, a stomach-ache, a toothache, an earache, a backache*. Use the flashcards to practise the words.
- Tell pupils to open their Activity Books at page 51. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right so that they can see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'toothache'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they wrote 'parts of the body' words. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the illnesses, e.g. mime *cough*. Pupils circle a face. Repeat for the third sentence, eliciting what they remember about rules at school and at home. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

#### Extra activity 2: see page 212 (if time)

### Optional activities

- Unit 5 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 43 and 47).
- *Suzy's room*: The animated version of the Unit 5 story from *Kid's Box Interactive DVD 3*. See pages 38-41, 43-45 of the *Teacher's Booklet*.
- *Simon's room*: Watch the 'Where's the painting?' episode from *Kid's Box Interactive DVD 3*. Then answer the questions with your pupils. See pages 6 and 34 of the *Teacher's Booklet*.
- Evaluation 5 from *Kid's Box Teacher's Book 3* (page 228). See notes on page 223.

### 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 A healthy body**

**1** Read, look and say the answer. What's healthy? What's unhealthy?

**a**  eating a lot of sweets

**b**  running in the park

**c**  eating vegetables

**2** Read and check. Say the title for each paragraph.

Sleep and rest   Exercise   Healthy eating

**1** For a healthy body, it's very important to eat the right food. We need to eat different kinds of fruit and vegetables every day. Drinking water is good for us and we need to drink lots of it every day. Eating a lot of sweets, cakes and chocolate is bad for our teeth.

**2** Exercise is good for our bodies. We can run and swim or play sports like basketball and tennis. It's important to move our bodies to be healthy.

**3** Our bodies need rest too. Everyone needs to sleep and children need to sleep about 10 hours every night.

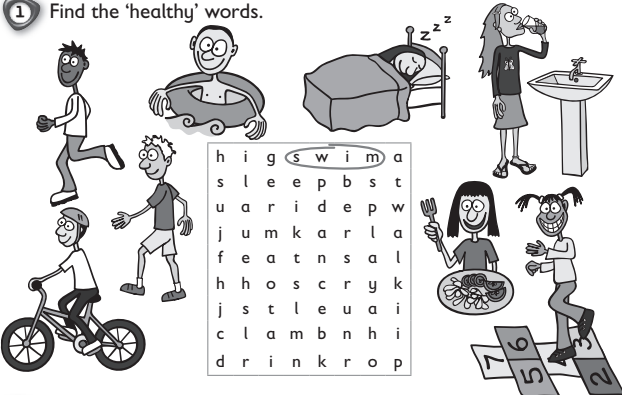
**3 Quiz**

- 1 What must we eat to be healthy?
- 2 Name three things we mustn't eat a lot of.
- 3 What must we drink to be healthy?
- 4 How many hours must children sleep a night?
- 5 What can we do to exercise? Name three things.

**52** Vocabulary   bad / good for ...   exercise   relax   rest   the right food   unhealthy









**Science A healthy body**

**1** Find the 'healthy' words.



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

**2** Tick or cross the boxes. Is it healthy?

- 1  ☒
- 2  ☐
- 3  ☐
- 4  ☐
- 5  ☐
- 6  ☐
- 7  ☐
- 8  ☐

**52**

**Objectives:** By the end of the lesson, pupils will have read about how to be healthy and done a quiz.

## Target language

- **Key language:** *unhealthy, the right food, good / bad for ... , exercise, rest, relax*
- **Additional language:** *It's very important to ... , healthy eating*
- **Revision:** activities, food, *can* (possibility), *must/mustn't, need to ... , healthy, fruit, vegetables, teeth, body, bodies*

## Materials required

- CD of music with a fast beat – the kind that is played in health clubs and gyms
- *Kid's Box Language Portfolio 3* (page 11)



## Pupil's Book page 52

### Warmer

- Play a couple of games with pupils to focus on the topic of health. You will need space for both these activities. Play the music in the background.
- Activity 1: Start with the pupils in the centre of the room. Point to the walls, and name them 1, 2, 3, 4 (or four different colours). Call out a wall number or colour and an action, e.g. *Hopping*. Pupils move towards the wall in the way described. Repeat walls at random with other actions, e.g. *walking, running, walking backwards, skating, swimming, skipping*.
- Activity 2: Pupils stand in a large circle facing inwards. Call out a description that only applies to a few pupils, e.g. *Brown hair, blue eyes, white socks*. The pupils with brown hair, etc. run round the outside of the circle in a clockwise direction and return to their starting position. Repeat with other descriptions. Try to find something for everyone.
- Elicit from pupils if these games are good or bad for their health (good) and why. Pupils can answer in L1. Recast/Simplify their ideas into English.

### 1 Read, look and say the answer.

- Tell pupils to open their Pupil's Book at page 52. Focus pupils on the lesson heading. Check comprehension of the lesson title (*A healthy body*). Present *unhealthy*. Draw attention to the three photographs. Elicit what pupils can see and use the photographs to pre-teach/check *sweets, exercise* and *vegetables*.
- Direct pupils to the activity instruction and check understanding. Pupils work in pairs. They decide if each photograph shows something healthy or unhealthy. Do not elicit answers at this stage.

### 2 Read and check. Say the title for each paragraph.

- Focus pupils on Activity 2. Read the activity instruction. Then read the words in the box aloud and check comprehension. Make sure pupils know what they have to do. They read the texts individually and match the titles with the paragraphs. Elicit how they are going to do this (using key words). Give them a fixed (short) time limit for the activity. They check in pairs. Check with the class. Elicit the words that helped them do the task. Encourage discussion of the topic of healthy lifestyles – ask pupils if watching lots of TV is good or bad for you and elicit other kinds of food and drink which are healthy/unhealthy. Talk about the importance of variety and moderation in diet and lifestyle.

Key: 1 Healthy eating, 2 Exercise, 3 Sleep and rest

### Quiz

- Focus pupils on Activity 3. Read through the questions and check comprehension if necessary. Make teams of three or four pupils. Set a time limit of five or ten minutes. Pupils answer the questions in their groups. One person in each group writes the answers on a separate piece of paper. Monitor as pupils are doing the quiz.

- When the time is up, pupils swap their answer sheet with another group. Check answers with the whole class and write them on the board. Teams check the other teams' answers, awarding a point for every correct answer. Then they swap papers again. Elicit scores.

Key: 1 The right food (different kinds of fruit and vegetables). 2 Sweets, cakes, chocolate. 3 Lots of water. 4 10. 5 Run, swim, play sports (basketball, tennis).

### Extra activity 1: see page 212 (if time)

## Activity Book page 52

### 1 Find the 'healthy' words.

- Tell pupils to open their Activity Book at page 52. Focus them on the activity instruction. Elicit some examples of what people do to be healthy as well as exercise and sport. Pupils find the 'healthy' words in the wordsearch. They work in pairs. Check with the class.

Key:

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

### 2 Tick or cross the boxes. Is it healthy?

- Focus pupils on the activity instructions and the example and check understanding. Do the activity as a class, with you leading the discussion. Talk about why each time. Encourage pupils to contribute ideas, opinions and experiences. Keep the discussion general rather than specific. Elicit other ideas for a healthy lifestyle from pupils.

Key: 2 ✓, 3 ✓, 4 ✓, 5 X, 6 ✓, 7 ✓, 8 X

### Extra activity 2: see page 212 (if time)

### Language Portfolio (online)

- Pupils complete the cover and page 11 of *Kid's Box 3 Language Portfolio 3 (Being healthy)*. Help with new language as necessary.

### Ending the lesson

- Review with pupils what they learned about in today's lesson. Play one of the games from the Warmer again.



**4** Listen and move.

**swim**  
Move, move, move.  
To be fit and well.  
Come on move your body ...  
Let's have a good time.  
Run, swim and climb.  
Move, move, move.  
Move your body.

**skip**  
Dance, dance, dance.  
Don't stop until you drop.  
Come on, you know it's fun.  
Dance, dance, dance.  
Hop, skip and jump.  
Come on you know it's fun  
Let's have a good time ...

**jump**

**climb**

**hop**

**run**

**dance**

**5** Sing the song.

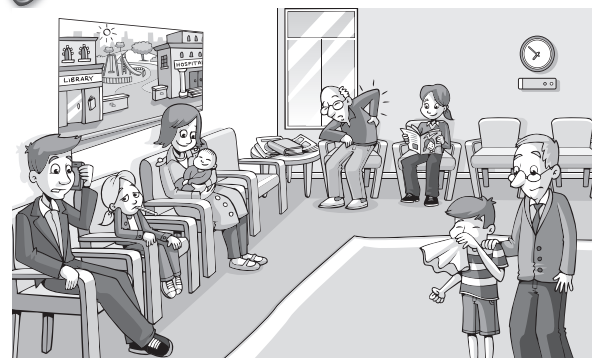
**Project** Make a 'Keep healthy' book.

Vocabulary fit move well

5

53

## 3 Look, read and write.



## Examples

There are eight chairs in the room.

What is the baby doing? sleeping

## Questions

Complete the sentences.

- The boy has got a cold and he is wearing a striped \_\_\_\_\_
- In the poster, the park is between a library and a \_\_\_\_\_

Answer the questions.

- What's the man with the black shoes doing? \_\_\_\_\_
- Where are the books? \_\_\_\_\_

Now write two sentences about the picture.

- \_\_\_\_\_
- \_\_\_\_\_

53

**Objectives:** By the end of the lesson, pupils will have sung a song about keeping healthy and completed a project.

## Target language

- Key language:** *move, fit, well*
- Additional language:** *Don't stop until you drop, Let's have a good time, Come on*
- Revision:** health, activities and actions, *It's fun, body*

## Materials required

- Project:** Four sheets of A4 paper for each pupil, stapler, coloured pencils and pens, scissors, glue, magazines. A completed book you've made: put the pieces of paper together and staple down the side to make a spine.

The first page is a title page: *Keep healthy*. The other seven pages have a day of the week as a heading and a healthy thing (or things) to do on that day, e.g. *Monday. Eat fruit after lunch*

- Optional:** *Kid's Box Teacher's Resource Book 3 Unit 5 Song worksheet* (pages 43 and 48); *Kid's Box Interactive DVD 3 The music room*, Unit 5 'Move, move, move' song; *Kid's Box Teacher's Resource Book 3 Unit 5 Topic worksheet* (pages 43 and 49); Extra project idea, Unit 5 Keeping our school healthy from *Kid's Box Teacher's Book 3* (page 220); Evaluation 5 from *Kid's Box Teacher's Book 3* (page 228)

## Pupil's Book page 53

### Warmer

- Review the healthy / unhealthy activities from the previous lesson. Say *Tell me some things we can do that are healthy. Tell me some things we do that are unhealthy.* Encourage pupils to try to remember rather than look at the Pupil's Book.

### 4 Listen and move.

- Tell pupils to open their Pupil's Book at page 53. Elicit the activities in the photographs. Say one of the activities. Pupils mime. Repeat for all the activities.
- Focus pupils on the activity instruction and say *What are you going to do?* Pupils say *Listen and move.* Tell them to listen and follow the first time. Play the audio. Pupils read silently as they listen the first time. Pupils stand up. Play the audio again, for pupils to listen and mime each action.

CD 2, 35

As in Pupil's Book

### 5 Sing the song.

- Play the audio again, pausing to teach the song line by line. Pupils repeat the song as a whole class and then in groups. Make two groups. Each group sings and moves for their verse. Change groups and repeat.

CD 2, 35

As in Pupil's Book

CD 2, 36

Now sing the song again. (Karaoke version)

### Project Make a 'Keep healthy' book.

- Show pupils the book you've made. Say *You're going to make a book today.* Elicit what materials they need (paper, stapler, coloured pencils and pens, scissors, glue, etc.). Focus on the photographs of the boy doing the project and the finished book. Elicit what the title is (*Keep healthy*) and what pupils write on the other pages (a day of the week and what they can do to be healthy).
- Hand out the materials and explain/show what to do step by step. Show pupils how to staple the paper to make it into a book. They put the paper aside. Pupils write the sentences in their notebooks first, one for each day of the week. Go around the class and check. Once you have checked their work, they write the title and transfer the information for each day of the week. They colour and decorate their books using drawings and pictures from magazines. Display them in the classroom.

Extra activity 1: see page 213 (if time)

## Activity Book page 53

### Movers Reading and Writing, Part 6.

### 3 Look, read and write. towards

- Tell pupils to open their Activity Book at page 53. Focus them on the activity instructions and on the picture. Elicit things they can see (objects, people, illnesses). Ask a pupil to read the first example sentence and count the chairs in the picture with the class. Point to the example answer. Repeat for the second example (ask pupils to point to the baby in the picture). Pupils read the rest of the questions and answer individually. They compare answers in pairs. Check with the class.

Key: 1 T-shirt, 2 hospital, 3 He's talking on his phone., 4 They're on a table., 5 and 6, e.g., The old man has a backache., The girl is reading.

Extra activity 2: see page 213 (if time)

### Optional activities

- Unit 5 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 43 and 48).
- *The music room*: Unit 5 from *Kid's Box Interactive DVD 3*. See pages 28-29, 31-33 of the *Teacher's Booklet*.
- Unit 5 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 43 and 49).
- Extra project idea, Unit 5 Keeping our school healthy. See notes on *Kid's Box Teacher's Book 3* (page 220)
- Evaluation 5 from *Kid's Box Teacher's Book 3* (page 228). See notes on page 222.

### Ending the lesson

- Review with pupils what they did in today's lesson and what they liked best from this and the previous day's lesson and why.

# A day in the country

**6 A day in the country**

1 Look, think and say the answers.

1 Where do they want to go? 3 What does Simon want to do?  
2 Does Mr Star want to play badminton? 4 What does Stella want to do?

2 Listen and check.

3 Listen and say the letter.

54

**6 A day in the country**

1 Sort and write the words.

1 virer river 4 nplta plant 6 flae flae  
2 ldfei leaf 5 keal keal 7 sgars grass  
3 soreft soreft

2 Read the text. Write 'yes' or 'no'.

The Stars enjoy going to the countryside for picnics. Stella loves looking at plants and their leaves and drawing them in her notebook. Suzy enjoys playing on the grass. Simon loves swimming in the lake and walking in the forest with his map. Grandpa loves fishing in the river and sleeping on a towel or a blanket after lunch.

Dotty loves running in the fields, but she must always stay with the family because sometimes there are other animals.

1 The Stars don't like going to the countryside for picnics. no  
2 Stella loves looking at bikes. \_\_\_\_\_  
3 Stella draws plants and their leaves. \_\_\_\_\_  
4 Suzy enjoys playing on the blanket. \_\_\_\_\_  
5 Simon loves swimming in the lake. \_\_\_\_\_  
6 Grandpa loves swimming in the river. \_\_\_\_\_  
7 Dotty loves sleeping in the fields. \_\_\_\_\_  
8 Sometimes there are animals in the fields. \_\_\_\_\_

54

**Objectives:** By the end of the lesson, pupils will be able to name and talk about places in the country.

## Target language

- **Key language:** *field, forest, grass, lake, leaf, picnic, plant, river, country, countryside*
- **Additional language:** *part, on the ground, stay, other, blanket, towel*
- **Revision:** adjectives, prepositions, activities and actions, characters, *want to, like, love, enjoy, would like to, map, a good idea, lunch, Sunday, must, sometimes, animals*

## Materials required

- Country flashcards (72–79)
- Extra activity 1: Country flashcards and wordcards (72–79)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 6 Reinforcement worksheet 1* (pages 50 and 51)



## Pupil's Book page 54

### Warmer

- Draw pupils' attention to the window in the classroom. Elicit what they can see outside. Say *So, where do we live? In the city?* If the school is in the country, supply the sentence *We live in the country.*

### Presentation

- Elicit different places where people can live: *city, town, village* and *country*. Write *Country* in a circle in the centre of the board. Elicit what pupils can find there. Use the flashcards to teach *field, forest, grass, lake, leaf/leaves, plant, river*.

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

- Tell pupils to open their Pupil's Books at page 54. Focus them on the picture. Ask *Who can you see?* (Star family). *What are they looking at?* (a map). Pupils find a field, a forest, grass, a lake, a leaf, a plant and a river in the picture. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

#### 2 Listen and check. **M** towards

- Play the audio. Pupils check in pairs. Play the audio again. Check with the class. Check comprehension and understanding of *blanket, picnic* and *towel* with the illustration and questions, e.g. *Are they going to eat outside? What's this called? Do you have picnics with your family?*

**Key:** 1 They want to go to the countryside for a picnic on Sunday. 2 No. He wants to go for a picnic. 3 He wants to go swimming. 4 She wants to look at some plants and draw their leaves.

#### CD 3, 2

**MR STAR:** Look at this map of the countryside. Let's go there for a picnic on Sunday. We can take a big blanket and have our lunch on the ground.

**GRANDPA:** That's a good idea. I like picnics. Ooh, there's a river here. I'd like to go fishing.

**SIMON:** And I'd like to go swimming. There's a lake next to the river.

**MR STAR:** OK, so you need to take a towel.

**STELLA:** Oh, look! Here's a big forest. I want to look at some plants and draw their leaves.

**SUZY:** Is there any grass to play on, Dad?

**MR STAR:** Yes, Suzy. Look at the map. These green parts are fields. There's a lot of grass.

**GRANDPA:** Hmm, lots of grass and a blanket ... That's great ... for a nice sleep after lunch. Hmm.

#### 3 Listen and say the letter.

- Focus pupils on the Activity 3 pictures. They point to each one and name it. Direct pupils to the activity instruction. Check understanding. Remind them to point/whisper to their partner the first time. Play the audio. Pupils point/whisper. Play the audio again. Check with the class by asking, e.g. *What's 'e'?* or *Which one's grass?*
- Pupils continue in pairs, taking turns to ask and answer about the pictures.

**Key:** e, d, a, h, g, f, c, b

#### CD 3, 3

a forest, a lake, a picnic, a field, grass, a leaf, a river, a plant

### Extra activity 1: see page 213 (if time)

## Activity Book page 54

#### 1 Sort and write the words.

- Tell pupils to open their Activity Books at page 54. Focus them on the activity instruction. Check understanding. They find the words in the picture first and then they unscramble them and write them on the lines. Pupils try and work out the spelling before they look at the Pupil's Book page. Check with the class. Elicit the spelling.

**Key:** 2 field, 3 forest, 4 plant, 5 lake, 6 leaf, 7 grass

#### 2 Read the text. Write 'yes' or 'no'.

- Focus pupils on Activity 2. Pupils read it aloud around the class. Direct pupils to the instructions. Do the example. Elicit what's in the text (The Stars enjoy going to the countryside for picnics.). Pupils complete the activity in pairs. Pairs check with pairs. Check with the class. Elicit a correct version of the incorrect sentences.

**Key:** 2 no (She loves looking at plants.), 3 yes, 4 no (She enjoys playing on the grass.), 5 yes, 6 no (He loves fishing in the river.), 7 no (She loves running in the fields.), 8 yes

### Extra activity 2: see page 213 (if time)

#### Optional activity

- Unit 6 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 50–51).

#### Ending the lesson

- Write the key words from the lesson on the board. Elicit connections between them, e.g. *Leaves and grass are both green. You need a blanket for a picnic.* Help pupils by pointing to two (or three), e.g. *lake, river, towel* and asking *What's the connection between these three?*



4 Read and finish the sentences.

Lily and her grandmother are sitting on the blanket.



Lily and her brother Charlie enjoy having picnics in the countryside. Today they're having a picnic in the forest with their grandmother. Lily and her grandmother are sitting on the blanket. They're putting the picnic on it. After lunch Lily wants to do her homework. She must look at the plants and draw their leaves. Lily's looking at the bread because it's very old and they can't eat it for lunch. Charlie's standing next to the lake. He's throwing bread to the ducks. It isn't the bread for the ducks, it's the new bread for their picnic. The ducks are eating his family's lunch!

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1 Lily and her grandmother are ... | 4 Lily's looking at the bread ... |
| 2 Lily wants to ...                | 5 Charlie's standing ...          |
| 3 Lily must look at ...            | 6 The ducks are eating ...        |

5 Say the words to complete the story.

Lily's in the **forest**. Lily must look at the plants and draw their leaves. Lily and **1** **2** are putting food on the **3**. They're having a **4**. Lily's looking at the bread because it's **5** **6**, so they can't **7** it. Next to the **8**, Charlie is throwing bread to the **9**. It's the nice new bread for his family's **10**!

Vocabulary field forest grass lake leaf picnic plant river

55

3 Ask your friend. Complete the questionnaire.

### Free time questionnaire



- Do you enjoy going to the countryside?  
yes ☐ no ☐
- How often do you go on picnics?  
every weekend ☐ sometimes ☐ never ☐
- What do you sit on when you're in the countryside?  
the grass ☐ a towel ☐ a blanket ☐
- How often do you go fishing?  
every weekend ☐ sometimes ☐ never ☐
- Do you enjoy walking in the forest?  
yes ☐ no ☐
- Do you like climbing trees?  
yes ☐ no ☐
- How often do you go swimming in rivers or lakes?  
every weekend ☐ sometimes ☐ never ☐
- Do you like looking at plants and flowers?  
yes ☐ no ☐



4 Look at Activity 3. Write about your free time.

In my free time I enjoy going  
I go on picnics.  
I like

55

**Objectives:** By the end of the lesson, pupils will have read a story about the country and completed a questionnaire.

## Target language

- **Key language:** present continuous for narrating a story with pictures, *duck, on the ground, free time*
- **Additional language:** *at the moment, because, so*
- **Revision:** country, family, prepositions, adjectives, food, *can't*

## Materials required

- Country flashcards and (optional) country wordcards (72-79)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 6 Extension worksheet 1* (pages 50 and 53)

## Pupil's Book page 55

### Warmer

- Review the country words using the flashcards.
- Write the first letter and one other letter of *blanket, field, forest, grass, lake, leaf, picnic, plant, river, towel* on the board, followed by dashes for the other letters, e.g. *f \_ \_ \_ s \_*. Pupils guess and give the spellings. Review the meanings.
- Display the wordcards on the board for pupils to check their spelling or ask the class to correct.

### 4 Read and finish the sentences.

- Tell pupils to open their Pupil's Books at page 55. Focus them on the picture and the text. Say *Find the names of the boy and the girl*. Pupils scan the text. Check with the class (Paul, Jane).
- Pupils cover the text with a piece of paper. Read the text aloud. They look at the picture. Pupils then take turns to read the text aloud around the class.
- Check understanding by asking, e.g. *Where are they?* (forest). *Who are they with?* (their grandmother). *What's Jane putting on the blanket?* (picnic food).
- Focus pupils on the incomplete sentences under the text and the example. In pairs, pupils orally complete the sentences. Check by eliciting sentences from different pairs around the class.

**Key:** 2 do her homework. 3 the plants and draw their leaves.  
4 because it's very old. 5 next to the lake. 6 the new bread/  
the family's lunch.

### 5 SAY THE WORDS TO COMPLETE THE STORY.

- Focus pupils on Activity 5. They work in pairs and orally complete the summary of the story. Monitor around the class as pupils are working. Remind them to use the text in Activity 4 to help them. Pupils write the completed text in their notebooks.

**Key:** 1 her 2 grandmother, 3 blanket, 4 picnic, 5 very, 6 old,  
7 eat, 8 lake, 9 ducks, 10 lunch

Extra activity 1: see page 213 (if time)

## Activity Book page 55

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

**M** towards

- Tell pupils to open their Activity Books at page 55. Focus them on the activity instructions and check understanding (they don't answer it for themselves). Check pronunciation and understanding of the questions and of *Free time*.
- Pupils work in pairs. Pupill A asks all the questions first and Pupill B answers. Then they swap roles. Monitor and check. Elicit information from pupils about their partners, e.g. *Does Frank enjoy going to the countryside?* Pupil: *Yes, he does.*

### 4 Look AT ACTIVITY 3. Write about your free time.

- Focus pupils on the Activity 4 instruction and the prompts. Elicit what pupils like/enjoy/love doing in their free time (evenings, weekends, etc.). Generate lots of examples. Pupils work individually. They write sentences in their notebooks. Check around the class. Pupils transfer the sentences to their Activity Books.

Extra activity 2: see page 213 (if time)

### Optional activity

- Unit 6 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 50 and 53).

### Ending the lesson

- Do a quick hands-up survey about free time activities, e.g. *Who likes climbing trees?* *Hands up!* Write *Climbing trees* and the number of pupils on the board. Repeat for other free time activities. Review the numbers on the board and say which is/are the favourite.

6 Look, think and say the answers.

- 1 Who's cold?
- 2 What's Grandma drawing?
- 3 Where's Grandpa?
- 4 Where are the cows?



7 Listen and check.

8 Close your books. Listen and answer.

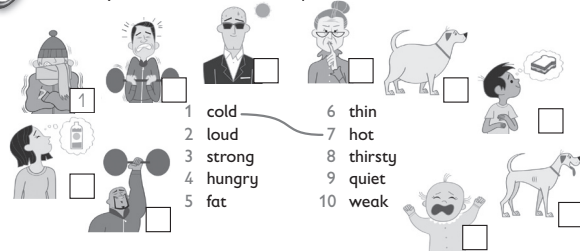
#### Grammar

Shall I help you put the blanket on the grass?

56

Grammar Suggestions and offers: Shall I ...?

5 Find the pairs and number the pictures.



6 Read and write the sentences.

Shall I get a blanket? ☐ Shall I make lunch? ☐ Shall I get a chair? ☐  
Shall I get you an ice cream? ☐ Shall I get you a drink? ☐



56

**Objectives:** By the end of the lesson, pupils will have described a scene using adjectives and made suggestions.

## Target language

- **Key language:** suggestions and offers: *Shall I ... ?* adjectives: *bad, cold, fat, hot, hungry, loud, quiet, strong, thirsty, tired, thin, weak*
- **Additional language:** *baby cow (calf)*
- **Revision:** country, food, adjectives, *have got, eat, sleep, drink, listen, radio, help, Let's ...*

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 3 Unit 6 Reinforcement worksheet 2* (pages 50 and 52); Grammar reference *Unit 6 Pupil's Book 3* (page 95) and *Activity Book 3* (page 95)

## Pupil's Book page 56

### Warmer

- Start a chain to review unit vocabulary: *In the country you can see ... grass*. Volunteers continue the chain, e.g. *In the country you can see grass and lakes*.

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

- Tell pupils to open their Pupil's Books at page 56. Focus them on the pictures and elicit who/what they can see. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

### 7 Listen and check. **M** towards

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again. Check with the class. Discuss the picture, using information from the audio, and elicit/teach the new adjectives: *bad, cold, fat, hot, hungry*, e.g. *Look at Stella. Is it a good drawing?* (no, it's a bad drawing). *Look at Simon. He's thinking about food. He's hungry!*
- Say, e.g. *Shall we listen to the audio again?* Prompt the response *Yes, let's*. Play the first part up to *Yes, please*. Elicit what Stella says (she wants to help Simon). Ask *What does she say?* (*Shall I help you put the blanket on the grass, Simon?*). Elicit other examples in a classroom context, e.g. *Shall I open the door? Shall I clean the board?* Focus pupils on the Grammar box. Invite a pupil to read it aloud.

**Key:** 1 Simon's cold. 2 She's drawing a baby cow.  
3 He's in the river. 4 They're in the field.

### CD 3, 4

1

**MR STAR:** OK. Now, where shall I put the picnic table?

**MRS STAR:** Put it over there under that tree, please.

**SIMON:** I can't do this!

**STELLA:** Shall I help you put the blanket on the grass, Simon?

**SIMON:** Yes, please!

2 Later.

**NARRATOR:** Simon's cold and hungry. He wants to eat.

Suzy's hot and thirsty. She wants a drink. Grandpa Star is catching a big fat fish. He's very strong.

Grandma Star's near the cows in the field. She's very quiet.

She's drawing a baby cow. It's got thin legs and it's very weak. Stella isn't happy because her drawing's bad.

Mr Star's listening to the radio. His music is very loud.

Oh, yes! And finally, Mrs Star. She's sleeping because she's very tired.

### 8 Close your books. Listen and answer.

- Direct pupils to the activity instructions. Play the audio. Pupils listen and quietly say the answers. Play the audio again. Check with the class. Elicit the answers. Make sure they use the correct pronouns with the adjectives.

**Key:** 1 It's bad. 2 He's cold. 3 It's loud. 4 She's thirsty.  
5 He's strong. 6 She's tired. 7 It's fat. 8 She's quiet.

### CD 3, 5

- Is Stella's drawing good or bad?
- Is Simon hot or cold?
- Is the music quiet or loud?
- Is Suzy hungry or thirsty?
- Is Grandpa strong or weak?
- Is Mrs Star tired or hungry?
- Is the fish fat or thin?
- Is Grandma tired or quiet?

### Extra activity 1: see page 213 (if time)

## Activity Book page 56

### 5 Find the pairs and number the pictures.

- Tell pupils to open their Activity Books at page 56. Focus them on the adjectives and on the activity instruction. Use the example to show them what *pairs* means in this context. Pupils work in pairs and match the words. Check with the class, using mime.  
Note: Most are opposites, apart from *hungry-thirsty*.
- Pupils number the pictures using the list of ten adjectives. They check in pairs. Monitor and check.

**Key:** 2 loud – 9 quiet, 3 strong – 10 weak,  
4 hungry – 8 thirsty, 5 fat – 6 thin

### 6 Read and write the sentences.

- Focus pupils on Activity 6. Review the examples of *Shall I ... ?* from earlier in the lesson. Do the example with the class. Mime that you're cold. Elicit the response from pupils (*Shall I get a blanket?*). Pupils work in pairs. They find the suggestion for each one and complete the boxes in pencil. Check with the class.

**Key:** 2 Shall I get a chair? 3 Shall I get you an ice cream?  
4 Shall I make lunch? 5 Shall I get you a drink?

### Extra activity 2: see page 213 (if time)

### Optional activities

- Unit 6 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 50 and 52).
- Grammar reference Unit 6 from *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95). See answer key on *Kid's Box Teacher's Book 3* page 195.

### Ending the lesson

- Do a clapping chant of the word pairs, e.g. (Clap, clap.). Teacher: *Bad* (Clap, clap). Pupils: *Good*. Continue with the other words. Pupils can take turns to throw in words too. Words can be repeated.



**9** Read and say the words to complete the song.  
Listen and check.

bad hair long quiet tall thin

People, people here or there.  
People, people everywhere.  
Different colours, different skin  
Bodies that are fat, bodies that are **1**  
Some are weak, some are strong  
With hair that's short or hair that's **2**  
Straight, curly, dark or fair  
Different people, different **3**  
People, different people, different,  
Hungry, thirsty, happy or sad,  
Young or old, good or **4**  
People are big, people are small  
People are short, people are **5**  
People, different people, different,  
Funny, naughty, angry or tired  
Clever, beautiful, loud or **6**  
People, people here or there.  
People, people everywhere.

**10** Sing the song.

**11** Listen and say. Match the words and the pictures.

1 A-N-G-R-Y Angry - e

**Vocabulary** bad cold fat hot hungry loud quiet strong thin thirsty tired weak

**57**

**7** Put the words in groups.

good hungry thin strong

	Words to describe people	Words to describe people and places	
weak			
bad	weak		hot
fat			
	thirsty	quiet	cold loud

**8** Look and read. Correct the sentences.

- Jack wants to drink some water. He's hungry.  
No. He's thirsty.
- May's got a headache. The music is quiet.  
\_\_\_\_\_
- Look at Peter. He's very weak!  
\_\_\_\_\_
- Fred doesn't like the film. It's very good.  
\_\_\_\_\_
- Anna needs to eat. She's thirsty.  
\_\_\_\_\_
- Jim's wearing a jacket and a hat. It's hot today.  
\_\_\_\_\_

**57**

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

## Target language

- **Key language:** rhyming words, *skin, angry*
- **Additional language:** *everywhere, that*
- **Revision:** adjectives, food, clothes, illnesses, town, body, *people, here, there*

## Materials required

- Extra activity 1: Write the adjectives from this and the previous lesson on small strips of paper, one for each pupil
- Extra activity 2: Photocopiable activity 6 (page 202). One copy for each pupil copied onto thin card. Scissors, glue, coloured pencils. One dice already made with a different adjective, e.g. *hungry, quiet*, written on each face
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 6 Song worksheet* (pages 50 and 55); *Kid's Box Interactive DVD 3 The music room*, Unit 6 'People, people' song

## Pupil's Book page 57

### Warmer

- Revise adjectives using mime. Say, e.g. *Tall*. Pupils reach up to show they're tall. Continue with other adjectives: *big, small, short, hungry, thirsty, weak, strong, fat, thin, happy, sad, young, old*.

### 9 READ AND SAY THE WORDS TO COMPLETE THE SONG. LISTEN AND CHECK.

- Tell pupils to open their Pupil's Books at page 57. Focus them on the pictures and the text. In pairs, pupils quickly look through the songs lyrics and try to guess what the missing words are. Remind them to use the ones in the box. Play the audio. Pupils listen and check/complete in their notebooks. Check with the class. Elicit the patterns (rhyme/opposites). Check general comprehension and understanding of new words, e.g. *skin*.

**Key:** 1 thin, 2 long, 3 hair, 4 bad, 5 tall, 6 quiet

**CD 3, 6**

As in Pupil's Book

### 10 Sing the song.

- Play the audio again in sections. Pupils join in with the song. Play the audio right through for pupils to sing. Practise the song with the class. Encourage them to do mimes too: it will help them remember.

**CD 3, 6**

As in Pupil's Book

**CD 3, 7**

Now sing the song again. (Karaoke version)

### 11 Listen and say. Match the words and the pictures.

- Focus pupils on Activity 11 and on the activity instructions. Check understanding. Play the example. Check understanding of *angry*. Pupils write the word as it's being spelt in their notebooks and then match it with a picture. Play the rest of the audio. Pupils check in pairs. Play the audio again. Check with the class.

**Key:** 2 thirsty d, 3 clever h, 4 weak a, 5 loud g, 6 hungry c, 7 strong b, 8 tired f

**CD 3, 8**

- 1 a-n-g-r-y
- 2 t-h-i-r-s-t-y
- 3 c-l-e-v-e-r
- 4 w-e-a-k
- 5 l-o-u-d
- 6 h-u-n-g-r-y
- 7 s-t-r-o-n-g
- 8 t-i-r-e-d

**Extra activity 1: see page 213 (if time)**

## Activity Book page 57

### 7 Put the words in groups.

- Tell pupils to open their Activity Books at page 57. Focus them on the activity instruction and on the two columns. Check they understand what the two groups are (i.e. that the first group is adjectives which are for describing only people). Elicit some examples. Pupils work in pairs. They write the words in the columns in pencil. Check with the class, eliciting/giving an example sentence each time.

**Key:** People: hungry, thin, strong, thirsty, fat  
People and places: good, hot, loud, cold, quiet, bad

### 8 Look and read. Correct the sentences.

- Focus pupils on the pictures. Elicit what they can tell you about the first picture and then direct them to the example and its correction. They correct the other sentences to match the pictures. Remind pupils about the pronouns. Pupils work individually, checking with their partner as they work. Monitor and support. Check with the class.

**Key:** 2 No. It's loud. 3 No. He's very strong. 4 No. It's very bad. 5 No. She's hungry. 6 No. It's cold.

**Extra activity 2: see page 213 (if time)**

### Optional activity

- Pupils complete the Unit 6 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 50 and 55).
- *The music room*: Unit 6 from *Kid's Box Interactive DVD 3*. See pages 28-29, 31-33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song again as a whole class or in groups.

**12** **Stella's phonics**



Jen with bread on her head.



Pete with peas on his feet.



Pete and Jen are ready to eat.

**13** Ask and answer. Use the words in the boxes.

dirty	thirsty	hungry
tired	hot	cold

clean	a chair	a blanket
an apple	open	a drink

**a** The board's dirty. Shall I clean it?

**b** 

**c** 

**d** 

**e** 


**f** 

**58** **Phonics** Short vowel sound: 'e' (head) and long vowel sound: 'ee' (eat)

**9** Listen and say. Circle the odd word out.

1 green	red	eat	please
2 cheese	sea	sleep	head
3 leaf	bread	see	team
4 healthy	dream	weak	sheep
5 she	we	help	three
6 ready	need	tree	people
7 meat	teeth	clean	friend

**10** Listen, colour and write.



Ha! Ha! Ha!

What can you see in the centre of a field?

**JOKE BOX**

The letter 'e'!

**58**

**Objectives:** By the end of the lesson, pupils will be able to recognise that the letters *ea* can be pronounced in different ways. They will be able to read and say words with the long /i:/ sound and with the short /e/ sound and they will have asked and answered questions.

## Target language

- **Key language:** the phonemes /i:/ and /e/
- **Revision:** adjectives, country, food, colours, offers: *Shall I ... ? What colour ... ? Can you see ... ?*

## Materials required

- **Extra activity 1:** The following sentences, each on a separate piece of paper: *I'm hungry. I'm thirsty. I'm hot. I'm cold. This cup is dirty. I'm tired. Shall I make you a sandwich? Shall I get you some lemonade? Shall I open a window? Shall I get you a jacket? Shall I clean it for you? Shall I get you a chair?* (make sure you have enough copies so that each pupil has a sentence)

## Pupil's Book page 58

### Warmer

- Say *Look and think*. Write the following words on the board: *she, head, red, tree*. Say *Can you make pairs? Think about the sounds*. Give pupils time to think. They discuss together. Check by eliciting both pairs and asking pupils to say the words. Underline the phonemes (/i:/ in *she* and *tree* and /e/ in *head* and *red*), using two different colours. Say the words clearly so they can hear and repeat them. Write the phoneme for each one at the side of the board in the appropriate colour. Say the sounds for pupils to repeat.

### 12 Stella's PHONICS.

- Tell pupils to open their Pupil's Books at page 58. Elicit what they can see in the pictures (*Jen, Pete, bread, peas*). Tell pupils to point the first time they listen and to say the sound and sentences quietly to themselves. Play the audio. Pupils point and quietly repeat the sentences. Play the audio again, pausing for pupils to repeat.

#### CD 3, 9

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

/e/, /e/, Jen

/i:/, /i:/, Pete

Jen with bread on her head.

Jen with bread on her head.

Pete with peas on his feet.

Pete with peas on his feet.

Pete and Jen are ready to eat.

Pete and Jen are ready to eat.

### 13 Ask and answer. Use the words in the boxes.

- Briefly review offers with *Shall I ... ?* (Refer pupils to the Grammar box on Pupil's Book page 56). Focus pupils on the pictures and the example for Activity 13. Ask a pupil to read the example aloud. Direct pupils to the activity instructions and check they understand what to do (they imagine they are the two people).
- Pupils work in pairs. They take turns to point to a picture and to provide the response. Check by eliciting answers from different pairs, with one miming the situation and the other responding.

**Key:** b I'm cold. Shall I get you a blanket? c I'm tired. Shall I get you a chair? d I'm hungry. Shall I get you an apple? e I'm thirsty. Shall I get you some water? f I'm hot. Shall I open the window?

### Extra activity 1: see page 213 (if time)

## Activity Book page 58

### 9 Listen AND SAY. CIRCLE THE ODD WORD OUT.

- Tell pupils to open their Activity Book at page 58. Remind them just to listen and repeat the first time. Play the audio. Pupils listen and repeat.
- Ask a volunteer to read the words in row 1 aloud. Focus on the example and elicit why it is circled (because it has a different vowel sound from the others (/e/, not /i:/). Tell pupils to say the rest of the words again themselves and decide which is the odd one out. They circle the odd word out in pencil. Pupils compare their answers in pairs. Check with the class.

**Key:** 2 head, 3 bread, 4 healthy, 5 help, 6 ready, 7 friend

#### CD 3, 10

As in Activity Book.

### Extra activity 2: see page 213 (if time)

### 10 Listen, colour and write. **M** towards

- Focus pupils on Activity 10 and on the instruction. Check they understand what to do (colour, or write a word). They take out their coloured pencils. Remind them to make a dot in the colour the first time they listen. Play the audio. Pupils listen and make a dot / write the word. They check in pairs. Play the audio again. They can colour/write this time. Check with the class.

#### CD 3, 11

- 1 Look. There's a bird in the tree. / Oh, yes! / Colour it green. / Right. A green bird.
- 2 Can you see the flower under the tree? / Yes. Colour it red. / OK.
- 3 Can you see the boy with the picnic? / Is he sitting on the blanket? / Yes. That's right. / Can you write the word *blanket* below it? / OK. I'm writing that now.
- 4 What colour is the apple on the blanket? / It's yellow. / Colour it yellow. / OK.
- 5 Can you see the boy next to the river? / Yes. / Colour his hair black. / Black hair. OK.
- 6 Look at the duck in the river. / What colour is it? / It's orange. / I can colour it orange then!

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. Make three groups. They take turns to say the different sentences. Conduct them like an orchestra, e.g. quiet, slow, fast, loud.



**LOCK & KEY**

14 Listen to the story.

15 Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	forest		forest
			plant
			leaf
			grass
			field
			lake
			hungry
			thirsty
			cold

**Can do**

I can talk about the countryside.

I can talk about things I like doing.

I can make suggestions.

**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 unit
- **Additional language:** *Please go and ask her, too, Don't be silly*
- **Revision:** *Lock and Key story, country, Let's go ... , Shall we/I ... ? stand, a long walk, up the mountain*

## Materials required

- Country flashcards (72–79)
- Playscript 6 from *Kid's Box Teacher's Resource Book 3* (pages 80 and 87)
- Optional: *Kid's Box Teacher's Resource Book 3* Unit 6 Extension worksheet 2 (pages 50 and 54); the animated version of the Unit 6 story from *Kid's Box Interactive DVD 3* (Suzy's room section)
- *Kid's Box Language Portfolio 3* (page 12)

## Pupil's Book page 59

### Warmer

- Review the story and the characters with pupils. Elicit what happened in the last episode by asking, e.g. *Remember. Lock and Key are at a party. What happens? What's the name of the picture? What do they eat?*
- Say *Today Lock and Key are going for a picnic in the country. Mrs Potts is going too. What do you think happens?* Elicit some ideas from pupils. Write them on the board. Help them formulate the ideas if necessary and provide the language, e.g. *They fall into the river. They haven't got the picnic. Mrs Potts catches a fish.*

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 59. Elicit which episode this is (seven). Set the pre-listening questions, using the pupils' predictions from the warmer, e.g. *Do they fall into the river?* Play the audio. Pupils look and listen. They check in pairs. Check with the class. Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *Who suggests asking Mrs Potts? (Key). What's happening to the picnic? (it's falling out). What does Key suggest to Mrs Potts? (he wants to take a photo). What does she say? (No, thank you). What does he suggest to Lock? (Shall I go and catch some fish?). Why does Key go for a long walk? (he's annoyed with them).*

CD 3, 12

As in Pupil's Book

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

#### 15 ACT OUT THE STORY.

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 6 from *Kid's Box Teacher's Resource Book 3* (page 87). See notes on page 80.

## Activity Book page 59

### DO YOU REMEMBER?

- Write the words *A day in the country* in the centre of the board. Brainstorm the words from the unit and write them as a mind map. Include: *forest, plant, leaf, grass, field, lake, hungry, thirsty, cold*. Accept other words.
- Tell pupils to open their Activity Books at page 59. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right so that they can only see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'hungry'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about the countryside. 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 questionnaire they did about free time. Pupils circle a face. Repeat for the third sentence, checking the meaning of *suggestions* and eliciting some examples using *Shall I ... ?* Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

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

### Optional activities

- Unit 6 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 50 and 54).
- *Suzy's room*: the animated version of the Unit 6 story from *Kid's Box Interactive DVD 3*. See pages 38-41, 43-45 of the *Teacher's Booklet*.

### Language Portfolio (online)

- Pupils complete page 12 of *Kid's Box 3 Language Portfolio (Outside)*. Help with new language as necessary.

