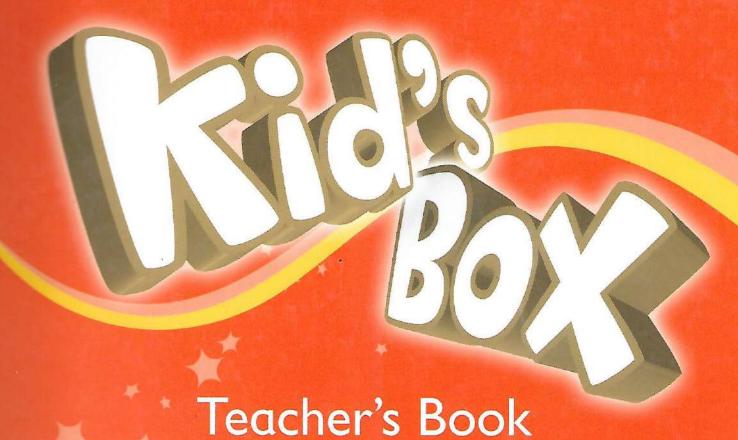
CAMBRIDGE

3

Second Edition



Perfect preparation for Cambridge English: Movers

Lucy Frino and Melanie Williams
with Caroline Nixon & Michael Tomlinson

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Teacher's Book 3

Second Edition

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with Caroline Nixon and Michael Tomlinson



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<u>Language summal</u>

F(e) (6)

page 4

Key vocabulary

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

Family: qunt, uncle, daughter, son, granddaughter, grandson, parents, grandparents

Describing people: beard, clever, curly / fair / straight hair, moustache,

naughty, quiet

Portraits

Pamily

page 10

page 16

Home Sweet

page 18

Numbers: 21-100 Houses: balcony,

basement, downstairs, flat, lift, stairs, upstairs

Places: city, town, village

Homes

page 24

page 28

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

Maths

The heart

page 34

n the citu

page 36

In town: bank, bus station, cinema, hospital, library, market, shop, sports centre, supermarket, swimming bool

Counting money

Key grammar and functions

Greetings: Hello. What's your name? My name's ... How old are you? I'm (eight). I like (reading). 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

Possessive 's Present continuous for present actions Present simple like, love, enjoy + -ing / nouns want + infinitive

Short answers: Yes, I do. / No, I don't.

Phonics

Revision

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?

Long vowel sounds: 'ay' and

'ar' (baby, artist)

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. I No, I don't.

What's your address? It's ... Present continuous for present actions

Prepositions: above, below need

have got

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

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

sometimes, never, every day



page 26

Present simple for routines: statements and questions How often ... ? Frequency adverbs: always,

Long vowel sound: 'or' (horse)

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, toys, part of the body

Prepositions: near, opposite Where's the ...? Infinitives of purpose: You go there to buy food. Must for obligation Impersonal you Can for permission

Consonant sound: 's' (city, 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 I are ...







it one

page 46

Key vocabulary

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

Key grammar and functions

What's the matter (with you / him / her / them)? I've / They've, He's / She's got ... My ... hurts. I'm not very well. Positive and negative obligations: must / mustn't Permission and ability: can

Phonics

Revision

Rhyming words

food, body parts, have got, Le a lot, want, Who ... ?, illnesse: daily routines, activities and a obligations, must / mustn't, do I don't ... , Which ... ?, would need to ..., health

Science A healthy body

in the country

page 54

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

Plants

page 60

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

page 64

Norld of

animals

Suggestions and offers: Shall I ... ?

/ can't

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

adjectives, prepositions, activ and actions, want to, like, love, would like to, must, sometimes, country, family, food, have go Let's ..., clothes, illnesses, to colours, Shall we / 1 ... ?, need

Review



page 62

Comparative of common irregular and one- and twosyllable regular adjectives: bad / worse, good / bad, -y, -ier, -er

Doubling of consonants: thin / thinner

Consonant sound: " (dolphin)

animals, adjectives, jobs, food colours, routine actions, bod parts, have got, descriptions, at, during, Shall we ... ?, Let's . present continuous, compari adjectives, town, country, ne Don't ..., present simple, prepositions, animal habitats, questions

Geography

Animal habitats

all the air (G (G (G))

page 72

Weather: cloudy, cold, dry, hot, rain, rainbow, raining, rainy, snow, snowing 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, 1 shall we do?, weather, country adjectives, present continuou clothes, was, wasn't, were, wer prepositions, Wh- question w wild animals, telling the time, and musical instruments

Instruments page 78

Give and share page 82

Love your city page 83

Values 5 & 6 Fair play page 84

Help the world page 85

Grammar reference page T86



Introduction

Kid's Box introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. All seven 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. 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 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 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 (YLE) Tests

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 the Starters test, cycle 2 with the Movers test, 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 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 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 test, Flyers, is roughly equivalent in language level to Key (KET)

for Schools. The 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-and-qualifications/

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

Kid's Box 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.

Flyers (at around Level A2 of the CEFR)

Movers (at Level AI) Starters (below Level AI)

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

Levels one to six of *Kid's Box* include a Pupil's Book, Activity Book, Class Audio CDs, Teacher's Book, Teacher's Resource Book, Presentation Plus, Online Resources, Interactive DVD, Language Portfolio, Tests CD-ROM and Posters. There are also Flashcards for Levels I to 4. The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, Teacher's Book, Teacher's Resource Book, Presentation Plus, Interactive DVD and Posters.

Pupil's Book

This 88-page full-colour book consists of nine units. Each unit is six pages in length, with each page providing sufficient material for one lesson. After each unit there is a Content and Language Integrated Learning (CLIL) spread to learn about other subjects through English. The Review sections cover language from the two previous units. There is a phonics section within every unit. There are four Values pages at the end of the book to develop pupils' social awareness. 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 88-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 they stimulate their creativity too. 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 Young Learners test practice activity for each unit.

Class Audio CDs

The Class Audio CDs contain all of the listening material for the Pupil's Book and Activity Book, including all of the songs and stories. The songs are available in both sung and karaoke versions.

Teacher's Resource Book with Online Audio

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 song and topic worksheets for further exploitation. The Teacher's Resource Book also includes extra Young Learners type tests with listening content online. The book also features word cards to reinforce target vocabulary.

Language Portfolio

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.

Interactive DVD

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

Teacher's Book

This 208-page interleaved Pupil's and Teacher's Book 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, extra activities, photocopiable pages 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. There are two Extra activities provided for each lesson 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 as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. Activities which are similar to the task-types in Young Learners tests have the icon 'YLE'.

Evaluation activities

There are four evaluation pages for this level, one page to be used after each Review section. The format and design of the evaluation pages is similar to the tasks in the Young Learners tests. This is to help pupils become used to this type of evaluation and to be able to measure their own progress. At the end of this Introduction, there is a section on the specific Evaluation pages included in this book.

Photocopiable pages

There is a photocopiable page for each unit in the back 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. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

Presentation Plus

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Pupil's Book and Activity Book, digital versions of the Teacher's Book and Teacher's Resource Book, a multimedia library including video from the DVD, Class Audio and access to online teacher training support. This Presentation Plus enables you to plan and deliver your lessons 'paper-free' from a tablet or a computer.

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.

Tests CD-ROM

The Level 3 and 4 Tests CD-ROM and Audio CD allows you to regularly assess your pupils in different ways. You can choose the unit tests, review tests and end-of-level tests, as customisable Microsoft Word documents. If you are preparing pupils for the Young Learners tests you can additionally select the Cambridge English: Young Learners (YLE) style unit tests, review tests and end-of-level tests, as Adobe PDFs.

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

There are 109 flashcards to accompany level 3. These colourful flashcards illustrate the key vocabulary items of each unit on one side and have the words on the other. They 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.

What does Kid's Box 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 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 there is plenty of 'hands on' practice. Drawing, colouring, 'make and do', songs, games and chants are all activity 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.

'I like a teacher who gives you something to take home to think about besides homework', Lilly Tomlin (Edith Ann).

- 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 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 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* 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 this is exploited in combination with the other intelligences.

 Interpersonal intelligence: effective communication with others.

Communication activities have been incorporated from the Starter Level 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 important 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, as Howard Gardner points out. Each unit of Kid's Box 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 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. These activities help develop logical reasoning, problem solving and the detection of patterns. We feel they are vital and extremely motivating.

 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 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.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual pupil to help you. Do the first question of the pair-work task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil and say, for example, A-B, A-B 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.

 Aways 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

A good teacher, like a good entertainer, first must hold his audience's attention, then he can teach his lesson', John Henrik Clarke.

- 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 at the end of the activity.

Teaching and learning

'Mistakes are the portals of discovery', James Joyce.

- Making mistakes is a vital part of the learning process, so when
 pupils are asked to invent their own sentences, stories, chants,
 etc. we should not expect these to be perfect. Sometimes
 accuracy should be forfeited for the sake of creativity,
 enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.

- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- 'A teacher is a person who never says anything once', Howard Nemerov.
 - Recycling is an important part of the learning process. Don't expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. Kid's Box builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves if it really interests them.
- 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. If you can do this, then you will be better able to support them in their learning.

Assessment and evaluation

- With pupils of 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. This means we should praise effort, and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

Discipline

"No life ever grows great until it is focused, dedicated, disciplined', Harry Emerson Fosdick.

- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and demotivation, all of which lead to problems with 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 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.
- 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. This makes for an ordered, busy classroom, rather than an anarchic one.

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. It is important then, at this stage, not to spend precious class time on lengthy and complicated explanations of specific words.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different
 ways to make them more interesting and challenging. These
 techniques are especially useful if you want to go back to
 previously-used material for revision or further exploitation
 and want to avoid your pupils' reaction of 'We've already done
 this!'
 - Whisper the rhyme or phrase while clicking your fingers.
 Repeat the rhyme, getting gradually louder each time and then reverse the process.
 - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
 - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again.
- It can be extremely motivating for children to watch their own performances on video, but 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. However, while a competition can be a good incentive for an otherwise unenthusiastic pupil, it can sometimes be de-motivating for a less able but ordinarily hard-working one. 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 and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. 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 (not in every display, but over a period of time) and to change the displays regularly.

Craft activities: storage of material

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

Evaluation pages

The evaluation pages in Kid's Box 3 are designed to be used after each Review section: Evaluation 1 after Review Units 1-2, Evaluation 2 after Review Units 3-4, Evaluation 3 after Review Units 5-6 and Evaluation 4 after Review Units 7-8. You will notice that the evaluation pages use similar task-types to those in the Cambridge English: Young Learners (YLE) Movers Test. Over the four evaluation pages, pupils will be evaluated on their Reading and Writing, Listening and Speaking. Tell the pupils that you are going to give them an evaluation activity, but make sure they don't become too anxious about it. Hand out a copy to each pupil and make sure they have the necessary materials (crayons, pencils, etc.). You should allow about ten minutes for each evaluation. Give the instructions in English. Monitor pupils as they do the activity and give encouragement. At the end of the activity, collect their work. Give each pupil feedback on their work, but always focus on what they can do and what they have done, rather than on what they can't do. For pupils of this age, feedback should be positive and encouraging whenever possible, and no individual pupil's performance should be compared with the performance of another pupil. The audio track can be found on the Kid's Box website.

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 2014.

Evaluation 7

Instructions: Tell pupils to take out a pencil and put it on their desks. Hand out Evaluation 1. 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!). At the end, tell pupils to write their names. Collect the papers from pupils.

Feedback. There are five stars at the end of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

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

Find the test on our website www.cambridge.org/kidsbox or read it to the class.

Look at the pictures. Listen and look. There is one example. Where does Frank live?

FRANK: I really like my new house.

A: Is it in the country?

FRANK: No, it's in the city. It's got two floors.

A: Has it got a balcony?

FRANK: No, it hasn't.

Can you see the tick? Now you listen and tick the box.

One. Which one is Jenny's uncle?

JENNY: My Uncle Jack is visiting from Canada. He's really nice.

A: Is he tall like your dad?

JENNY: Yes and he's got dark hair. It's not straight.

A: Has he got a moustache?

JENNY: Yes, and a very funny beard!

Two. Which one is Mark's lunch?

MARK: Let's eat our lunch here in the playground.

A: 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.

A: 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.

A: Thanks, Mark.

Three. 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.

Four. Which is Mr Green's flat?

A: Hello, Mr Green. Do you like your new flat?

MR GREEN: Yes, it's very nice. I've got a balcony for my flowers.

A: Is that your block of flats? The tall one?

MR GREEN: Yes. I'm at the top. Look - you can see my flat.

A: Six floors. That's a lot of stairs. Is there a lift?

MR GREEN: Yes!

Five. Which cat is Paddy?

LOCK: Look, that's Paddy, the cat we're looking for.

No problem. We'll find him.

LOCK: Give me a pencil and paper. He's got long white fur ...

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 2

Instructions: Tell pupils to take out their pencils and put them on their desks. Hand out Evaluation 2. 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 Activity 1. Give them time to look through the story and think about the words / actions. Focus them on Activity 2. They fill in the clocks. Pupils individually choose what times to write.

Put 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, e.g. from *Primary Vocabulary Box*.

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 3

Instructions: Hand out Evaluation 3. 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: I a lake, 2 a root, 3 a picnic, 4 a hospital, 5 a forest, 6 medicine

Evaluation 4

Instructions: Hand out Evaluation 4. 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 ten 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: I was, 2 because, 3 weren't, 4 were, 5 sleep

Hello!

- Read and say the name.
 - Hello. I'm nine. I've got a brother and a sister. This is my favourite computer game. It's called 'Brainbox'.
- Hello. I'm five. I've got a big dog. She's black and white and she's called Dotty.
- Hi. I'm eight. I like reading comics.

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



- 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?

) LOOK

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

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? She / He / It's called ..., comic, Lock and Key

Additional language: Brainbox, Look box

Revision: family, pets, numbers, adjectives, colours, toys, favourite

MATERIALS REQUIRED

Extra activity 2: Two strips of paper for each pupil Optional: Kid's Box Teacher's Resource Book 3 Hello! Unit Reinforcement worksheet I (page 9), Kid's Box 3 Language Portfolio pages I and 2

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. 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. 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 responses (No, I haven't. I Yes, I've got ...). Use other prompts if appropriate to review questions about favourite toys, games, clothes, etc.

PB4. ACTIVITY 1. Read and say the name.

• Tell pupils to open their Pupil's Book at page 4 and to look at the picture. Elicit / say who the characters are. If pupils studied Kid's Box 1 and / or Kid's Box 2, briefly elicit what they remember about the Star family. Elicit what they can see in the picture. Focus pupils on the speech bubbles. They read and match, and then check in pairs. Do not confirm answers at this stage.

Key: a Stella, b Suzy, c Simon

PB4. ACTIVITY 2. Listen and check.

- Tell pupils to listen carefully. Play the CD. Pupils listen and check. Check with the class. Ask volunteers to read the texts in the speech bubbles in Activity I 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 Look box. Read the sentence aloud for pupils to repeat. Elicit other sentences using called.

CD 1, 02

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'.

h

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

c.

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

PB4. ACTIVITY 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.

AB4. ACTIVITY 1. Read and complete the sentences.

• Tell pupils to open their Activity Book at page 4. Focus on Activity I. 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. Remind pupils to look back at the Pupil's Book. Check with the class. Listen for the correct word in the gap as well as appropriate pronunciation.

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

AB4. ACTIVITY 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 draw their picture after you have checked their sentences. Tell them to include information from the text in the picture. If time, pupils read the first three lines of their texts to the class. Pupils can finish their pictures at home.

Extra activities: see page T99 (if time)

Optional activity

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

Language Portfolio

Pupils complete the cover and pages | and 2 of Kid's Box 3
 Language Portfolio (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.

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

TARGET LANGUAGE

Key language: colours: blue, pink, black, red, yellow, green, orange, white, grey, purple, brown, toys: helicopter, doll, computer, kite, game, lorry, camera, train, bike, monster, 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: Alphabet cards from Kid's Box Teacher's
Resource Book 3 page 80 photocopied on thin card (one set per pupil)

Optional: Kid's Box Teacher's Resource Book 3 Hello! Unit Reinforcement worksheet 2 (page 10)

Number word cards twelve—twenty from Kid's Box Teacher's Resource Book 3 page 81 and a number eleven word card you make yourself, photocopied on thin card (one set per pair of pupils)

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.

PB5. ACTIVITY 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 (you could use the number word cards from page 81 of the Teacher's Resource Book and your own number eleven card for this).
- Tell pupils to open their Pupil's Book at page 5. Ask a pupil
 to read the instructions aloud (Listen. Say the number and the
 colour). Play the example. Check pupils know what to do.
 Play the rest of the CD. Pupils whisper the number and the
 colour to their partner.
- Play the CD again. Pause after each one and elicit the answer.
 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-|-|, b-i-k-e, t-r-a-i-n, m-o-n-s-t-e-r, g-a-m-e, c-o-m-p-u-t-e-r, k-i-t-e, c-a-m-e-r-a, l-o-r-r-y, h-e-l-i-c-o-p-t-e-r

PB5. ACTIVITY 5. Play the game.

- Demonstrate the game, using open pairs. One pupil spells out one of the toys; another answers, 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 a toy and say the toy, the number and the colour.

PB5. ACTIVITY 6. Read and answer.

 Review prepositions. Pupils work in pairs and take turns to read a sentence aloud and answer. They continue the activity, creating other sentences about the picture for the other toys. Check using open pairs.

Key: 2 Camera, 3 Lorry, 4 Helicopter, 5 Game

AB5. ACTIVITY 3. Look and colour.

- Tell pupils to open their Activity Book at page 5. Elicit what
 they can see (the comic 'Lock and Key' and the Detective
 Agency). Review numbers 11–20 when written as words (using
 the number word cards from Teacher's Resource Book 3 page 81
 and your own number eleven card say a number and pupils
 hold up the correct word card).
- Focus pupils on the activity instruction and check they know what to do. Pupils work individually and colour the picture. Monitor.

AB5. ACTIVITY 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). Play the example. Play the rest of the CD. Pupils check in pairs. Play the CD again. 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?

There are 14 kites. 19 trains.
14 kites. 19 trains.
11 lorries. 16 computers.
11 lorries. 16 computers.
17 games. 20 dolls.
17 games. 20 dolls.

12 cameras.15 bikes.12 cameras.15 bikes. Wow! There are a lot of toys!

Extra activities: see page T99 (if time)

Optional activity

 Hello! Unit Reinforcement worksheet 2 from 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.

4

03

Listen. Say the number and the colour.

D-O-L-L

Doll. That's number eighteen and it's pink.



Play the game.

B-I-K-E

Bike. That's number seventeen and it's purple.

- 6 Read and answer.
 - 1 It's on the table, next to the books.

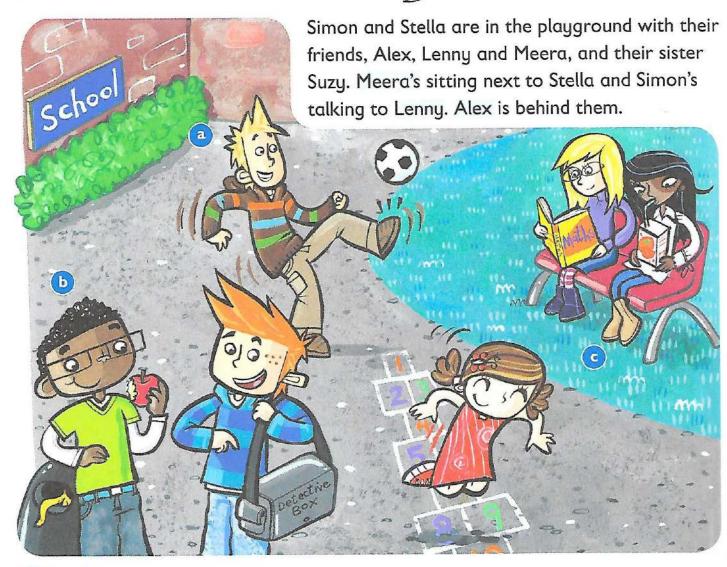
Computer.

- 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.

7 R

Read and match the names.

Meera – c



8

Listen. Who is it?

She's drinking orange juice.

That's Meera.

Answer the questions.

1 What's Stella doing? <

She's reading.

2 What's Alex doing?

3 What's Lenny eating?

4 What's Suzy doing?

- 5 What's Meera drinking?
- 6 What's Simon doing?
- 7 What's Alex kicking?
- 8 What's Stella reading?

LOOK)

What's Suzy doing? She's jumping.

What **is** Suzy doing? She **is** jumping.

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: jumping, reading, sitting, drinking, talking, listening, eating, playing, writing, kicking, hitting, painting, riding, doing, showing, nouns: tennis, computer, bike, ball, book, orange juice, apple, bag, book, football, baseball

MATERIALS REQUIRED

Extra activity 2: A large piece of paper with the following written large enough for all pupils to read:

- I juice's drinking She orange.
- 2 doing What Suzy is?
- 3 a riding He bike is .
- 4 Lenny eating's What?
- 5 friend your playing baseball is?
- 6 isn't No, she.
- 7 is Meera a book reading.
- 8 's Simon tennis playing.
- 9 is he Yes, .
- 10 teacher your is doing What?

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.

PB6. ACTIVITY 7. Read and match the names.

Tell pupils to open their Pupil's Book 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

PB6. ACTIVITY 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 CD. Pupils listen and whisper / point. Play the CD 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.

PB6. ACTIVITY 9. Answer the questions.

 Focus pupils on the Look box. Read each question and answer for pupils to repeat. Elicit what the differences are between the two questions and answers (contraction) and when we use one or the other (spoken / written). Pupils can respond in LI if they can't explain in English.

Pupils work in pairs. They take turns to ask and answer the
questions in Activity 9 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 jumping. 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.

AB6. ACTIVITY 5. Match and write.

- Tell pupils to open their Activity Book 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

AB6. ACTIVITY 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 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.

AB6. ACTIVITY 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 activities: see page T99 (if time)

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. **OBJECTIVES:** By the end of the lesson, pupils will have practised talking about possessions using have 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 (page 13), Kid's Box Interactive DVD 3 booklet (pages 28–33)

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.

PB7. ACTIVITY 10. Listen and say the name.

- Tell pupils to open their Pupil's Book 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 CD (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 CD. Remind pupils to be silent. They point to the character in their books each time to show their partner. Play the CD again. This time pause 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 '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

PB7. ACTIVITY 11. Sing the song.

 Pupils stand up. Play the CD 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, 07

As in Pupil's Book

CD 1, 07

Now sing the song again. (Karaoke version)

PB7. ACTIVITY 12. Say 'yes' or 'no'.

• Read the first statement. Pupils respond No and then supply the right information: He's got a kite. To make it more challenging, say statements out of order for pupils to respond. Pupils work in pairs and take turns to say statements and to answer. They can cover the picture at the top of the page to see if they can remember the information.

Key: 2 Yes, 3 Yes, 4 No, it's walking, 5 Yes, 6 No, he's got a robot, 7 Yes, 8 No, it's orange

AB7. ACTIVITY 8. Read, write and colour.

Tell pupils to open their Activity Book at page 7. Elicit
where the children are (the park) and revise 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 name 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 lim.

AB7. ACTIVITY 9. Look at the picture. Correct the sentences.

• Focus pupils on Activity 9 and on the first sentence. 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 activities: see page T99 (if time)

Optional activities

- Hello! Unit Song worksheet from Teacher's Resource Book 3 (pages 8 and 13).
- Extra activity for Hello! Unit Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

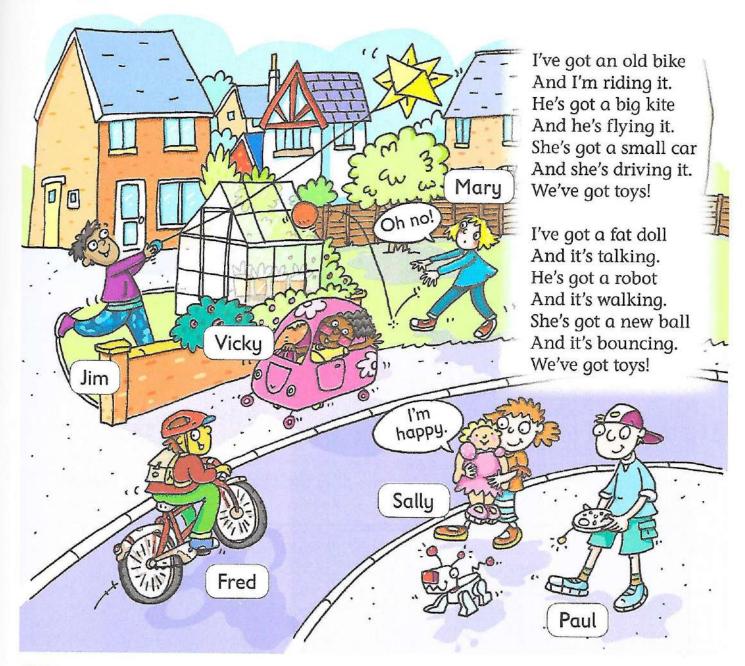
Ending the lesson

Sing the song from the Pupil's Book, dividing the class into the six different groups from before. 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.





Listen and say the name.



No.



Sing the song.

- Say 'yes' or 'no'.
 - Jim's got a robot.
 - 2 Fred's riding his bike. 3 Vicky's driving her car.
 - 4 The robot's running.

- 5 Fred's got a red bike.
- 6 Paul's flying a kite.
- Sally's got a doll.
- Mary's got a blue ball.

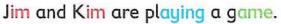


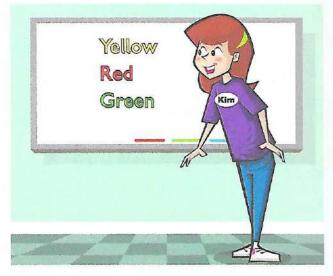


Stella's phonics









They're saying words that sound the same.



Ask and answer.

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



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

TARGET LANGUAGE

Ley language: rhyming words with different long and short one sounds, can (for ability), questions and short answers 4.11 tional language: sound the same

Revision: hello, head, red, clean, colours, animals, activities, what's your name?

MATERIALS REQUIRED

Extra activity I: 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 I (page II)

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? Give pupils time to think. Help by saying the words aloud, emphasising the rhyming phonemes. 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 at different volumes (whispering, shouting) and in different tones (kindly, angrily, shyly, etc.).

PB8. ACTIVITY 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 CD (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 LI) 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 CD for pupils to listen only. Play the CD 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: Green!

PB8. ACTIVITY 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. Practise pronunciation of the questions and answers. 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?

AB8. ACTIVITY 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 CD for pupils to listen and check. Pupils compare answers in pairs.
 Check with the class. Play the CD 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 tapescript)

CD 1, 09

I 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

AB8. ACTIVITY 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 John 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	John	Daisy
Ride a bike	1	1
Swim	×	1
Play the piano	/	1
Play badminton	1	X

AB8. 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 activities: see pages T99-100 (if time)

Optional activity

 Hello! Unit Extension worksheet 1 from 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.

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 Optional: Kid's Box Teacher's Resource Book 3 Hello! Unit Extension worksheet 2 and Topic worksheet (pages 12 and 14), animated version of the Hello! Unit story from Kid's Box Interactive DVD 3 (Suzy's room section)

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. Pupils take turns to guess (answer: elephant). Repeat for other known animals to review adjectives and body parts.

Story

PB9. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 9. Elicit what they can see (part of a comic / comic strip) and the title (Lock and Key). Elicit / teach detective agency and the names 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 CD. Pupils listen and look. They check in pairs. Check with the class (Key, a cat, Clarence is lost).
- Play the CD 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. Ask 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

AB9. ACTIVITY 12. Listen and join.

• Tell pupils to open their Activity Book at page 9. Ask a pupil to read the instruction aloud (Listen and join). Check pupils know what to do. Play the CD. Using a pencil, pupils listen and join the numbered dots in the order they are given. They check in pairs. Play the CD 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

AB9. ACTIVITY 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 for 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' LI.

Extra activities: see page T100 (if time)

Optional activities

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

Ending the lesson

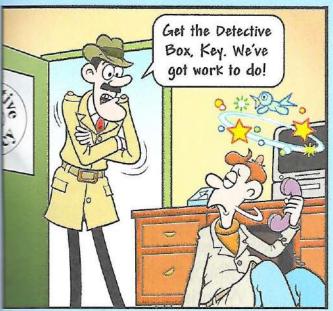
 Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

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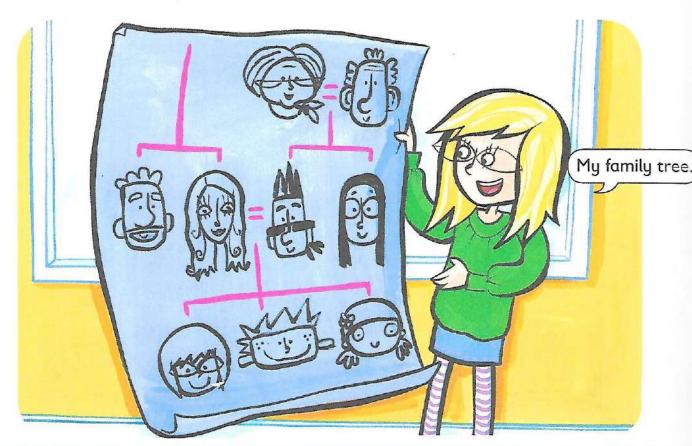






Family matters

- Look, think and answer.
 - 1 Is Stella at school?
 - 2 Who's on the poster?
- 3 Has she got a brother?
- 4 How many sisters has she got?



aunt daughter granddaughter grandson grandparents son uncle

- 2 Listen and check.
- 3 Ask and answer.
 1 Who's Stella's uncle?

Who's Stella's uncle? Uncle Fred.

- 2 Who's Suzy's aunt?
- 3 Who are Simon's grandparents?
- 4 Who are Mrs Star's daughters?
- 5 Who's Mr Star's son?
- 6 Who's Grandpa Star's grandson?



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, uncle, daughter, son, granddaughter, grandson, grandparent, parent, possessive 's Additional language: Star family characters, then Revision: family, toys, transport, I'm / She's / He's ..., my, par, their, That's right, Let's ...

MATERIALS REQUIRED

Pictures of people from magazines
Family flashcards (I3–20) and family word cards (Kid's Box
Teacher's Resource Book 3 page 82)
Ending the lesson: 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 the other 's (possessive).
Extra activity 2: Long piece of tape or chalk

Warmer

• Draw a simple family tree on the board. Include a mother, a 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 the people in turn, e.g. This is my mother. Check understanding, e.g. point to a grandfather and ask 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 on the board to include aunts and uncles and grandchildren. Use the tree and the family flashcards to teach / elicit the new vocabulary: aunt, uncle, daughter, son, granddaughter, grandson, grandparent, parent. Add appropriate pictures to the tree on the board. Check understanding, e.g. ask Who's my aunt? Who's (Jim)'s grandson? Volunteers ask 'similar questions. Elicit / teach A family tree. Write the heading on the board.

PBIO. ACTIVITY I. Look, think and answer.

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

PBIO. ACTIVITY 2. Listen and check.

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

Key: I 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.

PBIO. ACTIVITY 3. Ask and answer.

- Focus pupils on the Look 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 Stella'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

ABIO. ACTIVITY I. Listen and match.

 Tell pupils to open their Activity Book at page 10. Elicit what they can see. Play the CD. Pupils match the vehicles with the people by writing letters. They check in pairs. Play the CD again. Pause after each one to check with the class.

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

CD 1, 13

- I. 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.

ABIO. ACTIVITY 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 activities: see page T100 (if time)

Ending the lesson

• Write Suzy Stella sister on the board. Hold up the three pieces of paper (see 'Materials required', above). Say Who can put these in the sentence? Pupils volunteer to complete the sentence by putting the paper in the right place (possible answers: Suzy is Stella's sister or Suzy's Stella's sister). Clean the board. Repeat for the following groups of words: Who Mr Star dad? I Mrs Star brother Uncle Fred. I 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.

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, grandchildren, good at

Additional language: chess

Revision: family, contracted 's, actions, house, garden, Who's ...?

MATERIALS REQUIRED

Warmer: 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 Family flashcards (13–20)
Optional: Kid's Box Teacher's Resource Book 3 Unit |
Reinforcement worksheet | (page 16)

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.

PBII. ACTIVITY 4. Listen and say the letter.

Tell pupils to open their Pupil's Book at page II. 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 CD. Pupils listen and write the correct
letters. They check in pairs. Check with the class by asking,
e.g. What's Grandma Star doing? Check understanding of
parents, grandparents, grandchildren, children.

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.

PBII. ACTIVITY 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 CD. Pupils whisper the word to their partner each time. Play the CD again. Check with the class. 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].

PBII. ACTIVITY 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.

ABII. ACTIVITY 3. Read the sentences. Who is speaking?

• Tell pupils to open their Activity Book at page II. 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

ABII. ACTIVITY 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. Point out the example answer. 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 activities: see page T100 (if time)

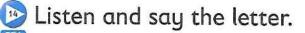
Optional activity

 Unit I Reinforcement worksheet I from Teacher's Resource Book 3 (pages 15–16).

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. _____ (to represent 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 with a different word.





He's taking a photo of his son.







Listen and complete.

Suzy's sitting next to her ...

mum.

6 Ask and answer.

Who's playing a game with her aunt?

Stella

playing a game

reading

playing football

painting

taking a photo

1 Look, think and answer.

1 Where's Stella?

2 Is Simon happy?

3 Is Dotty naughty?

4 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 with his uncle Fred. Simon's happy today because he loves riding his bike.

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.





Say 'yes' or 'no'.

- 1 Simon doesn't enjoy riding his bike.
- 2 Stella enjoys reading about science.
- 3 Stella doesn't want to be a doctor.
- 4 Suzy wants to wash her doll.
- 5 Dotty likes having a bath.
- 6 Grandma enjoys painting.



Simon enjoys riding his bike. Simon wants to ride his bike.

OBJECTIVES: By the end of the lesson, pupils will have taked 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 shots, read about, catch

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)

Photocopiable I (see pages T88 and T90), one copy of the survey for each pupil

Extra activity: A ball of scrunched up paper, one for each group Optional: Kid's Box Teacher's Resource Book 3 Unit | Reinforcement worksheet 2 (page 17)

Warmer

• Draw a simple family tree on the board (beginning with a brother and sister at the bottom) 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, aunt and grandchildren. 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.

PB12. ACTIVITY 7. Look, think and answer.

 Tell pupils to open their Pupil's Book 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.

PB12. ACTIVITY 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: I She's in the garden / under a tree. 2 Yes, he is. 3 Yes, she is. 4 Grandma Star's painting.

PB12. ACTIVITY 9. Say 'yes' or 'no'.

- Focus pupils on the Look 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 rest of the statements 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: 1 No, 2 Yes, 3 No, 4 No, 5 No, 6 Yes

Photocopiable I: see pages T88 and T90

ABI2. ACTIVITY 5. Read and circle the best answer. [YLE]

• Tell pupils to open their Activity Book 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 answers 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

ABI2. ACTIVITY 6. Look and match the sentences.

• Focus pupils on the pictures for Activity 6. Elicit what they can see. Ask a pupil to read number 1. Ask What does he want to do? Look at the example. 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 if necessary, 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: see page T100 (if time)

Optional activity

 Unit I Reinforcement worksheet 2 from Teacher's Resource Book 3 (pages 15 and 17).

Ending the lesson

 Pupils close their books. Say Can you remember? Who's clever in the story? Why? Repeat for naughty, happy, 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. OBJECTIVES: By the end of the lesson, pupils will be able to describe family members and they 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

Warmer: Five pictures cut from magazines to show people with curly hair, straight hair, a moustache, a dark beard, a fair beard Extra activity 2: Nine different coloured squares, sticky tack Optional: Kid's Box Teacher's Resource Book 3 Unit I Extension worksheet I and / or Song worksheet (pages 18 and 20), Kid's Box Interactive DVD 3 booklet (pages 28–33)

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 (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. Personalise the activity by asking Who's got straight hair? (pupils with straight hair put up their hands) and Who's got curly hair? (pupils with curly hair put up their hands).
- 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.

PBI3. ACTIVITY 10. Complete the song with the names. Then listen and check.

• Tell pupils to open their Pupil's Book 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 CD. Pupils listen and point / whisper the names to their partner. Pairs check with pairs. Check with the class. Play the CD 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: Uncle Fred, Grandma Star, Grandpa Star, Simon, Stella, Suzy

CD 1, 16

As in Pupil's Book and Key

PBI3. ACTIVITY II. Sing the song.

Pupils stand up. Play the CD 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. Repeat with seven different pupils in
role.

CD 1, 17

As in Pupil's Book

CD 1, 17

Now sing the song again. (Karaoke version)

PB13. ACTIVITY 12. Draw your family tree. Talk about your family. Use the words in the boxes.

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

 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 pupils who to include and to write the names, e.g. Uncle Charlie / Mum. In pairs, they take turns to talk about their family tree.

ABI3. ACTIVITY 7. Find and write the words.

• Tell pupils to open their Activity Book at page 13. Focus them on Activity 7 and invite a pupil to read the instruction aloud. Elicit where they find the words, what words they find and where they write them. Say What's 1? (clever). Say Point to 'clever' in the wordsearch. Pupils point to the example answer. Say Then you write the word here. Point to clever on line 1. 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

ABI3. ACTIVITY 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.

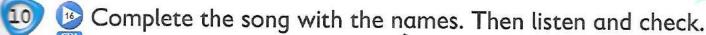
Extra activities: see page TI00 (if time)

Optional activities

- Unit I Extension worksheet I from Teacher's Resource Book 3 (pages 15 and 18).
- Unit I Song worksheet from Teacher's Resource Book 3 (pages 15 and 20).
- Extra activity for Unit I Song and / or karaoke worksheet.
 See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

 Sing a song, play a game or read a story, depending on which activity came out as the favourite in the survey.





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

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

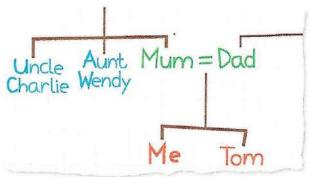
can be naughty,
He loves 'Lock and Key'.
His sister 's clever,
And she doesn't like TV.

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

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

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

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







Stella's phonics





Mark's an artist.



Jane's a baby.



Mark's painting Jane in the garden.



Ask and answer. Use the words in the box.

Do you like taking photos?

Yes, I do.

watching wearing eating drinking riding taking listening playing







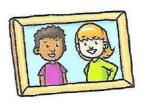




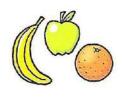


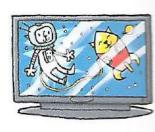












Write about your friend's answers. Tell the class.

Jack likes eating fruit. He doesn't like drinking milk. He likes playing basketball. He doesn't like riding his bike. OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the phonemes $e_{\rm I}$ and $e_{\rm I}$. They be able to recognise the alternative spellings of the phoneme $e_{\rm I}$: ay and $e_{\rm I}$.

• TARGET LANGUAGE

Key language: artist, baby Additional language: garden

Revision: actions, activities, food, Do you like + -ing? Yes, I do / No, I don't.

MATERIALS REQUIRED

Optional: Kid's Box 3 Language Portfolio page 8

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).

PB14. ACTIVITY 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). Tell
pupils to listen and repeat the sounds and sentences. Play the
CD. Pupils listen and repeat. Play the CD 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 /aɪ/ sound but are spelt in different ways (not ar).

CD 1, 18

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

/a:/, /a:/

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.

PB14. ACTIVITY 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 I No, I don't. Elicit how pupils can complete the prompts using the pictures, e.g. taking ... photos. 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.

PB14. ACTIVITY 15. Write about your friend's answers. 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. AB14. ACTIVITY 9. Listen and say. Circle the odd word out.

• Tell pupils to open their Activity Book at page 14. Ask a pupil to read the instruction aloud. Tell pupils just to listen and repeat the first time. Play the CD. Pupils listen and repeat. Ask a volunteer to read the words in row I aloud. Focus on the example and elicit why it is circled (because it has a different vowel sound from the others (/aː/, 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

ABI4. ACTIVITY 10. Listen and colour. [YLE]

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 CD. Pupils don't colour the first
time. They listen and look. Play the CD again. Pupils put a
coloured dot on the relevant part of the picture. They check
in pairs. Pupils colour the picture, or listen again if necessary.

CD 1, 20

- Look at the naughty girl. / Where? / Next to the tree.
 She's got fair hair, Colour her hair yellow. / OK.
- Be quiet. The baby's sleeping. / Oh, yes. Is he with his grandmother? / That's right. Colour his grandmother's hair grey. / OK.
- Can you see the man with a beard? / Is he reading? /
 Yes, that's right. / He's my uncle! / Is his beard orange? /
 Yes! / Well, colour his beard orange. / OK.
- 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.
- 5. Can you see the man with straight hair? / Oh, yes. / Colour his hair black. / OK.
- 6. There's a clever boy. He's got 10 in his exam. / What colour's his hair? / It's brown. Colour it brown. / OK.

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.

Extra activities: see page T100 (if time)

Language Portfolio

 Pupils complete page 8 of Kid's Box 3 Language Portfolio (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. **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, pet, thief, dirty, jacket, detective agency

Additional language: We can find him. Look at that! episode, Do you remember? Fold the page. Correct.

Revision: language from the story, No problem, Lock and Key, look, park, Let's ..., agency, How do you spell ...?

MATERIALS REQUIRED

Family word cards (Kid's Box Teacher's Resource Book 3 page 82), plus word cards mother and father Extra activity 2: Family flashcards (13–20)
Optional: Kid's Box Teacher's Resource Book 3 Unit 1 Extension worksheet 2 (page 19) and / or animated version of the Unit 1 story from Kid's Box Interactive DVD 3 (Suzy's room section), Kid's Box Interactive DVD 3: The living room 'Kid's Box Art Show' episode

Warmer

• Write prompts from the first episode of the story on the board, e.g. Please help mel Please find Clarence. Get the Detective Box. Elicit the story so far from pupils in the present tense. Ask other questions, e.g. What are the names of the detectives? Are they good at their jobs?

Story

PBI5. LOCK AND KEY.

- Tell pupils to open their Pupil's Book 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 CD. Pupils listen and look. They check in pairs. Check with the class (The pet thief, No, it's a lady).
- Play the CD 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

ABI5. 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 word cards from Teacher's Resource Book page 82, 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 Book at page 15. Clean the board. Pupils study the words on the right in silence, using the pictures to help with meaning. Pupils then fold the page down the middle so that they can see the pictures and the gaps 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.

ABIS. 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 pupils 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 activities: see page TI00 (if time)

Optional activities

- Unit 1 Extension worksheet 2 from Teacher's Resource Book 3 (pages 15 and 19).
- The animated version of the story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.
- The 'Kid's Box Art Show' episode from Kid's Box Interactive DVD 3 (The living room section). See pages 8–11 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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



Portraits

Fact

1

Read, look and answer.

Look at these two pictures. Which one is a portrait?

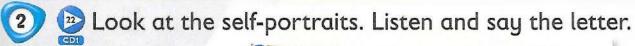


years to dry.

Oil paintings can take many



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.













OBJECTIVES: By the end of the lesson, pupils will have learnt 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

Warmer: 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. (see page TI3 Materials required)

Warmer

- Tell pupils to close their eyes and to put their heads on their desks. Play the CD 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.

PB16. ACTIVITY 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).

PB16. ACTIVITY 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. • 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 CD. Pupils listen and whisper. Play the CD 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: I d, 2 a, 3 e, 4 c, 5 b

CD 1, 22

- 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.
- 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.
- 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.

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.

ABI6. ACTIVITY I. 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: I Tom, 2 Sally, 4 Aunt Vicky, 5 Uncle Jack, 6 Daisy

ABI6. ACTIVITY 2. Circle the odd one out.

Focus pupils on Activity 2 and on the first three pictures. Elicit which ones 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 activities: see pages T100-101 (if time)

Ending the lesson

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

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 (page 21)

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.

PB17. ACTIVITY 3. Look at the family portraits. Look 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: I a, 2 d, 3 c, 4 b

PB17. ACTIVITY 4. Now match the texts with the portraits.

 Pupils stay in their pairs / groups. They read the texts. silently or aloud in their groups as they choose, and match them with the portraits. Check with the class. Elicit the words which helped them, e.g. 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

PB17. 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.

ABI7. ACTIVITY 3. MOVERS Listening, Part 5 Listen and colour and write. There is one example. [YLE]

- 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 CD. Pupils don't colour or write the first time. They listen and look. Play the CD 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 YLE 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.
- 2. 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
- 3. Would you like to colour something? / Yes. Can I colour the dog? / OK. What colour? / Red. / Red? That's a funny colour for
- 4. 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.
- 5. 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 activities: see page TI01 (if time)

Optional activity

 Unit 1 Topic worksheet from Teacher's Resource Book 3 (pages 15 and 21).

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.

- 3 Look at the family portraits. Look 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.









Now match the texts with the portraits.

I love this portrait by Ursula Roma. It's got lots of colours. We can see the family and their pets. This is my favourite family portrait. It's by Pablo Picasso.
I can see three children with their parents and grandfather.

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.

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

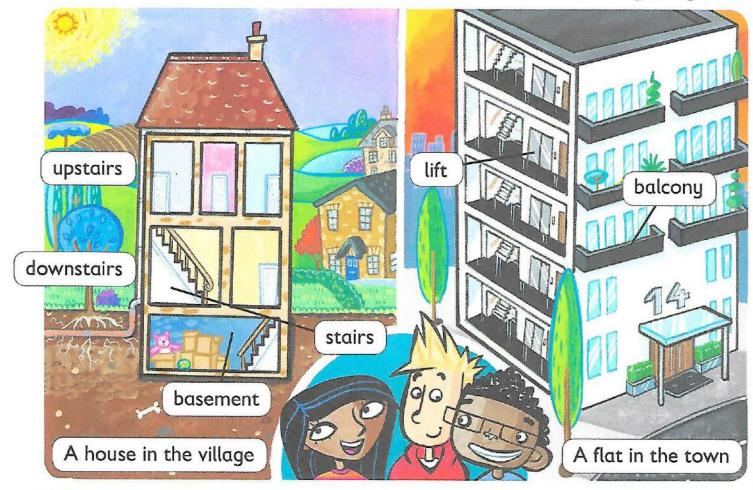
Draw your family portrait.



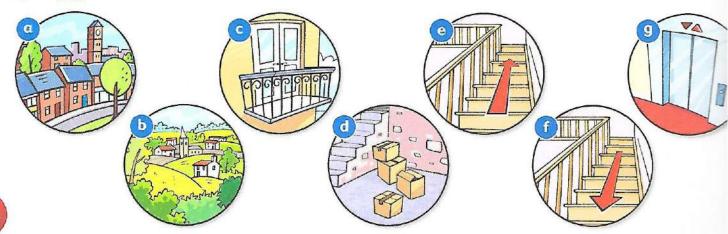


2 Home Sweet home

- Look, think and answer.
 - 1 Who can you see?
 - 2 What's in the room under the house?
- 3 Where's the flat?
- 4 Has the flat got a garden?



- 2 Listen and check.
- 3 Listen and say the letter.



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

TARGET LANGUAGE

Key language: city, town, village, country, street, balcony, basement, downstairs, lift, floor, home, stairs, upstairs, flat Additional language: home sweet home, at home, crossword, across, down, characters

Revision: like + -ing, live, walk, come, door, house, quiet, trees, lots of / a lot of, present simple, have got, can / can't, Who lives in a flat?

MATERIALS REQUIRED

Home flashcards (26-34)

Extra activity 2: Word cards from Kid's Box Teacher's Resource Book 3 page 83, enlarged and photocopied onto card Optional: Kid's Box Teacher's Resource Book 3 Unit 2 Reinforcement worksheet 1 (page 23)

Warmer

Stick the flashcards city, town and village on the board and teach or elicit the words. Elicit / discuss the difference between a city, a town and a village. Elicit if your school is in a town, a city, a village and / or the country. Ask, e.g. Do you like living in the country? Elicit where different pupils live (a flat, a house, etc.). 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 simple pictures of a block of flats and a house. 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.).

PBI8. ACTIVITY I. Look, think and answer.

Tell pupils to open their Pupil's Book 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.

PB18. ACTIVITY 2. Listen and check.

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

Key: I I can see Meera, Alex and Lenny. 2 There are boxes and old 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.

LENNY: 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!

PB18. ACTIVITY 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 CD. Pupils whisper the letter to their partner or point to the picture. Play the CD again. Pause after each one and check with the class. Give pupils time to raise their hands before eliciting the answer each time.

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

CD 1, 25

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

ABI8. ACTIVITY I. Match. Write the words.

Tell pupils to open their Activity Book at page 18. Focus
them on Activity I 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.
Listen for correct pronunciation. Pupils write the complete
word on each line.

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

ABI8. ACTIVITY 2. Complete the crossword.