### 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 Plants**

**Fact**  
Sunflowers turn their heads to catch the sun.

1 Say the part of the plant for each picture.

leaves fruit seeds roots

lettuce carrots

orange tree sunflower

Plants give us lots of things to eat. We can eat the seeds, the leaves, the fruit and the roots of plants.

2 Listen. Say 'roots', 'leaves', 'seeds' or 'fruit'. 1 - roots

1 2 3 4 5 6

60 Vocabulary fruit leaf / leaves plant root seed tree

**Science Plants**

1 Write the words.

lettuce roots orange tree carrots sunflower leaves fruit seeds

a leaves b c d e f g h

2 Which part do we eat? Complete the table.

orange potato carrot apple spinach  
pea lettuce sunflower pear cabbage

Roots	Seeds	Leaves	Fruit
potato			

60

**Objectives:** By the end of the lesson, pupils will have read and talked about plants and given their own opinions.

## Target language

- **Key language:** *fruit, plant, tree, leaf/leaves, root, seed*
- **Additional language:** *lemon, lettuce, potato, pear, pea, cabbage, spinach, sunflower*
- **Revision:** *food, apple, carrot, orange, tree*

## Materials required

- Examples of food from different plants, e.g. sunflower seeds, a carrot, lettuce, an apple
- Extra activity 2: A very large sheet of paper, sticky tack (a piece for each pupil)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 6 Topic worksheet* (pages 50 and 56)



## Pupil's Book page 60

### Warmer

- Place the different foods on your desk. Elicit what they are in L1 or English and where they come from (plants). Brainstorm known fruit and vegetables in English. Write them on the board.

### 1 Say the part of the plant for each picture.

- Hold up each of the foods in turn and elicit what part of the plant it comes from. Pupils can answer in L1. Say *We eat different parts of plants. Today we're going to talk about which parts we eat.*
- Tell pupils to open their Pupil's Book at page 60. Focus them on the photograph of the lemon tree and elicit *tree*. Say the different parts of the tree. Pupils repeat in chorus. Check comprehension. Elicit/Teach the singular form of *leaves* (*leaf*).
- Draw pupils' attention to the text. Ask a pupil to read it aloud. Explain any new words (e.g. *give*). Read the activity instruction and point to the four photographs on the right. Elicit the names in L1. Say the names in English. Pupils repeat. Ask *Which part of a plant is a lettuce? Is it a root? Is it a fruit?* Pupils respond *Leaves*. They work in pairs to decide the part of the plant for the other three photographs. Elicit answers.

Key: b roots, c fruit, d seeds

### 2 Listen. Say 'roots', 'leaves', 'seeds' or 'fruit'.

- Focus pupils on the photographs in Activity 2. Elicit/Teach the name of each plant or tree (*potato, pear, pea, apple, cabbage, spinach*). Check comprehension. Ask a pupil to read the activity instructions. Review the meaning of *root, leaf, seed* and *fruit*. Play the first question on the audio and point to the example answer in the speech bubble.
- Play the rest of the questions. Pause after each one. Pupils whisper the answer to their partner the first time. Play the audio again. Pause after each question. Elicit answers.

Key: 2 fruit, 3 seeds, 4 fruit, 5 leaves, 6 leaves

### CD 3, 13

- Which part of a potato plant do we eat?
- Which part of a pear tree do we eat?
- Which part of a pea plant do we eat?
- Which part of an apple tree do we eat?
- Which part of a cabbage plant do we eat?
- Which part of a spinach plant do we eat?

Extra activity 1: see page 214 (if time)

## Activity Book page 60

### 1 Write the words.

- Tell pupils to open their Activity Book at page 60. Focus them on the pictures and the words in the box. Direct them to the activity instruction and the example. Elicit what they have to do (label the pictures). Pupils work individually and label the pictures in pencil. They check in pairs. Monitor and check.

Key: b lettuce, c carrots or roots, d carrots or roots, e orange tree or fruit, f orange tree or fruit, g sunflower or seeds, h sunflower or seeds

### 2 Which part do we eat? Complete the table.

- Focus pupils on the table in Activity 2 and on the question. Say *Look at the example. Which part of a plant are potatoes?* Elicit *Roots*. Pupils complete the rest of the table in pairs, using the words in the box. Monitor the activity and help as necessary. Check with the class.

Key: Roots: carrot; Seeds: pea, sunflower; Leaves: spinach, lettuce, cabbage; Fruit: orange, apple, pear

Extra activity 2: see page 214 (if time)

### Optional activity

- Unit 6 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 50 and 56).

### Ending the lesson

- Review with pupils what they learned about in today's lesson. Play a round of the 1, 2, 3 game. The first pupil says *1, 2, 3 potato* (or any other food item), the next pupil repeats the process saying *1, 2, 3, cheese* (or any other food item). Go round the class in this way. Each pupil must say a different food from the rest of the class, and say it quickly (on the count of three); if not, they are eliminated. The game continues until one pupil is left. He/She is the winner.



6

**3 Ask and answer.** leaves seeds roots fruit

Do people eat the leaves of carrots?

No, they eat the roots.

**4 Read, look and answer.**

People need food to eat, water to drink and air (oxygen). Plants need the sun, air (carbon dioxide) and food to grow. Plants get their food from things in the ground. We water plants to help them grow.

Which plant is healthy?  
What do the other plants need?

**1** **2** **3**



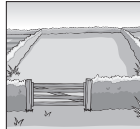

**Project** Grow a plant.

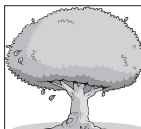

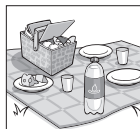

**Natural Science 3 Unit 4:**  
**How do plants get their food?**

61

Movers Reading and Writing, Part 1

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

			
a leaf	a plant	a field	a lake

			
a tree	a forest	a picnic	grass

**Example**  
This is usually green. You must water it every day. a plant

**Questions**

- This is on the ground. It's green and sheep eat it. \_\_\_\_\_
- We sometimes eat this in the countryside. \_\_\_\_\_
- This is the name for a lot of trees in the countryside. \_\_\_\_\_
- Apples grow on this. \_\_\_\_\_
- You can see horses or cows here in the countryside. \_\_\_\_\_
- This is part of a plant or a tree. It's often small and green. \_\_\_\_\_

61

**Objectives:** By the end of the lesson, pupils will have talked more about plants and completed a project.

## Target language

- **Key language:** *fruit, leaves, roots, seeds, plant*
- **Additional language:** *Do people eat ... ? Yes / No, they eat ... , air, carbon dioxide, grow, ground, plate*
- **Revision:** *healthy, need, food, eat, drink, oxygen, water, sun*

## Materials required

- **Project:** A carrot top, a small plate or bowl, water. You will need project materials for each group of four pupils.
- **Extra activity 2:** Word train materials from Pupil's Book pages 17, 25, 35 and 43; a piece of paper for the 'carriage' for the words for this lesson.
- **Optional:** Extra project idea, Unit 6  
A nature table from *Kid's Box Teacher's Book 3* (page 220)

## Pupil's Book page 61

### Warmer

- Draw a simple picture of an apple tree on the board with roots, leaves and fruit visible. Elicit the different parts of the tree and label your picture. Review what pupils remember about the parts of plants we eat.

### 3 Ask and answer.

- Brainstorm fruit and vegetables from the previous lesson. Write them on the board.
- Tell pupils to open their Pupil's Book at page 61. Focus them on the photograph and on the speech bubbles. Invite two pupils to read the question and answer. Check comprehension. Say them again. The class repeats in chorus. Draw attention to the box at the top of the page. Make sure pupils know what to do. Elicit another question if necessary (e.g. *Do people eat the seeds of an apple?*). Pupils work in pairs. They take turns to ask and answer about the different foods on the board. Monitor and check language. Elicit example exchanges from confident pairs.

### 4 Read, look and answer.

- Focus pupils on Activity 4, the text and the larger picture of the man watering a plant. Read the text, line by line with the class. Check comprehension of *air* and make sure pupils know the difference between *oxygen* and *carbon dioxide* (use the chemical symbols for these gases ( $O_2$  and  $CO_2$ ), if pupils have studied them already in their Science lessons). Check/Teach the meaning of *grow* and *ground*. Use the picture to help understanding of the things a plant needs to grow.
- Read the two questions *Which plant is healthy?* and *What do the other plants need?* aloud. Make sure pupils understand *healthy* and *need*. Briefly discuss in L1 how we can see that a plant is healthy (the leaves are green, there are flowers, etc.). Pupils work in pairs. They look at pictures 1–3 and decide which is the healthy plant. They talk about what the other plants need. Elicit answers.

**Key:** Plant 2 is healthy. Plant 1 needs the sun. Plant 3 needs water.

### Project Grow a plant.

- Focus pupils on the photographs. Elicit what pupils are going to do (grow a plant). Find out if any pupils have grown a plant before.
- Show pupils the items they'll be using. Make groups of three or four. Pupils give their group a name related to plants, e.g. *Oranges*. Give pupils the relevant materials. They water the carrot top. Make sure they don't use too much water. Groups label/name their plate and place it on a windowsill or near the window.
- On a twice weekly basis, pupils check on their plant and note what is happening. They record the results in their notebooks: date, number of leaves, height, etc.

- After about a month, pupils make posters in their groups. They copy their diary notes onto the poster. They can include drawings of their plant too. Help them with language as necessary, e.g. *It's got (four) leaves today. There's a new shoot. It's (3) cm tall. It's green. We think it's dead. It needs (water). It needs more (sun).*

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

## Activity Book page 61

### Movers Reading and Writing, Part 1.

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

- Focus pupils on the instructions and the example. Check understanding. Review *countryside* and features of the countryside from Unit 6 (*lake, grass, forest*, etc.). Point out that there are eight pictures but only seven answers, so pupils will have one picture left over. They work in pairs and match the definitions with the pictures. Check by eliciting the question from one pupil and the answer from another. Elicit from the class if it's correct.

**Key:** 1 grass, 2 a picnic, 3 a forest, 4 a tree, 5 a field, 6 a leaf

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

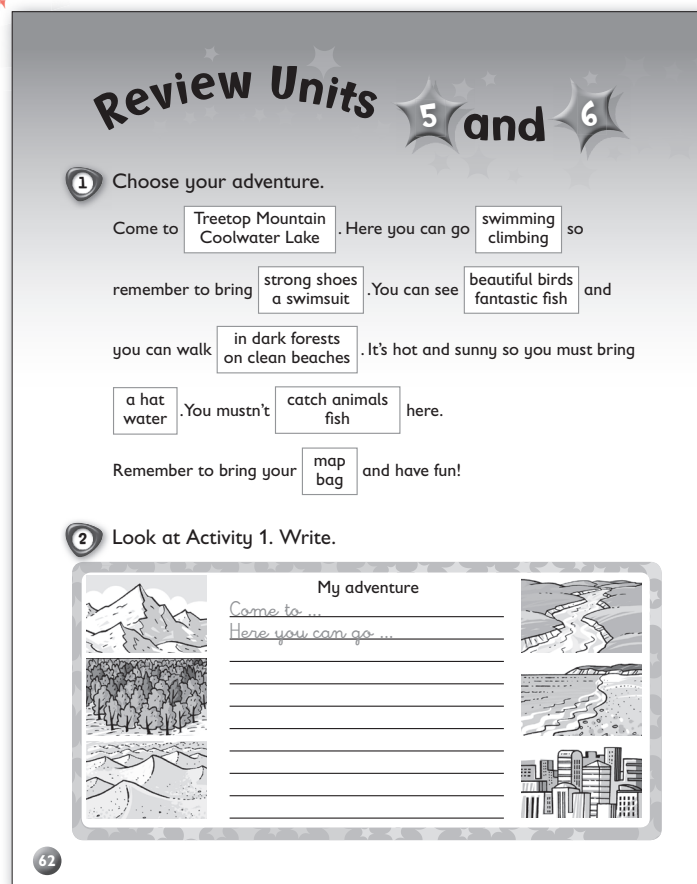
### Optional activity

- Extra project idea, Unit 6 A nature table. See notes on *Kid's Box Teacher's Book 3* (page 220).

### Ending the lesson

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

# Review Units 5 and 6



**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, *adventure, bridge, mountain*
- **Additional language:** *choose, so, remember to ...*
- **Revision:** language for games, *beach*

## Materials required

- Country flashcards (72–79)
- Key vocabulary from Units 5 and 6, written on pieces of paper or wordcards
- Dice and four different coloured counters for each group of four pupils

## Pupil's Book page 62

### Warmer

- Hand out the pieces of paper with key words from Units 5 and 6 or wordcards (one for each pupil). Make groups of six. They take turns to say what their word is and to give a sentence including their word. The other pupils decide if it's correct or not. Monitor and help as necessary. Elicit an example sentence for each word.

### 1 Play the game.

- Use the country flashcards to review vocabulary from Unit 5. Draw a bridge and a mountain on the board and elicit the words.
- Pupils open their Pupil's Books at page 62. Elicit what they can see (a game) and what Key is saying. Say *Can you remember some of the language we use in games?* Elicit/ Prompt, e.g. *Whose turn is it? Pass the dice. I'm red. What does ... mean? You've won. That's not fair.* Remind pupils to use English. Say *You speak (their mother tongue), you miss a turn!* Check understanding of *miss a turn*.
- Check pupils know how to play and demonstrate the game. They throw the dice and go around the board. When they land on an instruction square, they must read it aloud and follow the instruction. Check understanding of *go forward, go back, throw again*.
- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from *Start* to *Finish*. The first pupil in each group to reach the finish is the winner.

## Activity Book page 62

### 1 Choose your adventure.

- Tell pupils to open their Activity Books at page 62. Check understanding of *adventure*. Elicit some of their ideas for an adventure. Focus pupils on the activity and check they know what to do: they choose one of the two options each time.
- With pencils down, pupils take turns to read the text aloud around the class. Check understanding of the adventure as you go, and of the options. Pupils work individually and circle their options. In groups of four, they read their adventure to their friends.

### 2 LOOK AT ACTIVITY 1. WRITE.

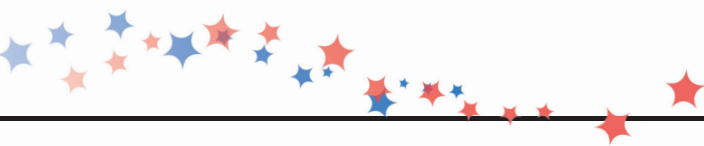
- Tell pupils they are going to write their own adventures. Remind them to use the text in Activity 1 as a model. If necessary, copy this text onto the board and underline the words/phrases which they can change. Brainstorm ideas with the class before they start writing. Pupils use the picture prompts, but they can also add their own ideas.
- Pupils write a draft in their notebooks. They read and check their partner's work. Monitor to help and support. Pupils write the adventure in their Activity Books.

Extra activity: see page 214 (if time)

### Ending the lesson

- Mime heavy bags and/or say *These bags are heavy!* to elicit the suggestion *Shall I help you?* Use other mimes/prompts, e.g. *tired, not well, hungry, thirsty, cold, dirty board*, to elicit similar suggestions.





## 2 Find eight more differences.



In picture 1, there are two oranges.  
In picture 2, there's one orange.



## 3 Say the right words.



chocolate



a field



a river



a headache



a picnic



a temperature



a blanket

- 1 Cows and sheep sometimes live here.
- 2 Fish can swim here.
- 3 This is when your head hurts.
- 4 Charlie's got a toothache. He mustn't eat this.
- 5 You have this when you aren't well and you're very hot.
- 6 You put this on your bed when you're cold.

## Quiz!

- 1 Why does Stella go to the doctor?
- 2 What's the matter with Paul?
- 3 What's Miss Rich's beautiful painting called?
- 4 What are Lily and her family doing in the forest?
- 5 Is Suzy hungry or thirsty?
- 6 Where do Lock and Key go for a picnic?

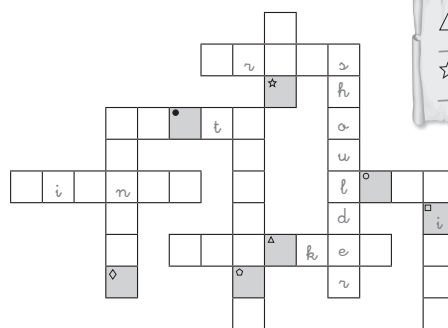
Grammar Must for obligation Can for permission and ability Suggestions and offers: Shall I ... ?

63

## 3 Circle the odd one out.

- |               |          |          |           |
|---------------|----------|----------|-----------|
| 1 temperature | cough    | cold     | shoulder  |
| 2 hungry      | sleep    | eat      | play      |
| 3 eyes        | hurts    | ears     | arms      |
| 4 stomach     | headache | backache | toothache |
| 5 lake        | river    | sea      | field     |
| 6 leaf        | loud     | good     | bad       |
| 7 run         | swim     | climb    | fat       |
| 8 grass       | plant    | picnic   | flower    |
| 9 hungry      | grass    | thirsty  | tired     |
| 10 loud       | weak     | quiet    | blanket   |

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



63

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and talked about differences between pictures.

## Target language

- **Key language:** vocabulary and language from Units 5 and 6, *differences, place*
- **Additional language:** *odd one out*
- **Revision:** country, town, illnesses, adjectives, jobs, actions and activities, *can see ...*

## Materials required

- Illness flashcards (64–71)
- Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 3*; Evaluation 6 from *Kid's Box Teacher's Book 3* (page 229)
- *Kid's Box Language Portfolio 3* (page 5)

## Pupil's Book page 63

### Warmer

- Say, e.g. *I can see something in the classroom. It's big and it's blue. It's on the floor near the door* (e.g. bag). Pupils take turns to guess, using *Is it ... a book?* Repeat. Pupils can take turns to name and define objects for the other to guess.

### 2 Find eight more differences. towards

- Tell pupils to open their Pupil's Books at page 63. Focus them on the two pictures. Read the example speech bubble and check comprehension.
- Pupils close their books. Provide pupils with the language to use: *I can see ... There is/are ... The boy is eating ...* Write the prompts on the board and check pupils know what they're going to do (take turns to describe parts of the two pictures where there are differences).
- Pupils open their books and do the activity in pairs. Monitor to help and prompt. Elicit the differences.

**Key:** A man is next to 1) a river, 2) a lake.  
A man and a woman are sitting on 1) a blanket, 2) chairs.  
A boy is eating 1) a sandwich, 2) an apple.  
A woman has got 1) apple juice, 2) milk.  
A boy has got 1) a green towel, 2) a blue towel.  
A girl is 1) drawing, 2) reading.  
There are/is 1) flowers, 2) a tree.  
There is 1) a field, 2) a forest.

### 3 Say the right words. towards

- Review illness vocabulary with the flashcards.
- Focus pupils on Activity 3 and on the activity instruction. Do the example as a class. Invite one pupil to read the definition and another to supply the word. Pupils work individually and complete the activity. They check in pairs.

**Key:** 1 a field, 2 a river, 3 a headache, 4 chocolate, 5 a temperature, 6 a blanket

### Quiz!

- Say *Now let's read and remember*. Focus pupils on the questions. Pupils look back through Units 5 and 6 and find the answers to the questions. They discuss them in groups of four. Check with the class.
- Pupils write two more questions of their own to help them remember the language and/or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their questions.

**Key:** 1 She's got a temperature. 2. He's got a cough and a cold. 3 The Toothache. 4 They're having a picnic.  
5 She's thirsty. 6 The country/river.

## Activity Book page 63

### 3 Circle the odd one out.

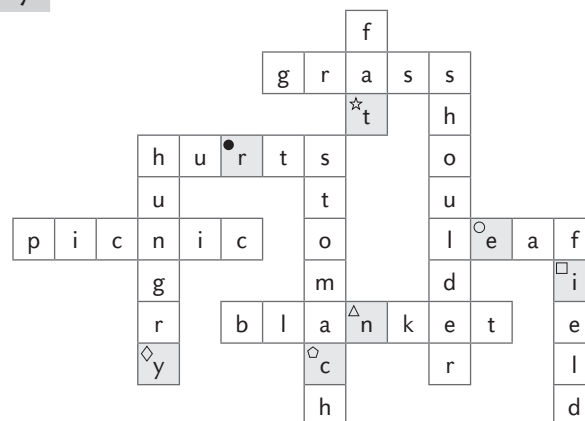
- Tell pupils to open their Activity Books at page 63. Direct them to the Activity 3 instructions and the example. Elicit why *shoulder* is different. Pupils work in pairs. Monitor and help/guide, but encourage them to work out the answers. Check with the class, eliciting the reasons.

**Key:** 2 hungry, 3 hurts, 4 stomach, 5 field, 6 leaf, 7 fat, 8 picnic, 9 grass, 10 blanket

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

- Focus pupils on the crossword and on the first part of the activity instructions. Remind them to fit the words from Activity 3 into the crossword, depending on the length of the words and the clue letters given in the grid. When they have finished, they transfer the letters. Pupils work in pairs and try and complete the crossword. Remind them to use pencil. Check the message with the class (Nice try!).

**Key:**



**Extra activity: see page 214 (if time)**

### Optional activities

- Stella's room*: Quiz 3 from *Kid's Box Interactive DVD 3*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 6 from *Kid's Box Teacher's Book 3* (page 229). See notes on page 222.

### Language Portfolio (online)

- Pupils complete page 5 of *Kid's Box Language Portfolio 3* (*I can ... Units 5-6*).

### Ending the lesson

- Pupils work in groups of four. They need to look at one *Do you remember?* page. Two pupils (A) use a book (or paper) to cover the words from Unit 5. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 6.

# World of animals

# 7 World of animals

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

- 1 What are Simon and Stella doing?
- 2 What animals do you think Stella likes?
- 3 Which animals are strong?
- 4 Which animals talk a lot?



A world map is shown on a computer screen. Various animals are placed on different continents with labels in speech bubbles: bear (North America), whale (Atlantic Ocean), lion (Africa), panda (Asia), kangaroo (Australia), shark (Pacific Ocean), dolphin (Atlantic Ocean), parrot (South America), bat (Central America), and a lion (Africa). A pink speech bubble from Stella says 'Animals of the world'. Simon is pointing at the map.

**2** Listen and check.

**3** Look and complete. Listen and check.

a								
b								
c								

# 7 World of animals

**1** Put these animals in alphabetical order.

1 \_\_\_\_\_ *bat*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

**2** Follow the animals. Answer:

Start →

bear	panda	kangaroo	lion	library	funny
hospital	clean	strong	whale	hungry	fish
thirsty	dolphin	elephant	giraffe	clever	tiger
long	crocodile	cinema	huge	mouse	bat
naughty	shark	monkey	parrot	hippo	market

Finish

How many animals are there? \_\_\_\_\_

There are four city words. What are they? \_\_\_\_\_

There are nine adjectives. What are they? \_\_\_\_\_

64

**Objectives:** By the end of the lesson, pupils will be able to talk about wild animals and their habitats.

## Target language

- **Key language:** *bat, bear, dolphin, insect, kangaroo, lion, panda, parrot, pouch, quick, shark, whale, world, the internet, present simple*
- **Additional language:** *China, like you, mammal, reptile*
- **Revision:** characters, animals, adjectives, jobs, food, colours, routine actions (*eat, sleep*), *sea, map*

## Materials required

- Animal flashcards and wordcards (92 -100)
- Extra activity 1: Sentences from Pupil's Book Activity 2 written on paper and cut

in half, as shown below. You will need a piece of paper (half a sentence) for each pupil. Sentences can be used more than once.

Dolphins, whales and sharks // live in the sea.

Dolphins // eat fish.

Bears // eat fish, fruit, plants, meat.

Kangaroos // eat leaves.

Pandas // live in China.

Bats // sleep in the day.

Bats // eat insects.

Parrots // talk a lot.

- Optional: *Kid's Box Teacher's Resource Book 3 Unit 7 Reinforcement worksheet 1* (pages 57 and 58)

## Pupil's Book page 64

### Warmer

- Review known wild animals by giving clues, e.g. *I'm thinking about an animal. It's a bird. It's black and white. It can swim, but it can't fly* (penguin). As pupils guess the animals, write them on the board around a mind map. Include *crocodile* and *giraffe*. Write *Wild animals* in the centre. Introduce *huge*. Say *huge* is very, very big, and write it on the board. Ask: *Fish, whale, which is huge?* Elicit further examples of things that are huge from the children (the sea, a huge country (China, Russia etc.), a building, the sun, a forest etc.).

### Presentation

- Teach/Elicit the new animals using the flashcards. Elicit what pupils know about each one (e.g. colours, where they live, what they eat). Add them to the mind map.

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

- Tell pupils to open their Pupil's Books at page 64. Check comprehension of the unit title (especially *world*). Focus them on the picture. Elicit what animals they can see.
- Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

#### 2 Listen and check.

- Play the audio. Pupils listen and check. Play the audio again. Check with the class. Set more listening questions, e.g. *Which animal sleeps a lot? Which animals live in the sea?*
- Play the audio again. Pupils listen for the answers. They check in pairs.
- Check general understanding, e.g. *What do bears eat?* Check understanding of *quick* and *insect*.

**Key:** 1 They are looking at animals of the world on the computer. 2 She likes pandas. 3 Bears and lions are strong. 4 Parrots talk a lot.

#### CD 3, 14

**STELLA:** Ooh. 'Animals of the world ... Dolphins, whales and sharks live in the sea. Dolphins eat fish.'

**SIMON:** Yeah, and bears eat fish too. They eat everything – fish, fruit, plants, meat ... Look at this one. It's big and strong.

**STELLA:** Yes, lions are strong too. They sleep a lot.

**SIMON:** Here's a kangaroo. It eats leaves.

**STELLA:** I like pandas. They're black and white, and they live in China.

**SIMON:** Wow! These small brown bats sleep in the day and get their food at night ... They're really quick. They can eat 100 insects in five minutes.

**STELLA:** Oh, yuk. Here are Suzy's favourite animals. These parrots are beautiful. They're red, yellow, green, blue ...

**SIMON:** And they talk a lot, too. Just like Suzy!

### 3 Look and complete. Listen and check.

- Focus pupils on Activity 3 and elicit what animals they can see in the first line. Elicit what animals come next. In pairs, pupils identify the animals and guess what the two missing animals are in each row. Play the audio. Pause before the answer for each row for pupils to chorus the two animals.

**Key:** lion - dolphin, whale - whale, bat - parrot

#### CD 3, 15

Dolphin dolphin kangaroo lion dolphin dolphin kangaroo  
lion dolphin

Shark shark whale whale panda shark shark whale whale

Parrot bear parrot bat parrot bear parrot bat parrot

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

## Activity Book page 64

### 1 Put these animals in alphabetical order.

- Tell pupils to open their Activity Books at page 64. Pupils put the words in alphabetical order. In pairs, they write the list in their notebooks. Check by asking nine pupils to come to the front. Give each pupil one of the animal words. They stand in alphabetical order. Pupils write the list in their Activity Books.

**Key:** 2 bear, 3 dolphin, 4 kangaroo, 5 lion, 6 panda, 7 parrot, 8 shark, 9 whale

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

### 2 Follow the animals. Answer.

- Focus pupils on Activity 2 and on the instructions. They draw lines to connect the animal words and get to the finish. They can go up, down, left and right.
- Pupils answer the questions at the bottom of the page.

**Key:** 17 animals; city words: library, hospital, cinema, market; adjectives: funny, clean, strong, hungry, thirsty, clever, long, huge, naughty

### Optional activity


- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 57 and 58).


### Ending the lesson

- Review the new animals from the lesson. Provide clues, e.g. *It lives in the sea. It eats fish. It's very, very big* (whale).







**4** Read and say the correct description for each animal. a–z









**1** This huge grey animal lives in the sea. It's got a very big mouth and a lot of teeth. It can sometimes eat people.

**2** This grey animal lives in the sea. It's got a long nose and small teeth. It's very clever and it likes playing.

**3** This big brown animal lives in Australia. It's got two long, strong legs and two short, thin arms. It can jump.

**4** This animal can fly. It eats fruit. It can be red, green and blue and it's very loud.

**5** This big animal is grey, brown or white. It's big and it can stand on two legs. It eats fish, meat, fruit and plants. It sleeps when it's cold.

**6** This big black and white bird can swim, but it can't fly. It lives in very cold water and it eats fish.

**5** Play the game.

This big black and white bird can swim, but it can't fly.

It's a penguin.

**6** Read and say the words to complete the text.


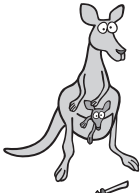

huge eats cold sometimes grey sea animals

This **1** blue or **2** animal lives in the **3**.  
It likes very **4** water. It **5** a lot of small  
sea **6** and plants. It's **7** very long.



**Vocabulary** bat bear dolphin kangaroo lion panda parrot shark whale

**3** Look at the animals. Read and correct.

**1** This animal has got two legs and a lot of hair on its feet. It eats chocolate and sleeps a lot. It's a big dog.  
This animal has got four legs

**2** This big green animal lives in Africa. It's got two short, weak legs and two short, fat arms. It can fly. It carries its picnic in a bag next to its head.

**3** This big purple or yellow animal can fly but it isn't a bird. It eats ice cream and small cakes. It dances in the day and wakes up and sings at night.

**4** Write about your favourite wild animal.

My favourite wild animal is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have written descriptions of wild animals, their habits and habitats.

## Target language

- **Key language:** adjective order
- **Additional language:** *so, key words, What does it look like?*
- **Revision:** wild animals, body parts, adjectives, *have got*, descriptions, *can*, *at night*, *during the day*, *favourite*

## Materials required

- Animal flashcards and wordcards (92–100)

## Pupil's Book page 65

### Warmer

- Review the wild animals (*panda, kangaroo, lion, dolphin, shark, whale, bat, bear, parrot*) using the flashcards. Stick them on the board. Invite pupils to come up in turn and write the name of the animal under the picture. Encourage other pupils to help with the spelling. Use the wordcards to check spelling if you wish.

### 4 Read and say the correct description for each animal.

- Tell pupils to open their Pupil's Books at page 65. Focus them on the pictures and elicit what some of them are, e.g. *What's picture b?*
- Direct pupils to the activity instruction and check understanding. Remind them to look for the key words as they read to help them match.
- Pupils read the texts silently and match them with the pictures. They check in pairs. Check by asking pupils to read the texts and then eliciting from the class which picture it describes. Elicit what key words pupils found. Check general understanding of the texts and of any new vocabulary.
- Focus pupils on some of the lists of adjectives, e.g. *huge grey / big brown / small black* and elicit what they notice about the order (size + colour).

**Key:** 1 e, 2 a, 3 b, 4 g, 5 h, 6 i

### 5 Play the game.

- Focus on Activity 5 and the instruction. Ask two pupils to read the example speech bubbles. Pupils work in pairs. They cover the texts in Activity 4. They take turns to say a sentence about one of the animals and guess what it is. Monitor and help as necessary. Elicit some exchanges from pairs.

### 6 Read and say the words to complete the text.

- Focus pupils on the text and the picture. Elicit the name of the animal (*whale*). Remind pupils where to find the words to complete the text (in the box).
- Pupils work individually and write the words in pencil. Monitor pupils as they are working. Remind them to ask their friends if they need help. Check with the class by asking pupils in turn to read out the sentences. Pupils correct/check their work.
- Check understanding of the text by asking, e.g. *What colour are whales? Where do they live?*, etc.

**Key:** huge, grey, sea, cold, eats, animals, sometimes

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

## Activity Book page 65

### 3 Look at the animals. Read and correct.

- Tell pupils to open their Activity Books at page 65. Elicit what the animals are. Direct them to the activity instructions and check understanding (they correct the texts).
- Ask a pupil to read number 1 aloud. Elicit what's wrong with the description and elicit a correct version from around the class.
- Pupils work in pairs. They read the definitions, identify the problems and correct them. They write a first draft in their notebooks. Check with the class, by eliciting correct versions from different pupils. They write their correct versions in their Activity Books.

**Key:** 1 This animal has got four legs and a lot of hair on its head. It eats meat and sleeps a lot. It's a big cat. 2 This big brown animal lives in Australia. It's got two long, strong legs and two short, thin arms. It can jump. It carries its baby in a bag next to its stomach. 3 This small black or brown animal can fly but it isn't a bird. It eats fruit and insects. It sleeps during the day and wakes up and flies at night.

### 4 Write about your favourite wild animal.

- Focus pupils on Activity 4 and on the instruction. Ask around the class *What's your favourite wild animal? Where does it live? What does it look like? What can it do?* Pupils create a mind map in their notebooks for their wild animal, showing what they're going to write about. They show their partner. Pupils write their drafts in their notebooks. Remind them to use the texts in the Activity Book and Pupil's Book to help them. Monitor and guide. When you have checked pupils' work, they write it in their Activity Books.

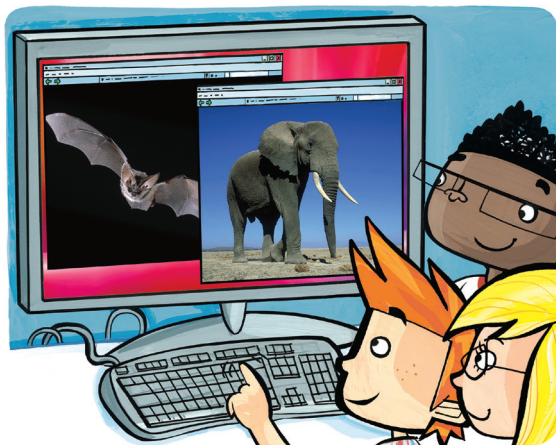
**Extra activity 2: see page 214 (if time)**

### Ending the lesson

- Elicit which animals pupils wrote about in Activity Book page 65 Activity 4. Write the animals on the board. Find out how many pupils wrote about each one with a 'hands up'. Write the totals on the board, draw a simple bar chart and announce the class's favourite wild animal.

7 Look, think and say the answers.

- 1 Who's looking at animals on the Internet? 3 What can elephants carry?  
2 Is the elephant clean or dirty? 4 Can elephants swim?



8 Listen and check.

9 What do you think? Read and say 'yes' or 'no'.

- 1 Whales are bigger than penguins.  
2 Dolphins are longer than whales.  
3 Pandas are quicker than bears.  
4 Bats are dirtier than parrots.  
5 Monkeys are better at climbing than pandas.  
6 Sharks are worse at swimming than kangaroos.

**Grammar**

clean	cleaner
big	bigger
dirty	dirtier
good	better
bad	worse

66

Grammar Comparatives: bad / worse good / better to be ... er than ...

5 Read and circle.

- 1 Kangaroos are smaller / bigger than bats.  
2 Crocodiles are shorter / longer than lizards.  
3 Parrots are quieter / louder than mice.  
4 Horses are quicker / slower than cows.  
5 Giraffes are shorter / taller than hippos.  
6 Bears are stronger / weaker than monkeys.

6 Look at the picture. Read and write 'yes' or 'no'.



- 1 The bear's cleaner than the monkey.  
yes  
2 The bear's sadder than the monkey.  
3 The bear's hungrier than the monkey.  
4 The monkey's hotter than the bear.  
5 The monkey's dirtier than the bear.  
6 The bear's happier than the monkey.

66

**Objectives:** By the end of the lesson, pupils will be able to compare animals using comparative adjectives.

## Target language

- **Key language:** comparative of common irregular and one-and two-syllable regular adjectives, *bad/worse, good/bad, -y, -ier, -er*, doubling of consonants: *thin/thinner, than*
- **Additional language:** *centimetres, land animals*
- **Revision:** adjectives, wild animals, country, body parts, *Shall we ... ? Let's ... , the internet*

## Materials required

- Classroom objects
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 7 Reinforcement worksheet 2* (pages 57 and 59); Grammar reference Unit 7 *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95)

## Pupil's Book page 66

### Warmer

- Elicit known adjectives using mime and pictures. Write them on the board: *good, bad, quick, big, long, small, short, dirty, strong, nice, hungry, clean, weak, fat, easy, thin, quiet, hot*. Ask pupils to make pair of adjectives, e.g. *strong-weak*.

### Presentation

- Use classroom objects to introduce the notion of comparison. Take two pencils (one shorter than the other). Hold up the longer one and say *This pencil's short*. Hold up the other one and say *This pencil's short too*. Hold them both up and say *This pencil's shorter than that pencil*. Repeat with other objects and adjectives, e.g. *book/thin, bag/clean, hair/long, exercise/easy*. Pupils repeat the comparative sentences after you. Listen for correct use of the weak form of *than*: /ðən/.

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

- Tell pupils to open their Pupil's Books at page 66. Focus them on the picture. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

### 8 Listen and check.

- Play the audio. Pupils listen for the answers. They check in pairs. Play the audio again if necessary. Check with the class. Set other listening questions, e.g. write the following on the board: *The internet is \_\_\_\_\_ using a book. Elephants are \_\_\_\_\_ other land animals. Bats are \_\_\_\_\_ elephants.*
- Pupils listen for the missing words. They check in pairs. Check with the class (quicker than, bigger than, smaller than). Check understanding of the text by asking questions about the other animals.

**Key:** 1 Lenny, Simon and Stella. 2 The elephant is dirty.  
3 They can carry trees. 4 Yes, they can.

### CD 3, 16

**LENNY:** We've got homework on animals today.

**SIMON:** Let's use the internet. It's quicker than using a book.

**LENNY:** Cool. Look at this elephant. It's bigger than all the other land animals in the world.

**STELLA:** Shall we look at another animal? Look at this.

**LENNY:** A bat.

**STELLA:** It's much smaller than the elephant. It says that some bats are only four centimetres long.

**LENNY:** The elephant is stronger – it says it can carry trees!

**SIMON:** And the elephant is much dirtier than the bat.

Elephants like swimming in dirty rivers and lakes when it's hot. Just like Dotty!

### 9 What do you think? Read and say 'yes' or 'no'.

- Focus pupils on Activity 9 and on the activity instruction. Do the first one as an example. Pupils whisper *yes* or *no* to their partner. Check with the class. If possible, elicit a correction each time.

**Key:** 1 yes 2 no, 3 yes, 4 (No fixed answer), 5 yes, 6 no

### Practice

- Focus pupils on the Grammar box. Elicit what these are called (comparatives). Elicit what they notice about the spellings of the different words. Write them on the board to help pupils. Make four columns. Write *clean* at the top of one, *big* at the top of the next, *dirty* at the top of the next and *good/bad* at the top of the next. Elicit the comparatives for each word and write them in the appropriate column, e.g. *cleaner*. Focus pupils on the different spellings of the comparatives and elicit the spelling rules for the three examples: *clean/cleaner, big/bigger, dirty/dirtier*. Remind pupils that *good/bad* are irregular.

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

## Activity Book page 66

### 5 Read and circle.

- Tell pupils to open their Activity Books at page 66. Read the activity instruction and point out the example answer. Tell pupils to use a pencil. They work individually to circle the words and then check their answers in pairs. Check with the class.

**Key:** 2 longer, 3 louder, 4 quicker, 5 taller, 6 stronger

### 6 Look at the picture. Read and write 'yes' or 'no'.

- Focus pupils on the picture and elicit the animals they can see. Pupils read and answer individually. They check in pairs. Elicit by asking different pupils to read the sentences and for the class to respond. Elicit a correction each time.

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

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

### Optional activities

- Unit 7 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 57 and 59).
- Grammar reference Unit 7 from *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- Hold up pairs of classroom objects for pupils to offer comparative sentences. Supply a simple adjective if necessary, e.g. *clean*.



**10** Listen and say the missing words.  
Sing the song.

bigger see me hiding  
snake smaller can than

I'm walking,  
I'm walking.  
What can I see?  
I can see a lion and it's **1** than me.

I'm swimming,  
I'm swimming.  
What can I see?  
I **2** see a shark and it's uglier **3** me.

I'm standing,  
I'm standing.  
What can I see?

I can see a **4** and it's thinner than me.  
I'm hiding,  
I'm **5**.  
What can I see?  
I can see a bat and it's **6** than me.

I'm sitting,  
I'm sitting.  
What can I see?  
I can **7** a monkey and it's naughtier than **8**.

**11** Make sentences. Use the words in the boxes.

The cat's weaker than the lion.

quiet  
strong  
weak

big  
fat  
small

bigger  
fatter  
smaller

long  
big

fat  
slow

bad  
good

**Grammar** Doubling the consonants: big / bigger.

**7** Read and match. Write the words on the chart.

1 strong	<input type="checkbox"/>	a cleaner
2 hungry	<input type="checkbox"/>	b easier
3 good	<input type="checkbox"/>	c dirtier
4 dirty	<input type="checkbox"/>	d weaker
5 clean	<input type="checkbox"/>	e hungrier
6 bad	<input type="checkbox"/>	f thinner
7 weak	<input type="checkbox"/>	g quieter
8 fat	<input type="checkbox"/>	h worse
9 easy	<input type="checkbox"/>	i hotter
10 thin	<input type="checkbox"/>	j stronger
11 quiet	<input type="checkbox"/>	k better
12 hot	<input type="checkbox"/>	l fatter

longer	bigger
stronger	
happier	different!

**8** Colour and write.

1 The grey lion's younger than the white one.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

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

## Target language

- Key language: *uglier, the (white) one*
- Revision: adjectives, present continuous

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 3 Unit 7 Extension worksheet 1* (pages 57 and 60) and *Song worksheet* (pages 57 and 62); *Kid's Box Interactive DVD 3 The music room*, Unit 7 'What can I see?' song

## Pupil's Book page 67

### Warmer

- Do a chant to review the comparatives. Say a simple adjective, e.g. *Clean*. Pupils chant *Cleaner*. Use all the adjectives from the previous lesson. Vary the activity by sometimes chanting the comparative for pupils to respond with the simple adjective.

### 10 Listen and say the missing words. Sing the song.

- Tell pupils to open their Pupil's Book at page 67. Focus pupils on Activity 10 and elicit what they can see in the pictures around the text, e.g. a lion, a snake. Read the first part of the activity instructions and make sure pupils know what to do. They try to guess which words go in the gaps in pairs. Elicit ideas. Then play the audio for pupils to listen and check their answers. Check with the class.
- Play the audio again, line by line and then verse by verse, for pupils to repeat.
- Teach the following actions for the words/lines of the song:  
*walking* = walking on the spot  
*What can I see?* = hand held horizontally on forehead above eyes  
*lion* = lion roaring and pouncing  
*swimming* = moving arms as if swimming a crawl stroke  
*shark* = hand on head as if a shark's fin  
*standing* = standing still  
*snake* = moving arm as if a snake slithering  
*hiding* = hands in front of face, hiding features  
*bat* = arms outstretched as if they are wings  
*sitting* = sitting down  
*monkey* = arms up as if hanging from a tree branch
- Pupils stand up, sing and mime as a whole class and then in five groups, one group for each verse.

**Key:** 1 bigger, 2 can, 3 than, 4 snake, 5 hiding, 6 smaller, 7 see, 8 me

### CD 3, 17

As in Pupil's Book  
Now sing the song again. (Karaoke version)

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

### 11 Make sentences. Use the words in the boxes.

- Focus pupils on the Grammar box and the different spellings of the comparatives. Elicit the spelling rules for the three examples. Then draw attention to the first picture in Activity 10, the adjectives and the example sentence. Elicit one or two comparative sentences about the pictures as an example. Pupils work in pairs and make sentences about the pictures.
- Elicit the sentences and write them on the board.

**Key:** 1 The cat's quieter than the lion. The lion's stronger than the cat. 2 The whale's longer/bigger than the snake. 3 The panda's fatter/slower than the tiger. 4 Daisy's cake is worse than Peter's cake. Peter's cake is better than Daisy's cake.

## Activity Book page 67

### 7 Read and match. Write the words on the chart.

- Tell pupils to open their Activity Book at page 67. Focus them on the lists and on the first activity instruction. Check they understand what to do. In pairs, pupils match the simple and comparative adjectives. Check with the class using a chant, e.g. *strong-stronger; hungry-hungrier*.
- Focus pupils on the chart and remind them of the Pupil's Book activity and the Grammar box. Pupils work in pairs and write the adjectives in the correct columns. Check with the class, confirming the spelling rules for each of the first three columns.

**Key:** 2 e, 3 k, 4 c, 5 a, 6 h, 7 d, 8 l, 9 b, 10 f, 11 g, 12 i  
*longer*: cleaner, weaker, quieter; *bigger*: fatter, thinner, hotter;  
*happier*: hungrier, dirtier, easier; *different*!: worse, better

### 8 Colour and write.

- Focus pupils on Activity 8 and on the activity instruction. Check they understand what to do. They choose the colours they want to colour the animals. Set a time limit for this part of the activity.
- Draw attention to the example answer. Check comprehension of *the white one*. Pupils write five more sentences about their own picture. Pupils swap books and check each other's work. Check around the class.

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

### Optional activities

- Unit 7 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 57 and 60).
- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 57 and 62).
- The music room*: Unit 7 from *Kid's Box Interactive DVD 3*. See pages 28-29, 31-33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song from the beginning of the lesson, with the extra verses if pupils did Extra activity 1.

**12** **Stella's phonics**



A dolphin on the phone.



An elephant with his phone.



The elephant's taking a photo of the dolphin with his phone.

**13** Read and listen to your friend. Complete the text.


Hippos and ...




... elephants are both ...

**68** Phonics Consonant sound: 'f' (dolphin)


**9** Listen and say. Complete the words.




1 a dolphin




2 a frog




3 a photo




4 a farmer




5 an elephant



6 a field



7 fruit



8 a phone

**10** Sort and write the words.

1 tberet	better
2 geibgr	b
3 tedirir	d
4 ireeas	e
5 rodle	o
6 rtquiee	q
7 lsalmre	s
8 gonsterr	s
9 sower	w
10 tefart	f

**11** Now find the words.

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

Ha! Ha! Ha!

What do lions call smaller animals?

**JOKE BOX**

Food!

**68**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the sound /f/ in words where it is represented by the letters *ph*. They will also have completed a text.

## Target language

- **Key language:** the sound /f/, *dolphin*, *phone*, *elephant*, *photo*
- **Additional language:** *farmer*
- **Revision:** comparison of adjectives, adjectives, wild animals, town, country, jobs, sort

## Materials required

- Photocopiable activity 7 (page 203). One copy, cut in half, for each pair of pupils.
- Extra activity 1: A ball from a piece of paper to each group
- Optional: *Kid's Box Interactive DVD 3*: 'At the aquarium' episode (*The living room* section)

## Pupil's Book page 68

### Warmer

- Say *Look and think*. Write these words on the board: *phone, field, frog, dolphin*. Say *Which sound is in all the words? Think about the sounds, not the spelling*. Give pupils time to think and discuss together. Elicit/Give the answer (the sound /f/). Underline the letters in the words that represent the sound /f/. Say the sound for pupils to repeat.

### 12 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 68. Elicit what they can see in the pictures. Play the audio. Pupils repeat the sounds, words and the sentences. Play the audio again for pupils to join in.
- Remind pupils that in English there is often more than one spelling pattern for the same sound, and explain that this applies to consonant sounds as well as vowel sounds, for example: /r/, which can be spelt with r or with wr (e.g. *write*), /n/ (*n* or *kn*) and /w/ (*w* or *wh*), etc.

#### CD 3, 18

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

/f/, /f/, dolphin

/f/, /f/, elephant

A dolphin on the phone.

A dolphin on the phone.

An elephant with his phone.

An elephant with his phone.

The elephant's taking a photo of the dolphin with his phone.

The elephant's taking a photo of the dolphin with his phone.

### 13 Read and listen to your friend. Complete the text.

- Focus pupils on Activity 13 and demonstrate the activity, using Parts A and B of Photocopiable activity 7 (see page 203). Show pupils the two texts and tell them that they will have different information. Invite a pupil to the front and give him/her Part A. Read the first part of B (*Hippos and*) and wait for the pupil to read out the next part of the text from his/her copy (*elephants are both*). Check pupils know what to do.
- Hand out Photocopiable activity 7 to each pair: A to one pupil and B to another. Remind them not to look at each other's paper. The first time, they read the whole text aloud, taking turns to say the words from the sheet. The second time, they write the missing words on their copy. Monitor and help. Pupils look at each other's papers to check.

#### Key: Hippos and elephants

Hippos and elephants are both very big and very heavy. They are both grey, have got four legs and big heads. They can swim and they can run, but they can't jump. Hippos and elephants eat a lot of grass and plants. Elephants eat their food in the day, but hippos like to eat at night. In the day they swim in rivers and lakes. There are two different kinds of elephant, the African elephant and the Asian elephant. African elephants are bigger than Asian elephants and have got bigger ears. Hippos live in Africa. They run faster than elephants and faster than humans too!

## Activity Book page 68

### 9 Listen and say. Complete the words.

- Tell pupils to open their Activity Book at page 68. Play the audio. Pupils listen and say the words. Then they work in pairs, saying the words and adding the missing letter(s).

**Key:** 2 a frog, 3 a photo, 4 a farmer, 5 an elephant, 6 a field, 7 fruit, 8 a phone

#### CD 3, 19

As in Activity Book

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

### 10 Sort and write the words.

- Pupils work in pairs and solve the anagrams.

**Key:** 2 bigger, 3 dirtier, 4 easier, 5 older, 6 quieter, 7 smaller, 8 stronger, 9 worse, 10 fatter

### 11 Now find the words.

- Pupils look for the words from Activity 10 in the wordsearch.

#### Key:

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

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

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Optional activity

- *The living room:* 'At the aquarium' episode from *Kid's Box Interactive DVD 3*. See pages 5-6, 20-27 of the *Teacher's Booklet*.

### Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. In pairs, they take turns to say them quickly.



**LOCK & KEY**

14 Listen to the story.

It's Thursday morning. Lock and Key are in their office. It's hot. They're tired and thirsty.

Hmm... Robin Motors, the car thief.

I need a cold drink. Shall we stop?

Yes, let's go to that new café in town.

Don't look, Key, but Robin Motors is sitting at the table next to us.

No, that man's uglier than Robin Motors. His nose is bigger and his hair's longer.

Sssh! Be quiet, Key. He can hear you, and he's looking at us.

That's not him, Lock. He's the wrong man. Robin Motors is thinner and taller than him.

Sssh, Key! Everybody can hear you!

But he isn't Robin Motors!



















Oh yes he is, and... HE'S TAKING OUR CAR!

15 Act out the story.

69

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	_____		panda
	_____		kangaroo
	_____		dolphin
	_____		whale
	_____		shark
	_____		penguin
	_____		lion
	_____		bear
	_____		parrot

**Can do**

I can talk about wild animals. ☐ ☐ ☐

I can talk about where animals live and what they eat. ☐ ☐ ☐

I can compare things. ☐ ☐ ☐

69

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

## Target language

- **Key language:** language from the unit, *office, the wrong man*
- **Additional language:** *in town, everybody*
- **Revision:** *Lock and Key* story, comparative adjectives, present continuous, *need, Shall we ... ?, Let's go, Don't look, Be quiet, He can hear you*

## Materials required

- Animal flashcards and wordcards (92–100)
- Playscript 7 from *Kid's Box Teacher's Resource Book 3* (pages 80 and 88)
- Optional: *Kid's Box Teacher's Resource Book 3* Unit 7 Extension worksheet 2 (pages 57 and 61); the animated version of the Unit 7 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section); Evaluation 7 from *Kid's Box Teacher's Book 3* (page 230)

## Pupil's Book page 69

### Warmer

- Review the story so far. Play short sections of earlier story episodes on the audio and elicit from pupils what happens in those parts of the story.  
Note: Pupils use the present simple to talk about previous episodes.

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 69. Elicit which episode this is (eight). Set the pre-listening questions: *Where do Lock and Key go? Who do they think they see? What happens at the end of the episode?* Play the audio. Pupils look and listen. They check in pairs. Check with the class (to a café in town; Robin Motors, the car thief; he takes their car!). Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *Where are they?* (in the office). *Are they hot or cold?* (hot). *Why does Lock say 'Don't look'?* (he doesn't want the man to see them). *What does Key say about the man?* (he's uglier than Robin Motors, his nose is bigger and his hair's longer). *Can the man hear them?* (yes). Check understanding of *office* and *the wrong man*.

CD 3, 20

As in Pupil's Book

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

#### 15 Act out the story.

- Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 7 from *Kid's Box Teacher's Resource Book 3* (page 88). See notes on page 80.

## Activity Book page 69

### Do you remember?

- Write the words *Wild animals* in the centre of the board. Brainstorm the nine new wild animals from the unit with pupils and using the wordcards, stick them as a mind map. Accept other words from the unit if pupils give them to you.
- Tell pupils to open their Activity Books at page 69. Remove the wordcards from the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right so that they can only see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'kangaroo'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means, with examples, and elicit/remind them of the activities they did in this unit when they talked about wild animals. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them.
- Repeat for the second sentence, eliciting/reminding them of the projects they did. Pupils circle a face. Repeat for the third sentence, checking the meaning of *compare* and eliciting some examples. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

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

### Optional activities

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 57 and 61)
- *Suzy's room*: The animated version of the Unit 7 story from *Kid's Box Interactive DVD 3*. See pages 38-45 of the *Teacher's Booklet*.
- Evaluation 7 from *Kid's Box Teacher's Book 3* (page 230). See notes on page 223.

### 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 Animal habitats

Fact

There are 264 types of monkey in the world.

1 Read and say the best name for the text.

Animal habitats An interesting photo Naughty animals



island



mountain



cave

A habitat is the name for a place where animals and plants live. Let's look at the habitats on this island. Here there are waterfalls, mountains and caves under the ground. A big jungle grows in one part of the island. Monkeys, snakes, parrots and other animals live there. Monkeys and parrots live in trees and snakes live on the ground under rocks, but sometimes they climb up trees too.



waterfall



jungle

2 Read and say the corresponding word for each sentence.

a jungle a cave a waterfall an island a mountain

- 1 You can climb it. Sometimes you can see snow on the top of it.
- 2 It's sometimes under the ground and has a river or a lake in it. It's dark inside and bats sometimes live in it.
- 3 It's very hot and wet here. There are a lot of trees and plants.
- 4 It's a place with sea all around it.
- 5 It's a place where water from a river comes down onto rocks or into a lake.

70

Vocabulary cave habitat island jungle mountain waterfall

## Geography Animal habitats

1 Sort and write the words.



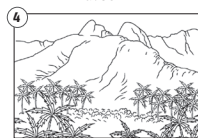
avec



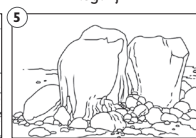
legunj



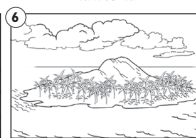
flawterla



nimotuna



korc



nisald

1 cave

2 \_\_\_\_\_

3 \_\_\_\_\_

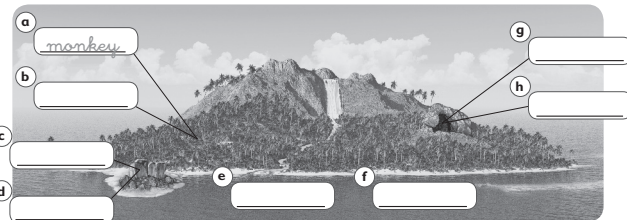
4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

2 Listen. Write the words.

monkey bear bat dolphin snake parrot lizard shark



70

**Objectives:** By the end of the lesson, pupils will have read about different animal habitats.

## Target language

- **Key language:** *habitat, island, cave, waterfall, jungle, dark*
- **Additional language:** *snow, hot, wet, on the top, rocks*
- **Revision:** *wild animals, monkey, lizard, snake, present simple, prepositions, place, mountains, ground*

## Materials required

- Wild animal flashcards (92–100), and pictures of a monkey, a snake and a lizard
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 7 Topic worksheet* (pages 57 and 63)

## Pupil's Book page 70

### Warmer

- Review wild animals using the flashcards and the pictures. Show each flashcard. Elicit the word. Hold up a flashcard and say the wrong name, e.g. hold up the bat and say *It's a dolphin*. Pupils correct you. Repeat with the rest of the cards.
- Tell pupils to open their Pupil's Book at page 70. Elicit/teach *island, mountains, cave, waterfall, jungle*. Write the following questions on the board: 1 *There's a crocodile in the cave. Can you see it?* 2 *Can you see a fish behind the waterfall?* 3 *A big brown bird is flying above the mountain. Can you see it?* 4 *Can you see a parrot in the jungle?* Pupils look at the photographs again carefully in pairs to find the answers. Monitor as they work.

### 1 Read and choose the best name for the text.

- Focus pupils on Activity 1 and on the activity instruction. Tell pupils to read the text and to choose the best words from the options to complete it. They check in pairs. Check with the class.

Key: Animal habitats

### 2 Read and say the corresponding word for each sentence. **M** towards

- Focus pupils on Activity 2. Tell them that the sentences are definitions of the words in the box. Pupils work in pairs. They read the sentences and match them with the words in the box. Pairs check with pairs. Check with the class. Check/Elicit understanding of *snow, dark, hot, wet*. Discuss with pupils their experiences of these places.

Key: 1 mountain, 2 cave, 3 jungle, 4 island, 5 waterfall

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

## Activity Book page 70

### 1 Sort and write the words.

- Tell pupils to open their Activity Books at page 70. Focus them on the activity instruction and the example answer. Make sure they know they need to solve the anagrams and write the correct words on the numbered lines. Pupils work individually and write the words in pencil. They check in pairs. Check around the class.

Key: 2 jungle, 3 waterfall, 4 mountain, 5 rock, 6 island

### 2 Listen. Write the words.

- Focus pupils on Activity 2 and on the picture. Say, e.g. *Point to the cave*. Pupils point. Repeat for the rest of the key habitats on the island (*jungle, sea, rock*).
- Read the activity instruction. Play number 1 on the audio.

Check pupils know what to do (they write the names of two animals for each pair of labels, pointing to the habitat). Give pupils time to look at the picture carefully again. Tell them not to worry about new language but to listen for the key words (habitats and animals).

- Play the audio. Pupils listen and write in pencil. They check in pairs. Play the audio again. Check with the class, asking e.g. *Which animals live in the jungle?*

Key: b parrot, c snake, d lizard, e dolphin, f shark, g bear, h bat

### CD 3, 21

- This kind of small brown monkey lives in the jungle.
- Welcome to Big Bear Natural Park. Here we can see the bears in their caves. This is their natural habitat. Please don't give the bears any food.
- Look, Peter! Here's a cave! Shall we go and look? OK. ... Ooh, look at those bats, Vicky. Sshhh! Be quiet! They're sleeping.
- Look over there, everyone. You can see four dolphins playing in the sea.
- Whoa! It's OK, Daisy! It's only a small snake. Look, it's going under its rock again. That's its home. Oooh, I don't like snakes. Come on, Mum.
- Can we visit the forest, Dad? It isn't a forest, Jim. It's a jungle. Oh. Are there any birds there? Yes, there are a lot of beautiful parrots. Shall we go and see them? Yes, please.
- Sshh, Sam. Come here and look. There's a big green lizard under this rock.
- Here we can see a great white shark in its natural habitat. The cameraman is in the sea. He's under the water taking photos.

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

### Optional activity

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 57 and 63).

### Ending the lesson

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



**3** Look at the animals. What do you think? Ask and answer.



tomato frog



Nile crocodile

- 1 Which animal lives in caves?
- 2 Which animal lives in the trees in the jungle?
- 3 Which animal lives in the mountains?
- 4 Why are crocodiles brown?
- 5 Why have lemurs got tails?
- 6 Why are tomato frogs red?



ring-tailed lemur

**4** Listen and check.

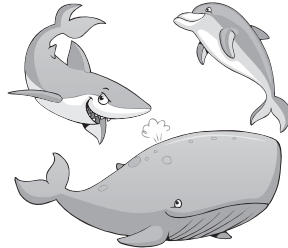
**Project** Make an animal information page.




**Natural Science 3 Unit 3:**  
Which vertebrate has two lives?

Movers Listening, Part 2

**3** Listen and write. There is one example.



Charlie's school project

When? Wednesday

- 1 How many animals? \_\_\_\_\_
- 2 Which kind of animals? \_\_\_\_\_
- 3 Charlie's favourite animal: \_\_\_\_\_
- 4 Favourite animal's food: \_\_\_\_\_
- 5 Name of project: \_\_\_\_\_

**Objectives:** By the end of the lesson, pupils will have talked more about animal habitats and completed a project.

## Target language

- **Key language:** *ring-tailed lemur*
- **Additional language:** *I think ...*
- **Revision:** animal habitats, food, wild animals, questions, *cave, jungle, crocodile, frog, tail, world*

## Materials required

- Four large pieces of paper/card, each with one of the following words: *cave, jungle, sea, rock*
- **Project:** A piece of paper for each pupil, coloured pencils, reference materials, relevant internet sites
- **Extra activity 2:** Word train materials from previous units, a piece of paper for the 'carriage' for the words for this lesson
- **Optional:** Extra project idea, Unit 7 Animals and their habitats from *Kid's Box Teacher's Book 3* (page 221)

## Pupil's Book page 71

### Warmer

- Display the large pieces of paper with habitat words on four different walls in the classroom. Say an animal from Activity Book page 70, Activity 2 (e.g. *Bat*). Pupils point / go to the correct habitat word (e.g. *Cave*). Repeat for *snake*, *shark*, *monkey*, *lizard*, *parrot*, *bear* and *dolphin*.

### 3 Look at the animals. What do you think? Ask and answer.

- Tell pupils to open their Pupil's Books at page 71. Focus on the photographs and elicit *frog* and *crocodile*. Review *tomato*. Teach *ring-tailed lemur* and check comprehension of *tail*. Read the activity instructions and go through the questions with the class. Do the first one as an example. Remind pupils to use *I think ...* when they give their ideas, but do not confirm the answer.
- Pupils work in pairs. They read the questions and try to guess the answers. Discuss each question briefly with the class without giving away the answers. Encourage pupils to talk about the reasons for their guesses.

### 4 Listen and check.

- Tell pupils the answers are on the audio. Play the audio. Pupils correct their answers. Play the audio once or twice more so pupils have the opportunity to find the answers. Check with the class. Ask pupils which answer surprised them the most.

**Key:** 1 The Nile crocodile. 2 The tomato frog. 3 The ring-tailed lemur. 4 It helps them to hide. 5 To help them climb trees and move in the forest. 6 Because other animals don't like eating red animals.

### CD 3, 22

Tomato frogs are bright red. They are red because other animals don't like eating animals of this colour. These frogs live in trees in the jungle and eat small animals. Ring-tailed lemurs live in mountains and forests. Their long tails help them climb trees and move in the forest. They need to climb trees because they eat fruit and leaves. Nile crocodiles live in lots of countries in Africa. Sometimes they live in caves. They are brown, the same colour as the ground and the dirty water. Their colour helps them to hide and catch other animals and fish to eat.

### Project Make an animal information page.

- Write the following prompts on the board: *What is the animal called? What is it like? Where does it live? What does it eat?* Provide pupils with appropriate reference materials. Pupils write a draft of their text in their notebooks first. When you have checked their work, they write it on their information page.

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

## Activity Book page 71

### Movers Listening, Part 2. towards

### 3 Listen and write. There is one example.

- Tell pupils to open their Activity Book at page 71. Play the audio. Pupils write one or two words for each answer.

**Key:** 1 15, 2 Sea animals, 3 Shark, 4 Fish, dolphins, 5 Sea World

### CD 3, 23

Listen and look. There is one example.

Hello, Charlie. What are you doing? / I'm doing a project for school. / A project? When must you show it? / On Wednesday. / Wednesday? You've got a lot of time, then. You've got five days! / Yes, but I want to do it now. Can you see the answer? Now you listen and write.

- 1 What's the project on? / It's on animals. I can choose from fifteen different animals. / Fifteen or fifty? / Fifteen. / That's a lot! / Yes, but I can choose. I don't need to write about all of them and I'm enjoying it because I love animals.
- 2 Which kind of animal are you writing about? / I'm choosing sea animals. / Pardon? Which kind? / Sea animals. I'm writing about three different ones.
- 3 Which ones are you writing about? / I'm writing about whales, sharks and dolphins. Which of the three kinds is your favourite? / Hmm... Sharks are uglier than dolphins and whales, but I like them better than the others. Sharks are my favourite.
- 4 What do sharks like eating, Charlie? / There are different kinds of sharks, but my favourite, the great white shark, eats fish and sometimes dolphins. / Dolphins! And are great white sharks white? / Of course they are!
- 5 What's your project called? Has it got a name? / Well, no. It's difficult to choose a name. / Do you like the name 'Water Animals'? / It's OK, but I like 'Sea World' better! / There you are! 'Sea World'. That's a good name! / Yes, it is. / How do you spell 'world'? / W-O-R-L-D.

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

### Optional activity

- Extra project idea, Unit 7 Animals and their habitats from *Kid's Box Teacher's Book 3* (page 221).

### Ending the lesson

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

**8 Weather report**

1 Look, think and say the answers.

- Who's got a pet?
- Where's Meera on holiday?
- Who's on holiday in the country?
- Where's Lenny on holiday?

Dear Meera,  
We're on holiday in the country.  
It's windy and we can fly our kites.  
It's very wet too. It's raining now.  
It rains every day here!  
Simon and Stella

Dear Simon,  
I'm on holiday at the beach. It's hot and sunny!  
Lenny

Dear Stella,  
I'm on holiday in the mountains. It's brilliant! It's cold and there's lots of snow.  
Look at my snowman!  
Meera

Dear Grandma and Grandpa,  
We're on holiday at the lakes with Dotzy. It's cloudy but I can see a rainbow! It's really beautiful.  
Suzy

2 Read and check.

3 Listen and say 'yes' or 'no'.

1 2 3 4 5 6

**8 Weather report**

1 Look and read and write.

a cloud

the sun

the wind

a rainbow

the snow

the rain

- It's strong.
- It's hot and yellow.
- It's wet.
- It's cold and white.
- It's beautiful and has got many colors!
- It's white, grey or black.

2 Read and circle the correct answer.

- It's hot and sunny / snowing.
- It's wet and sunny. There's a beautiful windy / rainbow.
- It's very grey and cloudy / sunny today.
- I can make a snowman. There's a lot of snow / sun.
- We can't go out to play. It's wet and grey. It's raining / sunny.
- Let's go to the beach. It's a beautiful sunny / windy day.
- It's snowing / raining in the jungle.
- It's a beautiful day. It's dry / wet and sunny. Let's have a picnic.
- It's wet and cloudy. It's raining / rainbow.
- It's snowing / rainbow in the mountains.

the wind

**Objectives:** By the end of the lesson, pupils will be able to understand and talk about the weather.

## Target language

- Key language:** *weather, weather report, cloud, cloudy, hot, sun, sunny, rain, rainbow, snow, wet, wind, windy, today*
- Additional language:** *very, no (wind), really*
- Revision:** *characters, comparative adjectives, can, beach, jungle, mountains, What shall we do?, picnic, snowman, The sun's coming out, everybody*

## Materials required

- Weather flashcards and wordcards (104–110)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Reinforcement worksheet 1* (pages 64 and 65)
- Kid's Box Language Portfolio 3* (page 13)

## Pupil's Book page 72

### Warmer

- Write the date on the board. Ask *What's the date today?* Pupils respond, e.g. *It's Friday the 14<sup>th</sup> of May. Say Good.* Point to the window. Say *Is it hot today? Is it cold? What's the weather like?* Provide/Elicit the sentence for the weather that day, e.g. *It's raining.* Pupils repeat. Explain that a weather report is a television or radio broadcast about the weather.

### Presentation

- Write the question *What's the weather like?* in the centre of the board. Pre-teach/Elicit other words to describe the weather using the flashcards (*cloudy, hot, cold, sunny, raining, snowing, wet, windy*). Check understanding and concept each time and stick the flashcards on the mind map together with the wordcards (or write the words).

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

- Tell pupils to open their Pupil's Books at page 72 and focus them on the pictures. Elicit what they are (photos) and elicit one word to describe each one, e.g. *Raining*. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the pictures but not in the postcard texts.

#### 2 Read and check.

- Pupils read the postcards quickly and silently to find the answers to Activity 1. They check in pairs. Check with the class. Pupils take turns to read the postcards aloud around the class. Check understanding of vocabulary, especially the new weather words. Ask pupils which is their favourite postcard picture / type of holiday.

**Key:** 1 Suzy. 2 In the mountains. 3 Simon and Stella.  
4 At the beach.

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

- Focus pupils on the pictures in Activity 3 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the audio. Pupils listen and whisper. Play the audio again. Check after each one. Pupils correct the incorrect sentences.

**Key:** 1 no (it's sunny), 2 yes, 3 no (it's cloudy), 4 yes  
5 no (it's raining), 6 yes

#### CD 3, 24

- It's cloudy.
- It's snowing!
- Oh. It's raining.
- Look! It's a rainbow.
- It's very sunny.
- It's really windy today.

### Practice

- Pupils continue the game in pairs. They take turns. Pupil A says a sentence about the pictures. Pupil B says *yes* or *no* and corrects the incorrect sentences.

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

## Activity Book page 72

#### 1 Look and read and write. **M** towards

- Tell pupils to open their Activity Books at page 72. Focus them on the pictures and on the activity instruction and the example. Check they know what to do. Pupils work individually and complete the activity. They check in pairs. Check with the class. Elicit what class of words these are (nouns).

**Key:** 2 the sun, 3 the rain, 4 the snow, 5 a rainbow, 6 a cloud

#### 2 Read and circle the correct answer.

- Focus pupils on Activity 2 and on the activity instruction. Ask a pupil to read the first example. Elicit why *sunny* is circled (adjective). Repeat for the second example (noun). Pupils work in pairs. They read the sentences and circle the correct word in pencil. They can ask their friends if they're not sure. Check with the class by asking pupils to read each correct sentence aloud. Check pupils realise that numbers 5, 7, 9 and 10 are present continuous.

**Key:** 3 cloudy, 4 snow, 5 raining, 6 sunny, 7 raining, 8 dry,  
9 raining, 10 snowing

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

### Optional activity

- Unit 8 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 64 and 65).

### Language Portfolio (online)

- Pupils complete page 13 of *Kid's Box Language Portfolio 3* (*A weather report*). Help with new language as necessary.

### Ending the lesson

- Write some of the weather words as anagrams on the board for pupils to solve. They work in pairs. They write the words on paper. Pairs swap their papers with another pair. Check with the class by eliciting the words and the spelling each time or display the Unit 8 wordcards for pupils to check their answers.



**4** Listen and say the weather for each place. 1 – b

a b c d e f

**Functions**  
What's the weather like at the mountains?

**5** Ask and answer. Use the words in the box.

cloudy raining snowing sunny wet windy dry

What's the weather like at the beach? It's windy.

a b c d e

**Vocabulary** cloudy rainbow raining snowing sunny windy  
**Functions** What's the weather like ...? It's ...

73

**3** Listen and draw the weather.

a b c d e f

**4** Now complete the sentences.

- In the mountains *it's windy.*
- In the city \_\_\_\_\_
- In the forest \_\_\_\_\_
- At the lake \_\_\_\_\_
- In the countryside \_\_\_\_\_
- At the beach \_\_\_\_\_

73

**Objectives:** By the end of the lesson, pupils will have had more practice talking about the weather.

## Target language

- Key language:** *It's snowing/cold/wet/windy, There's no sun, What's the weather like (at the beach)?*
- Revision:** weather, country, adjectives, island, city, jungle, mountains, forest, beach, lake, fields

## Materials required

- Weather flashcards (104–110)
- Extra activity 1: Photocopiable activity 8 (page 204) copied onto thin card, one for each pupil, coloured pencils, scissors, sticky tack
- Extra activity 2: Weather cards from Extra activity 1, six for each pupil

## Pupil's Book page 73

### Warmer

- Review the weather words. Stick the flashcards on the board. Number them. Call out the numbers at random, e.g. *Number 2*. Pupils write a sentence, e.g. *It's snowing*. Pupils swap papers to correct. Check with the class.  
Note: There may be more than one possible correct answer, e.g. *It's raining.* / *It's wet.*
- Point to the window. Say *What's the weather like today?* Pupils respond. A pupil comes and writes it on the board under the date, e.g. *It's hot and sunny*. Teach other weather words if necessary, e.g. *foggy*.

### 4 Listen and say the weather for each place.

- Tell pupils to open their Pupil's Books at page 73. Focus them on the large picture. Elicit what they can see (island, mountains, etc.). Elicit the weather in the icons at the top of the page. Direct them to the activity instruction and check understanding. Play the audio. Pupils whisper their answers to their partners. They check in pairs. Check with the class. Elicit a sentence for each one, as well as the match, e.g.  
2 – c  
*It's raining in the forest.*

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

### CD 3, 25

**WOMAN:** It's time for today's weather report.

**MAN:** Hello.

Here in the mountains, it's snowing.

The birds aren't singing in the forest today because it's raining.

There's no sun on the island today. It's very cloudy.

At the lake, it's hot and sunny, so a lot of children are swimming.

It's a bad day for a picnic at the beach. It's very windy.

If you go to the fields, you can see a rainbow.

Have a good day, wherever you are.

**WOMAN:** Thank you, Thomas. Next, we are ...

### 5 Ask and answer. Use the words in the box.

- Focus pupils on the Functions box and the question. Read it for pupils to repeat after you with the correct intonation. Then focus on Activity 5. Elicit the places in pictures a to e (*beach, mountains, city, jungle, country*). Focus on the speech bubbles. Pupils read them aloud. Elicit the picture for the example question and answer (a). Write the speech bubble and the response on the board. Underline the sections to change: *What's the weather like at the beach?* *It's windy*. Remind pupils to use the words in the box.
- Pupils work in pairs. They take turns to ask and answer about the pictures. They choose pictures at random. Check by doing the activity in open pairs. Check for correct phrases, e.g. *at the beach, in the mountains*.

Key: b What's the weather like in the mountains? It's snowing.  
c What's the weather like in the city? It's cloudy. d What's the weather like in the jungle? It's raining. e What's the weather like in the country? It's sunny.

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

## Activity Book page 73

### 3 Listen and draw the weather.

- Tell pupils to open their Activity Books at page 73. Focus them on the activity instruction and check understanding. Elicit the weather in the symbols at the top of the activity. Play the first item on the audio and draw attention to the example 'windy' symbol in the circle on the mountains in the large picture. Play the rest of the audio. Pupils listen. They don't draw. Play the audio again. Stop after each one to give pupils time to draw. They check in pairs. Play the audio again. Check with the class.

Key: beach picture a, forest picture d, city picture f, countryside picture b, lake picture c

### CD 3, 26

1 In the mountains, it's windy today.

2 It's raining at the beach.

3 It's cloudy in the forest.

4 It's sunny and windy in the city.

5 It's snowing in the countryside today. It's very cold.

6 It's hot and sunny at the lake.

### 4 Now complete the sentences.

- Focus pupils on the example completed sentence. Check they realise it's about the picture in Activity 3. They do the activity orally in pairs. Elicit the sentences from the class. Pupils complete the sentences in their Activity Books.

Key: 2 it's sunny and windy. 3 it's cloudy. 4 it's (hot and) sunny. 5 it's snowing (and very cold). 6 it's raining.

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

### Ending the lesson

- Make six groups. Allocate a type of weather to each group. Start the chain by chanting *What's the weather like today?* Invite a group to reply. They chant, e.g. *It's cloudy, it's cloudy*. This group then repeats the question for another group to answer. Encourage pupils to ask groups randomly around the class. Direct the questioning if appropriate.

## 6 Look, think and answer.

- 1 Who's Alex talking to?
- 2 Who's Alex with?
- 3 Where's Alex today?
- 4 Is the weather cold today?



## 7 Listen and check.

## 8 Listen and say 'yesterday' or 'today'.

## Grammar

It **was** wet and windy **yesterday**.  
 They **were** out **yesterday**.  
 It's hot and sunny **today**.  
 They **are** at home **today**.

74

Grammar Past simple: was / wasn't were / weren't

## 5 Read and complete the sentences.

wasn't was sweater were was scarf brilliant



Last weekend, Meera (1) was in the mountains with her family.  
 They (2) were on holiday. There (3) was a lot of snow. It was  
 (4) brilliant! Meera (5) was cold because she was in a hat and  
 (6) wasn't and she had a (7) scarf under her coat.

## 6 Look at the code. Write the secret message.

26	25	24	23	22	21	20	19	18	17	16	15	14
a	b	c	d	e	f	g	h	i	j	k	l	m
13	12	11	10	9	8	7	6	5	4	3	2	1
n	o	p	q	r	s	t	u	v	w	x	y	z

W e / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ /  
 4-22 / 4-22-9-22 / 18-13 / 7-19-22 / 17-6-13-20-15-22 / 15-26-8-7 / 4-22-22-16 /  
 \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ /  
 18-7 / 4-26-8-13- ' 7 / 4-22-7 / 26-13-23 / 4-18-13-23-2 / 26-13-23 /  
 \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ / \_ \_ \_ \_ /  
 4-22 / 4-22-9-22-13- ' 7 / 24-12-15-23 / . 18-7 / 4-26-8 / 21-6-13 .

74

**Objectives:** By the end of the lesson, pupils will be able to talk about the past using *was* and *were*.

## Target language

- **Key language:** past simple affirmative and negative: *was, wasn't, were, weren't, yesterday, last weekend, sweater, scarf*
- **Additional language:** *at home, all morning*
- **Revision:** weather, present continuous, clothes, *today, country, have fun, cool, code, secret message*

## Materials required

- **Extra activity 1:** The following sentences cut into sections as indicated by //, one set for each pair:  
*It wasn't // very windy // yesterday.*  
*It is // hot and sunny // today.*  
*They were // at school // yesterday.*  
*She is // at home // today.*
- **Optional:** *Kid's Box Teacher's Resource Book 3 Unit 8 Reinforcement worksheet 2 and Extension worksheet 1 (pages 64, 66 and 67); Grammar reference Unit 8 Pupil's Book 3 (page 95) and Activity Book 3 (page 95)*



## Pupil's Book page 74

### Warmer

- Review clothes. Demonstrate the activity. Two pupils stand facing each other for 30 seconds. They stand back to back and take it in turns to say what their partner is wearing, e.g. *You're wearing blue jeans*. Pupils repeat in pairs.

### Presentation

- Point to the day and date on the board. Say *What day is it today?* Pupils respond, e.g. *It's Thursday*. Say *What's the weather like today?* Pupils respond. Elicit and write the days of the week on the board. Point to whatever day it is today and say, e.g. *Today's Thursday. It's (cloudy). We're in school*. Point to *Wednesday*. Say *Yesterday was Wednesday. It was (raining). We were in school*. Ask *What was the weather like?* for other previous days, e.g. *Monday, Tuesday*. Pupils respond. Say the sentences for pupils to repeat. Make sure they use the weak form of *was/were*.

### 6 Look, think and answer.

- Tell pupils to open their Pupil's Books at page 74. Focus them on the pictures and elicit who/what they can see (Alex, Alex's aunt and Simon). Elicit/Teach *sweater, scarf*. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the pictures.

### 7 Listen and check.

- Play the audio. Pupils listen and check. They check in pairs. Play the audio again. Check with the class. Set further listening questions: *What was the weather like yesterday morning? What was the weather like yesterday afternoon? What new clothes has Alex got? Who were they from?* Pupils listen in pairs. They listen for the answers to different questions. Play the audio. Pupils listen and then exchange information in pairs. Play the audio again. Check with the class (wet, cloudy and windy; cold; a sweater and scarf; his aunt).

**Key:** 1 He's talking to Simon. 2 He's with his aunt. 3 He's at his aunt's house in the country, 4 No, it isn't cold.

#### CD 3, 27

**ALEX:** Hello?

**SIMON:** Hello, Alex. Where are you?

**ALEX:** Simon, hi! I'm at my aunt's house in the country.

**SIMON:** The country. Cool. Are you having fun?

**ALEX:** Yeah, it's great. Yesterday I was out all day. In the morning the weather was really bad. It was wet, cloudy and windy.

**SIMON:** What was the weather like in the afternoon?

**ALEX:** It was better in the afternoon, but it was cold. I've got a new sweater and scarf.

**SIMON:** That's nice.

**ALEX:** Yeah. They were a present from my aunt, but it isn't cold today and now I'm *really* hot.

### 8 Listen and say 'yesterday' or 'today'.

- Point to the days of the week on the board. Elicit, e.g. *It's Thursday today. It was Wednesday yesterday*.
- Focus pupils on the Grammar box and elicit which sentences are about the present and which are about the past.
- Focus on Activity 8. Play the first one as an example. Elicit the answer (yesterday). Play the rest of the audio. Pupils whisper the answer to their partner. Play the audio again. Check with the class.

**Key:** yesterday, today, yesterday, today, yesterday, today, yesterday

#### CD 3, 28

In the morning the weather was really bad.

He's at his aunt's house.

It was wet, cloudy and windy.

It isn't cold.

He was out all day.

He's really hot.

The weather was better in the afternoon.

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

## Activity Book page 74

### 5 Read and complete the sentences.

- Teach/Review *wasn't* and *weren't* using the Grammar reference section of the Pupil's Book (see page 95).
- Tell pupils to open their Activity Book at page 74. Focus pupils on the text and on the words in the box. Pupils do the activity in pairs. Check with the class.

**Key:** 2 were, 3 was, 4 brilliant, 5 wasn't, 6 scarf, 7 sweater

### 6 Look at the code. Write the secret message.

- Focus pupils on Activity 6. Pupils work individually and write the secret message. Check with the class.

**Key:** We were in the jungle last week. It wasn't wet and windy and we weren't cold. It was fun.

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

### Optional activities

- Unit 8 Reinforcement worksheet 2 and Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (see pages 64, 66 and 67).
- Grammar reference Unit 8 from *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95). See answer key on *Teacher's Book 3* page 195.

### Ending the lesson

- Review the use of the past by asking pupils about the listening from the beginning of the lesson, e.g. *Where was Alex yesterday?* Pupils answer using full sentences.



- 9 Read and say the words to complete the song.  
Then listen and check.

coat cold hat scarf snow sweater windy



1 coat, sweater and scarf,  
It was cold and 2 in the park, cold and windy ...  
It was grey and cloudy,  
There wasn't any sun,  
There weren't many children, it wasn't much fun.  
Hat, 3 sweater and scarf,  
It was 4 and windy in the park, cold and windy ...  
There wasn't a rainbow,  
There wasn't any 5 ,  
Grandpa and I were ready to go.  
Hat, coat, sweater and 6 ,  
It was cold and windy in the park, cold and windy ...  
Back at home,  
It was much better,  
With a hot drink, and my big red 7 .  
8 coat, sweater and scarf,  
It was cold and 9 in the park, cold and windy ...  
Windy in the park ...

- 10 Sing the song.

- 11 Make sentences. It was hot and sunny. She was in a T-shirt.

sunny rainy snowy dry wet hot cold T-shirt coat sweater hat scarf



Vocabulary coat scarf sweater

75

- 7 Ask and answer. Choose words from the box.

at home at a friend's house at school at the cinema in bed  
at the library in the park at the shops at the sports centre

Where were you on  
Monday afternoon?



I was at the sports centre.

	Me	Friend 1	Friend 2	Friend 3	Friend 4
Monday afternoon					
Tuesday evening					
Wednesday night					
Thursday morning					
Friday evening					

- 8 Write about your weekend.

On Saturday morning I was

On Sunday morning

75

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

## Target language

- **Key language:** *coat, ready*
- **Additional language:** *much better, wasn't any sun, weren't any children, wasn't much fun*
- **Revision:** past simple affirmative and negative: *was, wasn't, were, weren't*, clothes, weather, prepositions, *park, home, Grandpa*

## Materials required

- If appropriate, recording equipment for the song
- Extra activity 2: Questions and statements from different parts of the lesson using *was/were/wasn't/weren't*. Cut each sentence into single words. Include the question mark as another word, e.g. *Where // were // you // on // Sunday // evening // ?*
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Song worksheet* (pages 64 and 69); *Kid's Box Interactive DVD 3 The music room*, Unit 8 'Hat, coat, sweater and scarf' song

## Pupil's Book page 75

### Warmer

- Review the past with pupils. Make statements. Pupils write *T* (true) or *F* (false) in their notebooks for each one. Check with the class and elicit the corrections for the false ones. Use *was*, *wasn't*, *were*, *weren't*, e.g. 1 *It wasn't sunny yesterday.* 2 *We were in the jungle yesterday morning.* 3 *There weren't any pupils in the school yesterday.* 4 *It was Monday yesterday.*

### 9 Read and say the words to complete the song. Then listen and check.

- Tell pupils to open their Pupil's Books at page 75. Focus them on the two pictures. Tell them the text is in the past. Elicit what they can see (people, place, objects, weather). Elicit pupils' responses to the pictures, e.g. *Was it a nice day? Were they happy in the park? Do you like weather like this?* Focus pupils on the words in the box and on the activity instructions. Check understanding of *coat*. Pupils look at the song and substitute the right word for each picture. They check in pairs.
- Play the audio. Pupils listen and check their answers. Play the audio in verses and elicit the lines from pupils. Check understanding of vocabulary as you go.

Key: 1 Hat, 2 windy, 3 coat, 4 cold, 5 snow, 6 scarf, 7 sweater, 8 Hat, 9 windy

### CD 3, 29

As in Pupil's Book

### 10 Sing the song.

- Play the audio in sections. Pupils repeat. Play the audio again for pupils to repeat the whole song. Pupils sing the song again as a class and then in groups. If appropriate, record pupils singing the song and play it back to them.

### CD 3, 30

Now sing the song again. (Karaoke version)

### 11 Make sentences.

- Focus pupils on Activity 11 and on the pictures. Ask a pupil to read out the sentence in the speech bubble. Elicit which pictures it is about (1 and b). Focus pupils on the structure *in* (for clothes). Elicit other sentences from pupils around the class. Pupils work in pairs. They take turns to say a sentence and to identify the pictures. Pupils can write the sentences in their notebooks. After checking, ask pupils to rephrase the answers in single sentences with *because*, e.g. *She was in a T-shirt because it was hot and sunny.*

Key: 2 a It was cold and snowy. She was in a sweater and a scarf. 3 c It was wet and rainy. She was in a hat and a coat.

Extra activity 1: see page 216 (if time)

## Activity Book page 75

### 7 Ask and answer. Choose words from the box.

- Tell pupils to open their Activity Books at page 75. Focus them on the words in the box. Pupils read the phrases aloud. Ask two pupils to read the speech bubbles. Demonstrate the activity on the board by drawing a grid and filling it in as pupils ask questions. Check they understand that it's about *last Monday*, etc.
- Pupils fill in the column headed *Me* using words from the box or other words if they were in other places. Pupils move around the class and find four other pupils to ask. Remind them to use the question *Where were you on ... ?* and to write the information in their grid. They reply using the information they've already written in their grids. Monitor closely.

### 8 Write about your weekend.

- Prepare pupils for this activity by discussing their weekends as a class. Ask questions about where they were, the weather, etc. to help them with ideas. Write a clear plan for their writing on the board. Pupils work individually. They write a draft in their notebooks. They swap with their friends and check each other's work. Circulate and monitor at the same time. When you've checked their work, pupils can write it in their Activity Books.

Extra activity 2: see page 216 (if time)

### Optional activities

- Unit 8 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 64 and 69).
- *The music room*: Unit 8 from *Kid's Box Interactive DVD 3*. See pages 28-29, 31-33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song again as a whole class to end the lesson.

**12** **Stella's phonics**



Why are the whales waiting?



They're waiting for the woman with the watermelons!

**13** Make a quiz. Ask and answer.

What colour was door number 85 on page 21?

It was black.