Focus pupils on Activity 2. Elicit what it is (a crossword) and remind pupils of the meaning of down and across. Check using the example I down: lift. Pupils work in pairs. They complete the crossword in pencil. They can use Activity I to check spelling of some words. Check with the class, asking pupils to say each word in turn and then to spell it.

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

Extra activities: see page TI01 (if time)

Optional activity

 Unit 2 Reinforcement worksheet 1 from 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 sometimes the same word each time. Pupils play in pairs. **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 it's at, here, same, different, order

Revision: house and home, colours, have got, present simple, can, under, in, up, down

MATERIALS REQUIRED

Home flashcards (26-34)

Optional: Kid's Box Teacher's Resource Book 3 Unit 2 Song worksheet (page 27)

Warmer

 Use the home 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. Ask questions to check comprehension, e.g. What's the room under the house? (basement). Which is bigger, a village or a city? (a city).

PB19. ACTIVITY 4. Listen and order.

• Tell pupils to open their Pupil's Book at page 19. Elicit some of the things they can see in the pictures. Supply block of flats. Direct pupils to the activity instruction and check understanding of order. Play the CD. Pupils listen and place a sharpener or eraser on each verse as they hear it. Elicit the order (point to the example answer in the speech bubble first).

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,

Chorus
Upstairs, downstairs,
One floor or two.
We live here,
What about you?
Chorus
In a city or a village,
In a house or a flat.
Home is home,
It's where it's at.

Key: 2 b, 3 d, 4 a

I can see the town.

PB19. ACTIVITY 5. Sing the song.

• Play the CD again line by line for pupils to repeat. Check with the class by holding up your book. 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 CD again verse by verse and then right through for pupils to join in. They sing and mime.

 Divide the class into three groups. Each group sings and mimes a verse and everyone joins in with the chorus. Swap roles and

pupils repeat.

CD 1, 27

As in Pupil's Book

CD 1, 27

Now sing the song again. (Karaoke version)

PBI9. ACTIVITY **6.** Talk to your friend. Are your houses the same or different?

 Write the following grid on the board. Elicit sentences from pupils about their houses, using the models. Encourage them to speak truthfully (not just read from the grid). Leave the grid 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 g	ot	a basem	a basement.			

Demonstrate the activity, asking a pair to read out the speech bubbles. Check pupils know what to do and check understanding of same and different. Pupils work in pairs. One pupil makes a sentence about his / her home. The other responds Same or Different. Monitor the pairs and listen in to some of their exchanges.

ABI9. ACTIVITY 3. Read and complete.

• Tell pupils to open their Activity Book 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. 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. Has Lenny's house got a balcony? Does he live in a town? Draw pupils' attention to the linking words: because and but

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

AB19. ACTIVITY 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 grid from Pupil's Book Activity 6 and the model in Activity Book Activity 3. Prompt and support pupils in this pre-writing phase. Pupils work individually and write a first draft of their text in their notebooks. Monitor to help, remind and gently correct. Pupils can ask their friends for help too. When you have checked their work, pupils write the text in their Activity Books and draw a picture.

Extra activities: see page TI01 (if time)

Optional activity

 Pupils complete the Unit 2 Song worksheet from Teacher's Resource Book 3 (pages 22 and 27).

Ending the lesson

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





Listen and order.



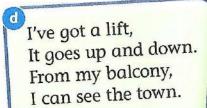
Upstairs, downstairs, One floor or two. We live here. What about you?



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





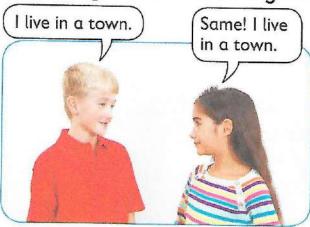


We've got a basement Under the floor. It's got brown stairs And a purple door.



Sing the song.

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



My house has got three bedrooms.

Different! My house hasn't got three bedrooms.

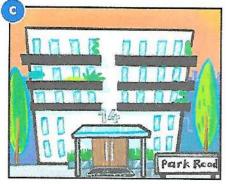


Look, read and match.















- 1 Today Meera and her family are moving. Two men are carrying the sofa to the lorry.
 - Her new address is fourteen Park Road. It's a flat.
- 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.
- Meera's helping. She's taking a lamp upstairs. She's smiling because she can go in the lift.
- The men are climbing the stairs with the sofa. It's difficult to carry.
- Now the men are sitting on the sofa. They're having a break. They need a drink.

- Say 'yes' or 'no'.
 - 1 Meera's moving to a house. <
- √No.
 - 2 Meera's smiling because she can go in the lift.
 - 3 The men need to carry the sofa downstairs.
 - 4 Meera's taking a lamp upstairs.
 - 5 The sofa can go in the lift.

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 flashcards (26-34)

Optional: Kid's Box 3 Language Portfolio page 9

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.

PB20. ACTIVITY 7. Look, read and match.

- Tell pupils to open their Pupil's Book at page 20. Focus them 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 (I-f). Tell pupils to underline any words they don't know as they do the activity. 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 b? Why / Why not? Is Meera moving to the country? What's her new address?
- In groups of four, pupils look at each other's underlined words.
 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.

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

Presentation

- Personalise 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.
- Choose a confident pupil, say a reason and elicit a sentence with need (e.g. Say You're thirsty. The pupil responds I need a drink.). Repeat with different pupils (example exchanges: You're tired. I need to have a rest. You're hungry. I need a sandwich. You're ill. I need to go to bed. You're late. I need to say sorry. You're cold. I need to put on my coat.)

PB20. ACTIVITY 8. Say 'yes' or 'no'. [YLE]

Focus pupils on Activity 8. Direct them 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: 2 Yes, 3 No, 4 Yes, 5 No

AB20. ACTIVITY 5. Read and circle.

- Briefly review actions. Say the following sentences for pupils to mime: You're smiling. You're sitting. You're carrying a sofa.
 You're drinking. You're going up in a lift. You're climbing a tree.
 You're having a break. You're going downstairs.
- Tell pupils to open their Activity Books at page 20. Read the
 activity instruction and point out the example answer (the
 word taking circled in sentence I). 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

AB20. ACTIVITY 6. Read and complete. Match.

• Focus pupils on Activity 6. Elicit what they can see in the pictures. Check understanding of the example answer 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 shoes c, 8 downstairs a

Extra activities: see page TI01 (if time)

Language Portfolio

Pupils complete page 9 of Kid's Box 3 Language Portfolio (My home). They can use the text they wrote in the previous lesson (AB19, Activity 4) to help them. 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. Pupils correct their answers. See if any pairs got all the answers right. I 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).

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, What colour's ...? What number's ...?

MATERIALS REQUIRED

Photocopiable 2 (see pages T88 and T91), one for each pupil Optional: Kid's Box Teacher's Resource Book 3 Unit 2 Reinforcement worksheet 2 (page 24)

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.

PB21. ACTIVITY 9. Listen and say.

• Tell pupils to open their Pupil's Book 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 CD. 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!

PB21. ACTIVITY 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 CD. Pupils listen_and check with their partner. Play the CD. 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.

PB21. ACTIVITY 11. Ask and answer.

Focus pupils on Activity II. Ask two pupils to read out the dialogue in the speech bubbles. Practise two or three more questions and answers in open pairs. Focus pupils on the Look box and on the parts of the words in bold. Elicit a pair, e.g. thirteen—thirty and check pronunciation. Focus on the long and short vowel sounds and where the word stress falls. Repeat for the other words. In closed pairs, pupils take turns to ask and answer about the pictures.

PB21. ACTIVITY 12. Talk about where you live.

 Focus pupils on the speech bubbles. Check understanding of address. Practise in open pairs, eliciting other questions, e.g. What colour's your door? Pupils work in groups of four and take turns to ask and answer about where they live.

Photocopiable 2: see pages T88 and T91

AB21. ACTIVITY 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: I ninety, 2 eighteen, 3 forty, 4 seventeen, 5 fifty, 6 sixty, 8 thirteen

AB21. ACTIVITY 8. Read and colour.

- With books closed, review the prepositions above, below, between, next to and at. Teach below and above or revise them if you did Photocopiable activity 2 earlier in the lesson.
- 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?
- Tell pupils to open their Activity Book at page 21. 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. Pupils colour the balconies.

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

Extra activity: see page TIOI (if time)

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.



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.



thirteen thirty
fourteen forty
fifteen fifty
sixteen sixty

sevent**een** eight**een** ninet**een** seventy eighty ninety a hundred





Stella's phonics





A goat in a yellow coat ...



and a clown with a flower in his mouth.



Ask and answer.

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

Name	
Address	
Place	
Phone number	

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

TARGET LANGUAGE

Key language: the phonemes /əu/ and /au/, questions about personal information

Additional language: apple tree, plants, flowers, place, phone

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 I (page 25)

Warmer

- Write the following 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 and 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).

PB22. ACTIVITY 13. Stella's phonics.

Tell pupils to open their Pupil's Book at page 22. Elicit who
and what they can see in the pictures (a goat, a clown, a coat,
a flower). Listen for the correct sounds in the words. Tell
pupils to listen and repeat the sounds, words and sentences.
Play the CD. Pupils listen and repeat.

CD 1, 30

HI, I'm Stella! Repeat after me!

lou, loul, goat

au, au, 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!

PB22. ACTIVITY 14. Ask and answer.

• Quickly review the personal questions and answers on page 22 in open pairs around the class. Focus pupils on Activity 14. Elicit what they can see (a form). Check pupils understand what the questions are for the different prompts (especially that Place means Where do you live?). 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 ...? 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 ...

AB22. ACTIVITY 9. Listen and say. Write the words.

Tell pupils to open their Activity Book at page 22. Focus them on Activity 9 and direct them to the activity instructions. 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 on the first line of each group). Pupils work in pairs, saying each word and writing it in pencil in the boat group or the cloud group. Pairs check with pairs. 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. When your pupils encounter a new word with the letters ow, you can refer to these key words, e.g. cow has the 'ou' sound like brown; snow has the 'oa' sound like yellow.

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

CD 1, 31

As in Activity Book

AB22. ACTIVITY 10. Read and complete the table.

• Focus pupils on Activity 10. Tell them to use the information in the text to complete the table. Read / elicit the sentence John 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. Give them time to work it out. Check with the class.

Key:

	city	village	flat	house	garden	balcony	basement
John	1	X	1	×	X	1	1
Sally	1	X	1	×	X	1	X
Paul	1	X	X	1	1	X	×
Mary	×	1	X	1	1	X	1

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' LI.

Extra activities: see page TIOI (if time)

Optional activity

 Unit 2 Extension worksheet | 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 lines. 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

Warmer: Six sentences (some true, some false) about the story so far, written on a large piece of paper, e.g. Clarence is a dog. (false) Lock and Key are detectives. (true) Clarence hasn't got a tail. (true) Lock and Key are good at their jobs. (false) The pet thief has got a black beard. (true) The pet thief is in the garden. (false)

Optional: Kid's Box Teacher's Resource Book 3 Unit 2 Extension worksheet 2 (page 26) and / or animated version of the Unit 2 story from Kid's Box Interactive DVD 3 (Suzy's room section)

Warmer

 Display the large piece of paper with questions about the story. 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

PB23. LOCK AND KEY.

• Tell pupils to open their Pupil's Book 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? What is it? Play the CD. Pupils listen, read and look. They check in pairs. Check with the class (a monster, the cat). Play the CD 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

AB23. DO YOU REMEMBER?

- Write the words Home sweet home 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: village, balcony, basement, lift, stairs, floor, home, flat, upstairs, downstairs. Accept others if pupils give them to you.
- Tell pupils to open their Activity Book 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 I. They study the words on the right in silence, using the pictures to help. They fold the page down the middle so that they can see the pictures and the gaps 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 to check a friend's.

AB23. 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 pupils 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. Write random numbers on the board and elicit them from different pupils. Pupils circle a face.
- Say Now show and tell your friends. Pupils work in groups of three and take turns to show their work / talk about each one.

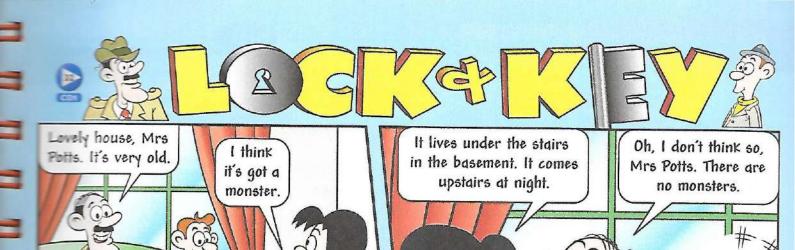
Extra activities: see page TI01 (if time)

Optional activities

- Unit 2 Extension worksheet 2 from Teacher's Resource Book 3 (pages 22 and 26)
- The animated version of the story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

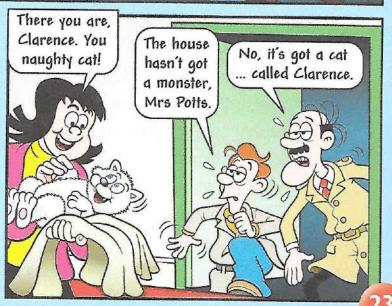
 Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.











Half the people in the world live in cities.





📴 Read, listen and match.



I live in a small flat in the city. The kitchen and the living room are one room.

I love living in the city centre.

My home's in the country. I live in a tree house. My bedroom hasn't got a window, but from the living room I can see lots of different birds and animals.





My home is on water. I live in a houseboat. It hasn't got a garden but I can see ducks from my bedroom! There aren't any streets or roads near my house. It's great.

I live in a castle. My home is very big and very old and it's got fifteen bedrooms. I love walking in the garden because there are a lot of trees.



Read and say 'yes' or 'no'.

1 – yes

- 1 Jack loves living in the city centre.
- 2 Jack lives in a big house in the city centre.
- 3 Daisy lives in a tree house in the mountains.
- 4 Daisy can see lots of different animals from her living room.
- 5 Vicky's home is under water.
- 6 Vicky lives in a houseboat.
- 7 There are a lot of trees in Peter's garden.
- 8 Peter's home is small and new.

OBJECTIVES: By the end of the lesson, pupils will have read about different types of homes.

TARGET LANGUAGE

Key language: flat, city, country, castle, houseboot, tree house Additional language: Geography, city centre, room, street,

Revision: home, rooms, adjectives, water, window, live (v), mountains

MATERIALS REQUIRED

Home flashcards (26-34)

Extra activity 2: One piece of paper for each pupil Optional: Kid's Box Teacher's Resource Book 3 Unit 2 Topic worksheet (page 28)

Warmer

- Show the home flashcards from Unit 2. Pupils say the words in chorus. Say a definition for one of the words (see examples below). Pupils put their hands up to guess. Give the relevant flashcard to the first pupil who guesses correctly. He / she hides the picture. Repeat for all the words. At the end of the activity, see if the rest of the class can remember who has which flashcard.
- Example definitions: You use these to go up to the next floor or down to the floor below. (stairs); This is the floor under all the other floors in a house. (basement); You use this when there are a lot of floors. You use this if you don't want to walk up the stairs. (lift); This is a place outside a flat. It isn't a garden. (balcony); This isn't a city and it isn't a town. It's small, maybe 30 houses. (village); People live here in cities. It isn't a house. (flat); This is a place with lots of houses, shops, hospitals, cafés, ... (city); In a house, this is where the bedrooms are. (upstairs); In a house, this is where the kitchen and living room are. (downstairs); This isn't a village and it isn't a city. It's got shops, houses and schools, but maybe not a hospital. (town).

PB24. ACTIVITY 1. Read, listen and match.

- Tell pupils to open their Pupil's Book at page 24. Read the lesson title and check comprehension of Geography. Focus on the photographs of the homes and the children. Elicit what pupils can see (water, trees, living room, sofa, etc.) and which home they like best (from the photographs). Present / elicit city and country (ask, e.g. Is home c in the city or the country?). Do not present any other new words at this stage if pupils do not offer them. Ask a pupil to read the activity instruction. Check pupils know what to do.
- Play the CD. Pupils read the texts individually along with the CD. They compare their ideas with a partner. Check with the class. Elicit the name of each type of house by pointing to the photographs a to d (house boat, flat, castle, tree house).
 Ask pupils which of the homes they like best now.

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

CD 1, 33

I live in a small flat in the city. The kitchen and the living room are one room. I love living in the city centre.

My home's in the country. I live in a tree house. My bedroom hasn't got a window, but from the living room I can see lots of different birds and animals.

My home is on water. I live in a houseboat. It hasn't got a garden, but I can see ducks from my bedroom! There aren't any streets or roads near my house. It's great.

I live in a castle. My home is very big and very old and it's got fifteen bedrooms. I love walking in the garden because there are a lot of trees.

PB24. ACTIVITY 2. Read and say 'yes' or 'no'.

Focus pupils on Activity 2. Direct them to the activity instruction and check understanding using the example speech bubble. Read through the sentences and check / explain new words (e.g. city centre, mountains). Remind pupils to whisper the answer to their partner first. Pupils do the activity 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 and ask pupils where they found the information in the text.

Key: 2 No. (He lives in a small flat.) 3 No. (It's in the country.) 4 Yes. 5 No. (It's on water.) 6 Yes. 7 Yes. 8 No. (It's very big and very old.)

AB24. ACTIVITY 1. Choose and join. Where do they live?

• Tell pupils to open their Activity Book at page 24. Elicit what types of houses they can see in the pictures. Elicit who lives in the tree house (Sue). Direct pupils to the activity instructions. Check they understand that they need to choose who lives where. They secretly draw lines to match each person to a home.

AB24. ACTIVITY 2. Now ask and join.

Make new pairs. Pupils don't look at their partner's book.
 They take turns to ask and answer, using the example as a model. They draw lines for their partner's choices. They look and check.

AB24. ACTIVITY 3. Now complete the sentences.

 Focus pupils on the example. Pupils complete the sentences to reflect their own choices. Monitor pupils as they are working to check and help. Answers will depend on the pupils.

Extra activities: see page T102 (if time)

Optional activity

 Unit 2 Topic worksheet from Kid's Box Teacher's Resource Book 3 (pages 22 and 28).

Ending the lesson

• Review with pupils what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read and talked more about people's homes and completed a project.

• TARGET LANGUAGE

Key language: house and home, descriptions, castle, houseboat, tree house, Where would you like to live? I'd like to live in ... Why? Because ...

Additional language: dream house

Revision: photo, plants

MATERIALS REQUIRED

Extra activity 2: Word train materials from Pupil's Book page 17 Extra activity 2, plus a piece of paper for the 'carriage' for the words in this lesson

Warmer

 Discuss pupils' homes by asking, e.g. Do you live in a house or a flat? How many rooms has it got? Has it got four bathrooms?
 What colour is your bedroom? Ask questions of different pupils in the room.

PB25. ACTIVITY 3. Ask and answer.

- Tell pupils to open their Pupil's Book at page 25. Review
 what they remember about the homes in the previous
 lesson. If pupils provide answers in LI, provide the words in
 English. Make sure you review the different types of home
 (houseboat, flat, tree house, castle).
- Focus pupils on Activity 3. Ask two pupils to read the speech bubbles aloud. Check comprehension (especially of the concept would like). Practise pronunciation of Where would you like to live? and I'd like to live in ... Write the following alternative exchange on the board:

Would you like to live in a castle? No, I wouldn't.

Why not? Because it's very big.

 Write flat in the city, houseboat, tree house, castle on the board. Elicit positive and negative characteristics of each type of house. Write example sentences about each home under the headings on the board. Use the word box to help. Some example sentences:

Flat: positive: Flats are near shops, schools and friends. negative: Flats usually need lifts. The city centre has cars and larries

Houseboat: positive: You can move your house. It's beautiful. negative: A houseboat is very small.

Tree house: positive: Birds and animals are near your house. negative: You need to climb up to your house. It's small.

Castle: positive: A castle is very big. negative: It is difficult to clean. Big gardens need a lot of work.

 Tell pupils to think about which of the homes they would like to live in and why. Pupils work in pairs. They take turns to ask and answer, using the prompts on the page and on the board. Check by asking confident pairs to ask and answer again for the class. **PB25. ACTIVITY 4.** Look at the picture and complete the text

• Focus on the picture. Elicit what it is (a house) and some of the things they can see. Ask Do you think it's a real house? Elicit / check understanding of dream house. Direct pupils to the activity instruction and check understanding. Read the first two sentences aloud and then stop. Say Look at the picture. Show them the example. Then pupils complete the second sentence. Pupils continue in pairs. Pairs check with pairs. Check with the class. Read each sentence aloud.

Key: plants, television, toy room, toys, swimming pool, beds

PB25. PROJECT. Draw, label and write about your dream house.

- Talk about the photographs. Read the activity instruction. Check pupils know what they have to do (make sure they know that they have to label the different parts of their picture with the home words, e.g. stairs, balcony, garden).
- Elicit ideas from pupils about their dream house. Pupils make notes in their notebooks about the house before they draw it. They can use a mind map. On paper, pupils draw their dream house. Then they label their house and write a short text as shown in the second photograph in the Pupil's Book.

AB25. ACTIVITY 4. MOVERS Reading and writing, Part 3. Read the text and choose the best answer. [YLE]

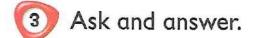
• Tell pupils to open their Activity Book at page 25. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the first line of each dialogue and circle the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

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

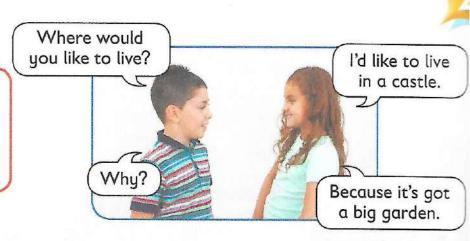
Extra activities: see page T102 (if time)

Ending the lesson

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



garden lift shops big flowers trees birds lorries streets



Look at the picture and complete the text.



This is a picture of my dream house. There are three bedrooms upstairs. My bedroom's got a small balcony for my In my bedroom there's a big There's a lift between my bedroom and the . In the big This is for my garden next to the house there is a and there to jump on. are two

I like my dream house a lot.

Project

Draw, label and write about your dream house.



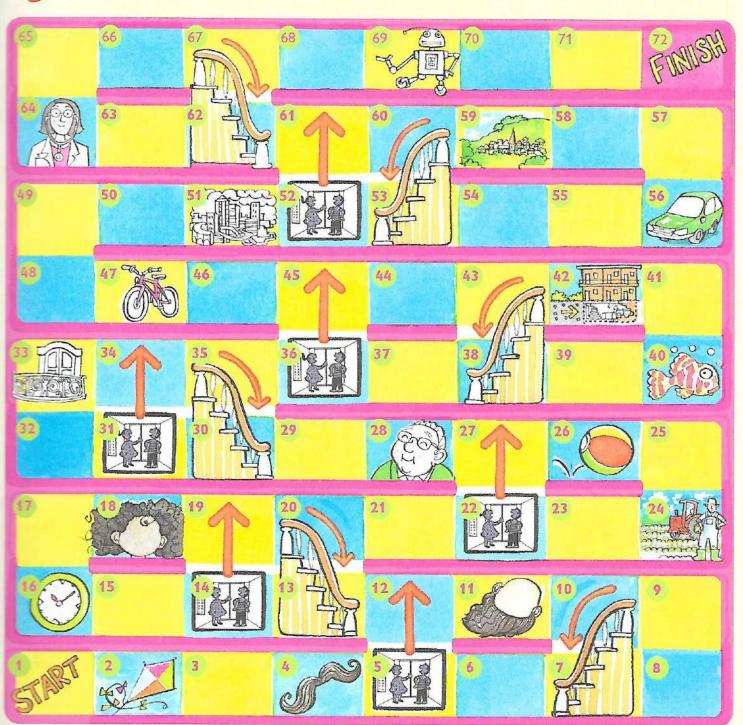
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Review Units



1 Play the game.



Instructions

Lifts - Go up

Stairs - Go down

Pictures - Spell the words. If it's right, roll again. If it's wrong, stop.

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

TARGET LANGUAGE

Key language: vocabulary and language from Units I and 2 Additional language: procedural language: It's my / your / his / her turn. Pass the dice, please. I'm / You're / He's / She's (yellow). I've / You've / He's / She's finished / won. That's wrong / right. If it's right, roll again. If it's wrong, stop. Wanted! Revision: character names, present continuous, have got, play the game

MATERIALS REQUIRED

Dice and four different coloured counters for each group of four pupils

Warmer: Eight to ten pictures of people cut from magazines. The pictures should feature young and old people, beards, curly hair, fair hair, straight hair, long / short hair, moustache, different coloured eyes (if visible), glasses. Prepare a short description of the person in each picture.

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 the pictures. Pupils listen and write the letter corresponding to the picture in their notebooks. They check in pairs. Check with the class.