1 What colour was door number 85 on page 21?  
2 Where were Lock and Key on page 23?

**76** Phonics Consonant sound: 'w' (why, were)

**9** Listen and say. Complete the sentences.

whale What's windy wearing waterfall

1 What's the weather like? It's wet and .

2 Why are you a sweater? Because it's cold today.

3 Where were you on Friday? I was at the .

4 What's your favourite wild animal? It's a .

**10** Choose the words. Draw the picture.

Yesterday I was at the beach in the mountains in the forest with my parents grandparents friends . There

were a lot of trees plants shells . It was hot cold dry and sunny windy cloudy .

It was fun. I was in my hat T-shirt sweater and coat jeans skirt .

Ha! Ha! Ha!

Which is quicker hot or cold?

Hot, because you can catch a cold.

**76**

**Objectives:** By the end of the lesson, pupils will be able to identify and say the sound /w/ in words spelt with *wh* or *w*. They will also have exchanged information about *Kid's Box 3*.

## Target language

- **Key language:** the phoneme /w/
- **Additional language:** *watermelon, woman*
- **Revision:** *Wh-* question words, *whale, wait, waterfall*, wild animals, weather, clothes, past simple: *was, were*, language and vocabulary from *Kid's Box 3*

## Pupil's Book page 76

### Warmer

- Say *Look and think*. Write the following words at random across the board: *Why? Where? Who? When? What?* Say *Think about the sounds. Which one is the odd one out?* Give pupils time to think. They discuss together. Check by asking pupils to say each word so that they notice which one is different (*Who?*). Say the words clearly so they can hear and repeat them. Write the phoneme /w/ on the board. Say the sound for pupils to repeat.

### 12 Stella's phonics.

- Tell pupils to open their Pupil's Book at page 76. Elicit what they can see in the picture. Revise/Present *watermelon* and *woman*. Tell pupils to point the first time they listen and to say the sounds and sentences quietly to themselves. Play the audio. Pupils point and quietly repeat the sounds and sentences. Play the audio again, pausing for pupils to repeat. The second sentence is a tongue twister, so it is quite difficult!
- Remind pupils that in English there can more than one spelling pattern for some consonant sounds. Remind them of the two spellings for the sound /f/, which they practised in Unit 7 (*f* and *ph*). Note that very occasionally the letters *wh* are pronounced /h/ (*who*, *whole*).

#### CD 3, 31

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

/w/, /w/, whales

/w/, /w/, woman

Why are the whales waiting?

Why are the whales waiting?

They're waiting for the woman with the watermelons!

They're waiting for the woman with the watermelons!

Why are the whales waiting?

They're waiting for the woman with the watermelons!

### 13 Make a quiz. Ask and answer.

- Focus pupils on Activity 13. Elicit from pupils that these are questions about *Kid's Box 3* and elicit the answers to the second question. Make pairs. Pupils look back through *Kid's Box 3* and write six questions for a quiz in their notebooks. They write the answers on a different page of their notebooks too.
- Make groups of four (two pairs). Pairs take turns to ask the other pair a question. The pair can look back through the book, but they should have a time limit. At the end of the quiz, find out which pair got the most answers right. Pairs can ask some of their questions of the whole class if they like as well.

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

## Activity Book page 76

### 9 Listen and say. Complete the sentences.

- Tell pupils to open their Activity Book at page 76. Focus them on the activity instructions. Ask a pupil to read it aloud. Play the audio. Pupils listen and repeat the questions and answers. Then they work in pairs, adding the missing words from the box in pencil. Check with the class. Encourage pupils to notice the two spellings for this sound.

**Key:** 2 windy, 3 wearing, 4 waterfall, 5 whale

#### CD 3, 32

- 1 What's the weather like?  
It's wet and windy.
- 2 Why are you wearing a sweater?  
Because it's cold today.
- 3 Where were you on Friday?  
I was at the waterfall.
- 4 What's your favourite wild animal?  
It's a whale.

### 10 Choose the words. Draw a picture.

- Focus pupils on Activity 10. Direct pupils to the activity instruction and check understanding. First pupils choose the words they want and circle them. Remind them that the letter must make sense, e.g. if it's hot, they don't need a sweater. Pupils choose and circle and then take turns to read out their letters in groups of four. The other pupils check if it makes sense.
- Pupils draw a picture to illustrate their letter.

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

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Explain the joke by checking the double meaning of *catch a cold*. Use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Ending the lesson

- Pupils repeat the tongue twister from the beginning of the lesson. In pairs, they take turns to say it as fast as they can. Select different pairs at random to say the tongue twister.



**LOCK & KEY**

**14** Listen to the story.

Key! The police have got Robin Motors! Let's go to the police station to ask him some questions.

I don't think it was him, Lock.

Are you cold, Lock? No problem. We can go in the car.

But we haven't got a car now ... and it's raining!

So, Mr Motors. Where were you last Thursday morning?

Thursday morning? At what time?

You were in Baker Street at eleven o'clock last Thursday morning.

No, I wasn't.

Oh yes you were.

At eleven o'clock.

YOU WERE IN MY CAR LAST THURSDAY MORNING!

No Mr Lock ... He was here at the police station.

That was my brother, Nick Motors.

I was right! It wasn't Robin Motors!

**15** Act out the story.

**Do you remember?**

Look and read Say Cover the words Write the words Correct

	cloud		cloud
			sun
			rain
			wind
			snow
			rainbow
			hot
			wet

**Can do**

I can talk about the weather.

I can write 'weather' words.

I can talk about where I was yesterday.

**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 unit, *mine*
- **Additional language:** *At what time ... ?*
- **Revision:** *Lock and Key* story, telling the time, *police station*, *episode*, *Let's go ...*, *ask some questions*

## Materials required

- Weather flashcards (104–110)
- Extra activity 2: Photocopiable activity 8 (page 204). If you didn't use this before, you need one copy on thin card for each pupil. Sticky tack, scissors, coloured pencils, glue
- Playscript 8 from *Kid's Box Teacher's Resource Book 3* (pages 80 and 89)
- Optional: *Kid's Box Teacher's Resource Book 3* Unit 8 Extension worksheet 2 (pages 64 and 68); the animated version of the Unit 8 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section)

## Pupil's Book page 77

### Warmer

- Write *Lock and Key* inside a circle in the centre of the board. Elicit what pupils remember about the episodes and about the characters. Ask them if the detectives have any special things they say, e.g. *No problem*, and who says it. Elicit what happened in the previous episode and the name of the car thief (Robin Motors).

### Story

#### 14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 77. Elicit which episode this is (nine). Set the pre-listening questions: *Where's Robin Motors? What's the weather like? Where was Robin Motors last Thursday morning?* Play the audio. Pupils look and listen. They check in pairs. Check with the class (at the police station, it's raining, at the police station).
- Play the audio again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *Where are they?* (in the detective agency). *Are they hot or cold?* (cold). *What does Lock ask Robin Motors?* (Where were you last Thursday morning?).

CD 3, 33

As in Pupil's Book

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

#### 15 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the audio and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 8 from *Kid's Box Teacher's Resource Book 3* (page 89). See notes on page 80.

## Activity Book page 77

### Do you remember?

- Write the words *Weather report* in the centre of the board. Brainstorm the weather words from the unit using the flashcards. Stick the flashcards on the board to make a mind map. Ask pupils to come and label the flashcards (the class can help with the spelling). Accept other words from the unit if pupils give them to you.
- Tell pupils to open their Activity Books at page 77. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right so that they can only see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'rainbow'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

### Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about the weather. 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 when they wrote weather words. Pupils circle a face. Repeat for the third sentence and elicit some responses to the question, e.g. *Where were you yesterday morning?* Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

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

### Optional activities

- Unit 8 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 64 and 68)
- *Suzy's room*: The animated version of the Unit 8 story from *Kid's Box Interactive DVD 3*. See pages 38-45 of the *Teacher's Booklet*.

### Ending the lesson

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

**Science** **States of water**

**Fact**  
There is always the same amount of water on earth.

**1** Listen and say the letter.

**a**  gas

**b**  liquid

**c**  solid

**2** Look at the examples of water in nature. Are they solid, liquid or gas?

**1** 

**2** 

**3** 

**3** Listen and check. Do you know where the places are?

**78** **Vocabulary** condensation evaporation freezing gas ice liquid melting solid

**Objectives:** By the end of the lesson, pupils will have read about the states of water and identified water in its three states.

### Target language

- **Key language:** *solid, gas, liquid, melting, evaporation, condensation, freezing, ice*
- **Additional language:** *province, water vapour*
- **Revision:** *mountain, sea, lake, river, cloudy, raining, snowing*

### Materials required

- **Flashcards:** Level 2: *sea, mountain*;  
Level 3: *lake, river, cloudy, raining, snowing*

## Pupil's Book page 78

### Warmer

- Put the flashcards on the board: *sea, mountain, lake, river, cloudy (clouds), raining (rain), snowing (snow)*. Point to each one and elicit what they are. Ask *What do they all have in common? What is the connection?* (They are all forms of water.)
- Elicit names of mountains, lakes and river in Andalucía. Ask *Where does it snow?* (in the mountains)

### 1 Listen and say the letter.

- Tell pupils to open their Pupil's Books at page 78. Read the lesson title and explain that water can be a liquid, a solid or a gas. Focus pupils on the three pictures and say *In picture a, there is a kettle. We can use this to boil (make very hot) water. Hot water turns into a gas. In picture b, there is a bath with water. This is water as a liquid. In picture c, there is ice in a glass. Ice is water as a solid. When water gets very cold, it turns into a solid.*
- Say *Listen and say the letter*. Play the audio, pausing after each item for pupils to say the letter.

**Key:** a – 3, b – 1, c – 2

### CD 3, 34

- 1 [sound of water running in a bath]
- 2 [sound of ice cubes being dropped into a glass]
- 3 [sound of a kettle boiling]

### 2 Look at the examples of water in nature. Are they solid, liquid or gas?

- Focus pupils on Activity 2. Direct them to the instructions. They work in pairs and write in their notebooks if the photographs show water as a solid, liquid or gas. They also write where they think the photographs were taken.
- Tell them that they can check their answer in Activity 3.

### 3 Listen and check. Do you know where the places are?

- Focus pupils on Activity 3. Remind pupils of the notes they made in Activity 2.
- Play the audio, pausing after each item. Pupils check their ideas. Play the audio a second time. Make sure pupils understand any new words. Check as a class to find out how many pupils guessed correctly.

**Key:** 1 solid – the Veleta mountain, Granada province;  
2 gas – Sierra de Huma, Malaga province, 3 liquid –  
Guadalquivir river, Cazorla, Jaén province

### CD 3, 35

- 1 This is snow on the top of the Veleta mountain, or Pico del Veleta. It is located in the Sierra Nevada National Park in the province of Granada in Andalucía.  
Snow is a solid.
- 2 These low clouds are over Sierra de Huma near Alora, in the province of Malaga in Andalucía.  
Clouds are a gas.
- 3 This is the Guadalquivir river. It is in the natural park of Cazorla in the province of Jaén. It is where the river starts.  
Rivers are a liquid.

### Ending the lesson

- Mime an action for the pupils, e.g. skiing down a mountain. Ask *What am I doing?* (skiing). *What state of water connected to my activity?* (snow)
- Encourage pupils to mime an action related to a state of water. For example:
  - walking in the rain (water – liquid)
  - having a shower (water – liquid / steam – gas)
  - having a cup of tea (water – liquid)
  - making a snowman (snow – solid)
  - drinking some water (water – liquid)
  - eating an ice cream (ice cream – solid)
  - throwing a snowball (snow – solid).



**4** Look, listen and say the missing words.

evaporation   freezing   melting   condensation

This is called ...

This is called ...

This is called ...

This is called ...

**5** Ask and answer.

Number 1.   Yes! Your turn.   Solid.

**Project** Find out why windows get wet on the inside.

**Natural Science 3 Unit 5:**  
Can you help save the planet?

79

**Objectives:** By the end of the lesson, pupils will have read about how water changes from one state to another and completed a project.

## Target language

- **Key language:** *solid, gas, liquid, melting, evaporation, condensation, freezing, ice*
- **Additional language:** *cold, heat, cool (v), heat (v), When the sun heats (water), it changes into (liquid). When cold air cools (water), it changes into (solid).*
- **Revision:** *hot, cold, sea, mountain, lake, river, cloudy, raining, snowing*

## Materials required

- Flashcards: Level 2: *sea, mountain*; Level 3: *lake, river, cloudy, raining, snowing*
- A glass jar, ice, a plate, hot water (from a tap)
- Optional: Extra project idea, Unit 8 The water cycle from *Kid's Box Teacher's Book 3* (page 221)

## Pupil's Book page 79

### Warmer

- Review the concept from the previous lesson about the three states of water. Say sentences and pupils say *yes* or *no*. Say, e.g. *Snow is liquid.* (no) *Clouds are gas.* (yes) and so on.

### 4 Look, listen and say the missing words.

- Tell pupils to open their Pupil's Books at page 79. Pupils look at the photographs and identify the states of water in each one.
- Focus pupils' attention on the clock-like diagram. Point out that heat or cold air is needed to change one state of water into another. Hold up your book and explain that the red fire arrows represent heat and the cold ice arrows represent cold air. Check pupils understand.
- Play the audio, pausing after each item. The pupils listen and say the missing word. Play the audio a second time for those pupils who may need to listen twice.

Key: 1 melting, 2 evaporation, 3 condensation, 4 freezing

### CD 3, 36

- 1 Snow is a solid. When the sun heats snow, the snow changes into a liquid. This is called melting.
- 2 Water is a liquid. When the sun heats water, the water changes into a gas called water vapour. This happens when the sun heats the sea. This is called evaporation.
- 3 Clouds are a gas called water vapour. When cold air cools the clouds, they change into a liquid. This happens when the clouds cool down over the mountains. The clouds change into rain. This is called condensation.
- 4 Water is a liquid. When cold air cools water and makes it very cold, the water changes into a solid. This happens when the weather gets very cold. Rivers and lakes change into ice. This is called freezing.

### 5 Ask and answer.

- Hold up your book and point to Activity 5. Describe or elicit what's in the pictures (a snowman, boiling water in a kettle, a river, a geyser, ice, water).
- Focus pupils on the speech bubbles. Pupils work in pairs. They say and point to a picture and their partner answers *solid*, *gas* or *water*. Swap and repeat for further practice.

Key: 1 solid, 2 gas, 3 liquid, 4 gas, 5 solid, 6 liquid

### Project Find out why windows get wet on the inside.

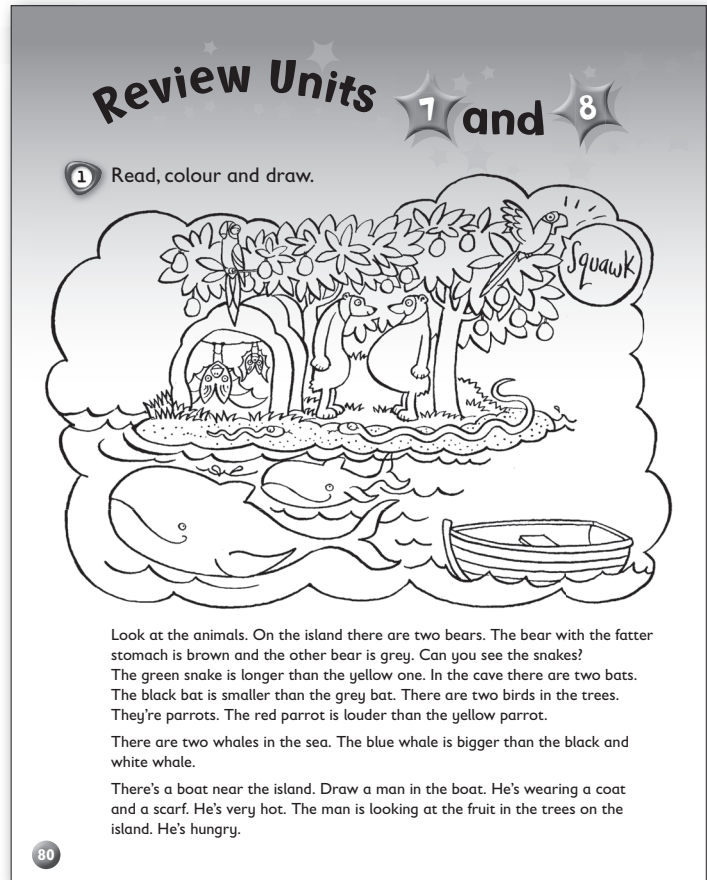
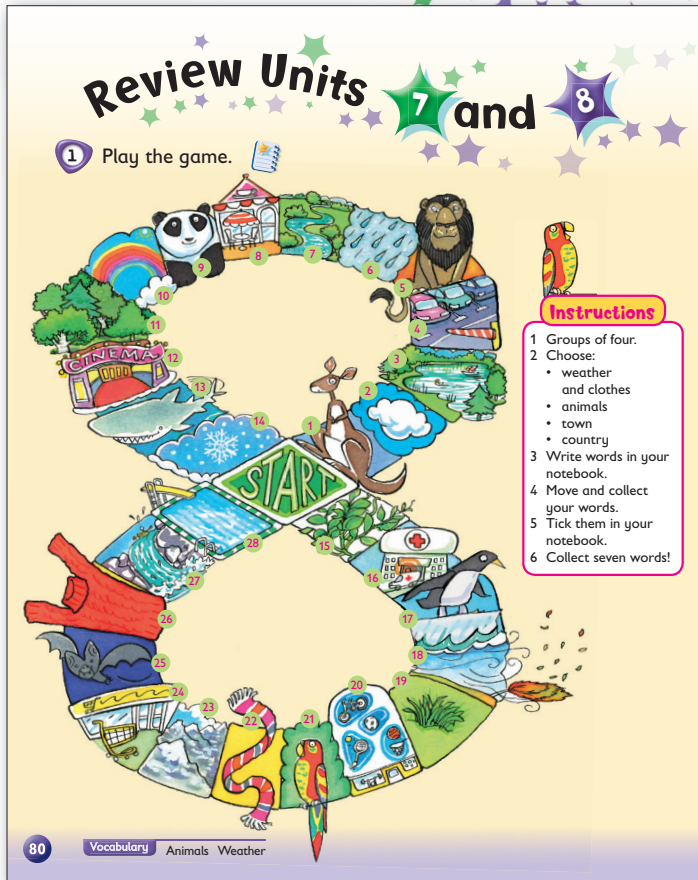
- Focus pupils on the first photo (Good morning). Say *This is a window. How can we write on a window? Why is the window wet?* Elicit ideas. (Condensation can happen when it is cold outside and warm inside. There is water (humidity) in the air and when the warm air hits the cold window, the water vapour or gas turns to water.)

- Pupils work in groups of three. Hand out a glass jar, some ice and a small plate to each group. One pupil from the group goes to fill up the jar with hot water. The other pupils then put a plate with ice on top. Water will form inside the jar because water vapour from the hot water turns to liquid when it cools.
- Hand out paper. Pupils divide it into four sections. They draw and write the experiment.

### Ending the lesson

- Review with the pupils what they talked about today and which activities they liked best from this lesson and the previous one. Encourage them to say why.
- Ask pupils to say one thing they have learnt from the two lessons.

# Review Units 7 and 8



**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:** vocabulary and language from Units 7 and 8
- **Revision:** weather, wild animals, city, country, language for games, adjectives

## Materials required

- Four pieces of paper with *weather* written on one, *wild animals* on another, *town* on another and *country* on another; wordcards from Units 4, 6, 7 and 8 each with sticky tack on the back; flashcards and wordcards: city (54–63), country (72–79), wild animals (92–100) and weather (104–110)
- Dice and four different coloured counters for each group of four pupils

## Pupil's Book page 80

### Warmer

- Display the four pieces of paper with the topics written on them around the room. Mix up the wordcards from Units 4, 6, 7 and 8 and hand one to each pupil in the class. Pupils stand up and stick their wordcard on the correct piece of paper. Fast finishers come and collect another wordcard from you.
- Pupils sit down again. Ask volunteers to read the words in each category. Check if the words are in the correct place with the class.
- Hand out flashcards from Units 4, 6, 7 and 8 (one for each pupil). Pupils stand up again. They stick each flashcard next to the appropriate wordcards.

Note: If you do not have wordcards or flashcards, call out words from the different topics at random. Pupils all point to the piece of paper with the appropriate topic. Volunteers write the words on the paper.

### 1 Play the game.

- Pupils open their Pupil's Books at page 80. Elicit what they can see (a game). Ask what number the game looks like (8). Say *Can you remember some of the language we use in games?* Elicit/Prompt, e.g. *Whose turn is it? Pass the dice. I'm red. What does ... mean? You've won. That's not fair. Remind pupils to use English. Say You speak (their mother tongue), you miss a turn!*
- Focus pupils on the Instructions box. Read the instructions aloud and check comprehension of the topics. Check understanding of *miss a turn*. Check pupils know how to play and demonstrate the game.
- They play in groups of four. Each pupil has one group of words to collect, e.g. animals. They write their group word in their notebooks, find the seven words for their category in the game and write them in their notebooks as well. Pupils take it in turns to throw the dice and go around the board. When they land on a word from their word group, e.g. *parrot*, they must say it and then tick it in their notebooks.
- As a further follow-up activity, play a spelling game with the pupils using target words and language from units 7&8, for example *penguin, brilliant, huge* etc. Elicit the beginning of each word for pupils. For example, say *Give me a 'p'* (class repeat), *Give me an 'e'* (class repeat), etc.
- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from *Start* to square 28. The first pupil in each group to collect all their seven words is the winner.

## Activity Book page 80

### 1 Read, colour and draw.

- Tell pupils to open their Activity Books at page 80. Focus them on the activity instruction and check understanding. Ask pupils to read the first three sentences of the story. Focus on the example colouring (the grey bear) and elicit what they have to do in the rest of the activity (read and colour). Tell them they also have to draw something – they will find out as they read the story.
- Pupils work individually. They read the text and colour the picture/draw as instructed. Remind them to check with their partner if they're not sure. Monitor as pupils are working. Elicit from the class what they drew (the information in the final paragraph).

Extra activity: see page 217 (if time)

### Ending the lesson

- Do a spelling chant to finish the lesson, e.g.

TEACHER:	PUPILS:
Give me a 'c'.	c
Give me an 'l'.	l
Give me a 'o'.	o
Give me an 'u'.	u
Give me a 'd'.	d
Give me an 'y'.	y
What have you got?	Cloudy!

Pupils can take turns to lead other chants.





**2** Listen and draw lines. There's one example.

Daisy Mary Sally Jack Fred John

**Quiz!**

- Which animal sleeps in the day and wakes up at night?
- Which is bigger, a dolphin or a whale?
- Where do Lock and Key go for a cold drink?
- What can you see when it's raining and sunny at the same time?
- Who was Alex with in the country?
- Where was Robin Motors last Thursday morning?

Grammar Comparatives Past simple

81

**2** Circle the odd one out.

1 penguin	shark	panda	whale
2 kangaroo	rainbow	shark	lion
3 wind	snow	rain	beach
4 dry	scarf	sweater	coat
5 parrot	bat	bear	bird
6 wet	hat	cold	dry
7 sunny	dirty	windy	cloudy
8 weaker	better	weather	hotter
9 easier	worse	thinner	teacher
10 raining	countryside	mountains	beach

**3** Now complete the crossword. Write the message.

81

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and done a listening activity.

## Target language

- **Key language:** vocabulary and language from Units 7 and 8
- **Revision:** vocabulary and language from *Kid's Box 3*

## Materials required

- Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 4*; Evaluation 8 *Kid's Box Teacher's Book 3* (page 231); Test Units 5–8 *Kid's Box Teacher's Resource Book 3* (pages 113–136)
- *Kid's Box Language Portfolio 3* (page 6)

## Pupil's Book page 81

### Warmer

- Play a game of *I can see ...* Say, e.g. *I can see someone.* This pupil's wearing green socks. Pupils take turns to guess. Vary the game by describing objects as well as pupils.

### 2 Listen and draw lines. There's one example.

**M** towards

- Tell pupils to open their Pupil's Books at page 81. Focus them on the picture and elicit some of the actions the children are doing. Teach *crying* using the picture of the little boy with the balloon. Play the audio. Pupils listen and write the correct letter for each name in their notebooks. They check in pairs. Play the audio again. Check with the class.

**Note:** An exam task would have 6 items not 5.

**Key:** Daisy a, Mary c, Sally d, Fred e, John b

### CD 3, 37

Listen and draw lines. There is one example.

Hello. What are you all doing today?

We're playing in the park.

What's that boy's name? I don't know him.

That's Jack.

Why's he jumping on one leg?

Oh, he's hopping because he's playing a game.

- What's Mary doing?  
Mary? She's over there. She's skipping with Sally.  
Oh, yes. I can see her. She's wearing a long purple scarf.  
That's right, and the one with the big green sweater is Sally.
- Look at Daisy. She's having fun. She's flying her kite.  
Yes, but it's very windy and her hair's in her eyes.
- Who's climbing the tree?  
That's Fred. He's better at climbing than me.
- What's the matter with that little boy in the red sweater?  
He's crying because he can't catch his balloon.  
Do you know him?  
Yes, he's Jack's younger brother. His name's John.  
Let's go and say hello.  
OK.

### Quiz!

- Say *Now let's read and remember.* Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers to the questions. They discuss them in groups of four. Check with the class.

**Key:** 1 The bat. 2 A whale. 3 They go to a café in town.  
4 A rainbow. 5 He was with his aunt. 6 He was at the police station.

## Activity Book page 81

### 2 Circle the odd one out.

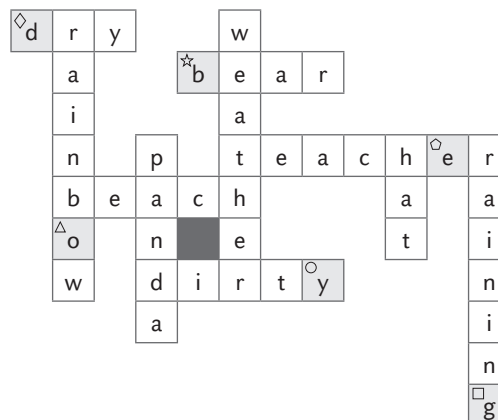
- Tell pupils to open their Activity Books at page 81. They find and circle the odd one out in each line. Pupils work in pairs. Check the odd ones out with the class.

**Key:** 2 rainbow, 3 beach, 4 dry, 5 bear, 6 hat, 7 dirty, 8 weather, 9 teacher, 10 raining

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

- Focus pupils on the first part of the activity instructions. Pupils work in pairs and complete the crossword, using the words from Activity 2. Monitor and help pupils as they are working. Remind them to check with other pairs too.
- Focus on the second part of the activity instructions. Pupils find the secret message and write it in the boxes. Elicit what it is (Perfect!).

**Key:**



**Extra activity:** see page 217 (if time)

### Optional evaluations

- Stella's room:* Quiz 4 from *Kid's Box Interactive DVD 3*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 8 from *Kid's Box Teacher's Book 3* (page 231). See notes on page 222.
- Test for Units 5–8 from *Kid's Box Teacher's Resource Book 3* (pages 113–136)

### Language Portfolio (online)

- Pupils complete page 6 of *Kid's Box Language Portfolio 3* (*I can ... Units 7–8*).

### Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between three. Two pupils (A) use a book (or paper) to cover the words from Unit 7. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 8.
- Talk about the *can do* statements from Units 7 and 8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.
- Say *Goodbye. See you next year!*




# Values 1 & 2 Give and share

**Units 1&2 Values Give and share**

**1** Look and think. Say 'yes' or 'no'.

- 1 The toys and books are new.
- 2 Daisy wants to put the books in the bin.
- 3 The jacket is small for Daisy.
- 4 Jane can wear the jacket.



**2** Listen and check.

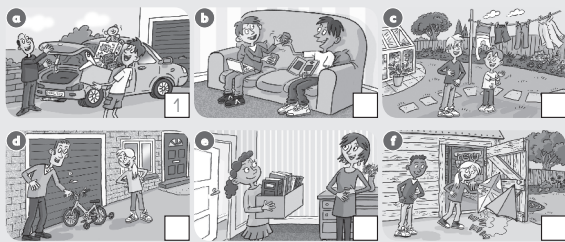
**3** Read and correct.

- 1 Daisy's putting books and toys under the bed.
- 2 The books and toys are for children in the park.
- 3 The sports centre needs books and toys.
- 4 Jane gives her old books to her granddad.
- 5 The jacket is big for Daisy.
- 6 Daisy wants to give her jacket to her mum.

82

**Units 1&2 Values Give and share**

**1** Listen and number.



**2** Read and choose.

- 1 You've got some toys. You don't want them. Do you:
  - a) Ask for some more new toys?
  - b) Throw them out of the window?
  - c) Give them to the hospital?
- 2 Your friend wants to play with your game. Do you:
  - a) Share your game?
  - b) Say 'no'?
  - c) Break the game?
- 3 Your good clothes are small for you. Do you:
  - a) Give them to your young cousins, brothers or sisters?
  - b) Put them in the bin?
  - c) Clean your shoes with them?
- 4 You've got two of the same toy. Do you:
  - a) Play with the two toys?
  - b) Put one in a box under the bed and never play with it?
  - c) Share with a friend?

82

**Objectives:** By the end of the lesson, pupils will have listened to a story and talked about giving and sharing.

## Target language

- **Key language:** *bin, give, share, small for (someone)*
- **Additional language:** *box, of course, That's a great idea, throw, break*
- **Revision:** *clothes, prepositions, need, new, old, small, beautiful, hospital, children, cousin, clean*

## Materials required

- Some old books or toys in a cardboard box
- Extra activity 2: Two pieces of paper for each pupil, two pictures (by you) of the same toy on separate pieces of paper

## Pupil's Book page 82

### Warmer

- Show the class the old books/toys. Say *Look. These are my (books). Are they new or old?* Pupils respond *Old. Say I don't need them. What do I do with them?* Teach *bin*.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 82 and to look at the picture. Elicit what they can see (*books, toys, children, mum, jacket*, etc.). Teach/Review *box*. Pupils work in pairs to talk about the sentences. Do not confirm answers.

### 2 Listen and check.

- Play the audio. Pupils listen and check their answers. Ask, e.g. *Does Daisy play with the toys? Who likes the jacket?* Talk briefly in L1 about giving and sharing. Remind pupils that Values lessons are about doing the right thing. Ask pupils what they do with their old toys, books and clothes.

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

### CD 4, 02

MUM: Hello, Jane. Come in.

JANE: Hello, Mrs Peters. Hi, Daisy.

DAISY: Hi, Jane.

JANE: What are you doing, Daisy?

DAISY: I'm putting my old books and toys into boxes.

JANE: Why?

DAISY: Because I don't need them. I don't play with these dolls or toys now. I'm putting them in the boxes to take to the hospital.

JANE: The hospital?

DAISY: Yes, they're for the children in hospital. The hospital needs books and toys.

JANE: That's a good idea. I give my old books to my school, but now I can give my toys to the children in hospital too. Ooh! I like that jacket on the door. It's beautiful.

DAISY: Yes, it is. It's one of my favourites, but it's small for me now. Do you want it?

JANE: Oh, yes, please. But you need to ask your mum.

DAISY: Mum, can I give that jacket to Jane, please? It's very small for me now.

MUM: Yes, of course. That's a great idea.

JANE: Oh, thank you.

### 3 Read and correct.

- Pupils work in pairs. They read the sentences, discuss them and write a correct version in their notebooks. Demonstrate by writing the first sentence on the board. Elicit the correct sentence and underline the words pupils need to change (*under the bed*). Write the corrected sentence on the board.

Key: 1 Daisy's putting books and toys in boxes. 2 The books and toys are for the children in the hospital. 3 The hospital needs books and toys. 4 Jane gives her old books to her school. 5 The jacket is small for Daisy. 6 Daisy wants to give her jacket to Jane.

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

## Activity Book page 82

### 1 Listen and number.

- Tell pupils to open their Activity Books at page 82. Focus on Activity 1. Ask what they can see in the pictures. Elicit *toys, books, jeans, bike, kites*, etc. Play number 1 on the audio and point to the example answer. Play the rest of the audio. Pupils write numbers in pencil. They compare answers in pairs. Play the audio again. Check with the class.

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

### CD 4, 03

1 Dad, can we take my old toys to the children in hospital, please?

Of course, Bill. That's a great idea.

2 Mum, is it OK to take my old books to school for other children to read?

Yes, that's a good idea, Ann.

3 Your bike is very small for you, Kim. Can we give it to your cousin Julia?

Oh, yes! Can we take it today? I can teach her to ride it.

4 I love your jeans, Jim.

So do I, but they're very small for me now. My mum says I can give them to you.

Yes, please.

5 Let's play with our kites.

But I haven't got one.

Don't worry, I've got two. You can fly one of mine.

6 Oh, this game's finished.

Oh, I haven't got that one.

Here, you can play with it.

Thanks! Here, you can play with mine!

### 2 Read and choose.

- Focus pupils on Activity 2. They need to choose just one answer to each question. Go through the questions with the class, explaining new vocabulary (e.g. *break*). Pupils choose their answer individually by circling a, b or c.

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

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

### Ending the lesson

- Write the following responses on the board: *Yes, but they're small for me. / Yes, that's a great idea. / Yes, please. / You can play with mine. Say Can I give my toys to the hospital, Mum?* and elicit the correct response from the ones on the board (*Yes, that's a great idea*). Repeat the question. The class reply in chorus with the correct response.





# Values 3 & 4 Love your city

Units  
3 & 4

Values

Love your city

1 Look and think. Say 'yes' or 'no'.

- 1 In the street, it is OK to throw rubbish on the ground.
- 2 In the street, it is OK to write your name on walls.
- 3 On the train, it is OK to put your feet up.
- 4 In a park, it is OK to play football next to the flowers.



2 Listen and check.

3 Read and say the letter to complete the sentences. 1 - b

- |                             |                              |
|-----------------------------|------------------------------|
| 1 Don't break flowers       | a put your feet up.          |
| 2 You can put your          | b and trees in the park.     |
| 3 Don't write your name     | c rubbish in the bin.        |
| 4 On trains and buses don't | d town clean and beautiful.  |
| 5 In the park don't play    | e on the walls in your town. |
| 6 You can help to make your | f football near the flowers. |

83

Units  
3 & 4

Values

Love your city

1 Read and choose.



- Charlie: Hey! You're helping / breaking that tree Mary, and I love trees!
- Mary: Yes, so do I. Sorry. You're right.
- Charlie: Let's play football over there in the library / playground.
- Mary: No, we can't. Those toys are for small children / pets.
- Charlie: Oh, yes. Do you want to play football / badminton?
- Mary: Yes, but we can't play next to the cinema / flowers. Let's go there.
- Charlie: Yes, that's a great place to play football / buy food.

2 Listen and check.

3 Put the words in order.

1 at school. It isn't OK on the desks to write

2 On the bus, the floor. feet on put your

3 flowers in Don't break the the park. trees and

4 throw your You mustn't the ground. rubbish on

83

**Objectives:** By the end of the lesson, pupils will have talked about respecting their environment and completed rules for behaviour in public.

## Target Language

- **Key language:** *love your city, put your feet up, throw rubbish, Sorry*
- **Additional language:** *break, clever, ugly*
- **Revision:** city, prepositions, imperatives, *can* (permission), *must/mustn't*, *ground*, *bin*, *train*, *bus*, *play football*, *clean*, *beautiful*

## Materials required

- Extra activity 2: Large piece of paper per group of three or four pupils

## Pupil's Book page 83

### Warmer

- Sit at the front of the class with your feet on your desk. Ask your pupils *Is this OK? Can I put my feet on the desk?* Elicit *No. / You can't / Don't put your feet on the desk.* Throw some rubbish on the classroom floor. Ask the class *What about this? Can I throw rubbish in the classroom?* Elicit *No. You can't / mustn't throw rubbish. Say Different places have different rules.* Tell pupils in L1 that they are going to talk about how to behave in different places in this lesson.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 83. Focus on the lesson title and review the meaning of *Values* and *Love your city*. Direct pupils to the four pictures. Elicit what they can see (e.g. *street, park, rubbish, wall, paint, train, football*). Read the activity instructions aloud and choose pupils to read the sentences. Check comprehension. Elicit the answer for sentence 1 from the class (no). Pupils work in pairs to talk about the rest of the sentences. Monitor and encourage them to speak in English but do not confirm answers.

### 2 Listen and check.

- Tell pupils to listen carefully. Play the audio. Pupils listen and check their answers to Activity 1. Check with the class. Play the audio again and check comprehension. Ask, e.g. *Where must you put rubbish? Is the wall beautiful in picture 2? What must the boy do in picture 3? Where can the girl play football?* Talk briefly in L1 about respecting your city and looking after public property. Ask pupils if there are problems with graffiti and litter in their city/hometown.

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

### CD 4, 04

- FRED:** That chocolate was good, but I'm still hungry!  
**JILL:** Fred! You mustn't throw your rubbish on the ground!  
**FRED:** Where can I put it?  
**JILL:** Look, there's a bin behind you.  
**FRED:** Oh, yes. Thanks, Jill!
- BOY:** What are you doing?  
**GIRL:** I'm writing my name on the wall.  
**BOY:** But it's not your wall. That's not clever. Now it's ugly and someone must clean it.  
**GIRL:** Oh, yes, you're right. It's not nice.  
**BOY:** Let's ask my dad to help us clean it.
- BOY:** Peter, put your feet down. Other people need to sit there and now it's dirty.  
**PETER:** Oh, I'm sorry. What can I do?  
**BOY:** You can clean it.  
**PETER:** That's a good idea.
- BOY:** Hey, don't play football there. You're breaking the flowers.  
**GIRL:** Oh, sorry. Where can we play?  
**BOY:** You can play over there. There aren't any flowers.  
**GIRL:** Great. Thanks very much.

### 3 Read and say the letter to complete the sentences.

- Focus pupils on Activity 3. Read the activity instruction and point out the example. Pupils work in pairs to match the rest of the sentence halves. Check with the class.

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

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

## Activity Book page 83

### 1 Read and choose.

- Tell pupils to open their Activity Books at page 83. Focus on the picture in Activity 1. Ask *What's the girl doing?* Review *break*. Elicit suggestions for what the boy is saying.
- Pupils work in pairs to complete the activity. They circle the correct word in pencil. Do not confirm answers.

### 2 Listen and check.

- Play the audio for pupils to check their answers.

Key: playground, children, football, flowers, play football

### CD 4, 05

**CHARLIE:** Hey! You're breaking that tree, Mary, and I love trees!  
**MARY:** Yes, so do I. Sorry. You're right.  
**CHARLIE:** Let's play over there in the playground.  
**MARY:** No, we can't. Those toys are for small children.  
**CHARLIE:** Oh, yes. Do you want to play football?  
**MARY:** Yes, but we can't play next to the flowers. Let's go there.  
**CHARLIE:** Yes, that's a great place to play football.

### 3 Put the words in order.

- Pupils work in pairs to reorder the sentences. Check with the class.

Key: 1 It isn't OK to write on the desks at school. 2 On the bus, put your feet on the floor. 3 Don't break the trees and flowers in the park. 4 You mustn't throw your rubbish on the ground.

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

### Ending the lesson

- Mime one of the inappropriate behaviours from the lesson (e.g. throwing rubbish on the ground). Pupils tell you *You mustn't throw rubbish on the ground! / Don't throw rubbish on the ground. / Put your rubbish in the bin.* Repeat with different types of behaviour (e.g. putting your feet on the desk, writing on the wall, playing football in the classroom, writing on the desk).



# Values 5 & 6 Fair play

Units  
5 & 6

Values

Fair play

1 Look and think. Say 'yes' or 'no'.

- 1 In sport it isn't always important to win.
- 2 When you play sport you don't need to know the rules.
- 3 In sport you must help other players.
- 4 It's OK to be angry when we don't win.



2 Listen and check.

3 Read and correct.

- 1 We mustn't be friendly to the other players.
- 2 You must never follow the rules of the game.
- 3 When we play sport it's always important to win.
- 4 Don't help other players.
- 5 It isn't important to enjoy playing sport.
- 6 We must be angry when we don't win.

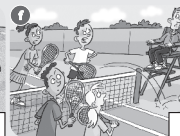
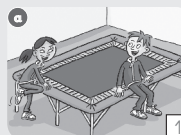
84

Units  
5 & 6

Values

Fair play

1 Listen and number.



2 Complete. Choose the right answer.

want win help hurts

- 1 You \_\_\_\_\_. Well done!
  - a) Yes, I'm a great player.
  - b) Thank you. You're good at tennis too.
- 2 Ow! My arm \_\_\_\_\_.
  - a) Do you want to play badminton?
  - b) Can I help you? Shall I get the teacher?
- 3 I don't \_\_\_\_\_ to play. I'm not very good at football.
  - a) That's OK John. We can help you.
  - b) OK. Sit down and read a book.
- 4 Shall I \_\_\_\_\_ you?
  - a) Yes, please. Thanks very much!
  - b) No, I don't want your help.

84

**Objectives:** By the end of the lesson, pupils will have listened to examples of fair play and talked about rules for playing fairly.

## Target language

- **Key language:** *fair play, team, player, alright, Excellent / Nice / Great game, Well done!*
- **Additional language:** *yellow card, follow the rules, Shall I get the teacher? It's OK*
- **Revision:** sports, parts of the body, imperatives, rules, angry, win, good at, touch, important, My leg hurts. Can I help you? must/mustn't

## Materials required

- Clip from a video of the end of a football or tennis match, where players are shaking hands
- Extra activity 2: Pieces of paper, each with a different phrase on from the following list: *Don't touch the ball. / Well done! / What's the matter? / Shall I help you get on the horse? / It's not OK to be angry. / Don't be angry.*

## Pupil's Book page 84

### Warmer

- Play the video clip of sports people shaking hands. Elicit who pupils think the winner(s) is/are. Elicit what the losing player(s) is/are saying (see if pupils can remember *Well done!*). Write *Fair play* on the board and elicit a translation.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 84. Elicit the names of the sports (*baseball, football, hockey, basketball*). Use picture 1 to teach *team* and *player*.
- Pupils discuss answers in pairs. Do not confirm answers.

### 2 Listen and check.

- Play the audio. Pupils listen and check.

**Key:** 1 yes, 2 no (When you play sport you need to know the rules), 3 yes, 4 no (It isn't OK to be angry when we don't win)

### CD 4, 06

- TEACHER:** OK, Jack. You're in Fred's team.  
**JACK:** I don't like baseball. I'm not very good at it.  
**FRED:** That's OK, Jack. We can help you.  
**TEACHER:** And remember you don't need to win, just enjoy playing!
- TEACHER:** Paul! You mustn't touch the ball with your hands.  
**PAUL:** You're right. I'm sorry.  
**TEACHER:** That's alright, but you must follow the rules of the game.
- JIM:** Ow! My leg.  
**SALLY:** Are you OK, Jim?  
**JIM:** No, my leg hurts.  
**SALLY:** Can I help you? Shall I get the teacher?  
**JIM:** Yes, please. Thanks, Sally.
- TEACHER:** Excellent game, children. Lucy's team wins 82-78.  
**VICKY:** Nice game, Lucy. Well done!  
**LUCY:** Thanks, Vicky. Your team's very good too!  
**VICKY:** It was a great game.

### 3 Read and correct.

- Pupils work in pairs to read and discuss. They write a correct version in their notebooks.

**Key:** 1 We must be friendly to the other players. 2 You must always follow the rules of the game. 3 When we play sport it isn't always important to win. 4 You must help other players. / Help other players. 5 It's important to enjoy playing sport. 6 We mustn't be angry when we don't win.

Extra activity 1: see page 217 (if time)

## Activity Book page 84

### 1 Listen and number.

- Tell pupils to open their Activity Books at page 84. Play the audio. Pupils write the numbers.