PB26. ACTIVITY 1. Play the game.

- Pupils open their Pupil's Book 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 city? 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.

AB26. ACTIVITY 1. Listen and write the numbers.

 Tell pupils to open their Activity Book 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 CD. Pupils listen and write.
 They check in pairs. Play the CD 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.

AB26. ACTIVITY 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: see page T102 (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 I 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 with a different word. 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

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, Kid's Box 3 Language Portfolio page 3

Warmer

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

PB27. ACTIVITY 2. Look at the picture. Say 'yes' or 'no'. Correct the sentences.

- Tell pupils to open their Pupil's Book at page 27. Elicit what they can see (people in a house doing different things). Elicit some of the things they are doing. Direct pupils to the activity instructions and check they know what to do. Remind them to say Yes or No very quietly to their friend. Do the example with the class. Pupils work in pairs. They read each statement, look at the picture and whisper the answer to their friend.
- Check with the class. For the 'no' responses, elicit a correct statement.

Key: 2 No (He hasn't got a beard. He's got a moustache). 3 Yes. 4 Yes. 5 No (The girl's going upstairs). 6 Yes. 7 No (They're carrying a sofa). 8 Yes.

PB27. ACTIVITY 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 possible answer).
- 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

PB27. Quiz!

- Say Now let's read and remember. Explain / elicit the meaning of quiz. Focus pupils on the questions. Pupils look back through Units I 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 of their own to help them remember the language and / or vocabulary from the units.
 They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

Key: I 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 I4 Park Road. 6 It's straight.

AB27. ACTIVITY 3. Circle the odd one out.

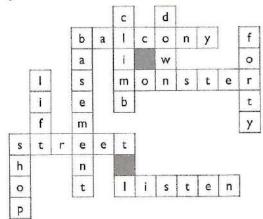
• Tell pupils to open their Activity Book at page 27. Direct them to the activity instruction and the example answer and check they know what to do. Elicit in LI why 'down' is different (a preposition, not a family noun). Pupils work in pairs and complete the activity. They can ask their classmates for help. Check with the class.

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

AB27. ACTIVITY 4. Now complete the crossword. Write the message.

- Focus pupils on Activity 4 and the first part of the activity instruction. Explain what they have to do (use the words from Activity 3 to complete the crossword).
- Tell pupils to look and find where their words can fit. Discuss
 the example and the possibilities for the word across ending
 'y' (balcony). Pupils work in pairs and complete the crossword
 using the word lengths and the letters given to help them.
 Display the large copy of the completed crossword so pupils
 can check their answers.
- Pupils write the message, using the shaded letters from the crossword (Well done!).

Key:



Extra activities: see page T102 (if time)

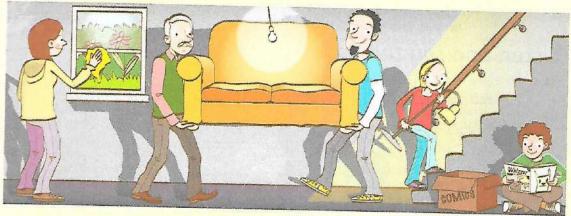
Optional evaluation

Quiz I from Kid's Box Interactive DVD 3 (Stella's room section).
 This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.

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 I. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 2.
- Talk about the can do statements from Units 1 and 2 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.

Look at the picture. Say 'yes' or 'no'. Correct the sentences.

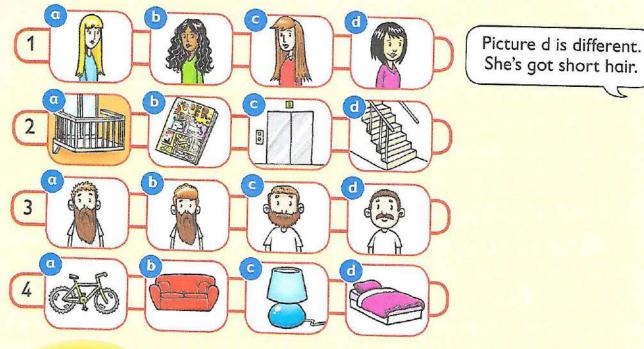


- The family's in the kitchen. No.
- 2 The old man's got a beard.
- 3 The girl's carrying a lamp.
- 4 The boy's looking at a comic.

- The girl's going downstairs.
- The boy's sitting on the floor.
- 7 The men are carrying an armchair.
- 8 The woman's got straight brown hair.

She's got short hair.

Look at the pictures. Say which is different.



Ouiz!

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

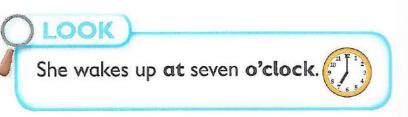
3 A day in the life

Listen and say the letter.



get dressed get undressed get up go to bed have a shower put on wake up take off wash catch the bus do homework

- Read and match the sentences to the pictures 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 nine o'clock.
- 3 Listen and do the actions.



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

TARGET LANGUAGE

Mey language: present simple for routines: statements and cuestions, get dressed, get undressed, get up, put on, take off, set to bed / school, have a shower, wake up, have breakfast / undr / cinner, every day

Additional language: a day in the life, bedtime, catches the bus, first, then

Revision: character names, descriptions, house and home, dothes, homework, present continuous

MATERIALS REQUIRED

Daily routine flashcards (44-51)

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 (page 30)

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, turn around, point to the board, point to the window.

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. Elicit the word. Mime the story again. Pupils say the words as you mime the actions.

PB28. ACTIVITY 1. Listen and say the letter.

• Tell pupils to open their Pupil's Book 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 CD. Pupils whisper the answer to their partner. Play the CD 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 1, 35

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 three of the pictures in Activity I. Elicit / teach the times. Draw six or seven clocks on the board. Ask What's the time?
- Focus pupils on the Look box. Remind them to use at for times. Practise pronunciation of o'clock.

PB28. ACTIVITY 2. Read and match the sentences to the pictures in Activity 1.

Focus pupils on Activity 2. Pupils read and write the sequence of the pictures in their notebooks. They check in pairs. Monitor and help. Tell pupils not to worry about new words. They check in pairs. Check with the class. Ask, e.g. What time does Stella wake up? Pupils ask and answer in open pairs.

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

PB28. ACTIVITY 3. Listen and do the actions.

 Review the actions from your mime story earlier in the lesson (do a mime, pupils say the action). Focus pupils on the activity instruction and check understanding. Pupils stand up. Play the CD. Pupils listen and do the actions. Repeat.

Note: Pupils can do slightly different actions for each one.

CD 1, 36

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.

AB28. ACTIVITY 1. Tick and order the sentences. What do you do every day?

Tell pupils to open their Activity Book 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.

AB28. ACTIVITY 2. Look and read. Write 'yes' or 'no'. [YLE]

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

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

Extra activities: see page TI02 (if time)

Optional activity

 Unit 3 Reinforcement worksheet 1 from Teacher's Resource Book 3 (pages 29 and 30).

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 Bingol Check by eliciting the times.

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, 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 (44-51)

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 (page 34)

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 8.
 Say a sentence about your daily routine using one of the activities. Pupils say the correct number. Repeat with different actions.

PB29. ACTIVITY 4. Listen and match.

• Tell pupils to open their Pupil's Book 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 the example answer. Play the first verse on the CD. Check understanding. Play the rest of the CD. Pupils listen and match the pictures with the appropriate lines in the song. They write the sequence in their notebooks. They check in pairs. Play the CD again. Check with the class. Check understanding of vocabulary.

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

CD 1, 37

As in Pupil's Book

PB29. ACTIVITY 5. Sing the song.

 Play the CD 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 1, 38

As in Pupil's Book

CD 1, 38

Now sing the song again. (Karaoke version)

PB29. ACTIVITY 6. Answer the questions.

- 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. Monitor and check they are answering using complete sentences.

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.

PB29. ACTIVITY 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 using the table. 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.

AB29. ACTIVITY 3. Look and match.

 Tell pupils to open their Activity Book at page 29. Direct pupils to the activity instruction and the example answer.
 Check understanding. Remind them to check the Look 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

AB29. ACTIVITY 4. Write 'before' or 'after'.

- Write the example sentence on the board: I take off my clothes before I have a shower.
- Elicit from pupils what happens first (he/she takes off his/her clothes). 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 I have 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

AB29. Now write two more sentences.

 Pupils think of two more sentences using before and after and write them in their books.

AB29. ACTIVITY 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.

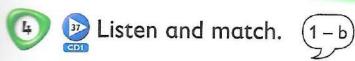
Extra activities: see page T102 (if time)

Optional activity

 Pupils listen to the song again and complete the Unit 3 Song worksheet from Teacher's Resource Book 3 (pages 29 and 34).

Ending the lesson

 Pupils sing the song from earlier in the lesson as a class. They mime as they sing.















I wake up in the morning,
I get up for breakfast ... ,
I have a shower and I get dressed ... 1
Oooh yes, every day.

I catch the bus to take me to school ...
I do my homework on the way ... 2
Oooh yes, every day.

Lessons start and I see my teacher ... 3
Eleven o'clock and we're out to play ... 4
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,
every day.

He gets dressed at seven o'clock.

Sing the song.

6 Answer the questions.

1 What time does he get dressed?

2 What time does he do his homework?

3 What time does he start school?

4 What time does he go out to play?

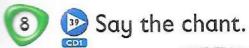
5 What time does he go to bed?

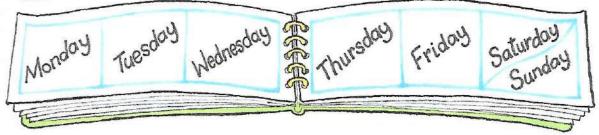
Ask and answer.

What do you do before breakfast?

I have a shower

What do you do
What do you do
after
before after
breakfast?
lunch?
dinner?
school?
bedtime?





2 Listen and say the day.



- Listen again. Choose the right words.
 - 1 Simon always / never plays in the park on Mondays.
 - 2 Simon always / sometimes does his homework on Mondays.
 - 3 Simon sometimes / never goes swimming on Wednesdays.
 - 4 Simon always / never plays in the park on Sundays.

1 Simon never plays in the park on Mondays.

Boarn	the later than the same of the	¥		
(always	1	1	1
-	sometimes	1		
-	never	X		

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 routine actions.

TARGET LANGUAGE

Key language: Monday, Tuesday, Wednesday, Thursday, Friday, Sanday, week, weekend, always, sometimes, never, How

Revision: prepositions, sport and activities, present simple for routines, before, after, every day

MATERIALS REQUIRED

School timetable

Optional: Kid's Box Teacher's Resource Book 3 Unit 3

Reinforcement worksheet 2 (page 31)

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 several questions with every day, e.g. Do you do homework 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. Pupils repeat. Ask questions, e.g. When do you have English? (Monday and Wednesday). Is that every day? (No). How often do you have Maths? Use this activity to raise awareness of How often ...?

PB30. ACTIVITY 8. Say the chant.

 Tell pupils to open their Pupil's Book at page 30. Focus them on Activity 8. Pupils stand up. Play the CD. They join in the chant, clapping or snapping their fingers to the rhythm.

CD 1, 39

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

PB30. ACTIVITY 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 CD. Pupils listen for the day. They
 whisper it to their partner. Play the CD again. Check with
 the class. Elicit what Simon does on the different days.
- Focus pupils on the Look box. Elicit some things that pupils always, sometimes and never 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 from the board into their notebooks.

Key: a Monday, b Wednesday, c Sunday

CD 1, 40

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!

PB30. ACTIVITY 10. Listen again. Choose the right words.

 Focus pupils on Activity 10 and give them time to read the sentences before they listen. They predict the answers in pairs. Play the CD again. Pupils check with their pairs. Check with the class, eliciting a complete sentence 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.

AB30. ACTIVITY 6. Find and write the words.

• Tell pupils to open their Activity Book at page 30. Focus them on Activity 6. Check pupils know what to do, directing them to the instruction and the example answer. Individually, they find the words and write them on the lines. They check in pairs. Check with the class. Elicit the spelling for each one.

Key: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

AB30. ACTIVITY 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. Point out the example answer (Monday). Remind pupils to write the day of the week in the singular. Pupils work in pairs. They take turns to read the sentences and label the pictures. Check with the class.

Key: Thursday, Tuesday, Saturday, Friday, Monday, Wednesday, Sunday

Extra activities: see page T102 (if time)

Optional activity

 Unit 3 Reinforcement worksheet 2 from Teacher's Resource Book 3 (pages 29 and 31).

Ending the lesson

- Do a version of the days of the week chant to end the lesson.
 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. Repeat, but this time a day reappears each time.

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

Photocopiable 3 (see pages T88 and T92), copied onto card (one for each pair of pupils)

Optional: Kid's Box Teacher's Resource Book 3 Unit 3 Extension worksheet I (page 32)

Warmer

 Say some true and false sentences about yourself using adverbs of frequency, e.g. I always wear a hat. I always speak English. Pupils say Yes for the true sentences and correct the false sentences (using you), e.g. No, you never wear a hat!

PB31. ACTIVITY 11. Look, read and complete the text.

• Tell pupils to open their Pupil's Book 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 Look box on the previous page. Direct pupils to the activity instruction and check they know what to do. They read the text in pairs and fill in the gaps. Check with the class by asking pupils to read the sentences aloud.

Key: always, never, always, sometimes, never, sometimes

PB31. ACTIVITY 12. Listen and say 'yes' or 'no'.

 Play the CD. 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' sentences.

Key: I 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 1, 41

- I. 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.
- 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.

Photocopiable 3 (see pages T88 and T92)

PB31 ACTIVITY **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 the example and then in open pairs. Pupils work individually and write sentences in their notebooks. Encourage them to try to 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.

AB31. ACTIVITY 8. Use the words to make three sentences.

Tell pupils to open their Activity Book at page 31. Focus them on the activity. Elicit some of the sentence options from different pupils. Pupils create three more sentences using the bingo board and write them in pencil in the grid. Monitor to check.

AB31. Now play bingo.

• Tell pupils they are going to play bingo with the board they have made. Read out individual words and phrases at random (not whole sentences). Pupils tick them off in their books as they hear them. The first to tick off a horizontal line on their board 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 if time.

AB31. ACTIVITY 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.
 Elicit what happens to the verb when they write about themselves, e.g. I wake up ... Monitor and help.

AB31. ACTIVITY 10. Write new words. Use the letters in this sentence.

 Focus on the activity instructions. 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: Answers may include: book, foot, cook, late, break, go, hat, cat, take, bag, big, shop, table.

Extra activity: see page TI02 (if time)

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.



Look, read and complete the text.







James Flunk is a music teacher. At school he plays the piano plays the but he piano in his holidays.

James loves playing tennis, plays on so he Wednesdays. He plays football with his daughter Jane, too.

Every Saturday morning James takes his son for his swimming lesson, but James goes swimming.

He sometimes takes his family to the mountains on Sundays. They sing songs in the car.











🛂 Listen and say 'yes' or 'no'.

Look and make sentences. Use the words in the boxes.

I never ride my bike on Mondays.

always sometimes never

on Saturdays on Wednesdays after school in the morning







Stella's phonics





A horse



A story



A horse reading a story at four in the morning.

Ask and answer.

How often do you watch TV?

Every day.

every day

sometimes

never

- How often do you watch TV?
- 2 How often do you eat fruit?
- 3 How often do you go shopping?
- 4 How often do you go swimming?
- 5 How often do you listen to the radio?
- 6 How often do you play tennis?
- 7 How often do you read comics?
- 8 How often do you ride a bike?

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the sound /o:/ and they will recognise that the phoneme can be spelt in different ways. They will also have done a survey.

TARGET LANGUAGE

Key language: the phoneme /o:/, horse, story

Additional language: morning

Revision: family, numbers, adjectives, home, toys, before, after, stower, kitchen

MATERIALS REQUIRED

Extra activity I: Pieces of paper, two for each pupil (for writing 'true' and 'false')

Optional: Kid's Box Interactive DVD 3: The living room 'At the fire station' episode

Warmer

- Say Look and think. Write words on the board, underlining some of the letters as shown: horse, four, daughter, ball. Say Do all these 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 /o:/, 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 /o:/ on the board. Elicit why the two lines // are important (they show it's a sound, not a letter).

PB32. ACTIVITY 14. Stella's phonics.

- Tell pupils to open their Pupil's Book 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 CD. Pupils listen and point.
- Play the CD 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 /o:/ 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 /3:/. More work will be done on this important phoneme and its alternative spelling patterns in later levels of the course.

CD 1, 42

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

lo:/, lo:/, horse

15:1, /5:1, 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.

PB32. ACTIVITY 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, and 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 survey, e.g. Sally never watches TV.

AB32. ACTIVITY 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 CD. Pupils listen and repeat.
- Ask a volunteer to read the words in row I aloud. Focus on the example and elicit why it is circled (because it has a different vowel sound from the others (/u/, not /o:/). 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 1, 43

As in Activity Book

AB32. ACTIVITY 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 / check with 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: I 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

loke 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.

Extra activities: see page T103 (if time)

Optional activity

 'At the fire station' episode from Kid's Box Interactive DVD 3 (The living room section). See pages 12-15 of the Teacher's Booklet for the Interactive DVD.

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.

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

Optional: Kid's Box Teacher's Resource Book 3 Unit 3 Extension worksheet 2 (page 33) and / or animated version of the Unit 3 story from Kid's Box 3 Interactive DVD (Suzy's room section), Kid's Box 3 Language Portfolio page 10

Warmer

Review the story. Teach pupils to respond Oh, yes, they are! I 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

PB33. LOCK AND KEY.

- Tell pupils to open their Pupil's Book 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 CD. Pupils look and listen. They check in pairs. Check with the class (Johnny Talkalot, Never before ten o'clock, No, sometimes). Play the CD 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 Lock and Key's 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 1, 44

As in Pupil's Book

AB33. DO YOU REMEMBER?

- Write the words A day in the life 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:
 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 Book 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB33. 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 pupils 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 when they talked and read about how often they do things 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 activities: see page TI03 (if time)

Optional activity

 Unit 3 Extension worksheet 2 from Teacher's Resource Book 3 (pages 29 and 33).

Language Portfolio

- Pupils complete page 10 of Kid's Box 3 Language Portfolio (My school day). Help with new language as necessary.
- The animated version of the story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38 – 45 of the Teacher's Booklet for the DVD.

Ending the lesson

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

2 TO GET OF THE TOP OF

cood 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.













The heart never stops beating.

- Listen and say 'quick' or 'slow'.
- Read and do.



Put your hand on your heart. Is your heartbeat quick or slow?



Jump up and down for one minute.



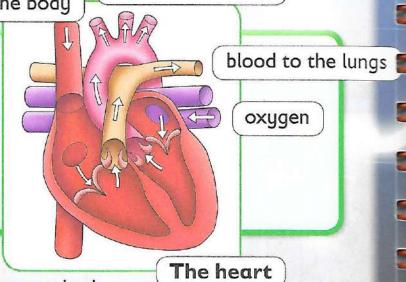
Put your hand on your heart again. Is your heartbeat quick or slow?

Read and say 'yes' or 'no'.

blood from the body

blood to the body

Your heart moves the blood in your body. Blood picks up oxygen and takes 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 takes 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.

OBJECTIVES: By the end of the lesson, pupils will have read and learnt 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, bick 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

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.

PB34. ACTIVITY 1. Listen and say 'quick' or 'slow'.

- With books closed, say Listen. What can you hear? Play the first sound effect on the CD. 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 CD 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 CD. Pupils whisper Quick or Slow to their partner. Play the CD again. Pause after each numbered sound effect and elicit the response from the class.

Key: I quick, 2 slow, 3 slow, 4 quick

CD 2, 02

[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'.

I. [quick heartbeat]

3. [slow heartbeat]

2. [slow heartbeat]

4. [quick heartbeat]

PB34. ACTIVITY 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.

PB34. ACTIVITY 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: I No. (Your heart moves blood.) 2 No. (Blood takes 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.)

AB34. ACTIVITY 1. Write the words.

 Tell pupils to open their Activity Book at page 34. Focus them on Activity I 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

AB34. ACTIVITY 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.

AB34. ACTIVITY 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 takes oxygen to your heart.), 5 no (Your heartbeat is quick when you jump.) 6 yes

Extra activities: see page T103 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read and learnt 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 I-100, days of the week, daily routines

MATERIALS REQUIRED

Project: Large sheets of paper, one for each pupil, coloured pens

Extra activity I: Two board pens in different colours

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

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.

PB35. ACTIVITY 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: I slow, 2 quick, 3 slow, 4 quick, 5 quick, 6 quick

PB35. ACTIVITY 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).

PB35. 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.

AB35. ACTIVITY 4. MOVERS Listening, Part 3.

What does Lily do every week? Listen and draw a line from the day to the correct picture. There is one example.

- Review days of the week. Ask, e.g. Which day is after Thursday? Which day is before Sunday?
- Tell pupils to open their Activity Book at page 35. Play the CD.
 Pupils complete the activity individually. They compare answers in pairs. Play the CD again. Check with the class.

Key: Monday – homework, Tuesday – tennis, Wednesday – Art lesson, Friday – bed at 10 o'clock, Saturday – watch TV, Sunday – have lunch with family

CD 2, 03

Hello, Lily. Can you tell me about your week, please? Yes, of course. Well, ... my favourite day is Saturday. What do you do on Saturday? I watch TV in the afternoon.

Can you see the line from the word Saturday? On Saturday, Lily watches TV. Now you listen and draw lines.

- Do you like Sunday, too?
 Yes, I do. I always have lunch at home with my family on Sunday.
 Do you have lunch at home every day?
 No, I don't. I have lunch at school in the week.
- Do you do sport after school?
 Yes, I play tennis in the park on Tuesday.
 Pardon? Which day?
 Tuesday.
- What time do you go to bed?
 I go to bed at nine o'clock, but I sometimes go to bed at ten o'clock.

Which day is that? I go to bed at ten o'clock on Friday.

4. What do you do on Monday, Lily? Which day?

Monday.

I can't do much on that day. I have a lot of homework.

Which school day is your favourite? Wednesday!

What do you do on Wednesday?

I have an Art lesson after lunch. I love painting!

Extra activities: see page T103 (if time)

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. 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.



Take your pulse.

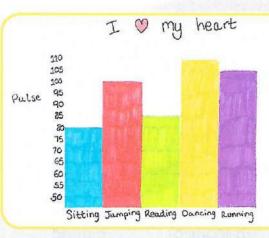
Put two fingers on your arm next to your hand. Count the number of heartbeats in a minute.



Project

Make your pulse chart.





4 (In the city



bank supermarket bus station

cinema

sports centre

swimming pool

library

market

Ask and answer.

What's opposite the cinema?

The bus station.

in front of

behind

next to

between

opposite

OBJECTIVES: By the end of the lesson, pupils will be able to talk about places in a city and say where they

TARGET LANGUAGE

Key language: bank, bus station, cinema, library, market, sports centre supermarket, swimming pool, near, opposite

Additional language: cool, over here, see you, borrow (books),

Revision: house and home, prepositions, café, hospital, shop, bark, town, map, food, look at, Let's ..., shoe shop, toy shop

MATERIALS REQUIRED

City flashcards (53-62)

Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Reinforcement worksheet I (page 37)

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.

PB36. ACTIVITY 1. Listen. Find Meera's flat.

- Elicit information 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 Book at page 36. Focus on the picture. Elicit what they can see. Review / present map and the new vocabulary. Ask questions with Where to elicit prepositions, e.g. Where's the swimming pool? (behind the sports centre).
- Direct pupils to the activity instructions and check understanding. Play the CD. They place an eraser on Meera's flat (behind the park, next to the library). They check in pairs. Play the CD 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 fruit? (at the market). What's the name of the street with lots of shops? (High Street).

CD 2, 04

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: 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.

SIMON: 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.

PB36. ACTIVITY 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 local places. Help with new vocabulary if necessary. Pupils ask and answer in open pairs.

AB36. ACTIVITY 1. Sort and write the words.

 Tell pupils to open their Activity Book 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 bank, 8 village, 9 park, 10 shop, 11 school, 12 library

AB36. ACTIVITY **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 activities: see page TI03 (if time)

Optional activity

 Unit 4 Reinforcement worksheet 1 from Teacher's Resource Book 3 (pages 36–37).

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?

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 (53-62)

Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 1 (page 39)

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. bank, 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 see a film? (cinema).

PB37. ACTIVITY 3. Look at the picture. Listen and answer.

Tell pupils to open their Pupil's Book at page 37. Direct them
to the Activity 3 instructions and check understanding. Play
the first sentence and point out the example answer. Give
pupils time to study the picture and find the places. Play the
rest of the CD. Pupils whisper the answer to their partner.
Play the CD 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, 05

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?

PB37. ACTIVITY 4. Ask and answer.

• 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 bank, 5 the bus station, 6 the hospital, 7 the park, 8 the swimming pool

PB37. ACTIVITY **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 4. Pupil A answers. Pupils then swap roles, with A asking and B answering.

AB37. ACTIVITY 3. Look, read and write. Match.

• Tell pupils to open their Activity Book at page 37. Focus them on Activity 3 and elicit the places they can see in the pictures. Direct pupils to the activity instructions and the example answer and check understanding. Pupils work individually and write the shop / place in pencil. They check in pairs. Remind them to check the Pupil's Book or their notebooks for the spellings. Check with the class by eliciting the word and the spelling for each one.

Key: 2 library, 3 sports centre, 4 bank, 5 cinema, 6 bus station, 7 swimming pool, 8 market

AB37. ACTIVITY 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, bank, 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, currency symbols or notes and coins for the bank, sports equipment for the sports centre, books for the library). Set a time limit for the drawing phase.
- 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. Monitor and help where necessary. 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 activities: see page T103

Optional activity

 Unit 4 Extension worksheet 1 from Teacher's Resource Book 3 (pages 36 and 39).

Ending the lesson

 Elicit from different pupils what their favourite place in their own town / city is and why.





Look at the picture. Listen and answer.

Where's the park?

It's in front of the swimming pool.

You go to the cinema to see a film.



Ask and answer.

- 1 Where do you go to see a film?
- 2 Where do you go to play badminton?
- 3 Where do you go to buy food?
- 4 Where do you go to get some money?
- 5 Where do you go to catch a bus?
- 6 Where do you go to see a doctor?
- 7 Where do you go to fly a kite?
- 8 Where do you go to swim?

Look at the picture. Ask and answer.

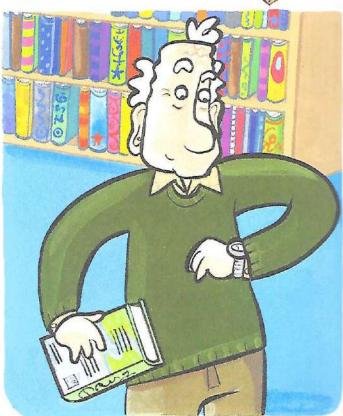


- Look, think and answer.
- 1 Where are the children?
- 2 Which children are happy?
- 3 What book has Lenny got?
- 4 What time is it?









- Listen and check.

Listen and say 'yes' or 'no'.

We must be quiet in the library.

OBJECTIVES: By the end of the lesson, pupils will have taked 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: city, quiet, come back, need to

MATERIALS REQUIRED

Extra activity 1: The CD script from Pupil's Book Activity 7 written on a large piece of paper Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Rainforcement worksheet 2 (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 bookshop. Ask different pupils Do you sometimes go to the library? How often do you go? Discuss in LI what other things we can do at the library (e.g. borrow CDs, use the internet, listen to a story).

PB38. ACTIVITY 6. Look, think and answer.

 Tell pupils to open their Pupil's Book 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 pictures.

PB38. ACTIVITY 7. Listen and check.

• Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Elicit complete sentences for the answers. Focus on the sentence We must go and catch the bus now. Point out to pupils that must is the same for all persons (I must, She must, You must, etc.). Focus pupils on the Look 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: I 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, 06

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!

PB38. ACTIVITY 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 CD. Pupils listen and whisper. Play the CD 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 CD for Activity 7 again.

Key: I 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, 07

- I. 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.
- Grandpa Star and the children must catch a plane.
- 6. The children want to come back next week.

AB38. ACTIVITY 5. Read and circle the best answer. [YLE]

• Tell pupils to open their Activity Book 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 possible ways to complete the sentences, e.g. I cinema.

Key: 2 b, 3 c, 4 c, 5 c, 6 a, 7 b, 8 a

AB38. ACTIVITY 6. Read and match.

Focus pupils on Activity 6. Elicit what they can see in the picture (Suzy's bedroom) and elicit / teach tidy and untidy. 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 activities: see page T103 (if time)

Optional activity

 Unit 4 Reinforcement worksheet 2 from 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.

OBJECTIVES: By the end of the lesson, pupils will have had more practice using must for obligations.

• TARGET LANGUAGE

Key language: must for obligation, can for permission **Revision:** city, school, clothes, *lunch*

MATERIALS REQUIRED

Photocopiable 4a (see page T93), copied onto thin card, one per pupil and one for yourself, scissors
Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Song worksheet (page 41)

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.

PB39. ACTIVITY 9. Read and match. Then listen and check.

• Tell pupils to open their Pupil's Book at page 39. Focus on the pictures and elicit what they can see. Direct pupils to the activity instructions and the example answer. Give pupils time to read all the sentences. Check understanding. Pupils match the rest of the sentences with the pictures. They write the numbers and letters in their books. They check in pairs. Check with the class. Elicit / teach the difference between must (obligation / it's very important / it's a rule) and can (permission). 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, 08

As in Pupil's Book

PB39. ACTIVITY 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 in role and then swap roles and repeat.

CD 2, 09

As in Pupil's Book

CD 2, 09

Now sing the song again. (Karaoke version)

Photocopiable 4a (see pages T88 and T93)

AB39. ACTIVITY 7. Read and tick. Listen and check.

- Tell pupils to open their Activity Book 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 CD. Pupils listen and put a tick of another colour

next to the sentences they hear. Pupils check in pairs. Play the CD again. Check with the class by eliciting the sentences from the CD. Pupils write the sentences in their books. They follow the model.

CD 2, 10

- I. 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.

AB39. ACTIVITY 8. Write. What must you do at home?

• Brainstorm responses to the question What must you do at home? 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.

Extra activity: see page T103

Optional activity

 Pupils complete the Unit 4 Song worksheet from Teacher's Resource Book 3 (pages 36 and 41).

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 about rules in a different place, e.g. At school ... / At the swimming pool ...

Read and match. Then listen and check.

Must I make my bed, Dad? Yes, you must. 2 Must I wear a skirt, Dad?

3 Must I go to school, Dad?

4 Must I do my homework, Dad?

Must I clean my shoes, Dad?

Can I play in the park, Dad?

Yes, you must.

Yes, you must.

Yes, you must.

Yes, you must.

Yes, you can!







1 - d











Sing the song.



Stella's phonics





Cindy and Lucy are in the city.



They buy an ice cream at the cinema.



'This film is exciting!' says Cindy.

Ask and answer. Find a time when Vicky and Sam can play tennis.



OBJECTIVES: By the end of the lesson, pupils will be as a to recognise that the letter c is pronounced with the sl phoneme before the letters i, e and y, and they have asked and answered questions.

TARGET LANGUAGE

Add tional language: Cindy, Lucy, find a time
Revision: days of the week, city, home, activities, family, can,

MATERIALS REQUIRED

Photocopiable 4b (see page T94), one copy (cut in half) for each pair of pupils

Extra activity 2: Two or three rolled up newspapers

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? Invite a confident pupil to the front. Ask him / her to underline the letter which makes the sound 's' (help the pupil to underline the letter c as follows: juice, dance, bicycle). Tell pupils that they are going to learn more about when we make the sound 's' for the letter c in this lesson.

PB40. ACTIVITY 11. Stella's phonics.

• Tell pupils to open their Pupil's Book at page 40. Elicit what they can see in the pictures (make sure the pupils say city, ice cream, cinema). 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 CD. Pupils point and follow the words. Play the CD again. Pause for pupils to repeat. Practise the words with 'c' chorally if necessary. Pupils practise saying the sentences in pairs. Monitor and check pronunciation.

Notes: Spanish-speaking pupils sometimes pronounce the c before e or i with the lel phoneme, a habit which can last into their later years. 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 $\frac{1}{2}$ sound before i and g and g (e.g. giraffe, general, gym).

CD 2. 11

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

/s/, /s/, Cindy

/s/, /s/, Lucy

Cindy and Lucy are in the city.

Cindy and Lucy are in the city.

They buy an ice cream at the cinema.

They buy an ice cream at the cinema.

"This film is exciting!' says Cindy.

"This film is exciting!" says Cindy.

Photocopiable 4b (see pages T88, T94 and instructions below)

PB40. ACTIVITY 12. Ask and answer. Find a time when Vicky and Sam can play tennis.

 Review the use and meaning of must. Elicit some of the school rules from the previous lesson. Ask Can Vicky and Sam play tennis on Friday? Elicit No, they can't. (Sam must go to the doctor.) Say You must ask more questions to find a day when Vicky and Sam can play together. Check understanding.

■ Divide the class into pairs (A and B). Hand out one part of Photocopiable activity 4b (see page T94) to each pupil in the pair (Vicky's diary to Pupil A and Sam's diary 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. Remind pupils not to look at each other's diaries. Encourage pupils to make full sentences. Elicit the answer (Thursday).

AB40. ACTIVITY **9.** Listen and say. Circle the words with the 's' sound.

 Tell pupils to open their Activity Book at page 40. Play number I on the CD. Pupils repeat the words. Play the rest of the CD, pausing after each word for pupils to repeat. Play the CD again. Pupils circle the words in pencil.

Key: 2 centre, 5 face, 9 place, 11 exciting, 12 dance

CD 2, 12

As in Activity Book.

AB40. ACTIVITY 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. Pupils work in pairs and write the words in pencil in the correct list. 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

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.

Extra activities: see page T104 (if time)

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.

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, bank robber, look for, Give me ...

Additional language: I need ...

Revision: episode, cash, money, Lock and Key, No problem, must, shopping, lovely day, Let's go, Don't touch

MATERIALS REQUIRED

Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 2 (page 40) and / or animated version of the Unit 4 story from Kid's Box Interactive DVD 3 (Suzy's room section)

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 who said them and what's happening in that episode.

Story

PB41. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 41. Elicit which episode this is (five). 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 CD. 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 CD 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, 13

As in Pupil's Book

AB41. DO YOU REMEMBER?

- Write the words In the city in the centre of the board. Brainstorm the city words from the unit 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 relevant words (e.g. hospital, café, park).
- Tell pupils to open their Activity Book 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB41. 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 pupils 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.

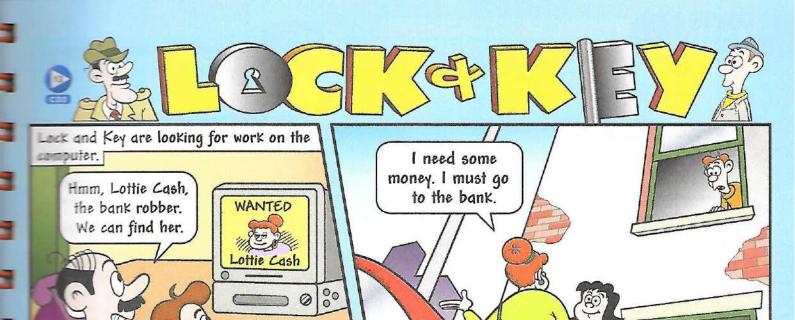
Extra activities: see page TI04 (if time)

Optional activities

- Unit 4 Extension worksheet 2 from Teacher's Resource Book 3 (pages 36 and 40).
- The animated version of the story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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



No problem, Lock!









Some coins in Denmark have got holes in the middle.

Read. Say and answer.
Look at this money.

What's a?

Fifty pence.

In Britain, people use pounds and pence to pay for things. There are a hundred pence (p) in a pound (£).



2 Do the maths.



LOOK

£1.75 One pound, seventy-five.

- Listen and check.
- Read, look and answer.
 - 1 How much money has Peter got?
 - 2 Can he buy the computer game?

Peter wants to buy a computer game. The price of the computer game is £14.95. He's got five £2 coins, three £1 coins, three 50p coins and five 10p coins.



OBJECTIVES: By the end of the lesson, pupils will have read about money and prices and done some Maths in English.

TARGET LANGUAGE

Key language: Maths, money, count, coins, pence, pound, plus, minus, equals, How much ...?

Additional language: Britain, pay for, buy, price Revision: numbers, food, want, computer game, comic, watch, camera, ball, menu

MATERIALS REQUIRED

Warmer: (Optional) CD of a song about money, e.g. Money, money, money (Abba), Money (Pink Floyd)
British notes and / or coins, notes and coins of your local

Note: Check the exchange rate of your currency against pounds sterling.

Warmer

• Play the CD quietly in the background, if you have one. Put some of your local currency (coins and notes) on the desk. Say Look. I've got some money. I'm rich! Hold up the coins and notes. Elicit from pupils in English how much they're worth, e.g. That's 10 euros. That's 50 cents. Elicit / teach the name of the currency used in your country in English. Elicit what the song on the CD is about — money!

PB42. ACTIVITY 1. Read. Say and answer.

- Briefly review numbers 1 to 100. Write 10, 20, 30, 40, etc. on the board and elicit the words. Write 100 on the board and elicit One hundred.
- Tell pupils to open their Pupil's Book at page 42. Draw attention to the title of the lesson and check comprehension of Maths and Counting money. Focus pupils on Activity I and on the text. Read it aloud and check comprehension. Make sure pupils understand that p is an abbreviation for pence and that they recognise the pound symbol (£). Direct pupils to the photographs of the coins. If you have some of these coins and notes, show them to the pupils and let them handle and look at them. Hold up your book and point to the different coins. Say what each one is (e.g. Fifty pence, One pound). Pupils repeat.
- Focus pupils on the speech bubbles at the top of the activity. Ask two pupils to read them aloud. Elicit the question and answer for picture b (What's b? One pence.). Repeat for more coins if necessary. Pupils work in pairs. They take turns to ask and answer about the coins as in the example. Monitor and check that pupils are pronouncing the numbers and pence / pound correctly. Elicit the question and answer for each coin in open pairs.

Key: b one pence, c ten pence, d twenty pence, e one pound, f two pence, g two pounds, h five pence

PB42. ACTIVITY 2. Do the maths.

Write the following simple sums on the board: 10 + 5 = 15, 50 - 30 = 20. Read the sums aloud (Ten plus five equals fifteen, Fifty minus thirty equals twenty). Pupils repeat. Teach plus, minus and equals. Dictate five or six sums. Pupils write them down in their notebooks. They check and do the maths in pairs. Elicit answers. Ask the pupil giving you the answer to say the whole sum in English first.

• Focus pupils on Activity 2. Ask a volunteer to read the first 'sum', using the pictures of the coins in Activity 1 to help (Ten pence plus fifty pence plus five pence plus twenty pence equals eighty-five pence). Elicit two or three more of the sums in the same way (without the answers). Pupils work in pairs to find the answers to the rest of the sums. Encourage them to say the sums out loud in English as they work. Monitor and help as necessary. Pairs compare their answers with other pairs.

PB42. ACTIVITY 3. Listen and check.

- Play the CD for pairs to check their answers to Activity
 Play the CD again. Pause after each sum to elicit the answers. Write them on the board.
- Focus on the answers to numbers 3 and 5 and point to the Look box. Explain that prices in English are pronounced with pounds first, then pence. Point out that the pound symbol is written at the beginning, but that we say pound(s) after the amount of pounds (e.g. One pound, seventy-five, not Pound one, seventy-five). Explain / remind pupils that if the price is more than a pound, you do not need to add 'p' at the end.

Key: 2 73p, 3 £3.30, 4 35p 5 £1.84

CD 2, 14

- 1. 10p plus 50p plus 5p plus 20p equals 85p
- 2. 50p plus 1p plus 20p plus 2p equals 73p
- 3. £1 plus 20p plus 10p plus £2 equals £3.30
- 4. £1 minus 5p minus 50p minus 10p equals 35p
- 5. £2 minus 10p minus 1p minus 5p equals £1.84

PB42. ACTIVITY 4. Read, look and answer.

 Ask pupils in LI if they sometimes save up to buy something they really want. Check comprehension. Read the text about Peter aloud and check comprehension of buy. Pupils work in pairs. They add up the value of the coins Peter has in order to see if he can buy the computer game. Elicit how much change Peter gets if he buys the game (5p).

Key: I £15.00, 2 Yes

AB42. ACTIVITY 1. Do the maths.

• Tell pupils to open their Activity Book at page 42. Focus them on Activity I and ask what they can see in the photographs. Revise price and ask How much is the (computer game)? for each item. Pupils work in pairs to write the words and prices in numbers 2–5. Point out that they need to do some subtraction for number 5. For number 6, pupils choose both items themselves. They write the words and prices in the spaces.

Key: 2 £16; 3 £15, £6; 4 comic, £60, £61; 5 kite, £6, £8

AB42. ACTIVITY 2. Look at the menu. Read and answer.

- Focus pupils on Activity 2 and elicit what they can see (a menu). Check understanding of menu and of the foods.
- Pupils work in the same pairs as for Activity I. They study the problems and the menu and answer the questions.

Key: I anything which costs £3.95 or less (e.g. fish, rice and salad)

2 £4.35 (four pounds, thirty-five), anything which costs £1.65 or less (e.g. a burger)

Extra activities: see page T104 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have talked more about money and prices and completed a project.

TARGET LANGUAGE

Key language: money and prices, trousers, book, watch, socks, digital camera, pen, ball, trainers, T-shirt, shopping list

Additional language: MP3 player

Revision: toys, clothes, How much is I are ...?

MATERIALS REQUIRED

Project: Large piece of paper, coloured pens, scissors, shopping magazines, glue

Extra activity 2: Word train materials from Pupil's Book pages 17, 25 and 35, a piece of paper for the 'carriage' for the words for this lesson

Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Topic worksheet (page 42)

Warmer

 Write a simple menu on the board with prices in English (see Activity Book page 42 for ideas) and elicit prices, using How much is / are ...? Check for correct pronunciation of prices in pupils' answers.

PB43. ACTIVITY 5. Ask and answer.

- Tell pupils to open their Pupil's Book at page 43. Focus them on the Look box on page 42 to remind them how to say the prices.
- Elicit what pupils can see in the pictures in Activity 5 (some trousers, a book, a watch, some socks, a digital camera, a pen, a ball, some trainers, an MP3 player, a T-shirt). Say each word. Pupils repeat. Ask questions about four or five of the items, using How much is / are ...? (e.g. How much are the trousers? How much is the book?). Point out that we use How much is ...? for the singular items (e.g. book, watch, camera) and How much are ...? for the plural items (e.g. trousers, socks, trainers).
- Demonstrate the activity. Invite two pupils to read the example speech bubbles. Continue practising around the class in open pairs.
- Pupils work in closed pairs and take turns to ask and answer.
 They decide which items to ask about. Monitor and listen for correct use of How much is | are ... ? and the prices.

PB43. PROJECT. Make a shop. Go shopping.

• Focus pupils on the photograph. Direct them to the first activity instruction. Hand out the large piece of paper, scissors, etc. to each pupil. Tell them they can make a toy shop, a clothes shop or a food shop / market. They draw the outline of a shop window and write a name at the top. They add at least eight items to their shop. Pupils can draw pictures of items or cut them out from magazines / adverts and stick them in the shop window. They decide the prices (in pounds) and write a price label for each item. Give pupils a time limit for this activity. Monitor and help / support where necessary.

- Direct pupils to the second part of the activity instruction. Divide the class into pairs. Tell them to look at their partner's shop window picture and choose five items they would like to buy. Say Write a shopping list. You want five things. Point to the shopping list in the photograph and demonstrate by writing a shopping list of your own on the board. Pupils individually write a shopping list of five items.
- Using your shopping list on the board, demonstrate the dialogue from the Pupil's Book, using one of the pupils' shops.
 Repeat until pupils understand what to do. Tell them when they 'buy' an item they should write the price on their shopping list.
- Pupils work in their pairs. Pupil A holds up his / her shop. Pupil B goes shopping for the items on his / her list. Make sure pupils use the dialogue in the book and note the prices when they buy something. Swap roles so that the shopkeepers can go shopping.
- Pupils add up what they spent. Elicit who spent the most / least, etc.

AB43. ACTIVITY 3. MOVERS Reading and Writing, Part 4 Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

• Tell pupils to open their Activity Book at page 43. Focus them on the activity instruction and check understanding. Make sure they read the instruction for number 7 at the bottom of the page. Check comprehension of the words below the pictures. Pupils complete the text individually. They compare answers in pairs. Check with the class.

Key: I park, 2 dog, 3 school, 4 walk, 5 supermarket, 6 book, 7 Jack's week

Extra activities: see page T104 (if time)

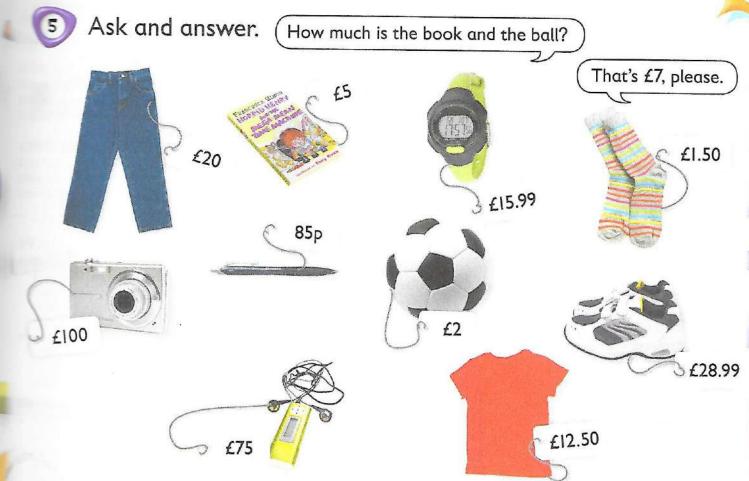
Optional activity

• Unit 4 Topic worksheet from *Teacher's Resource Book 3* (pages 36 and 42).

Ending the lesson

 Review with pupils what they did in today's lesson and which activities they liked best from this and the previous day's lesson and why.





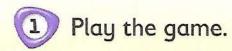
Project Make a shop. Go shopping.

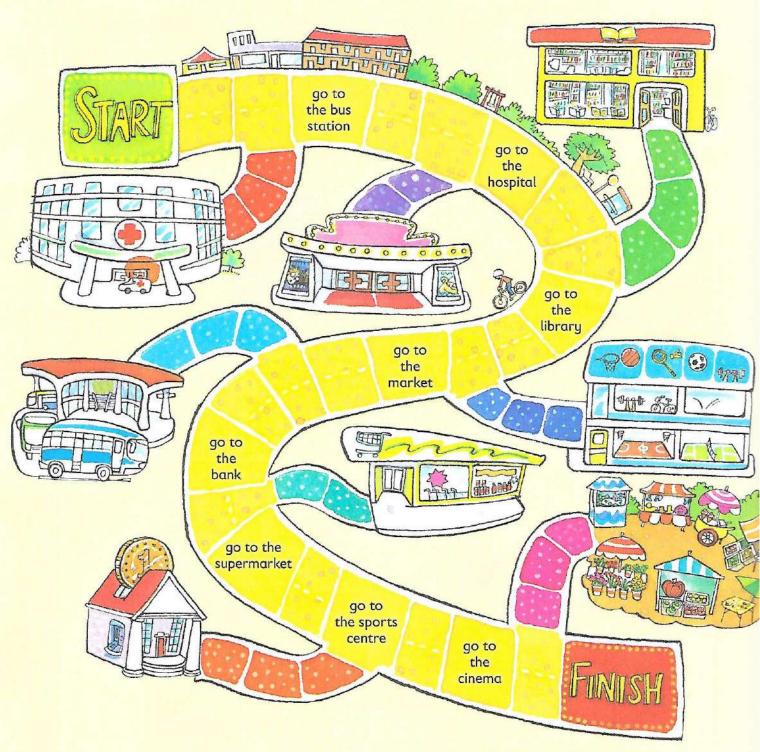


Review Units

3 and







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 (53-62)

Dice and four different coloured counters for each group of four pupils

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). Say several sentences for each place, starting with more general clues to encourage pupils to think before they guess.

PB44. ACTIVITY I. Play the game.

- Pupils open their Pupil's Book 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.

AB44. ACTIVITY 1. Read and order the words. Make sentences.

- Tell pupils to open their Activity Book at page 44. Direct pupils to the activity instructions. Check understanding by writing the first jumbled sentence (play tennis / on / I sometimes / Wednesdays.) on the board and showing pupils 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.

AB44. ACTIVITY 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 and circle them in pencil. They check in pairs.