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

### CD 4, 07

- BOY:** Here you are, Lily. It's your turn to jump.  
**LILY:** Thanks.
- GIRL 1:** What's the matter?  
**GIRL 2:** My foot hurts.  
**GIRL 1:** Shall I help you to stand up?  
**GIRL 2:** Thanks very much.
- BOY 1:** Hi. Would you like to play football with us?  
**BOY 2:** Yes, please. Great. Thanks!
- MAN:** Out!  
**ALEX:** No, it isn't. It's in. It's my point!  
**GIRL:** Be quiet, Alex. It's a game. You must follow the rules.  
**ALEX:** Oh, I'm sorry.
- BOY 1:** You win. Well done.  
**BOY 2:** Thanks. You're a great player.  
**BOY 1:** You're a really good player, too.  
**BOY 2:** Thanks.
- GIRL 1:** Do you need some help?  
**GIRL 2:** Yes, please. I can't get on the horse.  
**GIRL 1:** OK. I can help you up.

### 2 Complete. Choose the right answer.

- Pupils complete the sentences with the words in the box and choose the responses.

**Key:** 1 win, b; 2 hurts, b; 3 want, a; 4 help, a

Extra activity 2: see page 217 (if time)

### Ending the lesson

- Divide the class into two 'teams'. Tell them they have just finished a football match. Tell one team they are the winners and one team they are the losers. Elicit appropriate phrases from the lesson for each team, e.g. Losers: *You win. Well done! Excellent game! You're a great player.* Winners: *Thank you. Nice match. You're good at football, too.* Pupils walk around, shaking hands and saying the phrases. Swap roles.





# Values 7 & 8 Help the world

Units  
7 & 8

Values

Help the world

1 Look and think. Say 'yes' or 'no'.

- 1 If you live near your school you can sometimes walk there.
- 2 When you clean your teeth you can turn the water off.
- 3 You mustn't take bags with you when you go shopping.
- 4 You never need to turn computers or televisions off.



2 Listen and check.

3 Read and say the letter to complete the sentences. 1 - d

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 Turn off the computer           | a you can walk there.          |
| 2 Don't always use the car, catch | b turn off the water.          |
| 3 When you clean your teeth       | c when you go out of the room. |
| 4 Take bags with you              | d when you aren't using it.    |
| 5 Turn off the lights             | e when you go shopping.        |
| 6 When you live near your school  | f a bus or ride a bike.        |

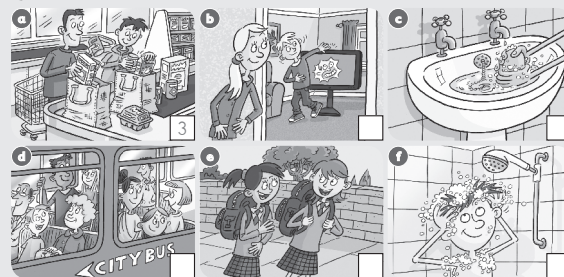
85

Units  
7 & 8

Values

Help the world

1 Read and match.



- 1 Use public transport.
- 2 Turn the water off when you wash your hair.
- 3 Take your bags with you when you go shopping.
- 4 Walk to school.
- 5 Turn the television off when you aren't watching it.
- 6 Don't use a lot of water when you wash your hands.

2 Read and complete.

helping catch bags walks always water

Paul and Mary like (1) helping the world. Paul lives near his school so he (2) \_\_\_\_\_ there every day. Mary and her mum always (3) \_\_\_\_\_ the bus to the shops and they take their (4) \_\_\_\_\_ from home. Paul and Mary (5) \_\_\_\_\_ turn off the television when they aren't watching it. They don't use a lot of (6) \_\_\_\_\_ when they wash their hands and clean their teeth.

85

**Objectives:** By the end of the lesson, pupils will have listened to examples of and talked about ways of helping the environment.

## Target language

- **Key language:** *help the world, turn off, go shopping, catch a bus*
- **Additional language:** *use, It's better to ... , all the time, bring, electricity, later, lights*
- **Revision:** *always, sometimes, never, must/mustn't, need to, water, clean, bag, ride a bike, drive, walk, go to work*

## Materials required

- Picture/Photograph of the world
- Extra activity 2: Very large piece of paper or display board for a class poster

## Pupil's Book page 85

### Warmer

- Draw a simple picture of the world on the board or show a picture. Elicit *world*. Write the phrase *Help the world* on the board and elicit a translation. Tell the pupils they will be thinking and talking about ways of helping the world in today's lesson.

### 1 Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Books at page 85. Focus on the lesson title and review the meaning of *Help the world*. Direct pupils to the four pictures. Elicit what they can see (e.g. *car, clean your teeth, shopping, bags, computer, bedroom*). Read the activity instructions aloud and choose pupils to read the sentences. Check comprehension. Elicit the answer for sentence 1 from the class (yes). Pupils work in pairs to talk about the rest of the sentences. Monitor and encourage them to speak in English but do not confirm answers.

### 2 Listen and check.

- Tell pupils to listen carefully. Play the audio. Pupils listen and check their answers to Activity 1. Check with the class. Play the audio again and check comprehension. Ask, e.g. *Is it good to use the car all the time? Why does the girl turn off the tap? Does the woman want bags in picture 3? Why not? What is the boy doing in picture 4? Why?* Talk briefly in L1 about making small changes to daily habits to help our world. Ask pupils if they do any of the things in the pictures or if they help in different ways.

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

### CD 4, o8

- DAD:** John, shall I drive you to school this morning?  
**JOHN:** Thanks, Dad, but Mum and I want to walk to school. It's better to walk than to drive.  
**DAD:** Yes, you're right. It's not good to use the car all the time. Today I can go to work on the bus, too.
- BOY:** Sue! You must turn off the water when you clean your teeth.  
**SUE:** You're right. We mustn't use a lot of water. I forgot.  
**BOY:** That's OK.
- WOMAN:** Would you like a bag?  
**MUM:** No, thank you. We've got two bags. My daughter always brings them from home. Well done, Mary!  
**MARY:** Thanks, Mum.
- TOM:** Come on, Jack. Let's go!  
**JACK:** Wait a minute, Tom. We need to turn off the computer first.  
**TOM:** No, that's alright. We can turn it off later.  
**JACK:** No. Let's turn it off now. When we aren't using computers and lights, we need to turn them off. They use a lot of electricity.

### 3 Read and say the letter to complete the sentences.

- Focus pupils on Activity 3. Read the activity instruction and point out the example. Check comprehension of *lights* (number 5). Pupils work in pairs to match the rest of the sentence halves. Check with the class.

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

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

## Activity Book page 85

### 1 Read and match.

- Tell pupils to open their Activity Books at page 85. Focus on the pictures in Activity 1. Use them to review *go shopping, watch TV, wash your hands, walk to school* and *wash your hair*. Check understanding of *public transport*.
- Ask a pupil to read the example answer for the first picture (sentence 3). Pupils work in pairs to match the rest of the pictures with sentences. They number the pictures in pencil. Check with the class.

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

### 2 Read and complete.

- Ask a pupil to read the activity instruction and the words in the box. Point out the example answer. Pupils work in pairs to complete the text. Check with the class.

Key: 2 walks, 3 catch, 4 bags, 5 always, 6 water

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

### Ending the lesson

- Mime an action from the lesson. Pupils show 'thumbs up' if it helps the world and 'thumbs down' if it doesn't help the world. Elicit a phrase to describe what you are doing after each mime. Example mimes: turning off the television, turning on a tap and spending a long time washing your hands, driving a car, walking, asking a cashier for a bag at the supermarket, turning off a light switch, travelling on a bus / underground train.



# Say it with me /ɔ:/

## Say it with me

1 Listen and repeat.



**/ɔ:/**

Or, or, or.  
The ball's on the floor.

2 Listen, point and repeat.

a hawk b walk c talk d naughty e sporty

f water g claw h paw i story j horse

3 Listen and say the chant.

We walk and we talk.  
We talk and we walk.  
But if you gawk when you walk  
Or squawk when you talk  
That's naughty and haughty.

We talk and we walk.  
We walk and we talk.  
We never gawk when we walk  
Or squawk when we talk.  
We're not naughty, we're just sporty.

86

## Say it with me

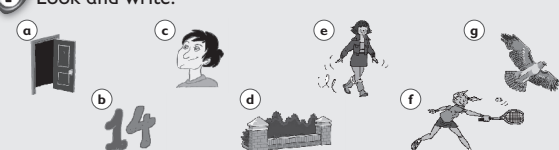
**/ɔ:/**

1 Listen and circle the odd one out.

1 walk	talk	naughty	home
2 hawk	cat	story	four
3 talk	small	mouse	claw
4 naughty	paw	food	water
5 who	floor	sporty	daughter
6 fall	ball	horse	bag

2 Look and write.


a b c d e f g



floor	four	naughty	ball	talk	short	gawk
door						

3 Look and write.

a b c



A tall horse

86

**Objectives:** By the end of the lesson, pupils will have practised words with the phoneme /ɔ:/ and learned about the possible spellings of this sound.

## Target language

- **Key language:** hawk, walk, talk, naughty, sporty, water, claw, paw, story, gawk, haughty, scare, fall into the water, floor, daughter, wall
- **Additional language:** pond, Be careful! Splash! home, who
- **Revision:** tall, short, ball, bag, park, beautiful, cat, mouse, food, four, horse, door, fourteen, small

## Pupil's Book page 86

### Spanish specific

- The sound /ɔ:/ can be difficult for some Spanish speakers to pronounce correctly because it does not exist in Spanish. Speakers tend not to say the sound long enough and it often sounds like /ɒ/. In addition, the sound /ɔ:/ can be spelt in different ways, which makes identifying the sound and the correct pronunciation challenging. Spanish speakers tend to apply their own phonetic rules to words where the sound /ɔ:/ should be used, for example *walk, four, tall, Laura, naughty, horse*, etc. It is important pupils are made aware of the variety of spelling patterns for this sound and are given extensive practice.

### Warmer

- Draw a door and the number four on the board. Elicit the words and repeat them, emphasising the rhyme. Show pupils how to make the sound by demonstrating the position of the lips. Repeat the words and encourage pupils to say them.

#### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 86. Elicit what they can see in the picture (a ball). Play the audio. Pupils listen and repeat. Check pupils are saying the sounds and words correctly. Pupils point to the appropriate picture in Activity 1 (ball and floor) as they say each word. Ask pupils to suggest more words with the same sounds (if they can).

CD 4, 09

As in Pupil's Book

#### 2 Listen, point and repeat.

- Focus pupils on Activity 2. Focus pupils on the pictures and words. Say *hawk* and have pupils point to the picture and repeat the word. Play the audio, pausing after each item to allow pupils to point and repeat.

CD 4, 10

As in Pupil's Book

#### 3 Listen and say the chant.

- Focus pupils on the activity. Elicit the words with the /ɔ:/ sound. Play the audio. Pupils listen to the chant. Elicit and explain new vocabulary. Play the audio again. Pupils listen and repeat after each line. Encourage the pupils to clap and join in. Repeat several times.

CD 4, 11

As in Pupil's Book

## Activity Book page 86

### 1 Listen and circle the odd one out.

- Write /ɔ:/ on the board and say the sound. Tell pupils to open their Activity Books at page 86. Say *Listen and circle the word that doesn't have this sound*. Play the audio. Pause the audio and point to the example answer *home*. Pupils continue to circle words that don't have the target sound. Check with the class.

Key: 2 cat, 3 mouse, 4 food, 5 who, 6 bag

CD 4, 12

As in Activity Book

### 2 Look and write.

- Focus pupils on the picture of the door and elicit the word. Ask a volunteer to write the word on the board. Ask the class to help correct any spelling mistakes. Focus pupils on the example in the table. Point out the spelling of *door* and *floor*. Repeat for the other words. Pupils write the words in the correct columns. Check as a class. Invite different pupils to write the words on the board. Pupils write the words in the correct columns. Check as a class.

Key: b four, fourteen; c naughty, haughty (daughter); d ball, wall (fall, small, tall); e talk, walk; f short, sporty (story); g gawk, hawk (paw, claw)

### 3 Look and write.

- Elicit what pupils can see. Pupils write sentences about the pictures. Monitor around the class to check. Pupils read out their sentences.

Key: a A tall horse is playing with a small ball next to a door.  
b A hawk with claws is talking to the short horse.  
c A naughty daughter is reading a story on the floor.

## Ending the lesson

- Pupils sing the chant from Pupil's Book Activity 3, clapping on the /ɔ:/ words. If you have enough space, pupils can walk around the classroom chanting.






# Say it with me /ə/ and /ɜ:/

## Say it with me

1 Listen and repeat.




**/ə/** A teacher, a driver,  
A doctor, a farmer,  
A brother, a sister,  
A mother, a father.

**/ɜ:/** There were thirty dirty shirts  
And thirteen purple skirts.

2 Listen, point and repeat.

/ə/			/ɜ:/		
banana	sofa	flower	bird	worm	girl
spider	caterpillar	garden	nurse	purple	curly

3 Listen and read. Act it out.

Knock, knock!  
Who's there?  
Oscar.  
Oscar who?  
Oscar stupid question,  
get a stupid answer!



Knock, knock!  
Who's there?  
Ammonia.  
Ammonia who?  
Ammonia bird in a skirt!



87

## Say it with me

1 Look and colour the sounds.

banana zebra teacher  
purple nurse worm

2 Listen and check.

3 Play the game.

	bird	worm	purple	nurse	curly
banana					
zebra					
spider					
caterpillar					
garden					

4 Read and circle. Then listen and check.

Every day my brother / friend plays with his toy spider / snake in the garden / bedroom. He feeds him caterpillars / flies. Then he takes his monster / robot to the kitchen to have lunch / dinner.

Every day Earl / Paul plays with his toy bird / lion in the dirt / grass. He feeds it beetles / worms. Then he dresses his toy in a blue / purple jumper / T-shirt and takes it to the circus / cinema.

87

**Objectives:** By the end of the lesson, pupils will have practised listening to and saying words with the phonemes /ə/ and /ɜ:/ and be able to differentiate the sounds and identify the letters in words that make the sounds.

## Target language

- **Key language:** spider, caterpillar, garden, worm, nurse, curly, Knock knock! Who's there? Ask a stupid question, get a stupid answer, I'm only a ... , dirt, circus
- **Additional language:** How do I know? magic toys, feed
- **Revision:** banana, sofa, flower, bird, girl, purple, zebra, T-shirt, skirt, teacher, brother, monster, kitchen, dinner

## Materials required

- A4 paper (one sheet per pupil)
- Colouring pencils

## Pupil's Book page 87

### Spanish specific

- Since unstressed syllables do not change their sound in Spanish, the weak /ə/ can be difficult for some Spanish speakers. There is a tendency to pronounce every letter when reading. Speakers may also have difficulties with the sound /ɜ:/ because this sound does not exist in Spanish either and it is longer than the sound /ə/. These two features of English pronunciation need to be practised to avoid incorrect pronunciation and to prevent communication breakdown.

### Warmer

- Write /ə/ on the board and *teacher* underneath. Underline the stressed syllable and ask what happens to the part that is not stressed. Draw pupils' attention to the way the /ə/ sound is made. Say *Relax your mouth and tongue, close your mouth a little and make the sound come from your throat*. Read the word to demonstrate pronunciation of /ə/. Highlight that the /ə/ is never stressed.
- Write /ɜ:/ on the board. Say *This is a longer sound*. Write *bird, curly, word, purple* in the /ɜ:/ column. Highlight that the /ɜ:/ is usually stressed.

### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 87. Elicit who/what they can see in the pictures. Tell pupils to listen and point to the people the first time. Play the audio (first chant). Pupils listen and point. Then play the second chant. Remind pupils the /ɜ:/ sound is usually stressed. Now play the audio again. Pupils join in with the chants. Pupils repeat the chants, quickly and then in groups.

#### CD 2, 13

As in Pupil's Book

### 2 Listen, point and repeat.

- Point to the phoneme /ə/ on the board and say the sound. Point to /ɜ:/ and say the sound. Play the audio, pausing after each item so pupils can point and repeat. Elicit whether the sound in the word is short and weak or long and strong each time.
- Spell a word from Activity 1 and say *Which word is this?* Encourage pupils to read the word. Repeat with different words. Ask a pupil to spell a word for the class. A volunteer reads the correct word.

#### CD 4, 14

As in Pupil's Book

### 3 Listen and read. Act it out.

- Play the audio and pupils read. Check understanding of the plays on words (Oscar/Ask a, Ammonia/I'm only a). Play the audio again, pausing for pupils to repeat each line. Ask two confident pupils to come to the front to perform the joke for the class. Repeat the procedure with the second joke.

#### CD 2, 15

As in Pupil's Book

## Activity Book page 87

### 1 Look and colour the sounds.

- Tell pupils to open their Activity Books at page 87. Ask the class to choose a colour for the letters which make the /ə/ sound and another for the /ɜ:/ sounds. Pupils colour the appropriate letters.

### 2 Listen and check.

- Play the audio. Pupils listen and check. Play the audio again and pupils repeat the words. Check for correct pronunciation.

Key: b/ə/nan/ə/, zebr/ə/, teach/ə/, p/ɜ:/ple, n/ɜ:/se, w/ɜ:/m

#### CD 4, 16

As in Activity Book

### 3 Play the game.

- Read the words and pupils repeat. Check pronunciation. Pupils draw five battleships (three squares long) where they want in pencil. Put pupils in pairs. Pupils guess where their partner has drawn their battleships by saying one word with /ɜ:/ and one word with /ə/, for example *bird, banana*. If the chosen square does not have part of a battleship, pupils say *miss*. Then it's their turn to guess. Now it is their turn to choose a square on their partner's board. If the square does have part of a battleship, they say *hit* and their partner has another go. Pupils mark the squares containing their partner's battleships with an X. The winner is the first to find all their partner's battleships.

### 4 Read and circle. Then listen and check.

Focus pupils on Activity 4. Read the first text aloud in sections, pausing for pupils to repeat. For each option, pupils circle the words which contain the /ə/ sound. Play the audio for pupils to check. Elicit the /ə/ sound in each circled word. Repeat for the second text and the /ɜ:/ sound.

Key: spider, garden, caterpillars, monster, dinner; Earl, bird, dirt, worms, purple, T-shirt, circus

#### CD 4, 17

Every day my brother plays with his toy spider in the garden. He feeds him caterpillars. Then he takes his monster to the kitchen to have dinner.  
Every day Earl plays with his toy bird in the dirt. He feeds it worms. Then he dresses his toy in a purple T-shirt and takes it to the circus.

### Ending the lesson

- Give each pupil a piece of paper and colouring pencils. Pupils think of a word (from the book or new) that contains the /ə/ or /ɜ:/ sound. Pupils write the word on their paper, using the colours as before to highlight the sounds. Monitor and help if necessary. Display the words around the classroom.



# Say it with me /u:/ and /ʊ/

**Say it with me**

1 Listen and repeat.



**/u:/**

Whose **blue** shoes are in my **room**?

2 Listen and say 'yes' or 'no'.

a school b food c boot d good e cookie

f fruit g sugar h book i foot j zoo

3 Listen and say the chant.

Who are you? How do you do?  
What do you do on Tuesday?

I follow the rules, I go to school  
Because I don't want to be a fool.  
Because I don't want to be a fool  
I follow the rules and go to school.

Who are you? How do you do?  
What do you do on Wednesday?

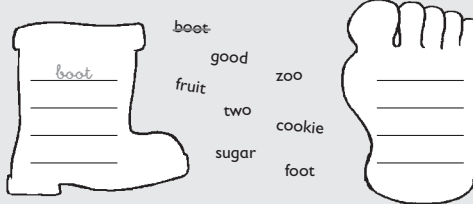
I'm very good, I read a book  
And then I help my mum to cook.  
And as I help my mum to cook  
I read a book, a good cook book. Look!

88

**Say it with me**

**/u:/** **/ʊ/**

1 Listen and write.




boot good zoo  
fruit two cookie  
sugar foot

2 Look and write.

1 /sku:l/ school 3 /du:/ \_\_\_\_\_ 5 /buk/ \_\_\_\_\_  
2 /hu:/ \_\_\_\_\_ 4 /gud/ \_\_\_\_\_ 6 /lʊk/ \_\_\_\_\_

3 Read and write your answers.

Sue: How are you, \_\_\_\_\_?  
You: I'm fine, thank you.  
Sue: Are you good at school?  
You: \_\_\_\_\_.  
Sue: Excellent! What do you do in your free time?  
You: \_\_\_\_\_.  
Sue: Do you ever cook?  
You: I only cook \_\_\_\_\_.  
Sue: What's your favourite food?  
You: My favourite food is \_\_\_\_\_.  
Sue: Which do you prefer, shoes or boots?  
You: I prefer \_\_\_\_\_.  
Sue: How many brothers and sisters have you got?  
You: I've got \_\_\_\_\_.



88

**Objectives:** By the end of the lesson, pupils will have practised words with /u:/ and /ʊ/ and be aware that the letters that make this sound are not exclusive to this sound but can also make another shorter sound.

## Target language

- **Key language:** *cookie, fruit, sugar, foot, zoo*
- **Additional language:** *fool, rule, cook*
- **Revision:** *book, Tuesday, Wednesday, food*

## Materials required

- A4 paper (one sheet per pupil)
- Colouring pencils

## Pupil's Book page 88

### Spanish specific

- The distinction between the sounds /u:/ and /ʊ/ can be difficult for some Spanish speakers as neither of these sounds appear in Spanish. What is more, the spelling patterns can coincide for these sounds which can lead to further confusion when reading. For example in *food* the sound is /u:/, whereas in *foot* the sound is /ʊ/. Pupils need to be made aware of the importance of distinguishing between these two sounds.

### Warmer

- Revise the sounds pupils have already studied. Write the sounds /ə/, /ɜ:/ and /ɔ:/ on the board. Elicit three words for each sound, for example, /ə/ *banana, teacher, mother*; /ɜ:/ *bird, nurse, first*; /ɔ:/ *horse, talk, walk*. Ask the pupils to stand in two lines facing the board. Say a word containing one of the three sounds. Use words from Pupil's Book pages 86 and 87. The two pupils at the front of the lines race to see who can touch the correct flashcard first. Award a point to the team with the quickest pupil. The two pupils go to the back of the line. Continue until all the pupils have had two or three turns each.

#### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 88. Elicit what they can see in the picture. Tell pupils to point the first time they listen and to say the sentence quietly to themselves. Play the audio. Pupils point and quietly repeat the sentence. Play the audio again for pupils to join in.

CD 4, 18

As in Pupil's Book

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

- Focus pupils on Activity 2. Play the audio, pausing after each word for pupils to point to the picture and repeat the word. Play the audio again. Pupils listen and say *yes* if the word has got the /u:/ sound and *no* if it hasn't. Elicit that all the other words sound the same but the sound is shorter. Say the words belonging to each group and pupils repeat. Emphasise the difference between the long sound and the short sound.

Key: a yes, b yes, c yes, d no, e no, f yes, g no, h no, i no, j yes

CD 4, 19

As in Pupil's Book

#### 3 Listen and say the chant.

- Play the audio. Pupils listen and follow in their books. Play the audio again, pausing after each line for pupils to repeat. Divide the class in half. One side chants the questions and the other, the responses. Practise a few times.

CD 4, 20

As in Pupil's Book

## Activity Book page 88

### 1 Listen and write.

- Tell pupils to open their Activity Books at page 88. Write /u:/ and /ʊ/ on the board together with one or two words from the Pupil's Book to revise the sounds. Check that pupils know what to do and play the audio. Pupils write the words with /u:/ in the left column and the words with /ʊ/ in the right column. Check around the class.

Key: /u:/ two, fruit, zoo; /ʊ/ good, sugar, cookie, foot

CD 4, 21

boot, good, two, sugar, fruit, zoo, cookie, foot

### 2 Look and write.

- Focus pupils on Activity 2. Ask volunteers to identify the words in the phonetic script. Elicit each of the words and write them on the board. Pupils write the words next to the phonemic spelling.

Key: 2 who, 3 do, 4 good, 5 book, 6 look

### 3 Read and write your answers.

- Pupils read the dialogue and complete the gaps. They act out the dialogue in pairs and then swap roles and repeat. Check and help where necessary.

### Ending the lesson

- Give pupils a piece of paper each. They draw a picture of a word that contains the /u:/ sound. They can use one of the words from their books. Pupils write the word below their picture and underline the letters that make the /u:/ sound. Monitor and help where necessary. Display the pictures in the classroom.





# Say it with me /ɑ:/ and /æ/

**Say it with me**

1 Listen and repeat.

 **/ɑ:/** Father's on the **farm**.  
He **can't start** his **car**.

 **/æ/** That's Jack's **black**  
**hat** next to the **map**.

2 Listen and say the chant.

 The fat cat in the car's got a jar with a star.  
And the mad man with the cart's  
got a bag and a tart.



3 Read and answer the questions.


 It's after dark and that's when the party starts. Get your jackets, hats and get your scarves. Be sharp and get in the car. I know it's not far but we must cross the park. I've got the mat and the bag. Jack, have you got the jars of jam? Carla, have you got the apple tarts? Good, now get in the car – let's hope it starts!

- 1 When does the party start?
- 2 What do they get?
- 3 What has their father got?
- 4 Is the party far?
- 5 What fruit is in the tarts?


89

**Say it with me** **/ɑ:/** **/æ/**

1 Find the words.



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





2 Read and complete.


dark hats car party jackets park apple starts mat jars

It's after (1) dark and that's when the (2) \_\_\_\_\_ starts. Get your (3) \_\_\_\_\_, (4) \_\_\_\_\_ and get your scarves. Be sharp and get in the (5) \_\_\_\_\_. I know it's not far, but we have to cross the (6) \_\_\_\_\_. I've got the (7) \_\_\_\_\_ and the bag. Jack, have you got the (8) \_\_\_\_\_ of jam? Carla have you got the (9) \_\_\_\_\_ tarts? Good, now get in the car. Let's hope it (10) \_\_\_\_\_!

3 Look and write.

a  \_\_\_\_\_

b  \_\_\_\_\_

c  \_\_\_\_\_

89

**Objectives:** By the end of the lesson, pupils will have learned about words with /ɑ:/ and /æ/, be able to distinguish between the two sounds and have increased their vocabulary of words containing these phonemes.

## Target language

- **Key language:** *star, cart, fat, bag, party, dark, jacket, hat, scarf, scarves, fan, dirty, apple tart*
- **Additional language:** *sharp, mat, jars of jam*
- **Revision:** *car, cat, man, has got, fruit, father, black*

## Materials required

- A4 paper (one sheet per pupil)
- Colouring pencils

## Pupil's Book page 89

### Spanish specific

- It can sometimes be difficult for Spanish speakers to differentiate between the /æ/ and /ɑ:/ and sounds. The sound /æ/ as in *cat* does exist in Spanish, but the long sound /ɑ:/ as in *car* does not. Spanish speakers tend to apply the /æ/ sound in all words spelt with an 'a'. Pupils need to be made aware of this and extensive practice is necessary to ensure they distinguish clearly between the two sounds and so improve pronunciation.

### Warmer

- Draw a car on the board, starting from the bottom of the picture with the wheels and moving up. Encourage pupils to guess what the picture is as you draw. Elicit the word and write /ɑ:/ under the car. Repeat for a cat, writing /æ/ underneath.

### 1 Listen and repeat.

- Tell pupils to open their Pupil's Books at page 89. Elicit what they can see in the pictures. Tell pupils to point the first time they listen and to say the sentences quietly to themselves. Play the audio. Pupils point and quietly repeat the sentences.

CD 4, 22

As in Pupil's Book

### 2 Listen and say the chant.

- Focus pupils on Activity 2. Play the audio. Pupils listen and repeat. Write /ɑ:/ and /æ/ on the board. Ask pupils to identify the sounds in the chant and to come to the board and write them under the corresponding heading. Play the audio again. Ask pupils to repeat in pairs.

Key: /ɑ:/ jar, star, cart, tart, /æ/ fat, cat, mad, man, bag

CD 4, 23

As in Pupil's Book

### 3 Read and answer the questions.

- Focus pupils on Activity 3. Say *Read and answer the questions*. Read the text once, then read again and ask the pupils to read with you. Ask some pupils to read individually and then they answer the questions. Check and help with pronunciation. Say some of the words again and ask volunteers to add words from the text to the /æ/ and /ɑ:/ columns on the board (/æ/ *hat, bag, mat, jam, jacket, apple*, /ɑ:/ *party, scarves, sharp, jar, car, far, park, tart, dark, start*)

Key: 1 after dark, 2 their jackets, hats and scarves, 3 a mat and a bag, 4 no, 5 apple

## Activity Book page 89

### 1 Find the words.

- Tell the pupils to open their Activity Books at page 89. Focus pupils on the activity and review the words around the wordsearch. Pupils circle the /ɑ:/ words with blue and the /æ/ words with red. Pupils do the wordsearch, circling the words they find in the same colours as before.

Key: blue: father, jar, star, start; red: black, fat, fan, can, bag

### 2 Read and complete.

- Check that pupils know what to do. Pupils read the text and complete it with the words from the box. Check as a class.

Key: 2 party, 3 jacket, 4 hats, 5 car, 6 park, 7 mat, 8 jars, 9 apple, 10 starts

### 3 Look and write.

- Focus pupils on the first picture and say *Who's in the picture?* and *Where are they?* Encourage pupils to make a sentence about the picture. Write the sentence on the board for pupils to copy into their Activity Books. Pupils look at the other pictures and write sentences to describe each on the lines provided. If necessary, give pupils one or two of the words in each sentence. Monitor and check/help where necessary. Ask pupils to read out their sentences.

Key: a (Jack and Carla are) in the car with their father. b Jack is sitting on an apple tart in the car. c Carla's jacket is dirty.

### Ending the lesson

- Give each pupil a piece of paper and ask them to fold it in half. Along the fold, pupils write either /æ/ or /ɑ:/ in large letters. Pupils draw one picture on each half of the paper. The two pictures must be of words that have their chosen phoneme. Pupils write the words below and colour their pictures. Display the pictures around the classroom. If you still have other pronunciation pictures displayed on the walls, group the pictures for different phonemes together.



# Courtesy Day

## Courtesy Day

**Functions**  
Can I borrow your ..., please?  
Here you are.  
Please, sit here.  
After you.

**1** Listen, point and repeat.

**a** **b** **c** **d** **e** **f**

**2** Read and say the words to complete the text.

after you every help polite sit here

Courtesy Day in England is in October. Courtesy Day reminds us to be **1** to each other. There are many things you can do to be polite on this day. For example, we can say 'please' and 'thank you' to everyone. On Courtesy Day we can also **2** people. We can say to an older person on the bus 'Please, **3**'. Or when you're at a door with someone, you can say '**4**'. Or you can carry some books for your teacher. When you are nice to other people, they are nice to you. It's nice to be nice. But remember, it's important to be polite **5** day, not only on Courtesy Day!

**3** Read and think. What do you say?

- You are walking with your grandmother. You come to a door.
- Your teacher is carrying lots of books.
- You see a pencil on the floor next to your friend's chair.
- An old man gets on your bus and there are no empty seats.

**Vocabulary** carry books chew empty seats polite sitting on the bus smile walk past

**Functions** Can I borrow your ...? Here you are. Please, sit here. After you.

## Courtesy Day

**1** Complete the sentences.

sit yours Thank borrow help After

- Thank you!
- Please,            here.
- Is this           ?
- Can I            you?
- you.
- Can I            your pencil, please?

**2** Do the quiz.

### Are you polite?

- What do you say when you see your teacher in the morning?
  - Nothing.
  - 'Hi.'
  - 'Good morning.'
- If you want to borrow something in class, what do you say?
  - 'Give me that!'
  - 'I want that.'
  - 'Can I borrow your ... , please?'
- If someone older than you needs to sit down, you ...
  - do nothing.
  - smile at him/her.
  - stand up.
- If your mouth is full, you don't ...
  - chew.
  - dance.
  - talk.
- When someone needs help, you ...
  - walk past him/her.
  - say hello.
  - help him/her.
- Do you say please and thank you?
  - Never.
  - Sometimes.
  - Always.

**90**

Results Mostly 'c's: You are very polite. Keep up the good work. Mostly 'b's: Watch out! You need to work on your manners. Mostly 'a's: You must be more polite!

**Objectives:** By the end of the lesson, pupils will have learned about the importance of being polite on Courtesy Day and every day, talked about when they should be polite and have learned some polite phrases to use in these situations.

## Target language

- Key language:** Courtesy Day, *polite, It's nice to be nice, carry books, sitting on the bus, empty seats, Can I borrow your ... , please? Here you are, smile, your mouth is full, chew, walk past*
- Additional language:** *an older person, share with, work on your manners*
- Revision:** family, classroom vocabulary, *dance, talk, help, sit down, stand up, open the door, never, sometimes, always*

## Materials required

- A5 paper (one sheet per pupil)

## Pupil's Book page 90

### Courtesy Day

- The Courtesy Campaign was founded in 1986. Its aim was to encourage good manners and courtesy in every day life.
- Courtesy Day began as a way of encouraging people to take more care when driving and to help protect one another.
- Nowadays it is a day which reminds us to be polite to everyone we meet and to remember to do the same during the rest of the year.

### Warmer

- Pupils think of the different people they speak to in a typical week. Write their ideas in groups on the board (family, friends, other pupils, teachers, people in shops, etc.). Pupils work in pairs to invent and practise short dialogues for talking to one of these people. Monitor pupils while they are working. Pairs act out their dialogues and the class guesses the situation. Leave the ideas on the board until the end of class.

#### 1 Listen, point and repeat.

- Tell pupils to open their Pupil's Books at page 90. Focus pupils on the pictures and elicit what is happening and what the people might be saying. Play the audio. Pupils listen and point to the correct picture. Check as a class. Play the audio again, pausing after each utterance while pupils repeat.

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

#### CD 4, 24

- 1 **GIRL:** What time is it, please?  
**MALE TEACHER:** It's two o'clock. Time for class!
- 2 **MAN:** Here you are, John.  
**BOY:** Thank you, Mr Miller.
- 3 **BOY:** Excuse me, is this yours?  
**LADY:** Oh, thank you, young man.
- 4 **GIRL:** Please sit here.  
**OLD LADY:** Thank you, young lady.
- 5 **BOY:** Can I help, Mrs Brown?  
**FEMALE TEACHER:** Oh, thank you, Sam.
- 6 **GIRL:** After you.

#### 2 Read and say the words to complete the text.

- Elicit the meaning of *courtesy* and ask pupils to think of what things people do and do not do on Courtesy Day. Pupils take turns to read the text and say the correct word each time. Check understanding. Focus pupils on the Functions box. Read the sentences and make sure pupils understand when to use each one. Elicit more ways that pupils can be polite at home, at school and when they are out and about. Stress the importance of being polite and helpful every day.

Key: 1 polite, 2 help, 3 sit here, 4 after you, 5 every

### 3 Read and think. What do you say?

- Focus pupils on Activity 3. Remind pupils of the importance of being polite in different situations, when talking to people you know and people you don't know. Pupils work in pairs. They read the sentences and answer with what they would do. Monitor pupils while they are working. Ask volunteers to read the sentences and answer the questions to check. Pairs act out the situations using the appropriate phrases.

Key: 1 After you. 2 Can I help you? 3 Excuse me, is this yours? 4 Please, sit here.

## Activity Book page 90

### 1 Complete the sentences.

- Tell pupils to open their Activity Books at page 90. Focus pupils on the picture and elicit what is happening. Ask a pupil to read aloud what the boy is saying. Ask pupils if they listen to music played loudly. Pupils complete the sentences with the words in the box. Check with the class.

Key: 2 sit, 3 yours, 4 help, 5 After, 6 borrow

### 2 Do the quiz.

- Write *10 = very polite* and draw a smiley face, *0 = not polite* and draw a sad face. Pupils say a number out of ten to show how polite they think they are. Say *Let's do a quiz to see if you are right!* Pupils work in pairs. Give each a letter A or B. Say *As ask Bs the questions and circle a, b or c.* Pairs swap so that Bs ask As the questions and circle their answers. Pupils check the results to find out if their partner is polite or not. Elicit how polite the pupils are according to their results.

### Ending the lesson

- Hand out a sheet of paper to the pupils. Tell pupils to keep what they write a secret. Write *I met x at school* on the board. Pupils copy and write a name instead of the *x* (a friend, my teacher). Encourage pupils to think of someone they spoke to recently. Pupils fold over the top of the paper so that their sentence cannot be read and pass it to their partner. Next write: *He/she said ...* Pupils complete the sentence on the new paper, using dialogues from the class for inspiration, fold over the top and pass it back to the original pupil. Finally write *I said ...* Pupils complete the sentence and swap papers with their partner. Pupils open up the papers and read the dialogues either in pairs or they can take turns to read them to the class. Pupils decide whether the dialogue makes sense. Some of the dialogues might be funny combinations. If they are, ask the pupils to suggest which phrases to change to make a correct dialogue.



# World Hello Day

## World Hello Day

**1**  Listen and say.



Guten Tag.



Olá.



Hola.



Hello.



Bonjour.



Marhaba.



Dia Dhuit.



Ni hao.



Buon giorno.



Jambo.

**2**  Listen, read and answer.

Dear Children,

Today is . It's World Hello Day. It's a day to think about  in the world. It's a day to be  to everyone and make them .

This day means being friends. More friends means more . More peace means a happy !

We can be friendly to lots of people - we can say . You can say hello to ten people you don't usually say hello to and make them . World Hello Day is a great idea!

Happy Hello Day!

**1** What day is it today?

**2** What makes a happy world?

**3** How many people can you say hello to on World Hello Day?

**4** Do you think World Hello Day is a good idea?


**3**  Greet your friends.

Hi.


Hiya!

**Vocabulary** peace friendly flag

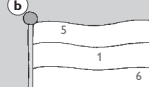
## World Hello Day

**1**  Colour, listen and match.


1 - red 2 - white 3 - dark green
4 - blue 5 - black 6 - yellow




1



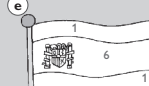
1




1



1



1



1

1 China Ni hao! 3 Spain ¡Hola! 5 Great Britain Hello!

2 Germany Guten tag! 4 Morocco Marhaba! 6 France Bonjour!


**Now ask and say.**

Is your flag black and red? No.

Is it red, white and blue? Yes.

Do you say 'Bonjour'? Yes.

You're from France!

**2**  Look and match.

1 Hello, Susan. How are

2 Good morning, Marie. World

3 Hi! It's nice to say


4 Hiya. Happy World Hello

a Hello Day is great! Love, Sophie

b hello on World Hello Day.

c Day. How are things?

d you? Happy World Hello Day! Love, Patrick

**3**  Now write a World Hello Day note.

**Objectives:** By the end of the lesson, pupils will have learned about countries and their flags and have practised greetings and written hello notes.

## Target Language

- **Key language:** World Hello Day, *peace, friend, friendly, happy, smile, Love (name), flag*
- **Additional language:** *hello* in other languages, *vertical, horizontal, stripes, a coat of arms, a star, crosses*
- **Revision:** countries: *Germany, Portugal, Spain, Great Britain, France, Morocco, Ireland, China, Italy, Somalia, Japan, The USA, Switzerland, Hello, Hi, How are you? colours*

## Materials required

- Map of the world
- Flag flashcards (prepared by teacher beforehand – optional)

## Pupil's Book page 91

### World Hello Day

- World Hello Day began on 21 November, 1973. It started because of the conflict between Egypt and Israel.
- The objective of World Hello Day is to spread peace through communication. To participate, greet ten new people.

### Warmer

- Pupils work in small groups to do a quiz. Say *Where can you find this food?* Write the word *sushi* on the board. Say *Where is this city?* and write *Tokyo* next to *sushi*. Tell pupils the answer is a country. Elicit and write *Japan* on the board. Continue in the same way. Write: 2) *spaghetti, Rome, 3) sausages, Berlin, 4) burgers, Washington DC, 5) noodles, Beijing, 6) chocolate, Bern*. Groups write the numbers and the name of each country. Check with the class.

**Key:** 2 Italy, 3 Germany, 4 The USA, 5 China, 6 Switzerland

### 1 Listen and say.

- Tell pupils to open their Pupil's Books at page 91. Elicit the country for each flag. Play the audio. Pause the audio after each *hello* for pupils to repeat. Ask pupils to put their hand up if they know the country. Encourage pupils to guess. Write a list of the correct countries on the board.

**Key:** a Germany, b Portugal, c Spain, d Great Britain, e France, f Morocco, g Ireland, h China, i Italy, j Somalia

CD 4, 25

As in Pupil's Book

### Practice

- Pupils work in pairs. One says *Hello* in one of the languages and their partner says the country and points to the flag.

### 2 Listen, read and answer.

- Say *This is a letter about World Hello Day*. Ask volunteers to read sections of the text and encourage the class to replace the pictures with words. They write their answers in their notebooks. Play the audio while pupils read and check their ideas. Check understanding of the text. Divide pupils into small groups to read the text.

**Key:** 21 November, peace, friendly, happy, peace, world, hello, smile

- Pupils work in pairs to answer the questions. Elicit the answers and ask for pupils' opinions on World Hello Day.

**Key:** 1 World Hello Day/21 November, 2 when people are friendly/peace, 3 ten people, 4 Model answer: Yes, it's a great idea!

CD 4, 26

As in Pupil's Book

### 3 Greet your friends.

- Elicit different ways of saying *hello* in English and other greetings and write them on the board along a line: formal – informal. Greet the class in different ways and elicit appropriate responses. Pupils greet each other.

**Key:** Formal: Good morning, Good afternoon, Neutral: How are you? How are things? How are you feeling today? Hello, Hi, Informal: Hiya, What's up?

## Activity Book page 91

### 1 Colour, listen and match.

- Tell pupils to open their Activity Books at page 91. Pupils colour the flags according to the numbers and key. Play the audio. Pupils match the flags with the country and greeting by writing numbers beside the correct flag. Check answers.

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

CD 4, 27

- Ni hao! The Chinese flag is red and gold. It's got 5 stars.
- Guten Tag! The German flag has got three horizontal stripes. They are black, red and yellow.
- ¡Hola! The Spanish flag is red and yellow. It's got the King's coat of arms in the middle.
- Marhaba! The Moroccan flag is red and green. It's got one star.
- Hello! The British flag is blue with red and white crosses on it.
- Bonjour! The French flag is blue, white and red. The colours are in vertical stripes.

### Now ask and say.

- Say *Let's guess the country*. Ask two pupils to read the dialogue to demonstrate the activity. Pairs play the game.

### 2 Look and match.

- Look at the first note as a class before pupils work individually to match the others. To check the answers, ask one pupil to read the first half and then nominate another pupil to complete the note.

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

### 3 Now write a World Hello Day note.

- Ask *What can you write to your friends?* Elicit ideas and sentences. Pupils can look at Activity 2 to help. Pupils work individually and write two notes in their notebooks.

### Ending the lesson

- Ask three pupils to come to the front and either give each a flag flashcard from the countries in Pupil's Book Activity 1 (if you have prepared flashcards) or ask them to describe the flag from one of the countries. Pupils take turns. Elicit how to say hello in the language of each country and encourage the class to practise. Make sure everyone gets a chance to hold a flag.

# April Fool's Day

## April Fool's Day

**Functions**  
It is **fun** to play football.  
This movie is really **funny**.

**1** Listen, read and answer.

April Fool's Day is on 1<sup>st</sup> April every year.

It's a day to play funny jokes and tricks on your family and friends and for laughing.

People in lots of countries around the world celebrate this day.

Some countries play jokes until 12 noon, other countries play jokes all day long. It's a fun day.

1 When is April Fool's Day? 3 What do you do on April Fool's Day?  
2 Is it only celebrated in England? 4 Do you play jokes all day?