Key: always, swim, market, town, never, read, daughter, robot, tell, library, yes, station, need, dinner

AB44. 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: see page TI04 (if time)

Ending the lesson

 Write the following parts of phrases / words in two columns on the board:

I wake	beat					
2 super	off					
3 lib	gen					
4 heart	uр					
5 have a	market					
6 oxy	on					
7 take	station					
8 bus	bed					
9 put	rary					
10 go to	shower					
-2755-						

 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: I 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 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 Revision: crossword

MATERIALS REQUIRED

The completed crossword for Activity Book page 45, Activity 4 written on a large piece of paper

Extra activity I: Photocopiable 4a (see page T93). If pupils played the game before, they will need their envelopes of cards. If they didn't play before, see instructions on page T88. Optional: Kid's Box Interactive DVD 3: Stella's room Quiz 2, Test Units I-4 Kid's Box Teacher's Resource Book 3 (pages 90–I12), Kid's Box 3 Language Portfolio page 4

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?

PB45. ACTIVITY **2.** Listen and choose the correct picture. **[YLE]**

Tell pupils to open their Pupil's Book at page 45. Play the CD.
 Pupils listen and circle the correct picture in pencil. They check in pairs. Play the CD again. Check with the class.

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

CD 2, 15

- 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.
- 4. 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.
- 5. 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?

PB45. 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. Check with the class.

Key: I 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.

AB45. ACTIVITY 3. Circle the odd one out.

 Tell pupils to open their Activity Book at page 45. Pupils work in pairs and complete the activity.

Key: 2 shower, 3 afternoon, 4 bedtime, 5 bank, 6 stairs, 7 teacher, 8 children, 9 Tuesday, 10 never

AB45. ACTIVITY **4.** Now complete the crossword. Write the message.

- Focus pupils on Activity 4. 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 so pupils can check their answers.
- Pupils write the message using the shaded letters (Correct!).

Key:

2000	b	a	n	k		a									
100000000000000000000000000000000000000	е					f	e	е	t						
200000	d			s		t			e						
	t			t	u	е	S	d	a	у					
	i			a		r			С			da turininalis.			
	m			i		n		С	h	i	1	d	r	е	r
n	е	٧	е	r		o			е						
				S	h	o	w	е	r						
						n									

Extra activity: see page T104 (if time)

Optional evaluations

- Quiz 2 from Kid's Box Interactive DVD 3 (Stella's room section).
 See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units I-4 from Teacher's Resource Book 3 (see pages 90-112)

Language Portfolio

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

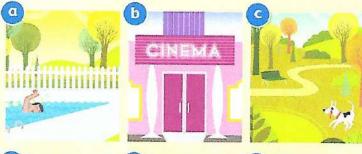
Ending the lesson

 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.

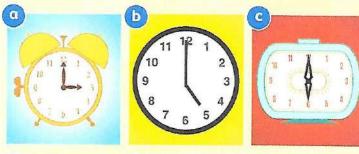


Listen and choose the correct picture.

1 What does Jack do on Saturday afternoons?



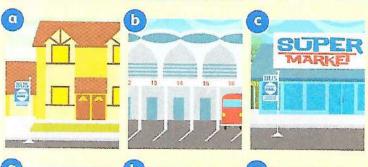
2 What time does Daisy come home from school?



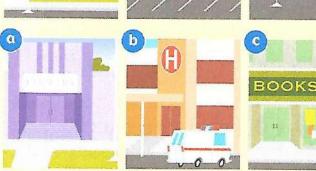
3 What does Paul do after dinner?



4 Where does Vicky catch the bus?



5 Where's John going?



Ö Quiz!

- 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?
- Where do you catch a bus?
- 5 What must we do in a library?
- 6 Where are Mrs Potts and her friend going?

Fit and well

- Look, think and answer.
 - 1 Where are Stella and Simon?
 - 2 Who's the doctor?

- 3 Is Stella hot?
- 4 Is Simon well?





a temperature a cold a cough a headache a toothache a stomach-ache





Listen and check.





Listen and do the actions.

LOOK

What's the matter? My stomach hurts. I've got a stomach-ache. 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, cold, cough, stomach-ache, headache, temperature, toothache, back, shoulder

Additional language: My head hurts, degrees
Revision: food, body parts, have got, must, Let's ..., a lot,
went, Don't (eat), Who ...? hot, happy

MATERIALS REQUIRED

Illness flashcards (63-70)

Extra activity I: The dialogue from Pupil's Book page 46 Activity 2, copied on a large sheet of paper Optional: Kid's Box Teacher's Resource Book 3 Unit 5 Reinforcement worksheet I (page 44)

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 body parts stomach, back, shoulder by
miming / pointing. 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.

PB46. ACTIVITY 1. Look, think and answer.

Tell pupils to open their Pupil's Book 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.

PB46. ACTIVITY 2. Listen and check.

• Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Elicit complete sentences for the answers. Play the CD again. Pupils listen. Check understanding of sweets, cold, cough, temperature. Present hurt (My stomach hurts). Pupils repeat for correct pronunciation. Focus pupils on the Look box at the bottom of the page. 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: I At the doctor's. 2 Aunt May. 3 Yes, she is. 4 Yes, he is.

CD 2, 16

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: I think I'm OK now. Can I go and play?

AUNT MAY: Hmm ...

PB46. ACTIVITY 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), and cold (mime sneezing). Pupils stand up. Play the CD. Pupils mime in chorus. Divide the class into six groups. Play the CD 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, 17

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.

AB46. ACTIVITY 1. Write the words.

• Tell pupils to open their Activity Book at page 46. Point to the example answer. Check pupils know what to do. 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

AB46. ACTIVITY 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

Extra activities: see page T104 (if time)

Optional activity

 Unit 5 Reinforcement worksheet 1 from Teacher's Resource Book 3 (pages 43-44).

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. 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 (63-70)

Warmer

 Revise illnesses using the flashcards. Show the flashcards. Elicit the words. Stick the flashcards on the board and number them I to 8. Say a word and 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.

PB47. ACTIVITY 4. Listen and say the letter.

 Tell pupils to open their Pupil's Book 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 CD. Pupils listen and whisper / write and compare. Play the CD 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, 18

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 (e.g. the pupil with letter f mimes having toothache, the pupils with letter b mime having a temperature). Ask a pupil What's the matter with you? He / she responds I've got ... Ask the class What's the matter with him I her? The class responds He's / She's got ... Repeat with the other pupils and pairs, involving the class in the questioning. Use What's the matter with them? They've got ... as well as singular you.

PB47. ACTIVITY 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.

PB47. ACTIVITY 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. Check understanding of hurts and practise pronunciation. 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 respond, as in the speech bubble. Monitor and help with language.

AB47. ACTIVITY 3. Read and circle.

 Tell pupils to open their Activity Book at page 47. Focus on the activity instruction and on the example. Review hurts. 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

AB47. ACTIVITY 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 text 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 activities: see page T104 (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.



Listen and say the letter.



Make sentences. Say the letter.

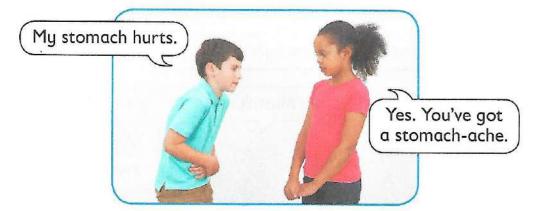
She's got an earache.



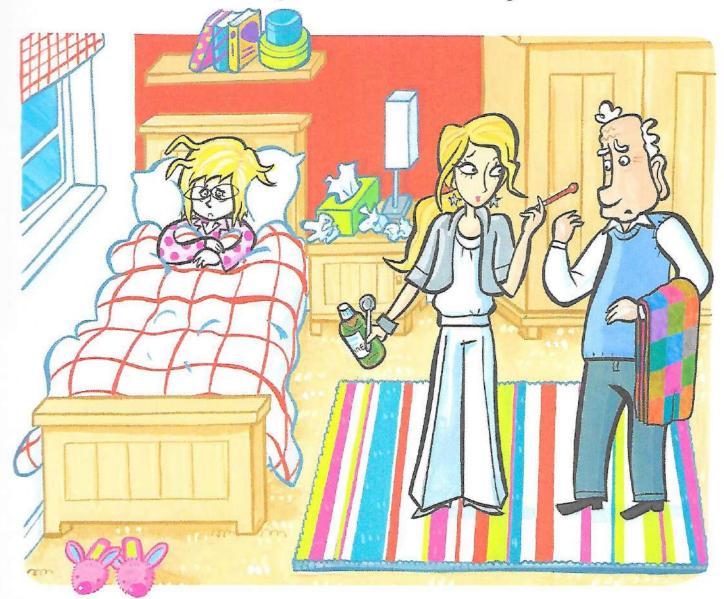
He's
She's
They've

a toothache.
a backache.
a stomach-ache.
a headache.
an earache.
a temperature.
a cold.
a cough.

6 What's the matter? Act it out.



- 7
- Look, think and answer.
- 1 Where's Stella?
- 2 Who's Mrs Star talking to?
- 3 What's the matter with Stella?
- 4 Can she go to school?





Listen and check.

9

Complete the sentences.

Stella must stay in bed.

Stella mustn't get up.

Stella must ...

Stella mustn't ...

We mustn't eat sweets before lunch.

OBJECTIVES: By the end of the lesson, pupils will have taked about obligations using must and mustn't.

TARGET LANGUAGE

Key language: positive and negative obligations, must, mustn't, permission, can't, clauses with when, get, pick up Additional language: How often ...? medicine, blanket, meal Revision: illnesses, daily routines, activities, food

MATERIALS REQUIRED

Photocopiable activity 5 (see page T95), 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 45 and 46)

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 on 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. Focus pupils on the Look box. Elicit other things they mustn't do in class and / or at home.

PB48. ACTIVITY 7. Look, think and answer.

• Tell pupils to open their Pupil's Book at page 48. Elicit who and what they can see in the picture (Stella, Mrs Star and Grandpa Star. Stella's in bed. She doesn't look well). 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.

PB48. ACTIVITY 8. Listen and check.

Play the CD. Pupils listen for the answers. They check in pairs.
 Play the CD again. Check with the class. Answer any questions about new language (e.g. medicine, blanket, meal).

Key: I She's in bed. 2 Grandpa Star. 3 She's got a temperature. 4 No, she can't.

CD 2, 19

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!

PB48. ACTIVITY 9. Complete the sentences.

- Focus pupils on the Look box. Point out the negative form mustn't. Practise pronunciation. Make sure pupils are not pronouncing the first 't'.
- Draw attention to 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,

Photocopiable 5 (see pages T89 and T95)

AB48. ACTIVITY 5. Listen and write the number.

• Tell pupils to open their Activity Book at page 48. Focus them on the pictures, the activity instruction and the example. Check they know what to do and where to write the numbers. Play the CD. 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, 20

- I. You mustn't play tennis in the kitchen.
- 2. You mustn't play football in the classroom.
- 3. You mustn't talk in the cinema.
- 4. You mustn't wear shoes by the swimming pool.
- 5. You mustn't eat in bed.
- 6. You mustn't sing in the library.

AB48. ACTIVITY 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: see page T105 (if time)

Optional activity

Unit 5 Reinforcement worksheet 2 and Extension worksheet
 I from Teacher's Resource Book 3 (pages 43, 45 and 46).

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.) 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

Additional language: says

Revision: obligations, must / mustn't, do / don't ... , illnesses, daily routines, activities and actions

MATERIALS REQUIRED

Illness flashcards (63-70) and (optional) word cards (see Kid's Box Teacher's Resource Book 3 page 86)

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 word cards at the bottom of the board in random order. Pupils come to the front in turn and match a word card with a flashcard.
- Remove the flashcards from the board. Mime having a headache to elicit the sentence You've got a headache from the class. When they guess correctly, 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. Repeat until all the flashcards have been used.

PB49. ACTIVITY 10. Read and correct the sentences.

- 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 Book 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 the example for
 number I. Pupils cover the sentences with a piece of paper.
 Pupils take turns to read the text aloud around the class.
- In pairs, pupils look at the sentences and correct them with reference to the text. Pairs check with pairs. Check with the class.
- Key: 2 No, Paul's at home. 3 No, he must stay in bed. 4 No, he's got a temperature. 5 No, he mustn't get up. 6 No, his doctor says he mustn't run. 7 No, he must sleep. 8 No, he always has a swimming lesson on Tuesdays.

PB49. ACTIVITY 11. Listen and complete the sentences. Say 'must' or 'mustn't'.

 Focus pupils on the Pupil's Book text in Activity 10. Elicit the things the doctor says Paul mustn't do. Write them on the board like this:

Paul mustn't get up.

run.

play.

go swimming.

 Draw a 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 prompts about Paul on the board. Focus pupils on Activity II. Direct them to the activity instructions. Check understanding. Play the first one on the CD as an example. Play the rest of the CD. Pause after each one for pupils to say the sentence quietly to their friend. Play the CD again. Pause and elicit a sentence from pupils. Check with the rest of the class. Check understanding of vocabulary.

Key: 3 mustn't, 4 mustn't, 5 mustn't, 6 mustn't, 7 must, 8 must

CD 2, 21

- I. When you've got a cough you [beep] go out.
- 2. When you've got a headache you [beep] go to bed.
- 3. When you've got a backache you [beep] do sport.
- 4. When you've got a temperature you [beep] go to school.
- 5. When you've got an earache you [beep] listen to music.
- 6. When you've got a stomach-ache you [beep] eat sweets.
- 7. 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.

AB49. ACTIVITY 7. Look and match.

• Tell pupils to open their Activity Book at page 49. Focus them on the pictures and the text. Elicit the problem in I (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

AB49. ACTIVITY 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 activities: see page T105 (if time)

Ending the lesson

• Mime an illness, e.g. a cough. Elicit some responses from different pupils using mustn't / don't / must, e.g. 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. Read and correct the sentences.



It's Tuesday and Paul's at home. He can't go to school because he's got a temperature. He mustn't get up. He must stay in bed. He's got a cough and a cold. His doctor says he mustn't run or play. He must sleep and drink a lot. He loves swimming and he always has a swimming lesson on Tuesdays. He can't go today, but he isn't sad because he can listen to music in bed!

- lt's Thursday. 、 No, it's Tuesday.
- 2 Paul's at school.
- 3 Paul mustn't stay in bed.
- 4 He hasn't got a temperature.
- 5 He must get up.
- 6 His dentist says he mustn't run.
- 7 He mustn't sleep.
- 8 He always has a piano lesson on Tuesdays.





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 ...





Stella's phonics





Sue is at the zoo.



There's a bear on a chair ...



and a snake with a toothache!



Say and answer 'true' or 'false'.





OBJECTIVES: By the end of the lesson, pupils will recognise that words that sound the same can be spelt differently.

TARGET LANGUAGE

Revision: illnesses, must / mustn't, can't, What's the matter

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: The living room 'Let's do sport!' episode

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 again so pupils can hear and repeat them. Point out that the words rhyme, but that they are spelt differently.

PB50. ACTIVITY 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). Tell
 pupils to listen only the first time. Play the CD. Tell pupils to
 listen and repeat. Play the CD again, pausing as necessary. Play
 the CD 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, 22

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!

PB50. ACTIVITY 13. Say and answer 'true' or 'false'.

Focus pupils on Activity 13. Invite two pupils to read the speech bubbles aloud. 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. Monitor and help as necessary. Elicit some of the sentences at the end of the pairwork. **AB50. ACTIVITY 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 CD. Pupils listen and check. Check with the class. Play the CD 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, 23

I 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, II late straight, 12 wear hair

AB50. ACTIVITY 10. Read and order the words. Make sentences.

- Direct pupils to Activity I0 and the activity instructions. Remind them that they did an activity like this on Activity Book page 44. 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 do our homework. 6 What's the matter with Jack?

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.

Extra activities: see page T105 (if time)

Optional activity

 The 'Let's do sport!' episode from Kid's Box Interactive DVD 3 (The living room section). See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

 Pupils repeat the sound sentences from the beginning of the lesson. Divide the class into three. They each take a sentence / phrase. Change roles and repeat. 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

Mness flashcards (63-70)

Extra activity 2: Photocopiable 5 (see page T95). If you didn't use it before, photocopy it onto thin card and make one copy for each pupil. You will also need one set already made for demonstration.

Optional: Kid's Box Teacher's Resource Book 3 Unit 5 Extension worksheet 2 (page 47) and / or animated version of the Unit 5 story from Kid's Box Interactive DVD 3 (Suzy's room section), Kid's Box Interactive DVD 3: Simon's room 'Where's the painting!' game

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, bank robber, pet thief, never get up before ten o'clock.

Story

PB51. LOCK AND KEY.

- Tell pupils to open their Pupil's Book 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 CD. 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 CD 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 does Key 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, 24

As in Pupil's Book

AB51. DO YOU REMEMBER?

- Write the words Fit and well in the centre of the board. Brainstorm the words from the unit with pupils 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 Book 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB51. 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 pupils 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 activities: see page T105 (if time)

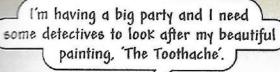
Optional activities

- Unit 5 Extension worksheet 2 from Teacher's Resource Book 3 (pages 43 and 47).
- The animated version of the Unit 5 story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.
- Watch the DVD clip 'Where's the painting?' from the Simon's room section of the Interactive DVD. Then answer the questions with your pupils. See page 34 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

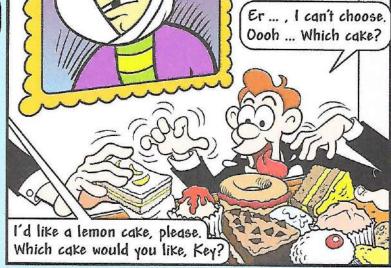
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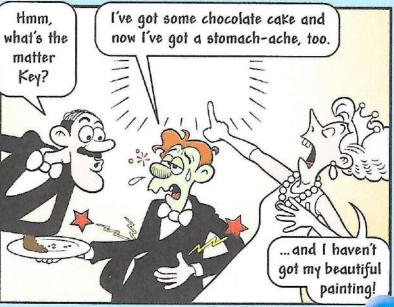












Science A healthy body

Read, look and answer. What's healthy? What's unhealthy?



eating a lot of sweets



running in the park

Fact

Giraffes only need to sleep 30 minutes every night.



eating vegetables



Read and check. Match.

Sleep and rest Exercise Healthy eating



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.



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.



Our bodies need rest too. Everyone needs to sleep and children need to sleep about 10 hours every night.





Quiz

- What must we eat to be healthy?
- Name three things we mustn't eat a lot of.
- 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.

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 ... ,

Additional language: It's very important to ..., healthy eating Revision: activities, food, can (possibility), must / mustn't, meed 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

Optional: Kid's Box 3 Language Portfolio page 11

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.

PB52. ACTIVITY 1. Read, look and 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.

PB52. ACTIVITY 2. Read and check. Match.

• 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: I Healthy eating, 2 Exercise, 3 Sleep and rest

PB52. ACTIVITY 3. 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 (accept all sensible answers). Teams check the other teams' answers, awarding a point for every correct answer. Then they swap papers again. Elicit scores.

Key: I The right food (different kinds of fruit and vegetables).
2 Sweets, cakes, chocolate. 3 Lots of water. 4 10. 15 Run, swim, play sports (basketball, tennis).

AB52. ACTIVITY 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 t	
S	I	е	e	P	b	s		
u	a	Œ	i	d	(e)	P	W	
j	u	m	k	a	r	1	a	
f	e	a	t	n	s	a	1	
h	h	0	s	С	$\lceil r \rceil$	(y)	k	
j	s	t	I	e	u	a	i	
c	1	a	m	b		h	i	
d	r	i	n	D	r	0	Р	

AB52. ACTIVITY 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. Be careful that you don't overtly criticise pupils' habits or lifestyles. Keep the discussion general rather than specific. Elicit other ideas for a healthy lifestyle from pupils.

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

Extra activities: see page T105 (if time)

Language Portfolio

 Pupils complete page 11 of Kid's Box 3 Language Portfolio (Being healthy). Help with new language as necessary.

Ending the lesson

Review with pupils what they learnt about in today's lesson.
 Play one of the games from the Warmer again.

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 (page 48), Kid's Box Teacher's Resource Book 3 Unit 5 Topic worksheet (page 49)

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.

PB53. ACTIVITY 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 CD. Pupils read silently as they listen the first time. Pupils stand up. Play the CD again, for pupils to listen and mime each action.

CD 2, 25

As in Pupil's Book

PB53. ACTIVITY 5. Sing the song.

Play the CD 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, 26

As in Pupil's Book

CD 2, 26

Now sing the song again. (Karaoke version)

PB53. 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.

AB53. ACTIVITY 3. MOVERS Reading and Writing, Part 2. Look and read. Write 'yes' or 'no'.

• 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 write yes or no individually. They compare answers in pairs. Check with the class. For the 'no' responses, elicit correct statements.

Key: I yes, 2 no (It's between a library and a bank.), 3 no (He's got a backache.), 4 no (It's on the table.), 5 no (He's talking on his mobile phone.), 6 yes

Extra activities: see page T105 (if time)

Optional activities

- Unit 5 Song worksheet from Teacher's Resource Book 3 (pages 43 and 48).
- Unit 5 Topic worksheet from Teacher's Resource Book 3 (pages 43 and 49).

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.



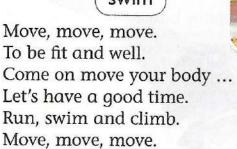


Listen and move.





swim







hop



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 ...

Move your body.



dance

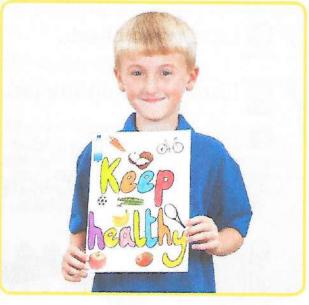


Sing the song.



Make a 'Keep healthy' book.



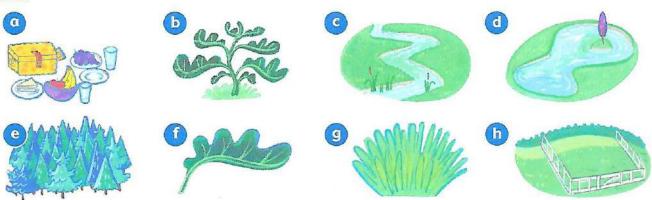


6 A day in the country

- Look, think and answer.
- 1 Where do they want to go?
- 2 Does Mr Star want to play badminton?
- 3 What does Simon want to do?
- 4 What does Stella want to do?



- 2 Listen and check.
- 3 Listen and say the letter.



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, countryside

Additional language: part, on the ground, stay, other, blanket,

Revision: adjectives, prepositions, activities and actions, characters, want to, like, love, enjoy, would like to, map, a good dea, lunch, Sunday, must, sometimes, animals

MATERIALS REQUIRED

Country flashcards (71–78)
Optional: Kid's Box Teacher's Resource Book 3 Unit 6
Reinforcement worksheet I (page 51)
Extra activity I: Country flashcards (71–78)

Warmer

Draw pupils' attention to the window in your classroom. Elicit
what they can see outside. Say So, where do we live? In the city?
If your school is in the country, supply the sentence We live in
the country. If not, say We don't 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 in the country. Use the flashcards to teach field, forest, grass, lake, leaf I leaves, plant, river.

PB54. ACTIVITY 1. Look, think and answer.

• Tell pupils to open their Pupil's Book at page 54. Focus them on the picture. Ask Who can you see? (the 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.

PB54. ACTIVITY 2. Listen and check.

 Play the CD. Pupils check in pairs. Play the CD again. Check with the class. Check comprehension and understanding of blanket, picnic and towel with the illustration and ask questions, e.g. Are they going to eat outside? What's this called? Do you have picnics with your family?

Key: I 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 2, 27

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: 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.

PB54. ACTIVITY 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 CD. Pupils point / whisper. Play the CD 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 2, 28

a forest, a lake, a picnic, a field, grass, a leaf, a river, a plant

AB54. ACTIVITY 1. Sort and write the words.

• Tell pupils to open their Activity Book 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, as in the example. Pupils try to 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

AB54. ACTIVITY 2. Read the text. Write 'yes' or 'no'. [YLE]

 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 false 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 activities: see pages T105-106 (if time)

Optional activity

 Unit 6 Reinforcement worksheet 1 from 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?

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, free time

Additional language: at the moment, because, so Revision: country, family, prepositions, adjectives, food, can't

MATERIALS REQUIRED

Country flashcards (71–78) and (optional) country word cards (Kid's Box Teacher's Resource Book 3 page 87)
Optional: Kid's Box Teacher's Resource Book 3 Unit 6 Extension worksheet 1 (page 53)

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. Display the word cards on the board for pupils to check their spelling or ask the class to correct.

PB55. ACTIVITY 4. Read and complete.

• Tell pupils to open their Pupil's Book 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 (Charlie, Lily). 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 Lily putting on the blanket? (the picnic). 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 it's very old. 5 next to the lake. 6 the new bread / the family's lunch.

PB55. ACTIVITY 5. 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: her grandmother, blanket, picnic, very old, eat, lake, ducks, lunch

AB55. ACTIVITY 3. Ask your friend. Complete the questionnaire.

• Tell pupils to open their Activity Book at page 55. Focus them on the activity instructions and check understanding (they don't answer it for themselves). Check pronunciation and understanding of Free time and of the questions. Pupils work in pairs. Pupil A asks all the questions first and Pupil 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.

AB55. ACTIVITY 4. Look at Activity 3. Write about your free time.

 Focus pupils on the Activity 4 instructions 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 Book.

Extra activities: see page T106 (if time)

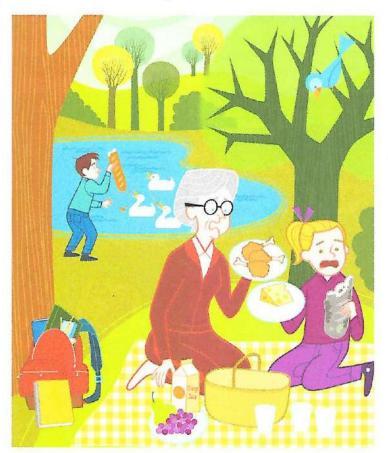
Optional activity

 Unit 6 Extension worksheet 1 from 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(s).

Read and complete.



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 sitting ...
- 2 Lily wants to ...
- 3 Lily must look at ...
- 4 Lily's looking at the bread because ...
- 5 Charlie's standing ...
- 6 The ducks are eating ...

Lily and her grandmother are sitting on the blanket.

Complete the story.

Lily's in the forest . Lily must look at the plants and draw their leaves. Lily and are putting food on the

They're having a . Lily's looking at the bread because it's

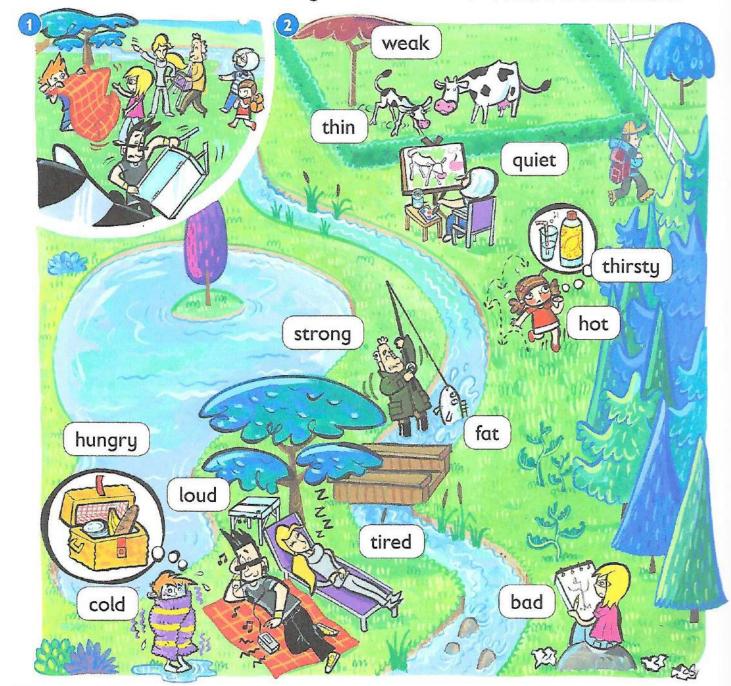
, so they can't it. Next to the

Charlie is throwing bread to the . It's the nice new bread for

his family's

- 6 Look, think and answer.
 - 1 Who's cold?
 - 2 What's Grandma drawing?

- 3 Where's Grandpa?
- 4 Where are the cows?



- Disten and check.
- 8 Close your books.
 Listen and answer.

Shall I help you put the blanket on the grass?

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,

Additional language: baby cow (calf)

Revision: country, food, adjectives, have got, eat, sleep, drink, isten, radio, help, Let's ...

MATERIALS REQUIRED

Optional: Kid's Box Teacher's Resource Book 3 Unit 6 Reinforcement worksheet 2 (page 52)

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.

PB56. ACTIVITY 6. Look, think and answer.

 Tell pupils to open their Pupil's Book at page 56. Elicit who / what they can see. Ask a pupil to read the activity instruction and others to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the picture.

PB56. ACTIVITY 7. Listen and check.

• Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Discuss the picture, using information from the CD, 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 CD again? Prompt the response Yes, let's. Play the first part up to Yes, please! Elicit what Stella says (she wants to help). Ask What does she say? (Shall I help you put the blanket on the grass, Simon?). Focus pupils on the Look box. Invite a pupil to read it aloud and check comprehension. Elicit other examples in a classroom context, e.g. Shall I open the door? Shall I clean the board?

Key: I Simon's cold. 2 She's drawing a baby cow. 3 He's in the river. 4 They're in the field.

CD 2, 29

1.

Mr Star: OK. Now, where shall I put the picnic table? Mrs Star: Put it over there under that tree, please.

SIMON: Oof, I can't do this!

STELLA: Shall I help you put the blanket on the grass, Simon? Simon: Yes, please!

2. Later

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.

PB56. ACTIVITY 8. Close your books. Listen and answer.

 Direct pupils to the activity instructions and check understanding. Remind them to say the answer quietly to their partner the first time and to close their books. Play the CD. Pupils listen and quietly say the answers. Play the CD again. Check with the class. Elicit the answers from different pairs each time. Make sure they use the correct pronouns with the adjectives.

Key: I 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 2, 30

- I. Is Stella's drawing good or bad?
- 2. Is Simon hot or cold?
- 3. Is the music quiet or loud?
- 4. Is Suzy hungry or thirsty?
- 5. Is Grandpa strong or weak?
- 6. Is Mrs Star tired or hungry?
- 7. Is the fish fat or thin?
- 8. Is Grandma tired or quiet?

AB56. ACTIVITY 5. Find the pairs and number the pictures.

 Tell pupils to open their Activity Book 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: They are all 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

AB56. ACTIVITY 6. Read and write the sentences.

Focus pupils on Activity 6. Review the examples of Shall 1...? 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 activities: see page T106 (if time)

Optional activity

 Unit 6 Reinforcement worksheet 2 from Teacher's Resource Book 3 (pages 50 and 52).

Ending the lesson

Do a clapping chant of the word pairs, e.g. Teacher: [Clap, clap.] Bod. Pupils: [Clap, clap.] Good. Continue with the other adjectives. Pupils can take turns to throw in words too. Repeat the chant.

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

Photocopiable 6 (see page T96). 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.

Extra activity: The adjectives from this and the previous lesson written on small slips of paper, one for each pupil.

Optional: Kid's Box Teacher's Resource Book 3 Unit 6 Song worksheet (page 55)

Warmer

 Revise adjectives using mime. Say, e.g. Tall. Pupils reach up to show they're tall. Continue with other adjectives: short, big, small, hungry, thirsty, weak, strong, fat, thin, happy, sad, young, old.

PB57. ACTIVITY 9. Read and complete. Listen and check.

- Tell pupils to open their Pupil's Book at page 57. Focus them
 on the pictures and the text. In pairs, pupils quickly look
 through the song lyrics and try to guess what the missing
 words are. Remind them to use the ones in the box. They
 write the words in pencil.
- Play the CD. Pupils listen and check / complete. Check with the class. Elicit the patterns (rhyme / opposites). Check general comprehension and understanding of new words, e.g. skin.

Key: thin, long, hair, bad, tall, quiet

CD 2, 31

As in Pupil's Book

PB57. ACTIVITY 10. Sing the song.

- Play the CD again in sections. Pupils join in with the song.
- Play the CD right through for pupils to sing. Practise the song with the class. Encourage them to do mimes too: it will help them remember.

CD 2, 32

As in Pupil's Book

CD 2, 32

Now sing the song again. (Karaoke version)

PB57. ACTIVITY 11. Listen and write. Match the words and the pictures.

Focus pupils on Activity II and on the activity instructions.
 Check understanding. Play the example. Check understanding of angry. Pupils write the word as it's being spelt and then match it with a picture. Play the rest of the CD. Pupils check in pairs. Play the CD 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 2, 33

- 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. I-o-u-d
- 6. h-u-n-g-r-y
- 7. s-t-r-o-n-g
- 8. t-i-r-e-d

Photocopiable 6 (see pages T89 and T96)

AB57. ACTIVITY 7. Put the words in groups.

• Tell pupils to open their Activity Book 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 more 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

AB57. ACTIVITY 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 first sentence 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: see page T106 (if time)

Optional activity

 Pupils complete the Unit 6 Song worksheet from Teacher's Resource Book 3 (pages 50 and 55).

Ending the lesson

Sing the song again as a whole class or in groups.





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 Some are weak, some are strong With hair that's short or hair that's Straight, curly, dark or fair Different people, different People, different people, different, Hungry, thirsty, happy or sad, Young or old, good or People are big, people are small People are short, people are People, different people, different, Funny, naughty, angry or tired Clever, beautiful, loud or People, people here or there. People, people everywhere.

- Sing the song.
- Disten and write. Match the words and the pictures.



12



Stella's phonics





Jen with bread on her head.



Pete with peas on his feet.



Pete and Jen are ready to eat.



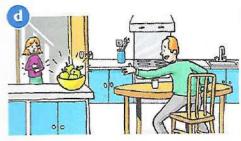
Ask and answer. Use the words in the boxes.

dirty thirsty hungry tired hot cold clean a chair a blanket an apple open a drink













OBJECTIVES: By the end of the lesson, pupils will be able to recognise that the letters ea can be pronounced and fferent 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 1 ... ?
What colour ... ? Can you see ... ?

MATERIALS REQUIRED

Extra activity I: 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.

Warmer

Say Look and think. Write the following words on the board: she, head, red, tree. Say Can you make two 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 pupils can hear and repeat them. Write the phoneme for each one at the side of the board in the appropriate colour. Say the sound for pupils to repeat.

PB58. ACTIVITY 12. Stella's phonics.

Tell pupils to open their Pupil's Book 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 sounds and
sentences quietly to themselves. Play the CD. Pupils point and
quietly repeat the sounds and sentences. Play the CD again,
pausing for pupils to repeat.

CD 2, 34

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

lel, lel, Jen

/i:/, /i:/, Pete

Jen with bread on her head.

len 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.

PB58. ACTIVITY 13. Ask and answer. Use the words in the boxes.

- Briefly review offers with Shall I ...? (Refer pupils to the Look box on Pupil's Book page 56.)
- Focus pupils on the pictures for Activity 13. Direct pupils to
 the activity instructions and check they understand what to do
 (they imagine they are the two people each time). 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 a drink? f I'm hot. Shall I open the window?

AB58. ACTIVITY 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 CD. Pupils listen and repeat.
- Ask a volunteer to read the words in row I 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 2, 35

As in Activity Book.

AB58. ACTIVITY 10. Listen, colour and write. [YLE]

 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. Play the CD. Pupils listen and make a dot / write the word. They check in pairs. Play the CD again. They colour / write this time. Check with the class.

CD 2, 36

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 it now.

 What colour is the apple on the blanket? It's yellow. Colour it yellow.

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.

Extra activities: see page T106 (if time)

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.

T58

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 (71-78)

Optional: Kid's Box Teacher's Resource Book 3 Unit 6 Extension worksheet 2 (page 54) and / or animated version of the Unit 6 story from Kid's Box Interactive DVD 3 (Suzy's room section), Kid's Box 3 Language Portfolio page 12

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. Write them on the board. Help pupils 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

PB59. LOCK AND KEY.

 Tell pupils to open their Pupil's Book 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 CD. Pupils look and listen. They check in pairs. Check with the class. Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation

 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? (Shall I take a photo of you?). 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 2, 37

As in Pupil's Book

AB59. DO YOU REMEMBER?

 Write the words A day in the country in the centre of the board. Brainstorm the words from the unit with pupils and write them as a mind map. Stick the flashcards on the board as part of the mind map. Include: forest, plant, leaf, grass, field, lake, hungry, thirsty, cold. Accept other relevant words.

 Tell pupils to open their Activity Book 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB59. 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 (Activity Book page 55, Activity 3). Pupils circle a face. Repeat for the third sentence, checking the meaning of suggestions and eliciting some examples using Shall 1 ... ? 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

Extra activities: see page TI06 (if time)

Optional activities

 Unit 6 Extension worksheet 2 from Teacher's Resource Book 3 (pages 50 and 54).

 The animated version of the story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38-45 of the Teacher's Booklet for the Interactive DVD.

Language Portfolio

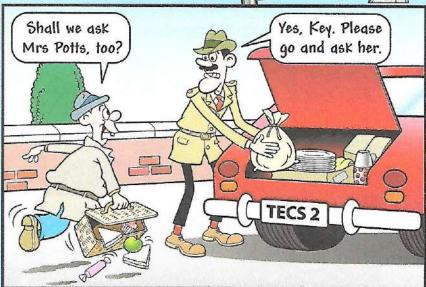
 Pupils complete page 12 of Kid's Box 3 Language Portfolio (Outside). Help with new language as necessary.

Ending the lesson

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

PAGE GEORGE





Shall I take a photo of you, Mrs Potts? Go and stand in front of our car. No, thank you, Mr Key. I can take one of the lake.









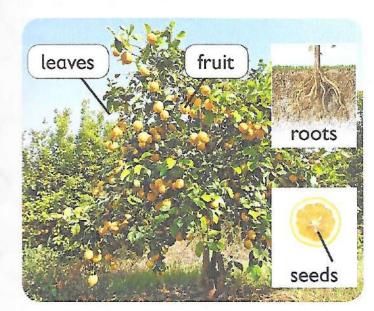
Science

Plants

Say the parts of the plants.

Fact

Sunflowers turn their heads to catch the sun.



Plants give us lots of things to eat. We can eat the seeds, the leaves, the fruit and the roots of plants.



lettuce



carrots



orange tree



sunflower



Listen. Say 'roots', 'leaves', 'seeds' or 'fruit'.















OBJECTIVES: By the end of the lesson, pupils will have read and talked about plants and given their own coinions.

TARGET LANGUAGE

Key language: fruit, plant, tree, leaf / leaves, root, seed Additional language: lemon, lettuce, potato, pear, pea, applage, spinach, sunflower Revision: food, apple, carrot, orange, tree

MATERIALS REQUIRED

Examples of food from different parts of 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 (page 56)

Warmer

 Place the different foods on your desk. Elicit what they are in LI or English and where they come from (plants). Brainstorm known fruit and vegetables in English. Write them on the board.

PB60. ACTIVITY 1. Say the parts of the plants.

- Hold up each of the foods in turn and elicit what part of the plant it comes from. Pupils can answer in LI. 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

PB60. ACTIVITY 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 CD 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 CD again. Pause after each question. Elicit answers.

Key: 2 fruit, 3 seeds, 4 fruit, 5 leaves, 6 leaves

CD 3, 02

- I. Which part of a potato plant do we eat?
- 2. Which part of a pear tree do we eat?
- 3. Which part of a pea plant do we eat?
- 4. Which part of an apple tree do we eat?
- 5. Which part of a cabbage plant do we eat?
- 6. Which part of a spinach plant do we eat?

AB60. ACTIVITY 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

AB60. ACTIVITY 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 activities: see page T106 (if time)

Optional activity

 Unit 6 Topic worksheet from Teacher's Resource Book 3 (pages 50 and 56).

Ending the lesson

• Review with pupils what they learnt 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.

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 Extra activity 2, a piece of paper for the 'carriage' for the words for this lesson.

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.

PB61. ACTIVITY 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.

PB61. ACTIVITY 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 (O₂ and CO₂), 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 I-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.

PB61. 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).

AB61. ACTIVITY 3. MOVERS Reading and Writing, Part I.

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

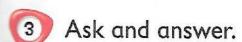
Focus pupils on the instructions and the example. Check understanding. Review countryside and features of the countryside from Unit 6 (lake, grass, forest, etc.). Point out that there are eight pictures but only seven answers, so pupils will have one picture left over. They work in pairs and match the 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: I grass, 2 a picnic, 3 a forest, 4 a lake, 5 a field, 6 a leaf

Extra activities: see pages T106-107 (if time)

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.



leaves seeds roots fruit



4 Read, look and answer.

People need food to eat, water to drink and air (oxygen). Plants need the sun, water, air (carbon dioxide) and food to grow. Plants get their food from things in the ground.

Which plant is healthy?
What do the other plants need?









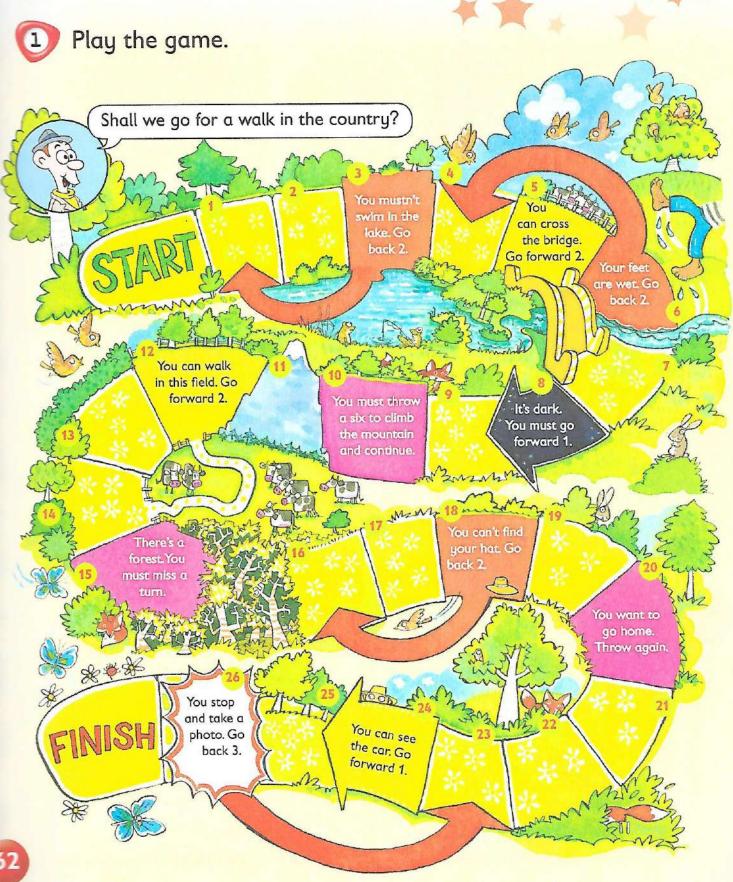
Project

Grow a plant.





Review Units and



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

Warmer: Key vocabulary from Units 5 and 6, written on pieces of paper (one for each pupil) or word cards (see Kid's Box Teacher's Resource Book 3 pages 86 and 87)
Country flashcards (71–78)

Dice and four different coloured counters for each group of four pupils

Optional: A large piece of paper for each pupil, coloured pencils, glue, scissors

Warmer

• Hand out pieces of paper with key words from Units 5 and 6 or word cards (one for each pupil). Make groups of six. Pupils take turns to say what their word is and to give a sentence including their word. The other pupils in the group decide if it's correct or not. Monitor and help as necessary. Elicit an example sentence for each word.

PB62. ACTIVITY I. Play the game.

- Use the country flashcards to review vocabulary from Unit
 Draw a bridge and a mountain on the board and elicit the words.
- Pupils open their Pupil's Book 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 / throw a six.
- 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.

AB62. ACTIVITY 1. Choose your adventure.

• Tell pupils to open their Activity Book 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.

AB62. ACTIVITY 2. Look at Activity 1. Write.

Tell pupils they are going to write their own adventures. Remind them to use the text in Activity I as a model. If necessary, copy this text onto the board and underline the words / phrases which they can use (or 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 Book, or on a piece of paper if you want to make posters.

Extra activity: see page T107 (if time)

Ending the lesson

Mime carrying heavy bags and / or say These bags are heavy!
to elicit the suggestion Shall I help you? Use other mimes /
prompts, e.g. I'm tired, I'm not well, I'm hungry, I'm thirsty, I'm
cold, The board is dirty, to elicit similar suggestions.

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 (63-70)

Optional: Kid's Box Interactive DVD 3: Stella's room Quiz 3, Kid's Box 3 Language Portfolio page 5

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. Pupils take turns to guess, using Is it ... a book? Repeat. Pupils can take turns to name and define objects for the others to guess.

PB63. ACTIVITY 2. Find eight more differences. [YLE]

• Tell pupils to open their Pupil's Book at page 63. Focus them on the two pictures. Say They're not the same. There are some differences. Read the example speech bubble and check comprehension. Pupils close their books. Provide them with the language to use: I can see ... There is I 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 boy is next to I) a river, 2) a lake.

A man and a woman are sitting on I) a blanket, 2) chairs.

A boy is eating I) a sandwich, 2) an apple.

A woman has got 1) apple juice, 2) milk.

A boy has got I) a green towel, 2) a blue towel.

A girl is 1) drawing, 2) reading.

There I) are flowers, 2) is a tree.

There is I) a field, 2) a forest.

PB63. ACTIVITY 3. Choose the right words. [YLE]

- Review illness vocabulary with the flashcards.
- Focus pupils on Activity 3 and on the activity instruction.
- Do number I as an example. Invite one pupil to read the definition and another to supply the word (field). Pupils work individually and complete the activity. They check in pairs. Ask pupils which item is not used (picnic).

Key: I field, 2 river, 3 headache, 4 chocolate, 5 temperature, 6 blanket

PB63. Quiz!

 Say Now let's read and remember. Remind pupils of the meaning of quiz. Focus pupils on the questions. They look back through Units 5 and 6 and find the answers. 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: I 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 countryside / the river.

AB63. ACTIVITY 3. Circle the odd one out.

Tell pupils to open their Activity Book at page 63. Direct them to the Activity 3 instruction and the example answer. Elicit why shoulder is different (a part of the body). Pupils work in pairs. Monitor and help / guide, but encourage them to work out the answers. Check with the class, eliciting the reasons.

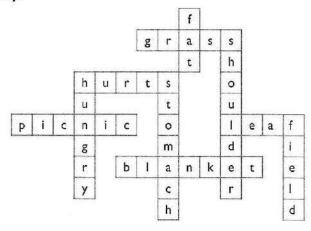
Key: 2 hungry, 3 hurts, 4 stomach, 5 field, 6 leaf, 7 fat, 8 picnic, 9 grass, 10 blanket

AB63. ACTIVITY 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 (as in the example), depending on the length of the words and the clue letters given in the grid. Direct them to the letter clues already in the crossword. Pupils work in pairs and try to complete the crossword. Remind them to use pencil and to ask their friends for help. Monitor to help and support.

 Focus pupils on the second part of the activity instructions.
 Pupils transfer the letters in the numbered squares to find the message. Check the message with the class (Nice try!).

Key:



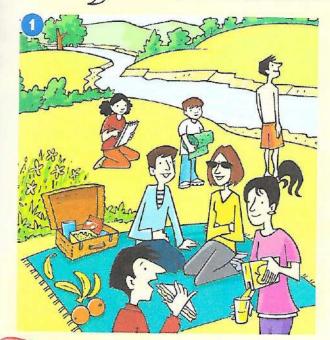
Extra activity: see page T107 (if time)

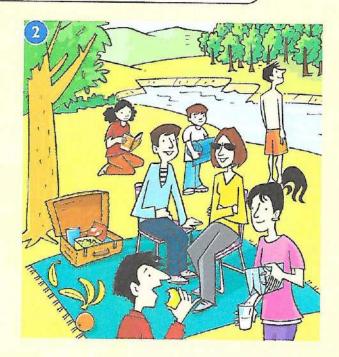
Ending the lesson

- 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 5. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 6.
- Talk about the can do statements from Units 5 and 6 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.

2 Find eight more differences.

In picture 1, there are two oranges. In picture 2, there's one orange.





3 Choose the right words.















chocolate

field

river

headache

picnic

temperature

blanket

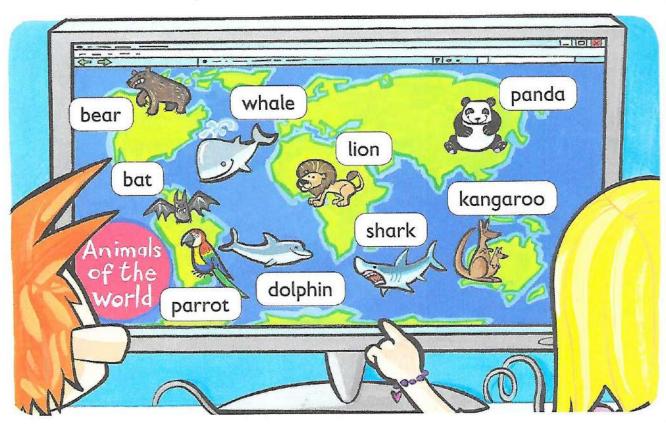
- 1 Cows and sheep sometimes live here.
- 2 Fish can swim here.
- 3 You have this when your head hurts.
- 4 Charlie's got a toothache. He mustn't eat this.
- 5 You have this when you aren't well and you're very hot.
- 6 You put this on your bed when you're cold.