**2** Say the correct word to complete the sentences. Then act it out.

Can I have the **salt / sugar**, please? Yuk! My **chips / biscuits** are sweet!

1 Yes, of course you **can / can't**. No, I don't! / Yes, I do!

2 Please **stand up / sit down**. What's that **noise / smell**? Are you OK?

Thank / Please you very much. Not / Very funny, Grandpa!

**92** Vocabulary jokes tricks funny Functions This is really funny.

## April Fool's Day

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

1 All spiders have got eight eyes. no ☒  
2 Spaghetti grows on trees. ☐  
3 Whales breathe through a hole in their back. ☐  
4 One ant can lift the weight of 50 ants. ☐  
5 An ostrich's eye is bigger than its brain. ☐  
6 It is impossible to cry in space. ☐  
7 An elephant is bigger than a blue whale. ☐  
8 A snail can sleep for three years. ☐  
9 Starfish have got brains. ☐  
10 Hummingbirds can fly backwards. ☐

**2** Now listen and check.

**3** Look and write.

a On April Fool's Day I \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_

Are you an April Fool?  
10 correct: You're brilliant!  
6-9 correct: You're not a fool.  
Less than 6 correct: Sorry, you're an April Fool!

**92**

**Objectives:** By the end of the lesson, pupils will have learned about typical jokes people play on April Fool's Day and invented some of their own.

## Target language

- **Key language:** April Fool's Day, April Fool, funny jokes/tricks, laughing, salt, sugar, sweet, chips, sit down, noise, spider, a plant, grow on trees, breathe, a hole, ant, weight, brain, cry, space, snail, starfish, hummingbirds, backwards
- **Additional language:** Very funny!
- **Revision:** family, animals, parts of the body, can, can't

## Materials required

- April Fool's test (one per pupil)

## Pupil's Book page 92

### April Fool's Day

- April Fool's Day is celebrated on 1 April every year. The exact origins of the celebration are not known.
- People spend the day trying to get others to believe untrue things, or playing practical jokes on people. In some countries you can only play jokes until midday.
- In the UK national newspapers print April Fool's Day stories. In 1965 one story described a new television showing pictures that you could smell; it was called a Smell-o-vision.
- April Fool's Day is supposed to be a fun day so the jokes people play are never too serious or dangerous.

### Warmer

- Play a practical joke on the class. Hand out a page-long surprise test. The paper should have some genuine test questions on it but add a line at the start of the test that says: *Before you start, read all the questions in the test.* Then add a line at the end which says: *Thank you for reading to the bottom of this page. This is an April Fool. Don't write anything on this paper. Please fold your arms and sit quietly.* After a few minutes, check to see who is writing and who read to the end of the text. Tell the pupils who are writing that they are April Fools!

### 1 Listen, read and answer.

- Tell pupils to open their Pupil's Books at page 92. Explain how April Fool's Day is celebrated. Play the audio. Ask volunteers to read aloud. Pupils take turns to read and answer the questions.
- Focus pupils on the Functions box. Read the sentences. Elicit the difference between *fun* (amusement, pleasure) and *funny* (comical, humorous). Tell pupils to find one example of each in Activity 1 (*funny jokes, a fun day*).

**Key:** 1 1 April, 2 No, in many countries. 3 You play funny jokes and tricks on your family and friends. 4 Yes, in some countries but in some only until 12 noon.

### CD 4, 28

As in Pupil's Book

### 2 Say the correct word to complete the sentences. Then act it out.

- Say *Here are some practical jokes that people play on one another on April Fool's Day.* Pupils look at the pictures and say what is happening in each one. Elicit the correct answers from the slashed options. Discuss April Fool's Day as a class. Ask if there is a similar day in their country and elicit what practical jokes the pupils play. Discuss what kind of jokes should not be played (jokes on old people, jokes that might scare people).

**Key:** 1 salt, can, chips, sweet, No, I don't! 2 sit down, Thank, noise, Very

## Activity Book page 92

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

- Tell pupils to open their Activity Books at page 92. Draw a small picture to illustrate each of the sentences on the board, e.g. a spider with eight eyes, etc. As you draw the pictures, ask different pupils to read the corresponding sentences to the class. Draw the pictures in a random order. Pupils work individually or in pairs to decide if the sentences are right or wrong and write their answers on the lines.

### 2 Now listen and check.

- Play the audio. Pupils listen and tick or cross their answers with a different colour pen. Check answers as a class. Pupils calculate their total and then read to see if they are an April Fool.

**Key:** 2 no, 3 yes, 4 yes, 5 Yes, 6 no, 7 no, 8 yes, 9 no, 10 yes

### CD 4, 29

- 1 All spiders have got eight eyes. No.
- 2 Spaghetti grows on trees. No.
- 3 Whales breathe through a hole in their back. Yes.
- 4 One ant can lift the weight of 50 ants. Yes.
- 5 An ostrich's eye is bigger than its brain. Yes.
- 6 It is impossible to cry in space. No.
- 7 An elephant is bigger than a blue whale. No.
- 8 A snail can sleep for three years. Yes.
- 9 Starfish have got brains. No.
- 10 Hummingbirds can fly backwards. Yes.

### 3 Look and write.

- Focus pupils on the pictures and discuss what jokes they can play using the objects in each picture. Check orally with the class. Pupils complete the sentences and then read their favourite aloud to the class.

**Key (possible answers):** a I can put salt in the water for my brother. b On April Fool's Day I can put a spider in my father's shoe. c On April Fool's Day I can wear my little sister's clothes / father's clothes.

### Ending the lesson

- Pairs think of another April Fool's joke and practise acting it out. Encourage pupils to use their own ideas. Monitor the pupils. Pupils act their jokes for the class.





# Mother's Day

## Mother's Day

### 1 Read and answer the questions.

My mum is fantastic and I love her very much. She's got a lot to do every day. She makes my breakfast and takes me to school. She buys me clothes that I like. She buys presents for my friends and takes me to parties. She helps me with my homework and reads me a story in bed. She is always busy, but she's always got time for me. Thanks, Mum.



- 1 What does Stella's mum do for her in the morning?
- 2 What does Stella's mum buy for her?
- 3 Where does Stella's mum take her?
- 4 How does Stella's mum help her?

### 2 Look and say 'yes' or 'no'.

a



Give her flowers.

b



Watch her washing the dishes.

c



Watch her making the breakfast.

d



Go for a walk together.

e



Say you love her.

f



Watch her making the bed.

### 3 Listen and say the chant.

I love you because you are special, Mum.  
I love you because you are kind.  
I love you because you show me the way.

And never leave me behind.  
We love you, Mum.

Vocabulary busy fantastic kind special

93

## Mother's Day

### 1 Read and answer. Then ask your friends.

Does your mum ...	Me	Friend 1	Friend 2
take you to parties?	✓		
buy clothes for you?			
cook dinner for you?			
help you with your homework?			
read you a story in bed?			

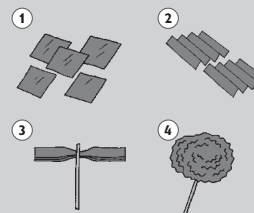
### 2 Write about your mum.

you're wonderful you're pretty you're the best mum in the world  
you're funny you help me you're special you're kind

- 1 I love you because \_\_\_\_\_.
- 2 I love you \_\_\_\_\_.
- 3 I love \_\_\_\_\_.
- 4 I \_\_\_\_\_.
- 5 I love you, Mum, because \_\_\_\_\_.

### Project Make a flower.

- 1 Cut five or six squares of crepe paper.
- 2 Fold them like an accordion.
- 3 Tie a pipe cleaner around the middle of the crepe paper squares.
- 4 Gently pull the crepe paper towards the middle and shape like a flower.



93

**Objectives:** By the end of the lesson, pupils will have talked about the things their mums do for them and the importance of saying thank you and helping them. They will have written a poem and made a flower to give to their mum on Mother's Day.

## Target language

- **Key language:** Mother's Day, household jobs
- **Additional language:** *busy, I love you, wonderful, fabulous, pretty, funny, fun, special, kind, always there*
- **Revision:** *because*

## Materials required

- Sticky notes (five per pupil)
- Crepe paper (five or six squares per pupil)
- Pipe cleaners (one per pupil)
- Example(s) of Activity Book flowers

## Pupil's Book page 93

### Mother's Day

- The modern Mother's Day, created in 1912 by an American woman, is celebrated all over the world but on different days. In the UK, Mothering Sunday dates back to the 16<sup>th</sup> century.
- Mother's Day was created as a day to honour mothers and motherhood. It was supposed to be an individual celebration for each family not a day to commemorate all mothers of the world.
- It has become a commercialised celebration with everyone buying cards instead of writing their own notes to their mother. Mother's Day in the USA is a very important day.

### Warmer

- Write the title *All about my mum* and the following gapped sentences on the board: *Her name is \_\_\_\_\_. She is a \_\_\_\_\_. She has got \_\_\_\_\_ hair and \_\_\_\_\_ eyes. She is \_\_\_\_\_ years old. She loves \_\_\_\_\_ but she doesn't like \_\_\_\_\_. I love my mum because \_\_\_\_\_.*
- Say *Ask me a question about my mum. If your question is correct, I'll answer it.* Encourage pupils to use the sentence prompts to help them make questions. Answer correct questions but do not write the answers yet. Then elicit each question again and write it on the board. Elicit the answers and complete the sentences.
- Pupils copy the questions into their notebooks and then interview their partner about their mum.

### 1 Read and answer the questions.

- Tell pupils to open their Pupil's Books at page 93. Focus pupils on Activity 1 and ask who is talking. Invite several volunteers to read the text aloud. Check understanding by asking pupils to mime the things that Stella's mum does for her, or by eliciting examples.
- Invite volunteers to read the questions. Pupils write their answers in their notebooks. Elicit responses from the class.

**Key:** 1 She makes her breakfast and takes her to school.  
2 She buys clothes (that Stella likes). 3 She takes her to parties. 4 She helps her with her homework.

### 2 Look and say 'yes' or 'no'.

- Focus pupils on the pictures and elicit what is happening in each one. Ask pupils if the same thing happens in their house. Focus pupils on the first picture and ask a pupil to read the caption. Ask *Is this nice for Mum?* (yes). Pairs take turns to read the captions and say *yes* or *no* depending on whether the things depicted are nice for Mum or not. Elicit that a special day for mums is Mother's Day and discuss about the day. Ask pupils the date of Mother's Day in their country (in Spain it's the first Sunday in May). Remind them how important it is to do some special things for their mum on Mother's Day.

**Key:** a yes, b no, c no, d yes, e yes, f no

### 3 Listen and say the chant.

- Say *Listen to this chant.* Play the audio and pupils listen. Pairs of pupils read the poem aloud. Encourage pupils to repeat it several times. Say *Can you remember the chant?* With books closed, read sentence stems for pupils to complete. Keep repeating and reducing the length of the sentence stems so pupils gradually remember more and more of the chant. Encourage pupils to remember the chant to recite to their mum on Mother's Day.

CD 4, 30

As in Pupil's Book

## Activity Book page 93

### 1 Read and answer. Then ask your friends.

- Elicit from pupils what their mother does each day. Write on the board. Tell pupils to open their Activity Books at page 93. Ask volunteers to read the questions. After each one, do a choral drill to check pronunciation. Pupils complete the *Me* column with ticks and crosses. Then they ask two friends about their mothers. Monitor the pupils to check they are speaking in English.

### 2 Write about your mum.

- Ask the pupils to close their books. Say *Do you remember the Mother's Day poem?* Ask the class to repeat it.
- Tell pupils to open their Activity Books again at page 93. Look at the phrases in the box and check pupils understand all the vocabulary. Explain that pupils can also use these words or their own ideas to write a poem about their mum. Pupils work individually. Monitor and check/help where necessary. Hand out five sticky notes to each pupil. They write one phrase from their poem on each sticky note. Tell pupils to take them home and stick them in different places in their house for their mum to read on Mother's Day.

### Project Make a flower.

- Show the pupils the flower you have already made. Say *Let's make one of these lovely flowers for your mum.* Focus pupils on the pictures. Hand out the materials. Read the instructions one by one as a class. Monitor pupils helping where necessary. Encourage pupils to give the flowers to their mum along with the poem they wrote in Activity 2.

### Ending the lesson

- In pairs, pupils practise reading their poems. Monitor and help with pronunciation. Invite volunteers to come to the front of the class to recite their poems.

# Grammar reference

## Pupil's Book

★ The doll is **next to** the ball.  
The book is **on** the floor.  
The bike is **in front of** the table.  
The helicopter is **under** the table.  
The game is **between** the doll and the camera.

What **are** you doing?  
I'm **riding** my bike.  
What's Daisy **doing**?  
She's **reading**.  
What's Peter **doing**?  
He's **flying** a kite.  
What **are** Paul and Jane **doing**?  
They're **playing** hockey.

Is Pete **flying** a kite?  
Yes, he **is**. / No, he **isn't**.

★ 1 Who's Simon?  
He's Stella's brother.  
Who's Suzy?  
She's Stella's sister.  
Who are Grandma and Grandpa Star?  
They're Stella's grandparents.  
  
I **like / love / enjoy** riding my bike.  
I **don't like / love / enjoy** riding my bike.  
He / She **likes / loves / enjoys** reading about science.  
I **doesn't like / love / enjoy** reading about science.

I **want to ride** my bike.

He / She **wants to read** about science.

**Do** you **like** taking photos?  
**Do** you **want to take** a photo?  
Yes, I **do**. / No I **don't**.  
**Does** he / she **enjoy** playing football?  
**Does** he / she **want to play** football?  
Yes, he / she **does**. / No, he / she **doesn't**.

★ 2 **Has** your house **got** a basement?  
My house **hasn't got** a basement.  
My house **has got** three bedrooms.

Where's flat 95?  
It's **below** flat 85.  
Where's flat 75?  
It's **above** flat 85.

★ 3 What **do** you **do** before school?  
I **have** breakfast.  
What **does** he / she **do** before school?  
He / She **has** breakfast.

**How often** do you play in the park?  
I **never / sometimes / always** play in the park.  
I play in the park **every day**.  
**How often** does he / she play in the park?  
He **never / sometimes / always** plays in the park.  
He / She plays in the park **every day**.

★ 4 Where do you **go to play** basketball?  
You go to the sports centre **to play** basketball.

**Must** I / Simon / Suzy go to school?  
Yes, you / he / she **must**.  
**Can** I / Simon / Suzy go to the swimming pool on Friday?  
Yes, you / he / she **can**.

★ 5 What's the matter?  
I've / You've / He's / She's / We've / They've **got** a headache.  
My hand hurts. I **can't** play the piano.  
My foot hurts. I **can't** play football.

He **must stay** in bed.  
He **mustn't go** to the park.  
We **must be** quiet in the library.  
We **mustn't eat** in the library.

★ 6 I'm hungry.  
**Shall** I make breakfast?  
I'm cold.  
**Shall** I close the window?

★ 7 weak → weaker  
Parrots are **weaker than** bears.  
thin → thinner  
Dolphins are **thinner than** whales.  
naughty → naughtier  
Monkeys are **naughtier than** lions.  
good → better  
Sharks are **better at swimming than** elephants.  
bad → worse  
Pandas are **worse at jumping than** kangaroos.

★ 8 I / He / She / It **was** at the park **yesterday**.  
You / We / They **were** at the park **yesterday**.  
I / He / She / It **wasn't** at the beach **yesterday**.  
You / We / They **weren't** at the beach **yesterday**.  
  
Where **were** you / they on Saturday?  
Where **was** he / she / it on Saturday?  
  
It **was / wasn't** cold and windy **yesterday**.  
There **was / wasn't** a lot of snow **yesterday**.  
There **were / weren't** a lot of children **yesterday**.

# Grammar reference

---

## Activity Book

### ANSWER KEY

**AB94. ACTIVITY.** *Match the sentences.*

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

**AB94. ACTIVITY 1.** *Look and circle the best answer.*

Key: 1 likes, 2 enjoy, 3 wants, 4 want to

**AB94. ACTIVITY 2.** *Look and complete.*

Key: 1 Has, 2 hasn't, 3 got, 4 it's got

**AB94. ACTIVITY 3.** *Match the sentences.*

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

**AB95. ACTIVITY 4.** *Read and order the words. Make sentences.*

Key: 1 Where do you go to buy food? 2 Where do you go to fly a kite? 3 Where do you go to see a doctor?

**AB95. ACTIVITY 5.** *Look and complete.*

Key: 1 Must, 2 must, 3 Can, 4 mustn't

**AB95. ACTIVITY 6.** *Match the sentences.*

Key: 1 b, 2 c, 3 a

**AB95. ACTIVITY 7.** *Complete the sentences.*

Key: 1 quicker, 2 smaller, 3 dirtier, 4 better

**AB95. ACTIVITY 8.** *Read and complete the sentences.*

Key: 1 was, 2 wasn't, 3 weren't, 4 were



# Photocopiable activity 1

Do the survey with your friends.

Do you ...	Me	My friend	My friend
like shopping?			
want to be a doctor?			
enjoy reading about science?			
like riding your bike?			
like baths?			
like dogs?			
enjoy painting?			
enjoy learning English?			

## Photocopiable activity 2

### 1 Read and choose.

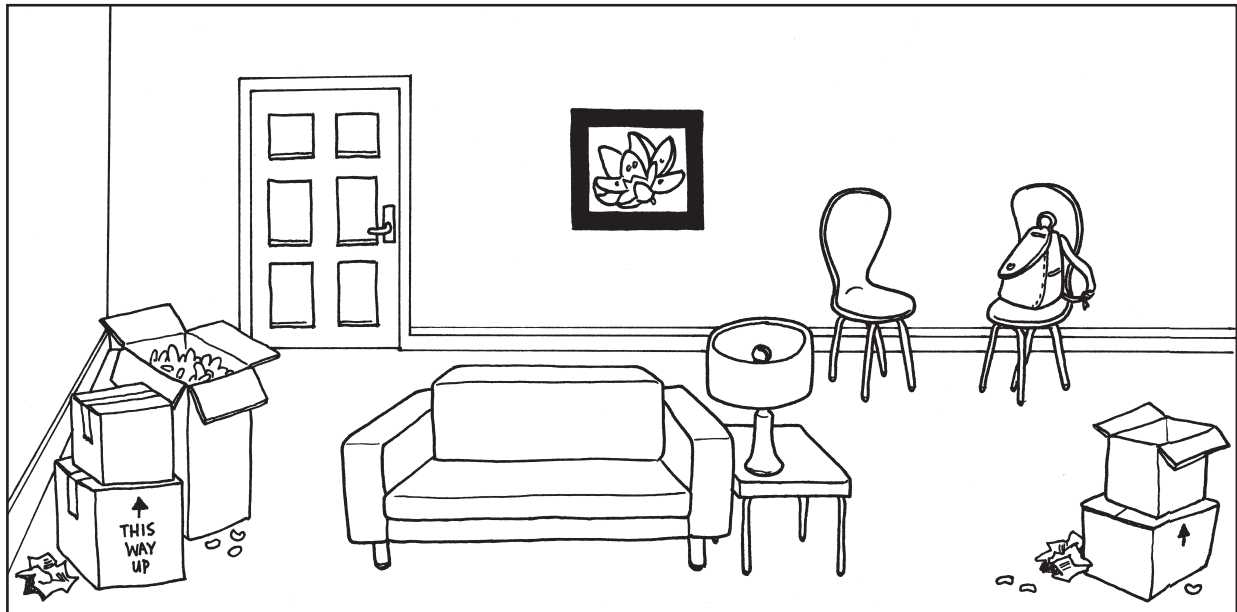
Her comic's *next to* / *under* / *on* the sofa.

Her pet bird's *above* / *on* her head.

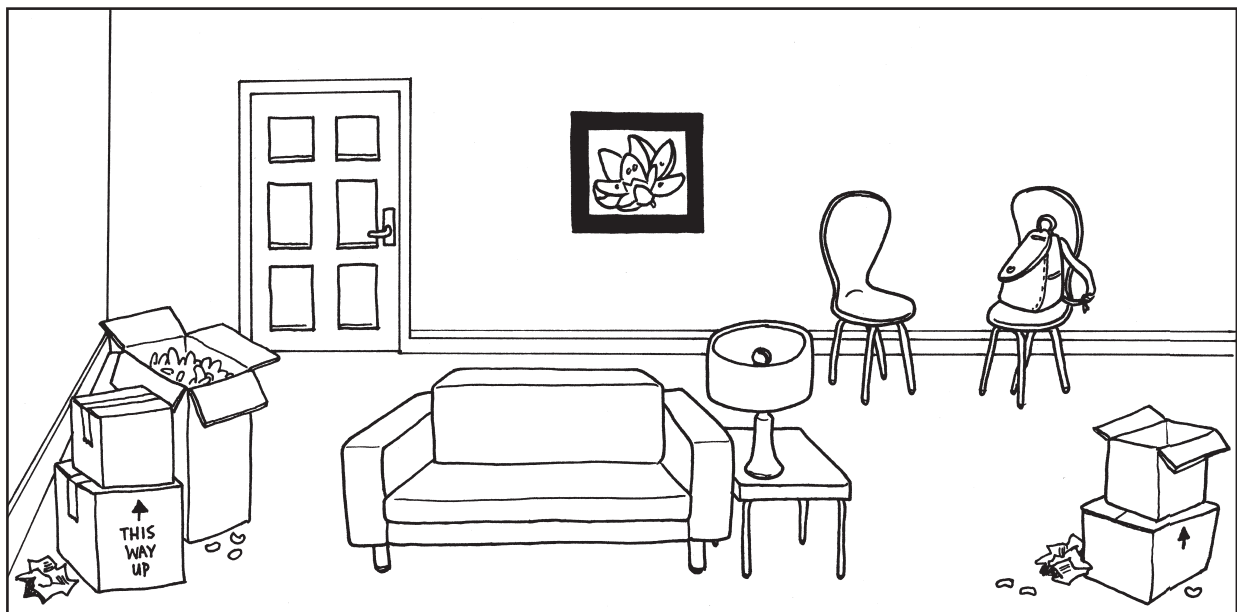
The TV's *above* / *below* the picture.

Meera's *between* / *next to* the chairs.

### 2 Complete the picture.



### 3 Listen and draw.



# Photocopiable activity 3



We	never	play	tennis	on Mondays.
We	always	play	football	on Saturdays.
We	sometimes	watch	TV	on Sundays.
We	always	do	our homework	after school.
We	sometimes	listen	to the radio	in the morning.
We	always	read	comics	before bedtime.
We	never	speak	English	on Wednesdays.
We	sometimes	go	swimming	in the afternoon.
We	never	go	to school	during the holidays.
We	sometimes	play	computer games	in the evening.
We	always	play	in the park	on Thursdays.

# Photocopiable activity 4a



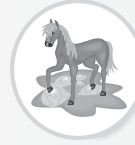


## Photocopiable activity 4b

**A** Ask and answer. Find a time when Vicky and Sam can play tennis.



Monday



Tuesday



go to my swimming lesson

Friday

Wednesday



go shopping for new school shoes

Saturday



go to my grandma's house



Thursday



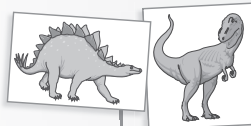
Sunday

**B** Ask and answer. Find a time when Vicky and Sam can play tennis.



Monday

go to the library



Tuesday

Friday

go to the doctor



Wednesday

Saturday











Thursday

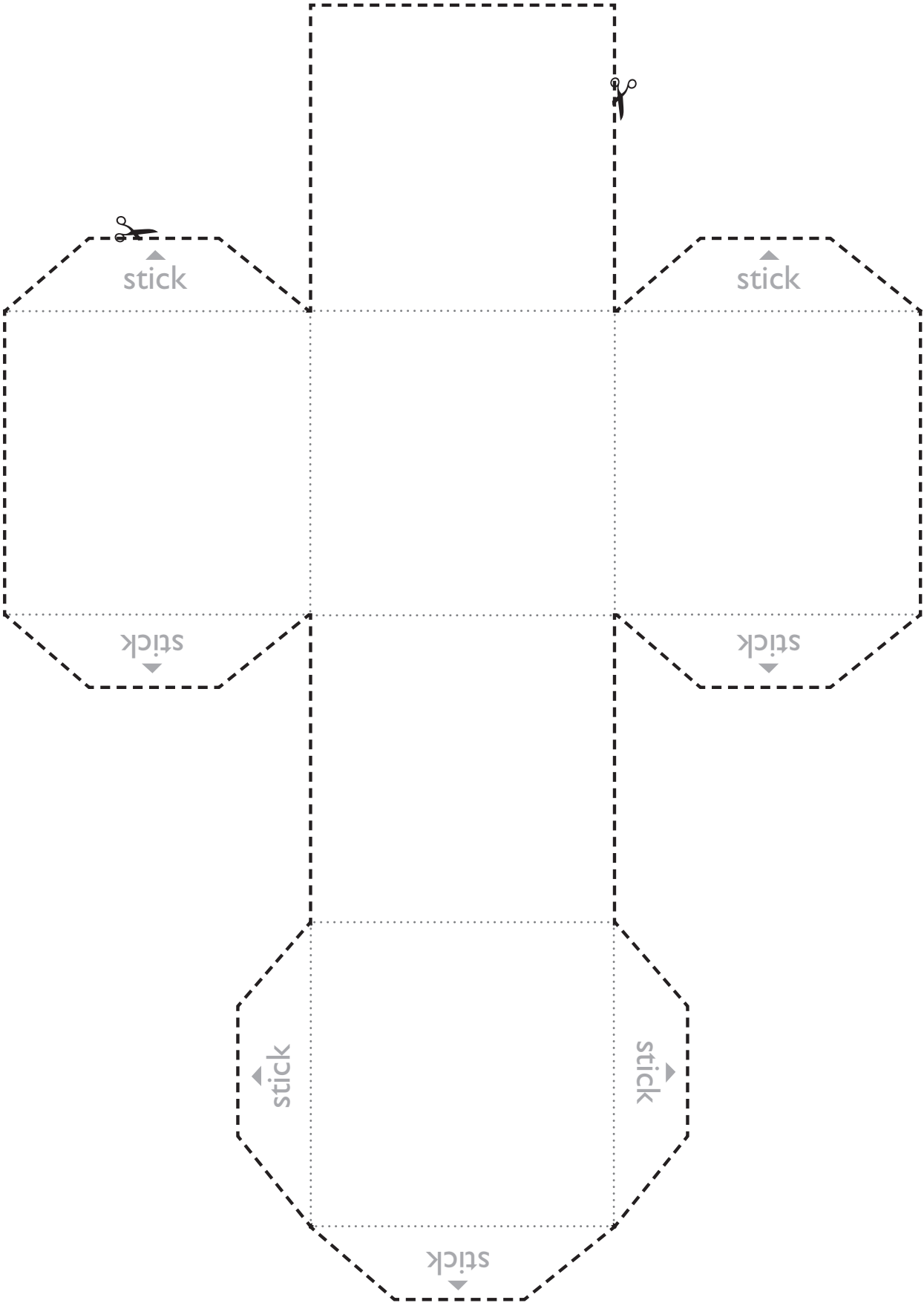
Sunday

go to Uncle Fred's house

# Photocopiable activity 5

		<p>must</p>
		<p>mustn't</p>
		<p>can</p>
		<p>can't</p>

Photocopiable activity 6



## Photocopiable activity 7

**A**

Hippos and elephants

\_\_\_\_\_ elephants are both \_\_\_\_\_  
\_\_\_\_\_ very heavy. They are \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_ legs and big heads. \_\_\_\_\_  
\_\_\_\_\_ and they can run, but \_\_\_\_\_.  
\_\_\_\_\_ lot of  
grass and plants. \_\_\_\_\_ food in the day,  
\_\_\_\_\_ to eat at \_\_\_\_\_.  
\_\_\_\_\_ day they swim in \_\_\_\_\_.

There are two different \_\_\_\_\_, \_\_\_\_\_  
African elephant and the \_\_\_\_\_. \_\_\_\_\_ elephants  
are \_\_\_\_\_ Asian elephants and \_\_\_\_\_  
\_\_\_\_\_ ears. Hippos live in \_\_\_\_\_. \_\_\_\_\_  
\_\_\_\_\_ than elephants \_\_\_\_\_ than humans too!

**B**

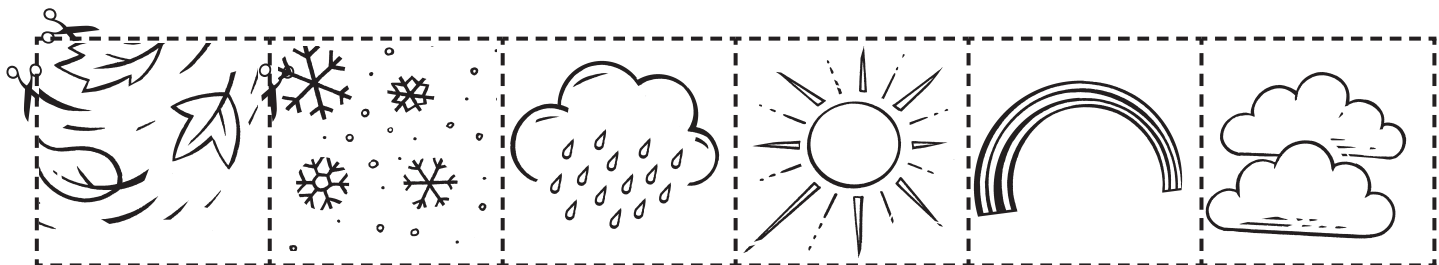
Hippos and elephants

Hippos and \_\_\_\_\_ very big and \_\_\_\_\_  
\_\_\_\_\_. \_\_\_\_\_ both grey, have got four \_\_\_\_\_  
\_\_\_\_\_. They can swim \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_ they can't jump.  
Hippos and elephants eat a \_\_\_\_\_  
\_\_\_\_\_. Elephants eat their \_\_\_\_\_  
\_\_\_\_\_, but hippos like \_\_\_\_\_  
\_\_\_\_\_ night. In the \_\_\_\_\_  
rivers and lakes.

\_\_\_\_\_ kinds of elephant, the  
\_\_\_\_\_ Asian elephant. African  
\_\_\_\_\_ bigger than \_\_\_\_\_  
have got bigger \_\_\_\_\_. \_\_\_\_\_  
Africa. They run faster \_\_\_\_\_ and faster \_\_\_\_\_  
\_\_\_\_\_!



## Photocopiable activity 8



# Extra activities

## Hello!

### Page 4

#### ● Extra activity 1: What's it called?

Teach the following chant to the class. First they perform as a whole class and then in two groups, one group asking and the other responding. Then divide pupils into groups. They create their own versions of the chant, substituting key words. They perform for the class: one pupil giving the information and the rest of the group asking the questions.

*I've got a sister. I've got a horse.  
What's she called? What's it called?  
She's called Emma and she's ten. It's called Blacky and it's white.*

#### ● Extra activity 2: Who's who?

Hand out two strips of paper to each pupil. They write the third sentence from Activity Book Activity 2 (*I've got a ...*) on one strip and the fourth (*I like ...*) on the other strip. Put pupils into groups of four. They place the strips face down on the table and mix them around. Pupils take it in turns to turn over a strip, read it aloud and guess whose it is. Each pupil gets a point for a correct guess. When they have guessed for all the sentences, make new groups of four and repeat. Remind them of the classroom language, e.g. *Yes, that's right / that's me. / Wrong!*

### Page 5

#### ● Extra activity 1: Find the number

Write the numbers *eleven* to *twenty* in words at random over the board. Divide the class into two or three teams, depending on the size of the class. They line up one behind the other facing the board. Give a rolled up newspaper to pupils at the front of each team. Call a number, e.g. *Fifteen*. Pupils run to hit the correct word. Award a point to the pupil who hits the right word first. The pupils go to the back of the line. Hand the newspapers to the pupils at the front of the line and continue until all the pupils have had a turn. The team with the most points is the winner.

#### ● Extra activity 2: Spell it

Pupils close their books and work individually. They write numbers 1–10 down the side of the page. Spell out ten words from the lesson, e.g. *1 d-o-l-l, 2 g-a-m-e*. Spell each word once. Pupils check their words in groups. Elicit one answer from each group. They must spell the word back to you. Other groups can help if the group makes a mistake.

### Page 6

#### ● Extra activity 1: Making patterns

Write the following words on the board at random: *jumping, reading, sitting, drinking, listening, eating, playing, writing, talking, kicking, hitting, painting, riding, doing, showing*. Above each word, write its infinitive. Quickly check understanding of the words. Draw three columns on the board. At the top of one, write *write/writing*. At the top of another, write *jump/jumping*. At the top of the third, write *sit/sitting*. Put pupils into groups of three. They draw the columns in their notebooks and then place the other words in the right columns. Monitor pupils as they are working. Check with the class and elicit what's different about the spelling of each group of words.

Key: write/writing: ride/riding  
jump/jumping: read/reading, drink/drinking, listen/listening,  
eat/eating, play/playing, talk/talking, kick/kicking, paint/  
painting, do/doing, show/showing  
sit/sitting: hit/hitting

#### ● Extra activity 2: Jumbled questions

Display the large piece of paper with the jumbled questions/statements below. Pupils work in pairs to unjumble them and write them correctly on a piece of paper. Give a time limit, e.g. five minutes. Pairs swap papers with other pairs. Correct as a class. Pupils correct each other's work. Make sure pupils read contractions (or not) correctly. Elicit an answer to question 10.

Key: 1 She's drinking orange juice. 2 What is Suzy doing?  
3 He is riding a bike. 4 What's Lenny eating? 5 Is your friend  
playing baseball? 6 No, she isn't. 7 Meera is reading a book.  
8 Simon's playing tennis. 9 Yes, he is. 10 What is your  
teacher doing?

### Page 7

#### ● Extra activity 1: Magic pocket

Show pupils your bag or your pocket. Say, e.g. *Listen. In my magic pocket I've got a red ball, a yellow pencil, a green ruler, a small book and a fat doll*. Pause. Tell pupils not to write anything down. Say *What have I got in my magic pocket?* Elicit the objects. They don't have to be in the right order. Pupils work in pairs and write a list of five things in their magic pocket/bag. They take turns to say them to the class and for the class to remember.

#### ● Extra activity 2: Put them in order

Pupils work in pairs. Elicit the toys from the lesson and other toys the pupils know. Write them on a mind map on the board, with *Toys* in the centre. Pupils work in pairs. They copy down the toys in their notebooks, writing them in alphabetical order. Before they start, check they remember how to sequence, e.g. *ball, bike*. Check with the class by eliciting and then writing the correct list down the side of the board.

### Page 8

#### ● Extra activity 1: Find the word

Display the three colour flashcards blue, red, pink (or coloured pieces of card) around the classroom, on different walls. Pupils stand up. Say *Listen and point to the colour*. Call out a word which rhymes with one of the colours, e.g. *drink*. Pupils point to the right colour (e.g. pink). Repeat with the following words, repeating some to make it fun and challenging: *you, Ted, think, head, Sue, true, sink, bed, two*. Pupils who point to the wrong colour sit down until the end of the game. Stop when you have a small group of winners.

#### ● Extra activity 2: My class

Using the information from each group in Activity Book page 8, Activity 11, collate the information from the tables onto the board as a bar chart. Show/Remind pupils how to make a bar chart. Pupils copy the chart into their books and colour the different bars in different colours.

## Page 9

### ● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four 'characters' in the story are (answerphone, cat owner, Lock, Key). Pupils decide roles in their groups. Play the audio again. Pause after each frame. Pupils repeat their section in role. Encourage pupils to say their lines with feeling. Pupils continue to practise the role play in their groups. Confident pupils can perform their role plays for the class.

### ● Extra activity 2: Spelling race

Display the large piece of paper with the 12 jumbled words from the unit. In pairs, pupils race to unjumble the words and write them correctly on a piece of paper. Pairs swap papers. Check by eliciting the spelling for each word as you write it on the board. Pairs check and mark another pair's work. The pairs with the most correct words are the winners.

## Unit 1 Family matters

### Page 10

#### ● Extra activity 1: Family game

Pupils draw their own family trees. Pupils work individually and write four statements about their family trees for others to respond to, e.g. *She's my aunt's daughter*. Working in groups of four, they take turns to place their family tree on the table and read out their statements. The other pupils individually write the answers. They get one point for each correct answer. When all four pupils have had a turn, the pupil with the most correct answers is the winner of the group.

#### ● Extra activity 2: True or false

You will need space for this activity. Draw a line or place a piece of tape across the centre of the room. Pupils stand on one side of the line. When you say a sentence which is true, they don't move. If it's false, they jump to the other side of the line. Pupils who make a mistake are out. Continue until you have a small group of winners.

Ideas for sentences: *A helicopter can fly. A bus hasn't got wheels. Planes can't fly. A bike has got two wheels. Stella's mum is Mrs Star. Simon's Grandpa Star's granddaughter. Simon hasn't got an uncle.*

### Page 11

#### ● Extra activity 1: Questions and answers

Pupils write the questions and answers from Pupil's Book Activity 6 in their notebooks.

#### ● Extra activity 2: Chant

Teach the following chant to the pupils. They make an enclosing motion with their arms when chanting *We're all family*. Divide the class into four groups. Each group chants a verse. Groups swap verses. Repeat.

*Uncles, aunts, parents, children, Sons and daughters, mums and dads,*

*We're all family.*

*Yes, we are.*

*We've got grandparents,*

*One, two, three, four.*

*We've got grandparents,*

*Yes, we have.*

*We're all family.*

*Yes, we are.*

*They've got grandchildren,*

*One, two, three, four.*

*They've got grandchildren,*

*Yes, they have.*

## Page 12

### ● Extra activity 1: Survey

Hand out a copy of the survey from Photocopiable activity 1 (page 196) to each pupil and tell them to complete the first column about themselves. They write *Yes* or *No*. Demonstrate how pupils ask and answer the questions to find out about their friends. They answer using *Yes, I do / No, I don't*. Pupils take their surveys and a pencil. They find a friend and exchange information. Clap your hands. They move on to a new friend and ask and answer. They write their friends' names at the top of the survey. Elicit information from pupils by saying (*Name*), *tell me about one of your friends*. Pupils respond, e.g. *Johanna doesn't like shopping. She wants to be a doctor*. Supply/Prompt pupils to join sentences with *and/but* as appropriate. Practise short third person answers by saying, e.g. (*Name*), *does Maria enjoy reading about science?*

### ● Extra activity 2: Catch and say

Demonstrate the activity first. Say, e.g. *I've got an apple*. Pupil A says, e.g. *I want to eat it!* Pupil A makes another statement, e.g. *I've got a camera*. Pupil B says, e.g. *I want to take a photo!* Make groups of 6–8 pupils. Each group stands in a circle. Give a crumpled up ball of paper to one pupil in each group. This pupil starts. He/She makes a statement using *I've got* and throws the ball to another pupil in the group. This pupil responds making a statement with *I want to*. The same pupil then makes another statement using *I've got* and throws the ball to another pupil in the circle. The game continues in the same way.

### Page 13

#### ● Extra activity 1: My family

Pupils write at least two of their sentences from Pupil's Book Activity 12 in their notebooks. They draw a picture to match the description.

#### ● Extra activity 2: Spelling game

Draw a 3 x 3 grid on the board and stick a coloured square in each one. Pupils close their books. Make two teams: A and B. Team A choose a colour. They must spell it correctly. If they do, remove the colour and place a X in the square. If they don't, leave the colour in the square. Repeat for Team B, but draw a O in the square for them. The first team to get a line of X or O is the winner.

### Page 14

#### ● Extra activity 1: Bingo!

Write the following activities on the board: *watching TV, cleaning the house, taking photos, listening to music, playing games, riding your bike, eating chocolate, drinking milk*. Next to each one, draw a simple symbol, e.g. a TV for watching TV, a camera for taking photos. Pupils draw a 2 x 2 grid in their books and choose four activities they like doing. They draw one symbol in each square. Say, e.g. *Do you like cleaning the house?* Pupils with the symbol say *Yes, I do* and cross it out. Continue until a pupil has crossed out all four and shouts *Bingo!* Check back by asking the winning pupil what he/she likes doing, e.g. *I like cleaning the house. I like listening to music*. Repeat.

#### ● Extra activity 2: Stop!

Pupils work in groups of four, using the picture from Activity Book, page 14, Activity 10. Demonstrate the activity. One pupil starts describing the picture and makes a deliberate mistake. The pupil in the group who hears it says *Stop!* and continues the description. He/She makes a deliberate mistake and another pupil calls *Stop!* The game continues. Pupils each get a point for calling *Stop!* when there is a mistake and lose a point for calling *Stop!* when there isn't.

## Page 15

### ● Extra activity 1: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, lady). Do the role play as for page 9 Extra activity 1.

### ● Extra activity 2: Guess who

Hold one of the family flashcards so the class can't see it. Describe the person in the picture, e.g. *It's a man. He's got straight hair. He's got brown hair.* Pupils guess by putting up their hands. The pupil who guesses correctly comes to the front, chooses a family flashcard and describes it in the same way (hidden from the class). Repeat with all the family flashcards.

## Page 16

### ● Extra activity 1: Listen and draw

Do a picture dictation for the class. Say *Listen and draw.* Slowly read the following description, pausing for pupils to draw and colour: *This is a portrait. It's a man. I can only see his head. He's twenty years old. He's got short curly hair. He's got a big nose. He's got green eyes. He's wearing a blue scarf. His mouth is small. He looks happy.* Pupils compare their pictures in pairs and small groups.

### ● Extra activity 2: Self-portrait

Pupils draw a self-portrait. Tell them to draw their picture in secret. They write their name on the back. Set a time limit of five minutes. Display the self-portraits around the classroom. Pupils walk around the classroom and try to identify their classmates. Show one of the portraits. The pupil who drew it doesn't say who it is. Elicit sentences about the picture (e.g. *He's got dark hair. He's happy. He's wearing a blue sweater.*) and guesses from the rest of the class (e.g. *It's Victor*). Repeat with different portraits.

## Page 17

### ● Extra activity 1: Which portrait is it?

Pupils copy the description of their family portrait (from page 17, project) onto a separate piece of paper. Collect the descriptions of the portraits.

Display the family portraits from the project around the classroom. Hand the written descriptions out to pupils (pupils don't get their own descriptions). Pupils walk around the classroom and find the portrait to match the description they have been given. They stand by the portrait. When all pupils have found a match, check with the class. Pupils stick their descriptions under the correct portraits.

### ● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find key words about the topic. Elicit the words from pupils and write them on the board, checking the meaning of each one. Possible words: *portrait, self-portrait, artist, pictures, paint, paintings.* Say *We're going to start a word train.* Put the paper with the engine drawn on it on the wall. Write the new words in the first carriage, behind the engine.

## Unit 2 Home sweet home

## Page 18

### ● Extra activity 1: Chain game

Write *Country* on the board and elicit positive things about living there, e.g. *There are lots of trees. It's quiet. I can swim in the river.* Draw a circle around *Country* and build a mind map of the ideas. Do the same for *Town*. Accept and encourage ideas from pupils. Say *I like living in the country. It's quiet.* Invite a pupil to continue (using the prompts on the board), e.g. *I like living in the country. It's quiet and I can play in the garden.* Continue the chain by asking pupils at random. Pupils can't repeat the ideas. Start another chain about *Town* in the same way.

Pupils copy the mind maps into their notebooks.

### ● Extra activity 2: Match the word

Display the home flashcards on one side of the board, at a height your pupils can reach. Elicit the words. Display the wordcards for Unit 2 on the other side of the board, in random order. Call a volunteer to the board. Say *Make a pair.* The pupil moves the correct word card next to one of the flashcards. Check with the class. Elicit the spelling. Repeat with the rest of the flashcards.

## Page 19

### ● Extra activity 1: Letter chant

Do a letter chant with the class, e.g.

Teacher: Give me an 'f'	Pupils: f
Teacher: Give me an 'l'	Pupils: l
Teacher: Give me an 'o'	Pupils: o
Teacher: Give me an 'o'	Pupils: o
Teacher: Give me an 'r'	Pupils: r
Teacher: What have you got?	Pupils: floor

Tell pupils to think of other words on the same topic. Give them time to prepare. Invite pupils in turn to the front to lead the chant. They can have the word written to help them.

### ● Extra activity 2: My house/flat

Pupils work individually. They copy the picture of their house/flat from Activity Book page 19 Activity 4. They label their picture. Pupils work in pairs. Pupil A reads his/her text and Pupil B looks at A's picture to check. Or pupils work in groups of four. They place the pictures face down on the table and mix them around. Pupils turn one over. They take turns to read their texts aloud and to guess which picture is theirs.

## Page 20

### ● Extra activity 1: Meera says ...

Play a game of 'Meera says ...' to review colours. Say, e.g. *Meera says hold up a blue pen* (pupils hold a blue pen). Say e.g. *Point to a white sock* (pupils don't point). Continue reviewing the colours, as well as classroom objects.

### ● Extra activity 2: Word lines

Eight pupils come to the front of the class. Whisper a word from the unit to each pupil. They stand in a line in alphabetical order. They say their words in order and the class checks. Repeat with different pupils and some (though not all) different words.



## Page 21

### ● Extra activity 1: Whisper and write

Make four teams. Teams line up facing the board. Whisper a different number between 11 and 100 to the pupils at the front of each team. Pupils whisper it back along the line and the pupil at the back comes and writes it on the board. Award 1 point for writing the number correctly (in words, not as a figure).

Pupils from the front go to the back of the line. Repeat with different numbers.

### ● Extra activity 2: Complete the picture

Hand out a copy of Photocopiable activity 2 (see page 197) to each pupil. Check understanding of the prepositions, using classroom objects to demonstrate. *Above* and *below* are new. Pupils follow the instructions on the page. In Activity 1, they choose the preposition they want to complete each sentence. Then they draw the object in the right place in Activity 2. If time, they can also colour the picture. In new pairs, pupils take turns to tell each other where their objects are and to draw them in Activity 3. If they had time to colour, they can also tell their friends what colour the objects are, e.g. *The sofa's green*.

## Page 22

### ● Extra activity 1: Nose or mouth?

Pupils stand up. Say *Listen and point. Nose or mouth?* Exaggerate the vowel sounds in *nose* and *mouth* as you speak. Repeat the instruction. Then say *coat*. Encourage pupils to point to their nose. Say *Nose. Coat. They have the same sound*. Say *Listen and point. Nose or mouth?* again. This time say the word *clown*. Pupils point to their mouth (encourage them to do so if they don't). Say *Clown. Mouth. They have the same sound*.

Say more words from the lesson with the sound /əʊ/ or /aʊ/, e.g. *boat, yellow, goat, brown, coat, flower, town, cow, snow, out, window, cloud, throw, house, down*. Pupils point to their nose or their mouth each time, according to the vowel sound.

### ● Extra activity 2: Board slap

Write the numbers *twenty, thirty*, etc. in words at random over the board. Point to each word and elicit the number from pupils. Make three or four teams. They line up one behind the other facing the board. Give a rolled up newspaper to the first pupil in each team. Call out a number, e.g. *Sixty*. The first pupil to hit it with their paper wins a point for their team. Repeat. Don't erase the numbers already called – use them again to make the game more fun. The team with the most points is the winner. Pupils go back to their desks. Elicit the number for each word and write it underneath, e.g. *sixty – 60*.

Pupils copy the numbers and the words into their notebooks.

## Page 23

### ● Extra activity 1: Read and draw

Pupils draw a picture of the monster in the basement, as Mrs Potts describes it. They add their own features and then write a description. Confident pupils read their descriptions to the class and show their pictures.

### ● Extra activity 2: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, Mrs Potts). Do the role play as for page 9 Extra activity 1.

## Review Units 1 and 2

## Page 26

### ● Extra activity: Sing a song

Sing one of the songs or chants from Units 1 and 2 with the class.

## Page 27

### ● Extra activity: Play a game

Play one of the team games from Units 1 and 2 with the class.

## Unit 3 A day in the life

## Page 28

### ● Extra activity 1: Clocks

Show pupils your clock. Set and reset the hands and elicit the time. Hand out the plates, clips and card. Pupils cut out the hands, write the numbers on the plate and attach the hands. In pairs, they take turns to set their clocks and say *What's the time?* Pupils write their names on their clocks. Put them in a safe place.

### ● Extra activity 2: Mime

Pupils take turns to come and mime their daily routines. Pupils do the complete mime. Then the class says the actions in the right order, e.g. *Lara wakes up. Then she has a shower ...* The pupil who mimed says *Wrong* if the class make a mistake.

## Page 29

### ● Extra activity 1: What's the time, Mr Wolf?

You'll need a large space for this activity. Demonstrate the activity. One pupil (Mr Wolf) stands at one end of the room, facing the wall. The other pupils line up at the other end of the room. They creep forward so Mr Wolf doesn't hear. The aim is to reach Mr Wolf. Mr Wolf keeps turning round. When he does, the pupils freeze. A pupil asks *What's the time, Mr Wolf?* Mr Wolf responds, e.g. *It's eight o'clock* and turns back to the wall. One time Mr Wolf responds *It's dinner time!* and runs to catch one of the pupils. Repeat with a new Mr Wolf.

### ● Extra activity 2: Set the time

Hand out the clocks from the previous lesson. If you didn't use them, see page 28 Extra activity 1 for instructions on how to make them. Put pupils into groups of four. Each pupil secretly writes a list of six different times. One pupil calls out the different times, and the others set the time on their clocks. The first pupil each time to do it correctly wins a point. At the end of the game, the pupil in each group with the most points is the winner.

## Page 30

### ● Extra activity 1: About me

Draw the following grid on the board. Elicit more actions and days/times and add them to the table. Elicit example sentences from pupils and write them on the board.

I	<i>always</i>	<i>watch TV</i>	<i>after school.</i>
	<i>sometimes</i>	<i>do my homework</i>	<i>before school.</i>
	<i>never</i>	<i>go to the park</i>	<i>on Sunday mornings.</i>

In their notebooks, pupils write six true sentences about what they do. Monitor and support if necessary.

### ● Extra activity 2: How often?

You will need space for this activity. Pupils stand up. Point to one corner of the classroom and say *Never*. Point to another corner and say *Sometimes*. Point to a third corner and say *Always*. Alternatively, stick large cards with the words *never*, *sometimes*, *always* on the walls in the appropriate corners if you wish. Call out an activity, e.g. *I go swimming on Tuesdays*. Pupils run to the corner which is true for them. Repeat with other activities on different days of the week.

## Page 31

### ● Extra activity 1: Scrambled letters

Hand out one copy of Photocopiable activity 3 (see page 198) to each pupil. They cut out the wordcards. Pupils take turns to match an activity with a day/time, e.g. *play football in the morning* and ask a question, e.g. *Do you play football in the morning?* Their partner answers, e.g. *I sometimes play football in the morning*. If the two pupils agree, they make a sentence using the wordcards e.g. *We sometimes play football in the morning* and put it to one side. The activity continues until pairs of pupils have made several sentences. Pupils then copy the sentences into their notebooks.

### ● Extra activity 2: Team quiz

Divide the class into two teams. Draw a 3 x 3 grid on the board and number the squares 1–9. Teams take turns. Team A chooses a number. Read out the appropriate question below. If they answer correctly, put a X in the square. Team B chooses another number.

Read out the appropriate question. Put a O in their square if they answer correctly. The first team to get a line is the winner.

Questions (answers in brackets for your reference):

- 1 How many days are there in a week? (seven)
- 2 Which two days are the weekend? (Saturday and Sunday)
- 3 Which days do we have English? (answer will depend on your pupils' timetable)
- 4 Which day comes before Saturday? (Friday)
- 5 Which two days have got eight letters? (Thursday and Saturday)
- 6 Spell 'Thursday'. (Pupils spell the word aloud)
- 7 Which day has got seven letters? (Tuesday)
- 8 Which days do you have Maths? (answer will depend on your pupils' timetable)
- 9 Which day comes after Wednesday? (Thursday)

## Page 32

### ● Extra activity 1: True or false

This activity follows on from the class survey (Pupil's Book page 32, Activity 15). Pupils work in groups of four. Each pupil needs two small pieces of paper. They write *True* on one and *False* on another. For the game, pupils use the sentences they wrote about their friends in their notebooks for Pupil's Book Activity 15, but they don't show them to the other pupils. They take turns to say one of the sentences from their notebook: they can read it as it is (true) or they can change the adverb to make it a false sentence. The other pupils put down a true or false card. The pupil then reveals the answer. Pupils who predicted correctly win a point.

### ● Extra activity 2: My day

Pupils use the model from Activity Book Activity 12 to write a pictogram text about themselves. Display the texts around the room in groups. Pupils move around and read each other's work.

## Page 33

### ● Extra activity 1: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, Johnny). Do the role play as for page 9 Extra activity 1.

### ● Extra activity 2: Interview

Pupils work in pairs. They write a list of questions they would ask Lock and Key if they could interview them. Elicit some examples and write them on the board, e.g. *Do you like your job?* *What's inside your detective box?* *Who is the pet thief?* *What time do you usually have lunch?* Pairs work with pairs. They use their questions to role play an interview, with one pair asking questions and the other pair pretending to be Lock and Key. Then they swap roles.

## Page 34

### ● Extra activity 1: Words in a minute

Pupils have one minute to write down as many parts of the body as they can. Say *Start!* and start your stopwatch or timer. Pupils work in silence. They write as many words as they can on a piece of paper in secret. When the minute is up say *Stop!* Pupils swap papers with a partner. Elicit the words and write them on the board (ask pupils to spell them aloud). Pupils check their partner's spelling and write the total number of correct words at the bottom of the paper. See who wrote the most correct words in a minute.

### ● Extra activity 2: Three little words

Tell pupils to look back at Pupil's Book page 34 and then close their books. Write three key words on the board, e.g. *heart*, *oxygen*, *body*. A volunteer says a sentence with the words, e.g. *The heart takes oxygen to the body*. Repeat with the following groups of three words: *heart*, *blood*, *body* (Your heart moves the blood in your body.); *heartbeat*, *slow*, *sleep* (Your heartbeat is slow when you sleep); *heartbeat*, *quick*, *jump* (Your heartbeat is quick when you jump.). If time, pupils write the sentences in their notebooks. Monitor and help as necessary.

## Page 35

### ● Extra activity 1: Circle the number

Write a selection of 16 to 20 numbers on the board at a height your pupils can reach. Choose numbers between 10 and 100, including some which pupils sometimes mix up (e.g. 15 and 50, 13 and 33, 95 and 59). Divide the class into two teams. Teams line up facing the board. Give a board pen to the pupil at the front of each team. Make sure the pens are different colours. Say one of the numbers on the board. The two pupils race to circle the number. Whoever gets to the number first circles it with the board pen. Then the pupils pass their board pen to the next pupil in their team and go to the back of the line. Repeat with the new pupils, saying a different number from the board. Repeat until all the numbers are circled. Count the circles in each colour. The team with the most circles wins.

### ● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (the heart). Play Word train as for page 17 Extra activity 2.

## Unit 4 In the city

### Page 36

#### ● Extra activity 1: Listen and draw

Pupils each secretly draw a High Street with five shops on each side. They label the shops. In pairs, they take turns to describe their street for their partner to draw. They look and compare.

#### ● Extra activity 2: Patterns

Elicit/Write the city vocabulary at random over the board (*bank, bus station, café, car park, cinema, hospital, library, market, shop, sports centre, supermarket, swimming pool, park*). In pairs, pupils sort them by number of syllables and write them in columns in their notebooks. Elicit from the class. Pupils clap the rhythm of the two-, three- and four-syllable words (to check correct word stress). Key: one syllable: bank, shop, park; two syllables: café, car park, library, market; three syllables: bus station, cinema, hospital, sports centre, swimming pool; four syllables: supermarket

### Page 37

#### ● Extra activity 1: True or false

Say sentences about places in town to the class. Some are true and some are false, e.g. *You go to the market to buy clothes* (true). *You go to the park to borrow a book* (false). Play True or false as for page 10 Extra activity 2.

#### ● Extra activity 2: Hot seats

Divide the class into two or three teams, depending on class size. Place one chair for each team at the front of the class, with its back to the board. A pupil from each team comes to sit on the chair. They mustn't look at the board. Write a place/shop from the lesson on the board, e.g. *Bus station*. Teams call out clues to their team member without using the word on the board, e.g. *You go here to get home. You can catch something from here*. The first pupil to guess wins a point for their team. Repeat with other pupils and other words.

## Page 38

### ● Extra activity 1: Role play

Display the large sheet of paper with the audio script for Pupil's Book Activity 7. Make groups of seven. Pupils decide who they are. Pupils repeat their roles in chorus. Groups then practise the role play together with actions. More confident groups can perform theirs for the class.

### ● Extra activity 2: Word search

Pupils work in pairs. They choose ten new words from the unit so far. They draw a 12 x 12 grid. They write the words under the grid. Then they write the letters of the words in the grid (horizontally or vertically) and fill the grid in with random letters. Put pairs together to form groups of four. Pairs swap word searches with other pairs. They circle the words and then say each word in a sentence.

## Page 39

### ● Extra activity 1: Card game

Hand out Photocopiable activity 4a (see page 199) to each pupil. They cut out the cards. They colour one small part of each card so they know which are theirs after the game. Hold up each one in turn and elicit a sentence, e.g. *Dirty shoes – You must clean your shoes*. Eight cards trigger a response with *must*, four with *can* (big inviting plasma TV, park gates, an ice cream, cinema), e.g. *You can go to the cinema*. Make sure pupils know the difference and why. Pupils play in pairs. They put their cards face down on the table and mix them around. They take turns to turn over two cards and provide the response for both. If the cards are the same, they keep them. If not, they turn them face down again. At the end, the pupil with the most pairs is the winner.

### ● Extra activity 2: Crazy school

Pupils work in fours. They write a list of six rules, using *must*, for a crazy school. Monitor to help and check. They read their rules to the class. The class votes for the best crazy list.

## Page 40

### ● Extra activity 1: True or false

Write the following sentences on the board. Add your own ideas too. Pupils work in pairs and decide if the sentences are true or false. Check with the class. Elicit what's wrong with the false ones. Note: Answers will vary, depending on the pupils' experience.

*You must catch the bus to school in the week.*

*You must get up at seven o'clock.*

*You must do homework every day.*

*You must feed your pet every day.*

*You must visit your grandparents at the weekends.*

*You must speak in English in all your lessons.*

### ● Extra activity 2: Board slap

Write a selection of words on the board from the four groups in Activity Book page 40, Activity 10. There should be about 16 words in all. Play Board slap as for page 22 Extra activity 2.

## Page 41

### ● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four characters in the story are (Lock, Key, Mrs Potts, her friend). Do the role play as for page 9 Extra activity 1.

- **Extra activity 2: Mime game**

Pupils work in groups of four. They take it in turn to mime actions for different places in the city. The other pupils in the group guess. The pupil who mimed has to say what he/she was doing in the mime after their friends guess the right place. Encourage them to think of different mimes from the usual ones. Groups choose the best ideas from their group and mime them to the class.

## Review Units 3 and 4

### Page 44

- **Extra activity 1: Sing a song**

Sing one of the songs or do one of the chants from Units 3 and 4 with the class.

- **Extra activity 2: Wordsnakes**

Pupils look back through Units 3 and 4, at the Pupil's Book, Activity Book and in their notebooks. They choose ten words and create a wordsnake. They can use some words already used in the Activity Book activity. They swap wordsnakes with another pair and find the words in the other wordsnake. Pairs then say the meaning of each word/use it in a sentence.

### Page 45

- **Extra activity 1: Play the game**

Hand out Photocopiable activity 4a (page 199) to each pupil. If they have not played the game previously, they cut out the cards. They colour one small part of each card so they know which are theirs after the game.

If pupils played before, hand them out their envelopes of cards. Hold up each one in turn and elicit a sentence, e.g. *Dirty shoes – You must clean your shoes*. Eight cards trigger a response with *must* (the untidy bed, hungry dog, dirty shoes, untidy desk, long hair, pile of letters, dirty plates and jacket on the ground) and four with *can* (TV, park gates, ice cream, cinema). Make sure pupils know the difference between the sentence for each type of card (e.g. bed – *You must make your bed*, but cinema – *You can go to the cinema*).

Pupils play in pairs. They put their cards face down on the table and mix them around. They take turns. One pupil turns over two cards and makes the sentence for each one. If the cards are the same, he/she keeps them. If not, he/she turns them face down again. At the end, the pupil with the most pairs is the winner.

If you do not wish to use the cards again, pupils stick them into their notebooks and write a sentence under each one. Monitor and check for accuracy and appropriacy.

- **Extra activity 2: Play a game**

Play one of the team games from Units 3 and 4 with the class. Let the pupils choose which one.

## Unit 5 Fit and well

### Page 46

- **Extra activity 1: Role play**

Divide the class into groups of three. Display the large sheet of paper with the Pupil's Book page 46 Activity 2 dialogue on the board. Pupils choose roles in their groups. Read the dialogue aloud with pupils in role. Pupils practise the dialogue, including miming the actions. More confident groups can change parts of the dialogue. Call for volunteers to perform their dialogues to the class.

- **Extra activity 2: Label it**

Pupils draw a picture of themselves in their notebooks and label it with the words from Activity Book page 46 Activity 1.

### Page 47

- **Extra activity 1: Chant**

Teach the following chant to pupils. When they are confident with the words, make two groups: A and B. They do the chant as a dialogue and mime. Pupils swap roles. Substitute other illnesses. Pupils repeat the chant in small groups/pairs. Use this activity to review *hurts*.

A: *Hi. How are you?*

B: *I've got a stomach-ache.*

B: *I'm not well.*

A: *Oh, poor you!*

A: *What's the matter?*

B: *Yes, it hurts.*

- **Extra activity 2: Draw and write**

Write one of the dialogues from Activity Book page 47 Activity 4 on the board. Erase words so it looks like this:

*What's the matter?*

*My \_\_\_\_\_ hurts. I can't \_\_\_\_\_.*

Elicit various possibilities for the gaps so that the dialogue makes sense. Pupils choose how to complete the sentences and draw a picture to illustrate the situation (using Activity Book Activity 4 pictures as a model). Fast finishers can write more dialogues.

### Page 48

- **Extra activity 1: Play the game**

Hand out a copy of Photocopiable activity 5 (see page 201) to each pupil. They cut out the cards. Pupils make a dot or similar on the cards, so they can identify their own at the end of the game. Elicit that the cards with words on are different shapes. Demonstrate the game. Turn over a square card (with an illness on). Say a sentence, e.g. *I've got a cough*. A pupil turns over a triangular card. They make a sentence using the prompt word, e.g. *can – You can watch TV*. Check the examples for *can/can't* are permission not ability. Keep the illness card and the wordcard. Repeat, with the pupil taking a square card and you taking a wordcard. Pupils play in pairs. They put all their cards face down on their desks and take turns to start. At the end of the game, elicit some of the pupils' sentences.



- **Extra activity 2: Class rules**

Pupils develop their own class rules: two 'must', two 'mustn't'. They work in pairs and write four rules. Then pairs join pairs and they agree the best four. The groups of four join and agree their best four. Elicit the rules from the groups, write them on the board and, as a class, agree the best six.

## Page 49

- **Extra activity 1: Do what I say ...**

You need space for this game. Pupils stand up. Give instructions for pupils to follow, using imperatives/*mustn't*, e.g. *Walk slowly around the room. You mustn't touch anyone. Don't walk. You must stand still. Close your eyes. Touch your nose with one finger. Don't look! Open your eyes. Start hopping. You mustn't talk or laugh!*

- **Extra activity 2: Consequences**

Pupils work in groups of six. Hand out a piece of paper to each pupil. They make sure their friends don't see what they're writing. Tell pupils to write the person's name and where he / she is, e.g. *Jim's at school / on the bus / in bed / at home / in the cinema.* They fold the paper over to hide the writing and pass it to their left. Say *What's the matter?* They write on the new piece of folded paper, e.g. *He's got a cough.* They fold and pass the paper on again. Continue with the prompts: something he *mustn't* do, something he *must* do, something he *can't* do, how he feels. When pupils get their papers back, they open them and read the 'story' to their group. Elicit the best stories from groups.

## Page 50

- **Extra activity 1: Whisper and write**

Use the words for illnesses from the unit to play Whisper and write, as for page 21 Extra activity.

- **Extra activity 2: Rhyming pairs**

You need space for this activity. Give each pupil a piece of paper with one of the words from Activity Book page 50 Activity 9 (make sure the words are mixed up so they are not in rhyming pairs). Tell pupils to read their word, think about the sound and practise saying it. They must then stand up and find a partner who has a word that rhymes with their word.

Pupils walk around saying their words to each other. When they find a partner with a rhyming word, they come and check with you, then sit down together. Ask them to write the pair of words down and try to think of more words which rhyme.

Note: If you have more than 24 pupils in your class, make sure it is the stronger pupils who don't have pieces of paper. They walk around the class too and help pupils who are having difficulty finding a partner.

## Page 51

- **Extra activity 1: Role play**

Make groups of four. Elicit from pupils who the four characters in the story are (Lock, Key, Miss Rich, the waiter). Do the role play as for page 9 Extra activity 1.

- **Extra activity 2: Play the game**

Hand out Photocopiable activity 5 (page 201) to each pupil. If you used it before, hand pupils their envelopes with their cards in. If you haven't used it before, see Extra activity 1, page 48.

Demonstrate the game. Turn over a square card (with an illness on). Say a sentence, e.g. *I've got a cough.* A pupil turns over a triangular card. They make a sentence using the prompt word, e.g. *can* – *You can watch TV.* Check the examples for *can/can't* are permission, not ability. Keep the illness card and the word card. Repeat, with the pupil taking a square card and you taking a word card. Pupils play in pairs. They put all their cards face down on their desks and take turns to start. Monitor and help.

At the end of the game, elicit some of the pupils' sentences. If you do not wish to use the cards again, pupils stick the cards into their notebooks, writing some of the sentences and responses from their game.

## Page 52

- **Extra activity 1: Class survey**

Tell pupils they are going to do a class survey about keeping healthy. Elicit questions from pupils. Encourage them to ask specific questions about things they want to find out. Write about six questions clearly on the board, e.g. *Do you drink water every day? How many hours do you sleep? What vegetables do you like? What fruit do you like? Do you do sports every day? Which ones? What unhealthy things do you eat?* Pupils prepare a simple survey form in their notebooks. They write the questions down the left of the page and make four columns to the right to record four friends' answers. They mingle and ask four friends. They write the friend's name at the top of the column before they write his/her answers (in note form).

Monitor and elicit feedback from pupils one-to-one. They say sentences about their friends, e.g. (Name) *drinks lots of water. He sleeps about eight hours.* Elicit some example sentences about healthy habits only.

Pupils can write about their friends for homework.

- **Extra activity 2: Let's be healthy**

Pupils work in groups of four. Hand out large pieces of paper. Each group draws a vertical line down the middle of a piece of paper. They write the title *Let's be healthy* at the top. At the top of the left column, they write *You mustn't ...*, and at the top of the right column *You must ...* They write ideas of their own or from Activity Book Activity 2 in the two columns. They can draw pictures too. Display the posters around the room. Pupils look at the posters. They find one idea they didn't think of. Elicit some of these ideas from different groups.

## Page 53

### ● Extra activity 1: Healthy book quiz

Remember and note some of the activities/days as you monitor pupils during the project. Pupils stand up. Say, e.g. *Stand up if you eat fruit on Tuesdays. Turn around if you play football on Saturdays.* Involve as many pupils as you can in the activities.

### ● Extra activity 2: Spelling patterns

Write these words over the board: *running, run, hopping, hop, swimming, swim, dancing, dance, jumping, jump, walking, walk, eating, eat, skipping, skip, riding, ride, sleeping, sleep.* Make three columns. Write *run/running* at the top of one, *dance/dancing* at the top of another, and *eat/eating* at the top of another. Put pupils in pairs. Tell them to work out where the other words go (spelling with *-ing*). Pupils can check with other pairs. Elicit the answers from the class and write the words in the correct columns. Use the information to review the *-ing* spelling rules.

Key: Column 1: running, hopping, swimming, skipping; Column 2: dancing, riding; Column 3: eating, jumping, walking, sleeping

## Unit 6 A day in the country

### Page 54

#### ● Extra activity 1: Spell it

Stick the country flashcards on the board. Letter them a–h. Pupils study the spellings of the words in their Pupil's Book for 30 seconds. They close their books. Say, e.g. *What's f?* Pupils respond. Ask them to spell it for you. Stick the wordcard under the picture. Repeat for the other pictures.

#### ● Extra activity 2: Things I enjoy

Brainstorm with pupils some of the things they enjoy / like / love doing in the country, using the key words from the lesson. Pupils write six sentences in their notebooks about themselves, e.g. *I enjoy going to the country for picnics. I love swimming in the river ...*

### Page 55

#### ● Extra activity 1: True or false

Say sentences about/from the story from Pupil's Book page 55 and play True or false as for page 10 Extra activity 2. Possible sentences: *Charlie, Lily and their grandmother are in the park. The blanket's between the river and the trees. They can't eat the bread. The ducks are eating the old bread.*

#### ● Extra activity 2: Picture dictation

Describe a scene to pupils. The first time, they just listen. The second time, they draw a picture. Pupils compare/check their pictures in groups.

Possible description: *There is a big field with a forest behind it. There's a tall tree in the field. Under the tree, two children (a girl and a boy) are sitting on a blanket. They are eating their picnic. Their parents are walking in the field near the forest. Next to the field there is a river. Some ducks are swimming in the river. A dog is swimming in the river too.*

### Page 56

#### ● Extra activity 1: Fill the gaps

Write the second part of the audio script for Pupil's Book page 56 Activity 7 on the board (narrator 'Later' to the end). Miss out the new adjectives (as shown below). Pupils work in pairs to remember which word goes where. Play the audio. Pupils listen and check. They write the text in their notebooks.

*Simon's \_\_\_\_\_ and \_\_\_\_\_. He wants to eat.  
Suzy's \_\_\_\_\_ and \_\_\_\_\_. She wants a drink.  
Grandpa Star is catching a big \_\_\_\_\_ fish. He's very \_\_\_\_\_.  
Grandma Star's near the cows in the field. She's very \_\_\_\_\_.  
She's drawing a baby cow. It's got \_\_\_\_\_ legs and it's very \_\_\_\_\_.  
Stella isn't happy because her drawing's \_\_\_\_\_.  
Mr Star's listening to the radio. His music is very \_\_\_\_\_.  
Oh, yes! And finally, Mrs Star. She's sleeping because she's very \_\_\_\_\_.*

#### ● Extra activity 2: What's the situation?

Elicit other situations and responses to add to the list in Activity Book, page 56 Activity 6 (*heavy bags – help, got a temperature – call the doctor, can't find a ruler – give you mine, end of the lesson – clean the board, lots of books – carry them*). Write them on the board. Pupils work in pairs. They choose one of the situations (or another, with your approval). They practise miming it, e.g. one mimes carrying the heavy bags, and the other comes up and mimes taking them from the pupil's hands. This is all done in silence. Pupils take turns to perform their mimes. The rest of the class guess the situation and the suggestion.

### Page 57

#### ● Extra activity 1: Mime game

Put the slips of paper with the adjectives on (see 'Materials required' page 120) face down on your desk. In turn, pupils come to the front, take an adjective and mime it for the class to guess.

#### ● Extra activity 2: Throw the dice

Show pupils your dice. Hand out a copy of Photocopiable activity 6 (see page 202) to each pupil. Check they understand where to cut. Pupils cut out their dice. Individual pupils choose any six adjectives from the lesson and write one clearly on each face of their dice. They can decorate the faces. Hand out the glue and show pupils step by step how to make the dice. Pupils work in pairs. They throw their two dice. One pupil makes a sentence using both words on the dice. The other pupil writes it down. They throw the two dice again and pupils reverse roles. Pairs swap papers with other pairs and correct their sentences. They award one point for a semantically correct sentence.

### Page 58

#### ● Extra activity 1: Offering help

Divide the class into two groups, A and B. Hand out the sentences you prepared (Materials required page 122), giving the sentences about problems (e.g. *I'm hungry*) to As and the offers (*Shall I ... ?*) to Bs. Pupils make pairs, A and B. Pupil A reads his / her sentence (e.g. *I'm hungry*). If Pupil B's offer matches (e.g. *Shall I make you a sandwich?*) they keep together and practise saying the dialogue. They can continue the dialogue if they have time (e.g. A: *Yes, please.* B: *What kind of sandwich do you like? ...*). If the sentences don't match, Pupil B says *I'm sorry* and Pupil A moves on to ask someone else. The activity continues until all pupils have found a partner. If you have an odd number of pupils in your class, two of the pupils in group A can work together (they share a sentence).

#### ● Extra activity 2: Memory pictures

Pupils draw two or three pictures in their notebooks for each of the two key phonemes in the lesson (two or three things with the sound /e/ and two or three things with the sound /i:/). This will help reinforce the similarity of sounds, e.g. a picture containing a sheep and some green cheese. Pupils can make the pictures funny/silly. They label the things in each picture.

## Page 59

### ● Extra activity 1: Role play

Make groups of three. Elicit from pupils who the three characters in the story are (Lock, Key, Mrs Potts). Do the role play as for page 9 Extra activity 1.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences from the Activity Book. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can talk about the countryside. There are fields and trees in the countryside. We can have a picnic there.* Clap your hands. Pupils move on. Repeat four or five times.

## Page 60

### ● Extra activity 1: Sharing information

Divide the class in half: A and B. Pupil As work in pairs. They brainstorm food we get from plants. Pupil Bs work in pairs. They brainstorm all the other things we get from plants. Monitor and help with new vocabulary. Put Pupil As into fours. They share their ideas. Do the same with Pupil Bs. Tell pupils to make two headings in their notebooks: *Food we get from plants* and *Other things we get from plants*. They write their ideas under the relevant heading. Make new pairs: A and B. Pupils exchange their information and complete the other section in their notebooks. Ask pupils if they learnt new information or new words from this activity.

### ● Extra activity 2: Favourite foods from plants

Pupils work individually. They choose/decide their favourite food from the lesson and draw it on a piece of paper. They label it. Display the sheet of paper on the wall. Write the heading *Our favourite foods* at the top and the categories *Fruit, Root, Leaf* and *Seed*. Hand out sticky tack to each pupil. Pupils come up in turn, say their favourite food to the class and stick their piece of paper in the correct place on the sheet of paper (e.g. in the 'fruit' category if they have chosen 'apple' or in the 'seed' category if they have chosen 'sunflower'). Then count the items in each category to see which type of food is the class's favourite.

## Page 61

### ● Extra activity 1: Project record

In their notebooks, pupils draw a 6-row x 3-column grid to record the progress of the Pupil's Book project and that of two other groups. At the top of each column, they write the group names (their own and that of two other groups). For each row, they write six dates (they will check the plants twice weekly for three weeks). Over the period of the next three weeks, they record information in the grid about the plant, e.g. *1cm, 4 leaves*. Underneath the grid, pupils draw a picture of the carrot top on a plate. They label and date it. Over the next three weeks, they draw the carrot top at least twice more to show how it has grown/changed.

### ● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (*plants, food and growth*). Play Word train as for page 17 Extra activity 2.

## Review Units 5 and 6

### Page 62

#### ● Extra activity: Sing a song

Sing one of the songs or do one of the chants from Units 5 and 6 with the class.

### Page 63

#### ● Extra activity: Play a game

Play one of the team games from Units 5 and 6 with the class. Let the pupils choose which one.

## Unit 7 World of animals

### Page 64

#### ● Extra activity 1: Matching game

Hand out half a sentence from Pupil's Book Activity 2 listening script to each pupil (see Materials required page 134). They do a mingling activity. They take turns to read out their half sentence to find the person who has the other part of the sentence. When they find their partner, they stand together. Check they have the matching sentence halves. When all pupils have paired, elicit their sentences.

#### ● Extra activity 2: Animal categories

Draw three columns on the board and write an animal class at the top of each one: *mammals, birds, fish*. Write an example for each class underneath, using one from the animals in Activity Book Activity 1. Check understanding of *mammals*, etc. and elicit an example for *mammal*. Pupils work in pairs. They copy the columns into their notebooks and try to put the animals from Activity Book Activity 1 into the right categories. They can ask their friends for help. They can also add other animals they know. Check with the class and write the animals in the columns on the board.

Key: mammals: bat, bear, dolphin, kangaroo, lion, panda, whale; birds: parrot; fish: shark

### Page 65

#### ● Extra activity 1: Whisper and write

Use the animal words to play Whisper and draw as for page 21 Extra activity 1 but pupils draw instead of write.

#### ● Extra activity 2: Animal profiles

Put pupils into groups according to the animals they wrote about for Activity Book Activity 4. If you have single pupils (the only one who wrote about, e.g. *a giraffe*), they can join another group. Play a game. Make statements. Pupils react accordingly in their groups, e.g. *Stand up if your animal can fly. Put your hands on your head if your animal can swim. Turn around if your animal is grey*. Use statements that pupils didn't use in their texts.

### Page 66

#### ● Extra activity 1: Sentences

Write the adjectives from the Warmer on one side of the board. On the other side, elicit and write the names of classroom objects, e.g. *bag, desk, window, pencil, chair, book, ruler, eraser*. Pupils work in pairs. They think of sentences, using the comparative adjectives and the objects. If possible, they use real objects to demonstrate. Go around the room eliciting the sentences. The class decides if they're correct. Pupils don't write their sentences. Check for correct pronunciation of *than*.



### ● Extra activity 2: Picture dictation

Describe two (or more) simple pictures to pupils. They listen the first time. The second time they draw the pictures. They check their pictures in pairs.

Possible descriptions: 1 *There are two monkeys. One monkey is taller and fatter than the other monkey. The smaller monkey is brown.* 2 *There is a shark and a whale. The shark is longer than the whale and its teeth are bigger. The whale is fatter than the shark.*

## Page 67

### ● Extra activity 1: Our song

Elicit some more ideas for verses of the song from pupils, e.g. *swimming – dolphin, flying – mountain*. Pupils work in groups and write the verse of the song. Groups take turns to perform their verses for the class. Groups write their verse in their notebooks and illustrate it.

### ● Extra activity 2: Finding out

Write the following questions on the board. Change or add your own questions as appropriate.

Find out:

- |                         |                                |
|-------------------------|--------------------------------|
| 1 Who is taller?        | 4 Whose bag is heavier?        |
| 2 Who is older?         | 5 Whose pencil case is bigger? |
| 3 Whose hair is longer? | 6 Whose fingers are longer?    |

Pupils work in pairs. They compare (stand back to back), ask (birthdays), measure (hair), etc. to find out the answers. Pupils write the results in their notebooks, e.g. *Jenny is taller than me. Jenny's hair is longer than my hair*. Provide model sentences on the board if necessary. Elicit some of the results from pupils.

## Page 68

### ● Extra activity 1: Catch and say

Brainstorm about 12 adjectives on the board in their simple form, e.g. *big, tall*. Make groups of four. Pupils stand in a circle. Each group makes a ball from a piece of paper. One pupil says an adjective from the board, e.g. *tall*, and throws the ball to another pupil in the group. That pupil says the comparative, e.g. *taller*, and then another simple adjective. The game continues.

### ● Extra activity 2: Sentences

Pupils choose six of the comparatives from the wordsearch in the Activity Book and write six sentences using the words in their notebooks. Elicit ideas first with the whole class. Pupils work individually. Monitor and check.

## Page 69

### ● Extra activity 1: Role play

Put pupils into pairs. Elicit who the two characters in the story are (Lock, Key). Do the role play as for page 9 Extra activity 1.

### ● Extra activity 2: Animal quiz

Divide the class into nine groups. Demonstrate the activity first. Choose a wild animal which is not from this unit, e.g. *tiger*. With the help of the pupils, build up a description on the board, e.g. *I'm thinking of an animal. It's bigger than a dog, but smaller than an elephant. It's got four legs and a tail. It's orange and black*. Whisper to each group the name of one of the wild animals from this unit. Give the groups numbers and remember which number is writing about which animal. Pupils write a description of their animal on a piece of paper, following the model on the board. They put their group number at the top. Collect the pieces of paper and display them around the room. In their groups, pupils move around the room and guess each animal, writing the number and the animal on a piece of paper. Groups swap answer sheets. Check with the class.

## Page 70

### ● Extra activity 1: Definitions

Ask pupils to read definitions 4 and 5 from Pupil's Book Activity 2. Draw pupils' attention to the following and write them on the board: *It's a place with ... / It's a place where...* Divide the class into groups of four. Give each group of four two words from the following list: *town, city, country, flat, house, village, school, hospital, café, park, library, swimming pool, shop, sports centre, supermarket*. They work quietly and write a definition for each one. Circulate and prompt. They can use the definitions in the book to help them. Groups take turns to read out a definition to the class. The other groups write the answers. Groups swap papers. Correct as a class. The group with the most correct answers is the winner. The words must be spelt correctly too.

### ● Extra activity 2: Odd one out

Write the groups of words below on the board. Pupils work in pairs or groups and decide which is the odd one out each time. Do an example first for practice. Discuss the answers with the class. Ask for reasons each time as there may be more than one possibility. Pupils work in pairs or groups and write at least two more. They swap with another pair/group and answer each other's. Elicit some from the pairs/groups.

- 1 *parrot, dog, bat, bear* (parrot: a bird; the others are mammals)
- 2 *jungle, forest, park, cinema* (cinema: no trees)
- 3 *island, waterfall, river, lake* (island: not water)
- 4 *dolphin, whale, shark, kangaroo* (shark: not a mammal; OR kangaroo: doesn't live in the sea).

## Page 71

### ● Extra activity 1: Sharing information

Put pupils into groups of six (try to ensure the pupils in each group wrote about different animals for their project). One pupil in each group tells the others which animal they did their project on and the two most interesting things they found out. Using the format, the other pupils ask questions, e.g. *Where does it live? What does it eat?* After about two minutes, say *All change*. Another pupil in the group takes their turn to talk about their project. Repeat until all six pupils have had a chance to talk. Elicit information from the groups, e.g. *Paolo. What's Lara's animal? What's interesting about it?*

### ● Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (*animal habitats*). Play Word train as for page 17 Extra activity 2.

## Unit 8 Weather report

## Page 72

### ● Extra activity 1: Sort the words

Write the following words at random across the board: *cloud, cloudy, hot, cold, sun, sunny, rain, rainbow, snow, snowy, wet, wind, windy*. Make two columns. Write *hot* at the top of one and *wind* at the top of the other. Elicit another example for each column (adjectives in the first column / nouns in the second). Pupils work in pairs and complete the table. They check in pairs. Check with the class. Elicit sentences, using the words to check pupils understand the difference.

Key: adjectives: hot, cloudy, cold, sunny, snowy, wet, windy;  
nouns: wind, cloud, sun, rain, rainbow, snow



### ● Extra activity 2: Our weather

Pupils copy the weather symbols from Pupil's Book Activity 3 into their notebooks and write sentences underneath, e.g. *It's snowing.* / *There's a rainbow.* They then write a sentence to describe what the weather is like now, e.g. *Today it's raining and very windy.* They can draw a picture if there is time.

## Page 73

### ● Extra activity 1: What's the weather like?

Elicit the weather words from pupils and the symbols for each one as on Pupil's Book page 73. Hand out Photocopiable activity 8 (see page 204) to each pupil. They colour the weather symbols at the bottom of the page and cut them out. Hand out the sticky tack. Pupils work in pairs: A and B. Pupil A secretly sticks the weather symbols where they want on the picture. It's best if they put a bag upright between them so they can't see their friend's picture. Pupil B asks questions and sticks the weather symbols in the same place on his/her picture, e.g. *What's the weather like in the mountains?* When they have finished, they compare pictures. They take the weather symbols off and repeat, with Pupil B sticking the symbols and Pupil A asking.

### ● Extra activity 2: Matching game

If you didn't do Photocopiable activity 8 (page 204), hand out the six weather symbols to each pupil. They cut them out, colour them and mark each card so that they know which are theirs. Pupils work in groups of four. They place all their cards face down on the table and mix them up. They take turns to turn over two cards and say what the weather is, e.g. *It's windy. It's cloudy.* If it's a match, the pupil takes the two cards. If not, the pupil turns them face down again and the next player has a turn. The player with the most pairs of cards in their group at the end of the game is the winner.

## Page 74

### ● Extra activity 1: How many sentences?

Teach/Review *wasn't/weren't* using the Grammar reference section of the Pupil's Book (see page 95). Put pupils into pairs. Give the sentence sections to each pair (see Materials required page 154). Set a time limit. Pupils make as many sentences as they can using the words. They write each sentence they make in their notebooks. Pairs swap notebooks. Elicit the sentences and write them on the board. Pairs correct each other's work. The pair(s) with the most correct sentences is/are the winner(s).

Key: It wasn't very windy yesterday. It is hot and sunny today. They were at school yesterday. She is at home today.

### ● Extra activity 2: Secret messages

Write the secret message from Activity Book Activity 6 on the board. Elicit ideas for other messages from pupils, using the same model. Pupils work individually. They use the same code as in the Activity Book to write their own message to their friends. Pupils swap messages and decode them.

## Page 75

### ● Extra activity 1: Weather snakes

Pupils work in pairs. They make weather snakes (wordsnakes of weather words and associated clothes). They swap weather snakes with another pair and find each other's words. Elicit the words from the class to find out how many words they used all together.

### ● Extra activity 2: Living language

You need questions and statements from the lesson, cut into single words (see Materials required page 156). Invite groups of pupils to come to the front of the class. You need the same number of pupils as there are words in one of your questions/sentences. Give each pupil a part of the question/sentence. They arrange themselves in the order of the question/sentence. They say it to the class and the class confirms if it's right or not. Repeat. Pupils can work in pairs. They write questions or sentences which they cut up and give to another pair to animate in the same way.

## Page 76

### ● Extra activity 1: Guessing game

Play a word game to review words from the unit and from *Kid's Box 3*. In pairs, pupils choose a word they learned in this or a previous unit. Start the game. Write dashes on the board in place of the letters of your word. Draw a stick person at the top of eight steps which lead down to the water and a shark's mouth. Pupils guess letters. Write them in if they are in the word. If not, write them on the board and move the person one step down for each incorrect guess. The pair of pupils who guess correctly repeat the game with their word.

### ● Extra activity 2: Letters

Pupils use the model on Activity Book page 76 to write a different text and draw another picture. They swap and read each other's paragraphs. Display the texts and pictures around the classroom.

## Page 77

### ● Extra activity 1: Role play

Make groups of four. Elicit from pupils who the four characters in the story are (Lock, Key, Robin Motors, police officer). Do the role play as for page 9 Extra activity 1.

### ● Extra activity 2: What was the weather like?

Elicit the weather words from pupils using the flashcards. Pupils take out the materials from Photocopiable activity 8 (page 204). If you haven't used this activity before, hand out a copy of Photocopiable activity 8 to each pupil. They colour the weather symbols at the bottom of the page and cut them out. Hand out the sticky tack. Pupils work in pairs. It's best if they put a bag upright between them so they can't see each other's picture. Pupil A secretly sticks the weather symbols where they want on the picture. Pupil B asks questions about the weather using *was*, e.g. *What was the weather like on your holiday in the mountains?* and sticks the appropriate weather symbols on his / her picture according to Pupil A's replies. When they have finished, they compare pictures. They take the weather symbols off and repeat, with Pupil B sticking the symbols and Pupil A asking. If time, pupils stick the symbols back on their picture and write sentences describing the weather, using *was*, e.g. *In the mountains it was cold and snowy.*

## Review Units 7 and 8

### Page 80

- **Extra activity: Sing a song**

Sing one of the songs or do one of the chants from Units 7 and 8 with the class.

### Page 81

- **Extra activity: Play a game**

Play one of the team games from Units 7 and 8 with the class. Let the pupils choose which one.

## Values

### Page 82

- **Extra activity 1: Act it out**

Say *Let's act out the story*. Demonstrate the activity. Three pupils come to the front. Let each pupil choose a character (Daisy, Jane or Mum). Play the audio for Pupil's Book page 82, Activity 2 and help them act out the story. Repeat with another group. Divide the class into three groups. Point to one group and say *Daisy*, another and say *Jane*, and the other and say *Mum*. Play the audio. Pupils act and join in with their character's lines. Repeat, so pupils play all three roles.

- **Extra activity 2: Have one of mine**

Hand out two pieces of paper to each pupil. Tell pupils to draw a toy they know the word for in English. They need to draw the same toy on both pieces of paper (e.g. two robots). Draw two pictures of a toy yourself. Call a volunteer to the front of the class with his/her pictures. Show the class your pictures, look disappointed and say, e.g. *I've got two cars*. Encourage the pupil to show his/her pictures and make a similar sentence (e.g. *I've got two robots*). Say *I haven't got a robot*. Elicit *Don't worry. I've got two or Have one of mine*. Say *Thank you!* Swap pictures with the volunteer, so you each have two different toys.

Pupils work in small groups to compare their pictures, swap and share in the same way. Monitor and encourage them to use language from the lesson (e.g. *Do you want my doll? That's a great idea. / Yes, please.*).

### Page 83

- **Extra activity 1: Act it out**

Play the audio for Pupil's Book page 83, Activity 2 for pupils to act out in pairs.

- **Extra activity 2: Make a poster**

Write the title *Love your city* on the board. Brainstorm ways to keep your town/city clean and beautiful and write notes on the board. Pupils work in groups of three or four. They write rules using the notes on the board and ideas of their own. They can use the sentences in Pupil's Book page 83, Activity 3 as a model. Monitor, help with language and check the sentences. Hand each group a large piece of paper. They write the heading *Love your city* and copy their rules onto the paper. They can add pictures and signs to make a poster. Display the posters around the school/classroom.

### Page 84

- **Extra activity 1: Act it out**

Play the audio for Pupil's Book page 84, Activity 2 for pupils to act out in pairs and threes.

- **Extra activity 2: What do you say?**

Shake hands with a confident pupil as if you have just finished playing a match together and say *You win. Well done!* Encourage the pupil to respond *Thank you*. Repeat with a different pupil, this time saying *You're really good at tennis* (the pupil responds *Thank you. You're good at tennis too.*) Mime being in pain and say *Ow!* to elicit *What's the matter? / Can I help you?*

Give a pupil a piece of paper with a phrase on (see Materials required on page 174). He/She stands at the front of the class and says a sentence or does a mime to get the rest of the class to say what is on the paper (e.g. if the paper says *Don't touch the ball!* the pupil mimes picking up a football and then looking as if he/she has done something wrong). Pupils put up their hands to guess. When a pupil says the correct sentence, he/she stands up and takes the next piece of paper.

### Page 85

- **Extra activity 1: Act it out**

Play the audio for Pupil's Book page 85, Activity 2 for pupils to act out in pairs.

- **Extra activity 2: Class poster**

Write the title *Help the world* on the board. Brainstorm suggestions for helping the environment and write them on the board as sentences, e.g. *Walk to school. Turn off the lights when you leave a room. Take bags when you go shopping. Catch a bus*. Pupils work in pairs or small groups. Assign a sentence from the board to each pair / group. They design a sign or a picture to illustrate their sentence. Monitor and ask about / help with ideas. Pupils write the sentence below their picture as a caption. Put all the signs / pictures together and display them on a class poster. You could ask different pupils to make a large letter each to make the title *Help the world* for the poster.

# Extra project ideas

## Unit 1 School portraits

### You will need:

At least one digital camera, a printer, large sheets of paper and card.

For this project, pupils produce portraits of their classmates (singly or in groups) and/or portraits of other people in the school, e.g. teachers, administrative staff, the head teacher.

Tell pupils what the focus of the project is (classmates and/or people in the school). If the latter, brainstorm the people they can photograph and write about. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of four.*

*Step 2: Decide whose portraits to take.*

*Step 3: Take the photos. Prepare the posters.*

*Step 4: Print the pictures. Stick them on the posters.*

*Step 5: Write a draft of the text on paper. Check the writing of another group.*

*Step 6: Write a final version of the text on paper. Stick it on the poster. Give the poster a title and decorate it.*

*Step 7: Display the posters in the school.*

Monitor and guide pupils as they are working, making sure all have access to the camera and can print their images. Help pupils with their drafts. They can use the text on Pupil's Book page 17 as a model if appropriate. If they want to write a different text, provide them with a model on the board or on paper. Encourage pupils to swap their work for peer correction at Step 5.

If possible, display their work around the school for other pupils, teachers and parents to see.

## Unit 2 A model of the Alhambra

### You will need:

A white shoe box for each pair of pupils, brown markers or crayons, shiny blue paper, photos of the Alhambra.

For this project, pupils work in pairs to make a 3-D model of part of the Alhambra. They cut out the archways, decorate the wall with mosaic designs and use the lid of the shoe box and the blue paper to make one of the ponds.

Tell pupils what the focus of the project is (making a model of the Alhambra). If you have time, make a sample before the lesson to show the pupils. Display photos of the Alhambra on the board. Write the steps on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: Look at photos of the Alhambra on the board. Look carefully at the archways and features and draw them on paper to practise.*

*Step 3: Decide in your pairs which part of the Alhambra you would like to make.*

*Step 4: Put your shoe box upside down and draw the design. Cut out the archways. Add the mosaic patterns.*

*Step 5: Use the lid to make the pond. Fill or cover with blue paper. Add fish if you would like to.*

*Step 6: Write sentences about the Alhambra and Granada. You can use the model sentences on the board to help you.*

*Step 7: Present your model to the class. Explain what you have done and say some sentences about Alhambra and Granada.*

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 models and design, especially with cutting out the shapes.

Pupils write sentences about their model. Provide them with a model on the board. For example:

*This is the Alhambra. It is a beautiful palace in Granada.*

*The Catholic kings lived here. There are arches and courtyards.*

*There is a pond and there is a fountain. There are large gardens.*

*The Moorish kings built it a long time ago.*

Each group should have time to present their model to the rest of the class. Leave the Alhambra models on display in the classroom. If appropriate, put all the models together to make one big Alhambra. Pupils can add different elements at a later stage.

### Unit 3 How the heart works

#### You will need:

An empty jam jar, a large balloon cut off at the neck, two bendy drinking straws, a skewer, scissors, water, tape, a large bowl – all of these items for each group of pupils.

A completed model pump made according to the instructions below. Note: Make sure the holes you make in the stretched balloon are not too big. The straws need to fit in with no air getting into the jar.

For this project, pupils work in groups to make a model of a pump. They put water through the pump to find out how the heart pumps blood around the body. They also learn the function of valves in the heart.

Tell pupils what the focus of the project is (making a model and doing an experiment to show how the heart works). Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of three or four.*

*Step 2: Pour water in the jar until it is half full.*

*Step 3: Put the big part of the balloon over the top of the jar to make a lid. Pull it down as hard as you can to make the top flat.*

*Step 4: Make two holes in the balloon lid, about two centimetres apart.*

*Step 5: Put the straws into the holes.*

*Step 6: Put the small part of the balloon onto one of the straws. Stick it with tape.*

*Step 7: Put the jar in a big bowl. Bend the straws down. Press the middle of the balloon on top of the jar. What happens to the water in the jar?*

Monitor and guide pupils as they are working, helping them to make holes in Step 4 and to stick the balloon on the straw in Step 6. You might want to make a model pump at the front of the class, step by step, with the pupils copying you. All the pupils in each group should try pushing the balloon lid to see what happens for Step 7. The completed pump should look like this:



Elicit/Explain in L1 that pupils have made a pump. Teach the English word. Explain/Elicit that the balloon stuck on the straw stopped water going back down the straw – it works like a valve. Explain to pupils that the heart pumps blood into the body in this way (the straws represent arteries in this model). The heart has got four sections, each of which works like the model they have made. If time, take the balloon valve off the straw and pump water again. Show pupils that without the valve, there is nothing to stop the water from going back down the straw.

### Unit 4 Finding places in Sevilla

#### You will need:

An A4 map of the centre of Sevilla for each pair, pencils and crayons, paper or card (enough of each student), glue, scissors.

For this project, pupils make a game using a map of Sevilla and the flamenco objects that they learnt about in Unit 2. They draw and colour the six flamenco objects on paper or card and cut them out. They then make a list of six Sevilla landmarks in their notebooks and write which flamenco object is to be placed at which landmark. In pairs, they then take turns to ask and answer questions to find out where to place the objects.

Tell pupils what the focus of the project is (finding places on a map). Write the six objects that pupils have to draw on the board: *a guitar, flamenco shoes, a cajón, a flamenco dress, a man's hat, castanets*. Brainstorm different places/landmarks in Sevilla (using Pupil's Book page 43). Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: In your pairs, make the six flamenco objects from card or paper. Divide the objects between you so you make three each.*

*Step 3: Decide on six places in Sevilla for your game.*

*Step 4: Make a table in your notebooks. Write the six places in one column. Decide where to put your three flamenco objects and add this information to your table. For example:*

Places	Flamenco objects
Alcázar Gardens	a cajón
Barrio de Santa Cruz	
Puente de Triana	a guitar
Plaza de España	
Plaza de Toros	flamenco shoes
Cathedral	

*Step 5: Make sure your partner cannot see your table. Then take turns guessing where your partner's objects are. Your partner can give you clues. For example, 'It's near...'*

*Step 6: As you play, take the items that you guess correctly from your partner and glue them to the map. The winner is the first person to glue three objects to the map.*

*Step 7: Present your map to the class.*

Monitor and guide pupils as they are working through the steps of this project, in particular when they are guessing where their partner's objects are (Step 5). Note that pupils may both decide to place an object at the same landmark.

Each pair should have time to make their presentation to the rest of the class. They take turns and tell their classmates where their objects are, e.g. *My flamenco shoes are in the Plaza de Toros*. Leave the maps on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.



## Unit 5 Keeping our school healthy

### You will need:

Large sheets of paper, colours, glue, pictures from magazines.

For this project, pupils make posters about being and keeping healthy to display around the school. They also plan a 'School health week' with suggestions for what pupils in the school should do each day. They monitor the project in each class throughout the week and then report the results, again as a poster.

Tell pupils what the focus of the project is (giving information about keeping healthy in the school, planning a School health week, monitoring the results and reporting them). Write the steps of the project on the board for pupils to copy into their notebooks. Brainstorm other ideas for the three main areas (as on Pupil's Book page 52): *Sleep and rest, Exercise, Healthy eating*. (Note: On the posters, pupils should use the imperative, e.g. *Eat ...*).

*Step 1: Make six groups.*

*Step 2: Design a poster about being healthy. Use pictures and colours to make it attractive. Display the posters around the class and read each other's.*

*Step 3: As a class, decide what healthy things other pupils should do each day of the School health week.*

*Step 4: Make five groups. Choose some healthy things for pupils to do on your day of the week.*

*Step 5: Make a poster. Write the day of the week at the top and the healthy things the pupils should do that day.*

*Step 6: Display the six Health posters around the school and the five School health week posters in the school hall or gymnasium. Present your project to the school at an assembly.*

*Step 7: In the same group as for Step 4, collect the information from different classes for your day. Report the information on your poster and at a school assembly.*

Monitor and guide pupils as they are working through the steps of this project, in particular when they are talking about the project to the other pupils in the school and planning / writing the healthy things for other pupils to do on their day of the week (Step 4). Make sure there is variety for each day and from day to day (food / exercise / rest). The collecting of data will need some structure too, though this does not have to be exact numbers of pupils.

## Unit 6 A nature table

### You will need:

A table for display, objects from nature to provide examples (e.g. leaves, pine cones, flowers, tree bark, twigs), paper for labelling, paint.

For this project, pupils make a collection of objects from nature which are around them. What they collect / display will depend on where your school is and the time of year. However, even if it is winter and your school is in the city, you will be surprised at the number of objects from nature there are. The objects are displayed on a nature table for discussion. Pupils then choose their favourite objects and write about them in their notebooks.

If pupils have collected leaves or other objects which they can use to make prints, they can make prints in their notebooks too.

Note: Make sure that none of the objects pupils collect for display is poisonous.

Tell pupils what the focus of the project is (collecting, categorising and displaying objects from nature and then writing about them). Tell them they might also be able to do some printing and/or painting. Show pupils the objects you have brought in for the Nature table. As a class, go out into the playground or local park to collect some objects for the table. If you can't do this, set a task for pupils over a weekend to find and bring something for the following week. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make groups of four. Show each other your nature objects. Come and place them on the Nature table.*

*Step 2: Write labels for the objects. Place the labels next to the objects.*

*Step 3: In pairs, draw a mind map on paper for one of the categories your teacher talks about. Display the paper near the Nature table.*

*Step 4: In your notebook, draw a picture of the Nature table. Draw the six objects which are your favourite.*

*Step 5: Make a print of one of the objects in your notebook. Label the object and write the date.*

The setting up of this project is important. Begin with a small range of natural objects and encourage pupils to add to the table over time. The best way is to go out as a class to a park to collect natural objects. For Step 2, hand out the objects to pupils. They write a label and then place the object and the label back on the Nature table. Before Step 3, talk about the different categories (e.g. flowers, from trees, brown) that you have. The categories will depend on what the pupils have collected. There should be enough categories for each pair to draw a different mind map.

For Step 5, prints can be made of many different objects, e.g. bark, leaves, flowers, twigs, pine cones.

## Unit 7 Animals and their habitats

### You will need:

Access to the internet, reference books, large sheets of paper, colours, glue, magazines or brochures.

For this project, pupils find out about special / typical / unusual animals in their country. They research their habitats and what they eat and find out what they can about them. They create a poster for their animals which they present to the class and/or to other classes in the school.

Tell pupils what the focus of the project is (finding out about unusual/special/typical animals from their country). Some pupils might want to focus on endangered animals. If they can't find animals to focus on which are from their country, they can focus on the region/continent. The object is for them to learn about the animals and to find out some things they didn't know before. Brainstorm regional/unusual animals with the class to provide them with ideas and write them up on the board. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: Choose four animals from the ones on the board.*

*Check with your teacher if any of your animals are not on the board.*

*Step 3: Find out about your animals: habitat, food, habits.*

*Make notes about your animals.*

*Step 4: Design the poster. Find/Draw a picture of your animals and write their names. Draw other pictures which give information, e.g. about food. Give your poster a title.*

*Step 5: Write a draft of the texts about the animals on paper, using your notes. Check the writing of another group.*

*Step 6: Write a final version of the texts on paper. Stick them onto the poster.*

*Step 7: Display the poster and present your information about your animals to the class.*

Provide pupils with relevant reference books / internet sites for Step 3. Remind them to find out new information about their animals: they should be animals which are special for some reason. Monitor and guide pupils as they are working, making sure they gather balanced information. The poster titles (Step 4) will depend on the animals chosen, e.g. *Endangered animals*, *Unique mammals*, *Migratory animals*. Help pupils with their drafts. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to present the information about their animals to the rest of the class. Leave the posters on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

## Unit 8 The water cycle

### You will need:

A picture of the water cycle, a paper plate for each pupil, coloured card (yellow), cotton wool, scissors, liquid glue, crayons.

For this project, pupils think of the different states of water in nature and create a scene that shows the water cycle. They take turns to present their scene and to say what it includes.

Tell pupils what the focus of the project is (creating a scene from nature that shows the water cycle). Write the three states of water on the board and ask pupils to give examples (water: a lake, the sea, a river, the rain; solid: snow, ice, hail; gas or vapour: clouds, steam from a geyser). Put a clear outline of the water cycle on the board. If you have time, make an example water cycle on a paper plate. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Copy the outline of the water cycle from the board onto the paper plate. Make sure it is clear.*

*Step 2: Colour the water with blue crayons. Paint over the water with liquid glue to make it shiny.*

*Step 3: Complete the scene with card and cotton wool. Use the yellow card for the sun and the cotton wool for the snow on the mountains and the clouds.*

*Step 4: Add the labels 'evaporation', 'condensation', 'freezing' and 'melting'.*

*Step 5: Present your water cycle to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Remind them of the three states of water and how they change.

Help pupils with their pictures. Encourage pupils to write clear labels and put them in the correct place. Note: if necessary, draw the outline for the pupils who are finding this part difficult.

Everyone should have time to present their water cycle to the rest of the class. Leave the water cycles on display in the classroom. If possible, display the pupils' work around the school for other pupils, teachers and parents to see.

# Evaluations Teaching notes and key

## Evaluation 1

**Instructions:** Tell pupils to take out their pencils and put them on their desks. Hand out Evaluation 1. Explain how it works before pupils start. Say *Look at the picture. Look at the sentences. Then write. Look at the example.* Pupils work individually. Give pupils about five minutes to complete the Evaluation. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are six stars at the end of the page. Colour each one according to how well the pupil completed the task, one star for each correct answer. Draw a smiley face in the circle to the right. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 hair, 2 white, 3 taking photos, 4 under / next to / beside the tree

## Evaluation 2

**Instructions:** Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 2. Say *Look at the pictures. What can you see?* Elicit some of the things they can see (don't do all the ones in the test!). Play the audio twice through without a pause. At the end, tell pupils to write their names. Collect the papers from pupils.

**Feedback.** There are five stars at the end of the page. Colour each one according to how well the pupil completed the task, one star 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 b, 2 a, 3 a, 4 c, 5 b

### CD 2, 12

Look at the pictures. Listen and look. There is one example. Where does Frank live?

**FRANK:** I really like my new house.

**GIRL:** Is it in the country?

**FRANK:** No, it's in the city. It's got two floors.

**GIRL:** Has it got a balcony?

**FRANK:** No, it hasn't.

Can you see the tick? Now you listen and tick the box.

1 Which one is Jenny's uncle?

**JENNY:** My Uncle Jack is visiting from Canada. He's really nice.

**BOY:** Is he tall like your dad?

**JENNY:** Yes and he's got dark hair. It's not straight.

**BOY:** Has he got a moustache?

**JENNY:** Yes, and a very funny beard!

2 Which one is Mark's lunch?

**MARK:** Let's eat our lunch here in the playground.

**GIRL:** OK. What have you got to eat today? Look. I've got a banana. Have you got one?

**MARK:** No, I don't like eating fruit. But I've got some fruit juice. I like that.

**GIRL:** I've got eggs today. I don't like them.

**MARK:** Let me look – oh, I've got some bread and cheese. You can have some, if you like.

**GIRL:** Thanks, Mark.

3 What do the children want to do?

**GIRL A:** Let's go to the park.

**GIRL B:** That's a good idea. I can take my new football.

**GIRL A:** We can play football tomorrow at school. Let's take our new books.

**GIRL B:** That's boring. I want to play a game. I've got a new game. Look.

**GIRL A:** Oh, that looks fun. Let's do that.

4 Which is Mr Green's flat?

**BOY:** Hello, Mr Green. Do you like your new flat?

**MR GREEN:** Yes, it's very nice. I've got a balcony for my flowers.

**BOY:** Is that your block of flats? The tall one?

**MR GREEN:** Yes. I'm at the top. Look – you can see my flat.

**BOY:** Six floors. That's a lot of stairs. Is there a lift?

**MR GREEN:** Yes!

5 Which cat is Paddy?

**LOCK:** Look, that's Paddy, the cat we're looking for.

**KEY:** No problem. We'll find him.

**LOCK:** Give me a pencil and paper. He's got long white fur ...

**KEY:** No, it's black and it's not long – it's short.

**LOCK:** That fur's long. Look. You can see.

**KEY:** OK. You're right. But he's not all black. Look at his tail. It's white!

**LOCK:** Humph!

Now listen again.

This is the end of the test.

## Evaluation 3

**Instructions:** Tell pupils to take out their pencils and put them on their desks. Hand out Evaluation 3. Explain how it works before pupils start. Say *Look at the pictures. Read about the pictures. Then write one word to complete the sentences. Look at the example.* Pupils work individually. Give pupils about ten minutes to complete the Evaluation. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are six stars at the end of the page. Colour each one according to how well the pupil completed the task, one star for each correct answer. Draw a smiley face in the circle to the right. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 black, 2 accidents, 3 mountains, 4 uniform, 5 never, 6 after

## Evaluation 4

**Instructions:** Tell pupils to take out their pencils and put them on their desks. Hand out Evaluation 4. Say *Look at the pictures. What can you see?* Elicit that it's a girl's daily routine. Tell them her name is Paula. Focus pupils on Step 1. Give them time to look through the story and think about the words/actions. Focus them on Step 2. They fill in the clocks. Pupils individually choose what times to write. Divide pupils into groups of four. Focus on one group at a time. Tell the other groups to put their papers away and give them another task to do.

The pupils in a group take it in turns to tell the story to the other pupils in their group. You are not listening for particular language: the aim here is that they can communicate their story to the others. Take about four minutes with each group. Listen to each pupil and decide as you are listening how many stars you will award them.

Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are six stars at the end of the page. Colour each one according to how well the pupil completed the task. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

## Evaluation 5

**Instructions:** Tell pupils to take out their pencils and put them on their desks. Hand out Evaluation 5. Explain how it works before pupils start. Say *Look at the picture. What can you see?* Elicit a party and some of the things they can see. Play the audio twice without a pause. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are five stars at the end of the page. Colour each one according to how well the pupil completed the task, one star for each correct answer. Draw a smiley face in the circle to the right. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** Sue: the girl with long hair sitting next to the boy with the guitar, Peter: the boy playing the guitar, Jack: the boy dancing next to the dog, Ben: the boy sitting at the table holding his stomach, Lucy: the girl skipping, wearing a dress

### CD 2, 13

Look at the picture. Listen and look. There is one example.

**GIRL:** Hello, Jim. Is it a good party?

**JIM:** It's OK.

**GIRL:** Are these your friends?

**JIM:** Yes. But that's my sister, Mary.

**GIRL:** Is she the girl eating an ice cream?

**JIM:** Yes. She's not very happy. She's got toothache.

Can you see the line? Now you listen and draw lines.

1

**GIRL:** Who's the girl with the long hair?

**JIM:** That's Sue. She's listening to the music.

**GIRL:** What's the matter with her?

**JIM:** Her head hurts.

2

**GIRL:** And who's playing the guitar?

**JIM:** Oh, that's Peter.

**GIRL:** He's very good.

**JIM:** Mm. Peter loves playing the guitar.

3

**JIM:** Look at Jack. He's happy.

**GIRL:** What's he doing?

**JIM:** He's dancing.

**GIRL:** Is he the one next to the dog?

**JIM:** Yes, that's Jack.

4

**GIRL:** One boy isn't happy. He's got a stomach-ache.

**JIM:** The one sitting at the table?

**GIRL:** Yes.

**JIM:** That's Ben. He likes pizza!

**GIRL:** Mm.

5

**GIRL:** Who's the girl who's skipping?

**JIM:** The one with the dress?

**GIRL:** Yes.

**JIM:** That's my sister's friend, Lucy.

## Evaluation 6

**Instructions:** Hand out Evaluation 6. Explain how it works before pupils start. Say *Look at the pictures. Look at the sentences. Then write the correct words. Look at the example.* Pupils work individually. Give pupils about five minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are six stars on the right of the page. Colour each one according to how well the pupil completed the task, one star for each correct answer. Draw a smiley face in the circle at the bottom. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 a lake, 2 a root, 3 a picnic, 4 a hospital, 5 the country, 6 medicine

## Evaluation 7

**Instructions:** Tell pupils to take out their pencils and put them on their desks. Hand out Evaluation 7. Explain how it works before pupils start. Say *Look at the first four pictures. One is different. Circle the different one.* Elicit which one is different and why. Explain that there can be more than one answer. Say *Look at the pictures. Which one is different? Circle the different animals in each line.* Pupils work individually. Give pupils 1-2 minutes to circle the pictures. Divide pupils into pairs or small groups. Focus on one pair/group at a time. Pupils take it in turns to say which animal is different in each line and why. Listen for use of animal vocabulary, habitats, abilities, body parts and comparatives. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are five stars at the end of the page. Colour each one according to how well the pupil completed the task. Draw a smiley face in the circle to the right. Congratulate the pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key (possible answers):** 1 a rabbit (doesn't live in the ocean) or a shark (isn't a mammal), 2 a cat (can't fly / got four legs) or insect (an invertebrate), 3 a fish (doesn't live on land / isn't a mammal / hasn't got legs) or a tiger (eats meat), 4 a parrot (a bird not a mammal / has got feathers, 5 a snake (hasn't got legs / a reptile not a mammal / hasn't got fur)

## Evaluation 8

**Instructions:** Hand out Evaluation 8. Explain how it works before pupils start. Say *Look at the story. You will find the words for the gaps on the right. Look at the example.* Pupils work individually. Give pupils about 10 minutes to complete the evaluation. Collect the papers from pupils. Make sure they have written their names.

**Feedback.** There are five stars on the right of the page. Colour each one according to how well the pupil completed the task, one star for each correct answer. Draw a smiley face in the circle at the bottom. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

**Key:** 1 was, 2 because, 3 weren't, 4 were, 5 sleep



Name: \_\_\_\_\_

Look and read and write.

Keys:

- 1 hair
- 2 white
- 3 taking photos
- 4 under / next to / beside the tree



Examples:

The boy's T-shirt is

clean.

What is grandpa doing?

reading a book.

Complete the sentences

1 Mum has got curly

\_\_\_\_\_.

2 One cat is black and one cat is

\_\_\_\_\_.

Answer the questions

3 What is grandma doing?

\_\_\_\_\_.

4 Where is the bike?

\_\_\_\_\_.

Now write two sentences about the picture.

5 \_\_\_\_\_.

6 \_\_\_\_\_.



Name: \_\_\_\_\_



Listen and tick (✓) the box.

0 Where does Frank live?



1 Which one is Jenny's uncle?



2 Which one is Mark's lunch?



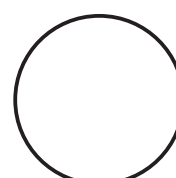
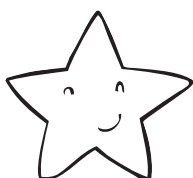
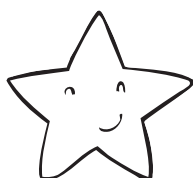
3 What do the children want to do?



4 Which is Mr. Green's apartment?



5 Which cat is Paddy?



Name: \_\_\_\_\_

Look at the pictures and read. Write words to complete the phrases.

Jill lives in a village and works there. She is a police officer. Every day she wears a uniform and a black helmet. Jill's police car has got a siren. Her job can be dangerous. Some days she helps people in accidents. At the weekend she likes going to the mountains.

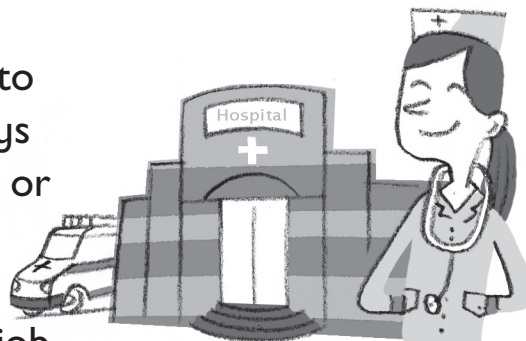


Example:

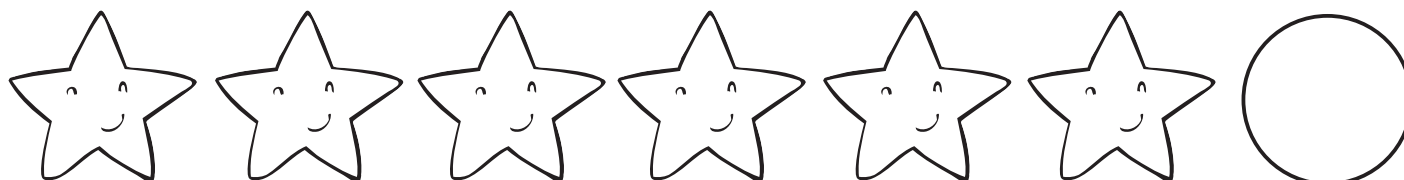
Jill works in a village.

- 1 Her helmet is \_\_\_\_\_.
- 2 She sometimes helps people in \_\_\_\_\_.
- 3 Jill goes to the \_\_\_\_\_ at the weekend.

Sally is a nurse at City Hospital. She needs to wear a green uniform for her job. She always works during the week, never on Saturdays or Sundays. Sometimes she works at night and after she finishes she sleeps at the hospital. Sally likes helping people and she loves her job.

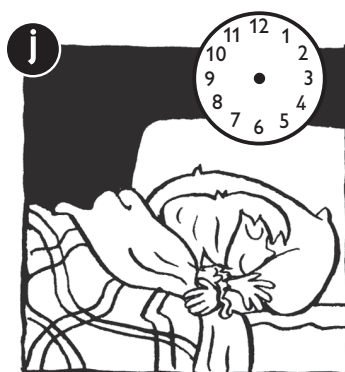
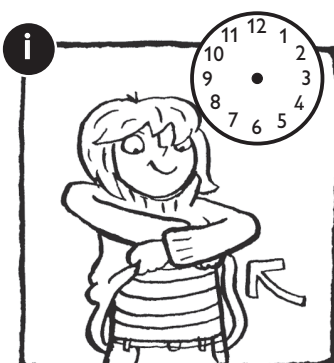
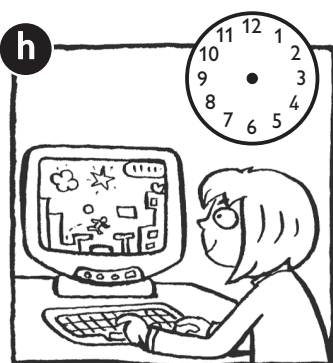
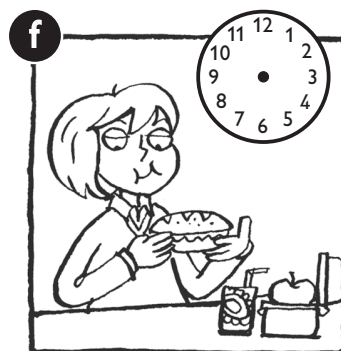
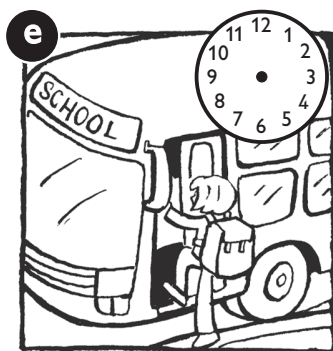
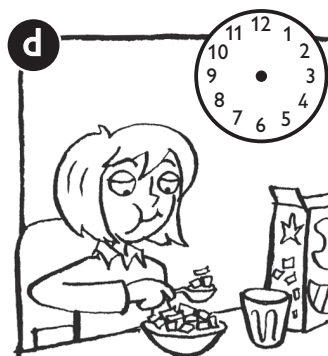
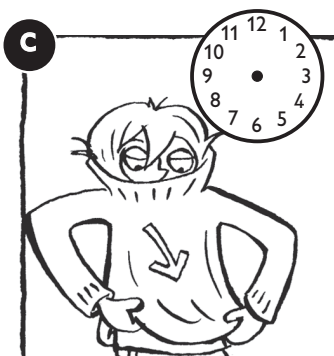
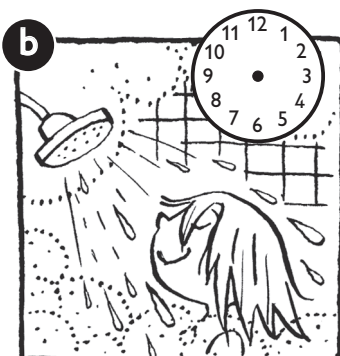
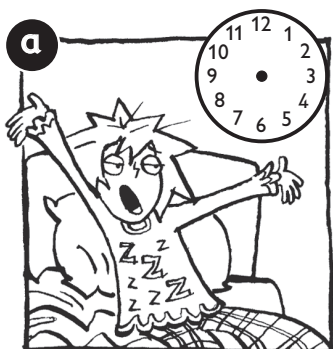


- 4 Sally has got a green \_\_\_\_\_.
- 5 She \_\_\_\_\_ works at weekends.
- 6 She sometimes sleeps at the hospital \_\_\_\_\_ she finishes work.



Name: \_\_\_\_\_

**1** Look at the story of Paula's day.



**2** Fill in the times on the clocks.

**3** Talk about Paula's day.  
Paula wakes up at ...





# Evaluation 5

Listening 

Name: \_\_\_\_\_



Listen and draw lines.

Sue

Mary

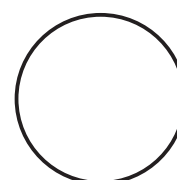
Jack



Peter

Lucy

Ben

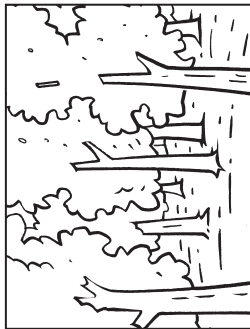


# Evaluation 6

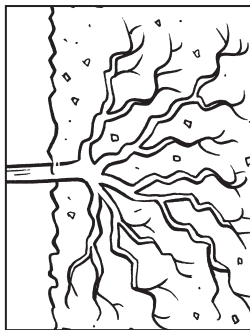
## Reading and Writing



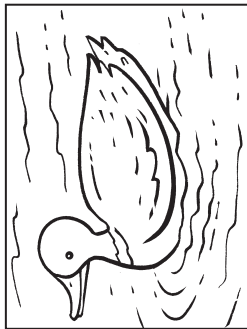
Name: \_\_\_\_\_



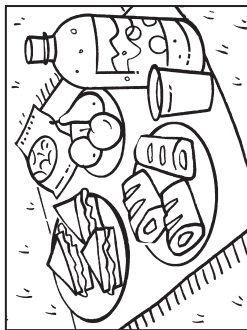
a forest



a root



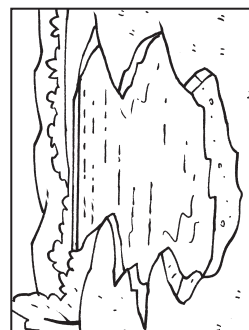
a duck



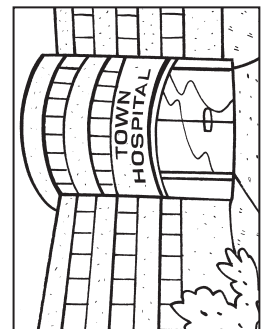
a picnic



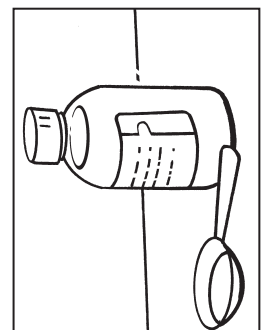
the country



a lake



a hospital



medicine

Read, look and write.

Example:

This animal can swim and likes eating bread.

a duck

1 You can sail a boat in this water.

Sometimes you can swim there too.

2 This part of the plant grows underground.

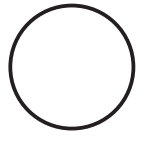
Sometimes you can eat it.

3 This is a meal you eat outside. You put the food on the grass or on a blanket.

4 You can go here when you are not well. Doctors and nurses work here.

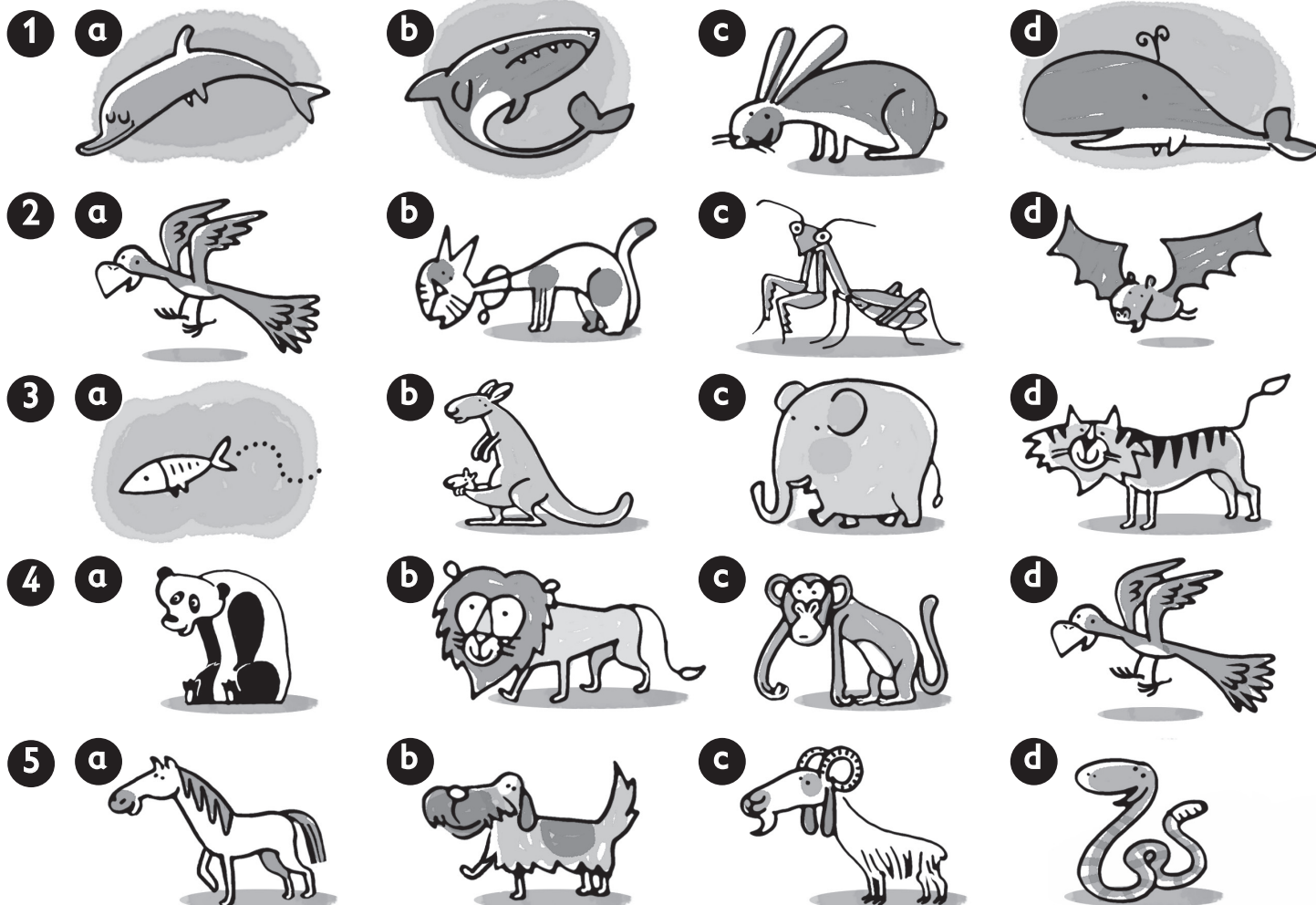
5 This is outside the city. It's where you see hills, fields and farms.

6 You can take this when you've got a cough or a cold. It helps you get well.



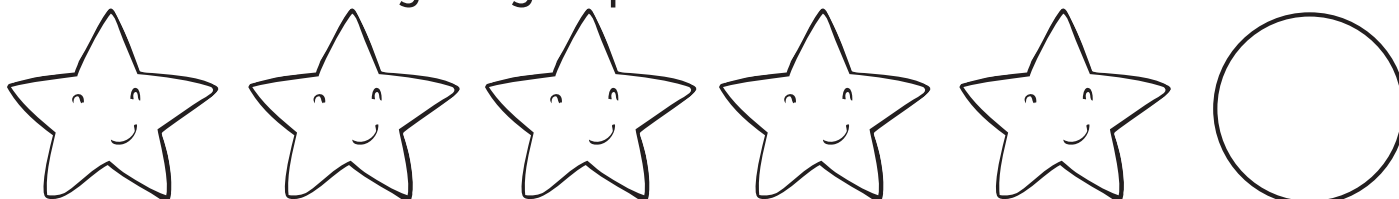
Name: \_\_\_\_\_

- 1** Look at the pictures. Circle the different animals. Think about where the animals live, what they can do, what they eat and their bodies.



- 2** Talk about the different animals.

- 3** What is your favourite animal? Compare your favourite animals with your group.

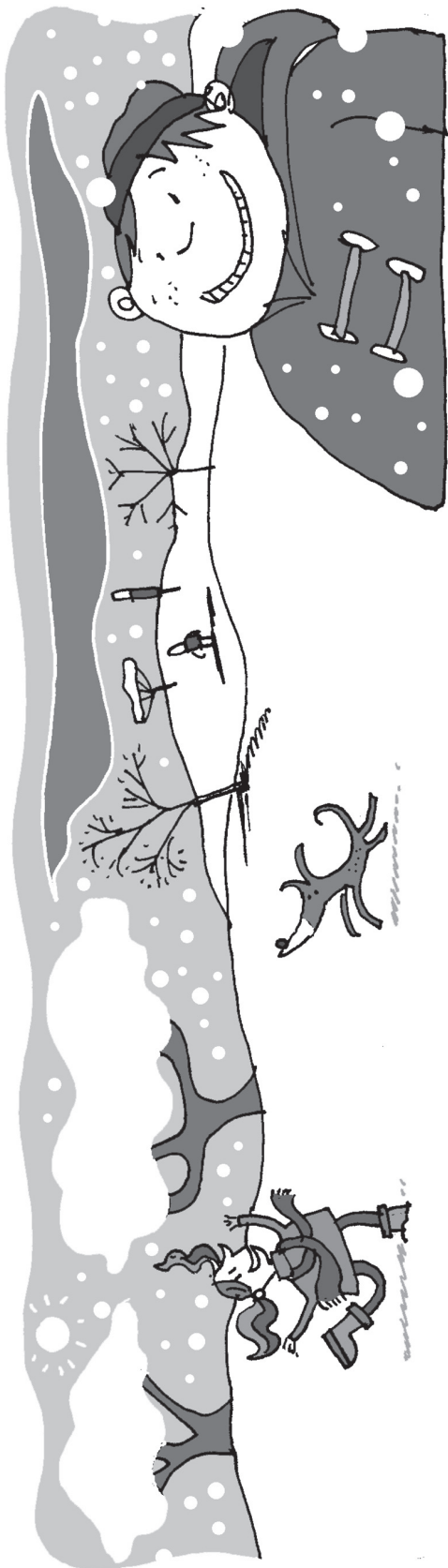


# Evaluation 8

## Reading and Writing



Name: \_\_\_\_\_



Write the words in the text. Choose from the words on the right.

Yesterday was a snowy day. In the morning, we were in the park with our dog, Blacky. It <sup>1</sup> \_\_\_\_\_ sunny. I was in a big coat <sup>2</sup> \_\_\_\_\_ it was cold. My sister was in her new sweater and scarf. There <sup>3</sup> \_\_\_\_\_ many people in the park. We were ready to go home for lunch. In the afternoon it was very windy and cloudy. We <sup>4</sup> \_\_\_\_\_ happy to stay at home and play with our toys. Blacky was happy to stay at home too and to <sup>5</sup> \_\_\_\_\_ next to the fire!

Example ~~snowy~~ rainy hot

- |   |         |        |         |
|---|---------|--------|---------|
| 1 | were    | was    | is      |
| 2 | because | so     | after   |
| 3 | wasn't  | aren't | weren't |
| 4 | are     | were   | was     |
| 5 | sleep   | run    | swim    |