@ Quiz!

- Why does Stella go to the doctor?
- 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?

7 World of animals

- 1) Look, think and answer.
 - 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?



- 2 Listen and check.
- 3 Look and complete. Listen and check.



OBJECTIVES: By the end of the lesson, pupils will be able to talk about wild animals and their habitats.

TARGET LANGUAGE

Key language: world, dolphin, kangaroo, lion, panda, shark, whale, parrot, bear, bat, insect, pouch, quick, the internet, present simple

Additional language: China, like you, mammal, reptile Revision: characters, animals, adjectives, jobs, food, colours, routine actions, e.g. eat, sleep; sea, map

MATERIALS REQUIRED

Animal flashcards (91–99) and animal word cards (see Kid's Box Teacher's Resource Book 3 page 88)

Extra activity I: Sentences from Pupil's Book Activity 2 Listening script 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.

Bears // eat fish, fruit, plants and meat.

Kangaroos II 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 (page 58)

Warmer

 Review known wild animals by giving clues, e.g. I'm thinking about an animal. It's grey and it's got a long trunk (elephant). As pupils guess the animals, write them on the board around a mind map. Include crocodile and giraffe. Write Wild animals in the centre.

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.

PB64. ACTIVITY 1. Look, think and answer.

 Tell pupils to open their Pupil's Book at page 64. Check comprehension of the unit title (especially world). Focus pupils 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.

PB64. ACTIVITY 2. Listen and check.

Play the CD. Pupils listen and check. Play the CD again.

Check with the class. Set more listening questions, e.g.
 Which animals live in the sea? Which animal sleeps a lot? Play the CD 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, 03

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: 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!

PB64. ACTIVITY 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 CD. Pause before the answer for each row for pupils to chorus the two animals.

Key: lion dolphin, whale whale, bat parrot

CD 3, 04

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

AB64. ACTIVITY 1. Put these animals in alphabetical order.

 Tell pupils to open their Activity Book 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 word cards or flashcards. They stand in alphabetical order. Pupils write the list in their Activity Book.

Key: 2 bear, 3 dolphin, 4 kangaroo, 5 lion, 6 panda, 7 parrot, 8 shark, 9 whale

AB64. ACTIVITY 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. Make sure they realise
they can't draw diagonal lines.

Pupils answer the questions at the bottom of the page.

Key: 17

library, bank, cinema, market funny, clean, strong, hungry, thirsty, clever, long, weak, naughty

Extra activities: see page T107 (if time)

Optional activity

 Unit 7 Reinforcement worksheet 1 from Teacher's Resource Book 3 (pages 57–58).

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)

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 (91–99) and word cards (see Kid's Box Teacher's Resource Book 3 page 88)

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 each picture. Encourage other pupils to help with the spelling. Use the word cards from the Teacher's Resource Book to check spelling if you wish.

PB65. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Book 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. big grey / big brown / small black, and elicit what they notice about the order (size + colour).

Key: I e, 2 a, 3 b, 4 g, 5 h, 6 i

PB65. ACTIVITY 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.

PB65. ACTIVITY 6. Read and complete.

• 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?

Key: big, grey, sea, cold, eats, animals, sometimes

AB65. ACTIVITY 3. Look at the animals. Read and correct.

- Tell pupils to open their Activity Book at page 65. Elicit what the animals are. Direct pupils 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: I 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 in the day and wakes up and flies at night.

AB65. ACTIVITY 4. Write about your favourite wild animal.

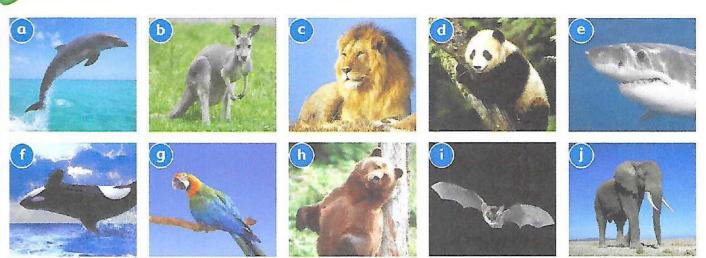
Focus pupils on Activity 4 and on the instruction. Ask around the class What's your favourite wild animal? Where does it live? What does it look like? What can it do? Pupils create a mind map in their notebooks for their wild animal, showing what they're going to write about. They show their partner. 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 Book.

Extra activities: see page T107 (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.

Read and match.



- 1 This big 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 small black or brown animal can fly but it isn't a bird. It eats fruit and insects. It sleeps in the day and wakes up at night.

Play the game.

This small animal can fly but it isn't a bird.

lt's a bat.

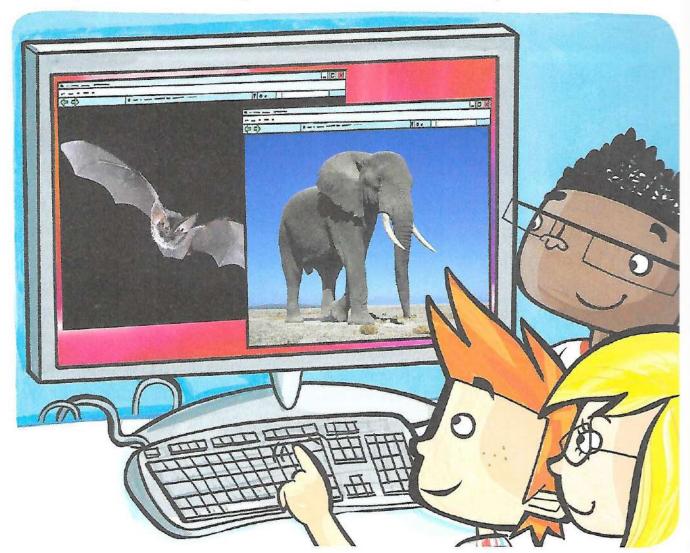
Read and complete.

big eats cold sometimes grey sea animals

This very blue or animal lives in the . It likes very water. It a lot of small sea and plants. It's very long.

- Dook, think and answer.
- 1 Who's looking at animals on the internet?
- 2 Is the elephant clean or dirty?

- 3 What can elephants carry?
- 4 Can elephants swim?



- 8 Listen and check.
- What do you think? Read and say 'yes' or 'no'.
 - 1 Whales are bigger than dolphins.
 - 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.

No.) LOO	
	clean	cleaner
l	big	bigger
l	dirty	dirtier
l	good	better
L	bad	worse

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 oneand two-syllable regular adjectives, bad / worse, good / bad, -y, let, -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

Optional: Kid's Box Teacher's Resource Book 3 Unit 7 Reinforcement worksheet 2 (page 59)

Warmer

Elicit known adjectives using mime and pictures. Write the
adjectives on the board. Elicit good, bad, quick, big, long, small,
short, dirty, strong, nice, hungry, clean, weak, fat, easy, thin, quiet,
hot. Ask pupils to make pairs from some of the adjectives, e.g.
strong—weak.

Presentation

• Use classroom objects to introduce the notion of comparison. Take two fairly short 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 pronunciation of than – the weak form /ðen/.

PB66. ACTIVITY 7. Look, think and answer.

Tell pupils to open their Pupil's Book 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.

PB66. ACTIVITY 8. Listen and check.

- Play the CD. Pupils listen for the answers. They check in pairs.
 Play the CD 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: I Lenny, Simon and Stella. 2 The elephant is dirty. 3 They can carry trees. 4 Yes, they can.

CD 3, 05

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!

PB66. ACTIVITY 9. What do you think? Read and say 'yes' or 'no'.

Focus pupils on Activity 9 and on the activity instructions. 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: I yes, 2 no, 3 no, 4 (no fixed answer), 5 yes, 6 no

Practice

• Focus pupils on the Look box. Explain that these are called comparatives if you wish. Elicit what pupils notice about the spellings of the different words. Write them on the board to help. 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 and bad are irregular.

AB66. ACTIVITY 5. Read and circle.

Tell pupils to open their Activity Book 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

AB66. ACTIVITY 6. Look at the picture. Read and write 'yes' or 'no'. [YLE]

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 activities: see page T107 (if time)

Optional activity

 Unit 7 Reinforcement worksheet 2 from Teacher's Resource Book 3 (pages 57 and 59).

Ending the lesson

 Hold up pairs of classroom objects for pupils to offer comparative sentences. Supply an adjective for them to use if necessary, e.g. clean. **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 I (page 60) and Song worksheet (page 62)

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.

PB67. ACTIVITY 10. Listen and complete. 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. They write the words in pencil.
- Elicit ideas. Then play the CD for pupils to listen and check their answers. Check with the class.
- Play the CD again, line by line and then verse by verse, for pupils to repeat. Continue until pupils are confident with the song.
- 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: bigger, can, than, snake, hiding, smaller, see, me

CD 3, 06

As in Pupil's Book and Key

CD 3.06

Now sing the song again. (Karaoke version)

PB67. ACTIVITY II. Make sentences. Use the words in the boxes.

- Focus pupils on Activity II. Draw attention to the first picture, the adjectives and the example sentence. Elicit one or two comparative sentences about another picture. Pupils work in pairs and make sentences about the pictures. Monitor and help if they can't think of sentences.
- Elicit the sentences and write them on the board.

Key: I The lion's stronger than the cat. The cat's quieter than the lion. 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 John's cake. John's cake is better than Daisy's cake.

AB67. ACTIVITY **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. Pairs check with pairs. 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 Look box on page 66. 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

AB67. ACTIVITY 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 (e.g. five minutes). 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.

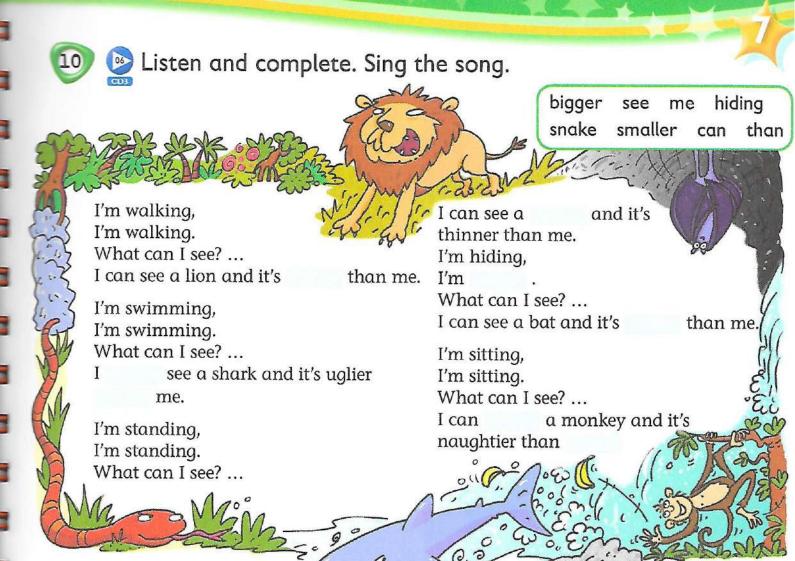
Extra activities: see page T107 (if time)

Optional activities

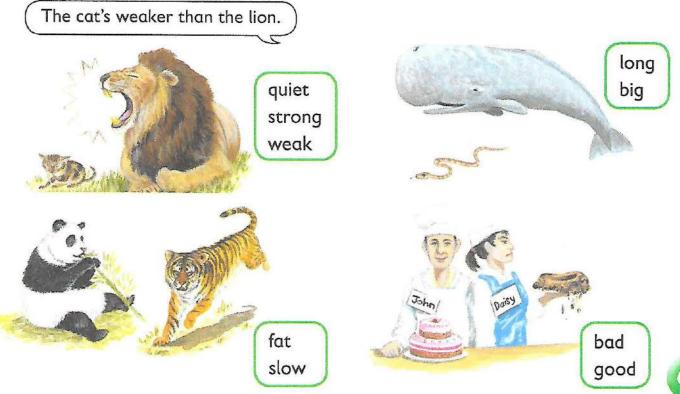
- Unit 7 Extension worksheet 1 from Teacher's Resource Book 3 (pages 57 and 60).
- Unit 7 Song worksheet from Teacher's Resource Book 3 (pages 57 and 62).

Ending the lesson

 Sing the song from the beginning of the lesson, with the extra verses if pupils did Extra activity 1.



11) Make sentences. Use the words in the boxes.







Stella's phonics





A dolphin on the phone.

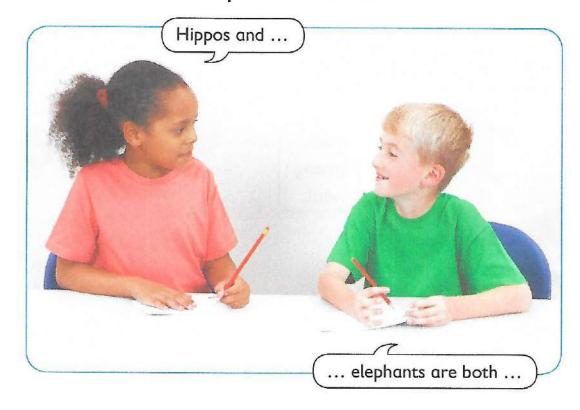


An elephant with his phone.



The elephant's taking a photo of the dolphin with his phone.

Read and listen. Complete the text.



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, country, jobs, sort

MATERIALS REQUIRED

Photocopiable 7 (see page T97). One copy, cut in half, for each pair of pupils.

Optional: Kid's Box Interactive DVD 3: The living room 'At the aquarium' episode

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 sound, 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.

PB68. ACTIVITY 12. Stella's phonics.

- Tell pupils to open their Pupil's Book at page 68. Elicit what they can see in the pictures (a dolphin, an elephant, a phone).
 Play the CD. Pupils repeat the sounds, words and sentences.
 Play the CD 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. Other examples of consonant sounds with alternative spellings are: /r/ (which can be spelt with r or with wr (e.g. write)), /n/ (which can be spelt with n or with kn (e.g. know)) and /w/ (which can be spelt with w or wh (e.g. when) this is covered in Stella's phonics in Unit 8).

CD 3, 07

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.

Photocopiable 7 (see pages T89, T97 and instructions below)

PB68. ACTIVITY 13. Read and listen. Complete the text.

Focus pupils on Activity 13. Demonstrate the activity, using Parts A and B of Photocopiable activity 7 (see page T97). Show pupils the two texts and tell them that they 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). • Hand out Photocopiable activity 7 to each pair: Part A to one pupil and Part B to another. Check pupils know what to do. 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 each write the missing words on their copy. Monitor and help. Pupils look at each other's papers to check.

Key: For complete text see page T89

AB68. ACTIVITY 9. Listen and say. Complete the words.

Tell pupils to open their Activity Book at page 68.

 Play the CD. 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, 08

As in Activity Book

AB68. ACTIVITY 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

AB68. ACTIVITY 11. Now find the words.

Pupils look for the words from Activity 10 in the wordsearch.
 Key:

r	(d)	u	j	m	0	l	d	е	r
6	i	g	g	е	D	r	t	g	e
m	r	х	W	Р	m	j	i	9	α
S	t	r	0	n	g	е	D	u	s
e	i	е	r	t	q	f	а	i	i
b	e	i	s	Р	w	Р	٧	е	е
х	r	0	(e)	u	m	i	а	t	(r)
S	m	α	l	l	е	D	Ь	e	0
s	j	q	(f	а	t	t	е	D	n
Ь	е	t	t	e	P	а	g	Ь	s

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.

Extra activities: see page T107 (if time)

Optional activity

 'At the aquarium' episode from Kid's Box Interactive DVD 3 (The living room section). See pages 20–25 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

 Pupils repeat the sound sentences from the beginning of the lesson. In pairs, they take turns to say them quickly. 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 (91-99)

Optional: Kid's Box Teacher's Resource Book 3 Unit 7 Extension worksheet 2 (page 61) and / or animated version of the Unit 7 story from Kid's Box Interactive DVD 3 (Suzy's room section)

Warmer

 Review the story so far. Play short sections of earlier story episodes on the CD and elicit from pupils what happens in those parts of the story.

Note: Pupils use the present simple to talk about previous episodes.

Story

PB69. LOCK AND KEY.

- Tell pupils to open their Pupil's Book 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 CD. 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 CD 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, 09

As in Pupil's Book

AB69. DO YOU REMEMBER?

- Write the words World of animals in the centre of the board.
 Elicit the new wild animals from the unit and stick the flashcards on the board as a mind map. Accept other relevant words from the unit.
- Tell pupils to open their Activity Book at page 69. 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB69. 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 pupils 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 pupils
 of the work they did about animals and their habitats and
 habits. 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 activities: see page TI07 (if time)

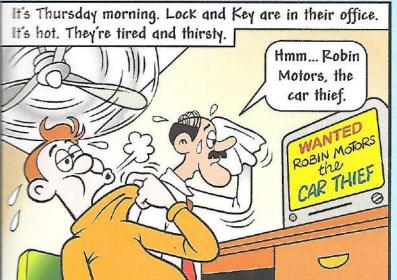
Optional activities

- Unit 7 Extension worksheet 2 from Teacher's Resource Book 3 (pages 57 and 61).
- The animated version of the Unit 7 story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38–44 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

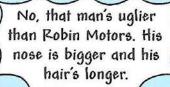
 Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

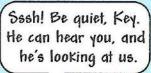
It's Thursday morning. Lock and Key are in their office.



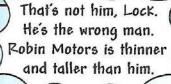














But he is, and ... HE'S TAKING OUR CAR!



Fact

There are 264 types of monkey in the world.

Read and choose the best name for the text.

Animal habitats An interesting photo Naughty animals



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.



Read and match.

jungle cave waterfall island 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.

OBJECTIVES: By the end of the lesson, pupils will have read about different animal habitats.

* TARGET LANGUAGE

Law language: habitat, island, cave, waterfall, jungle, dark
Additional language: snow, hot, wet, on the top, rocks
Law sons wild animals, monkey, lizard, snake, present simple,
Law sons place, mountains, ground

MATERIALS REQUIRED

wild animal flashcards (91–99), and pictures of a monkey, a make and a lizard

Optional: Kid's Box Teacher's Resource Book 3 Unit 7 Topic worksheet (page 63)

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. Focus on the photographs and use them to elicit / teach island, mountains, cave, waterfall, jungle. Write the following questions on the board: I 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.

PB70. ACTIVITY 1. Read and choose the best name for the

• Focus pupils on Activity I and on the activity instruction. Read the three titles aloud with the class. Tell pupils to read the text quickly looking for the key words and to choose the best title. They check in pairs. Check with the class. Ask pupils how they chose the title and check understanding and pronunciation of habitat. Check understanding of new vocabulary, e.g. place, ground. Encourage pupils to try to work out the meaning from the context and from the photographs.

Key: Animal habitats

PB70. ACTIVITY 2. Read and match. [YLE]

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: I mountain, 2 cave, 3 jungle, 4 island, 5 waterfall

AB70. ACTIVITY 1. Sort and write the words.

Tell pupils to open their Activity Book 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

AB70. ACTIVITY 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 I on the CD. 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 CD. Pupils listen and write in pencil. They check in pairs. Play the CD 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, 10

- I. 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.
- 4. Look over there, everyone. You can see four dolphins playing in the sea.
- Whooa! 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.
- 6. 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 activities: see page TI08 (if time)

Optional activity

 Unit 7 Topic worksheet from Teacher's Resource Book 3 (pages 57 and 63).

Ending the lesson

 Review and discuss with pupils what they learnt about in today's lesson. **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

Warmer: 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

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.

PB71. ACTIVITY 3. Look at the animals. What do you think? Ask and answer.

• Tell pupils to open their Pupil's Book 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 1 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.

PB71. ACTIVITY 4. Listen and check.

 Tell pupils the answers are on the CD. Play the CD. Pupils correct their answers. Play the CD 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, 11

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.

PB71. 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.

AB71. ACTIVITY 3. MOVERS Listening, Part 2.

Listen and write. There is one example.

Tell pupils to open their Activity Book at page 71. Play the CD.
 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, 12

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.

I. 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?

HmmSharks 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!

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'?

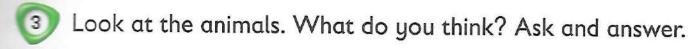
It's OK, but I like 'Sea World' better!

There you are! 'Sea World'. That's a good name! Yes, it is.

Extra activities: see page T108 (if time)

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.









- 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?



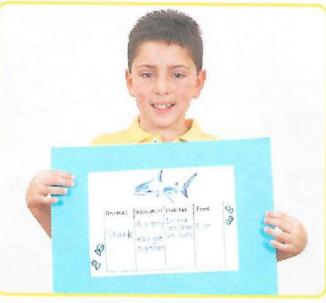


Listen and check.

Project

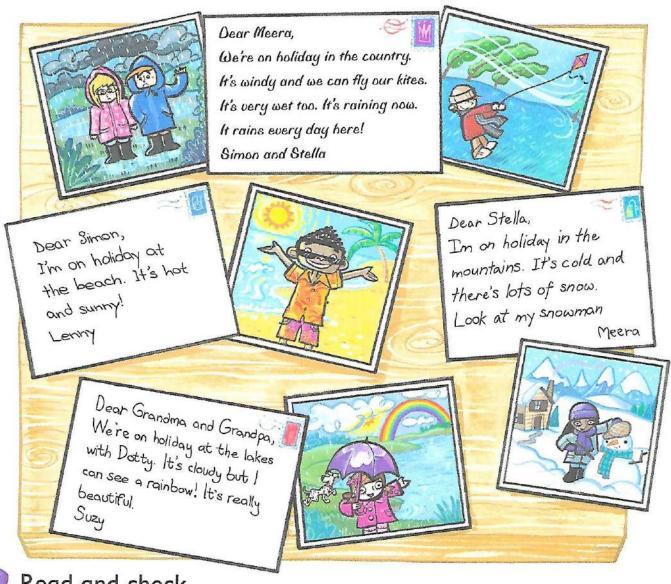
Make an animal information page.





8 Weather report

- 1 Look, think and answer.
 - 1 Who's got a pet?
 - 2 Where's Meera on holiday?
- 3 Who's on holiday in the country?
- 4 Where's Lenny on holiday?



- Read and check.
- 3 Listen and say 'yes' or 'no'.













OBJECTIVES: By the end of the lesson, pupils will be to understand and talk about the weather.

TARGET LANGUAGE

anguage: weather, weather report, cloud, cloudy, hot, sun, sun, rain, rainbow, snow, wet, wind, windy, today
additional language: very, no (wind), really
and sion: characters, comparative adjectives, can, beach,
angle, mountains, bicnic, snowman

MATERIALS REQUIRED

Teacher's Resource Book 3 page 89)

Optional: Kid's Box Teacher's Resource Book 3 Unit 8

Reinforcement worksheet I (page 65), Kid's Box 3 Language
Fortfolio page 13

Warmer

• Write the date on the board. Ask What's the date today? Pupils respond, e.g. It's Friday the 14th 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, rainbow). Check understanding and concept each time and stick the flashcards on the mind map together with the word cards (or write the words).

PB72. ACTIVITY 1. Look, think and answer.

Tell pupils to open their Pupil's Book 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.

PB72. ACTIVITY 2. Read and check.

Pupils read the postcards quickly and silently to find the
answers to Activity I. 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 their favourite postcard
picture / type of holiday is.

Key: I Suzy. 2 In the mountains. 3 Simon and Stella. 4 At the beach.

PB72. ACTIVITY 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 CD.
 Pupils listen and whisper. Play the CD again. Check after each one. Pupils correct the incorrect sentences.

Key: I No (It's sunny). 2 Yes. 3 No (It's cloudy). 4 Yes. 5 No (It's raining). 6 Yes.

- 1. It's cloudy.
- 2. It's snowing!
- 3. Oh. It's raining.
- 4. Look! It's a rainbow.
- 5. It's very sunny.
- 6. 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.

AB72. ACTIVITY 1. Look, read and write. [YLE]

 Tell pupils to open their Activity Book at page 72. Focus them on the pictures, 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 rain, 3 wind, 4 snow, 5 rainbow, 6 cloud

AB72. ACTIVITY 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 activities: see page T108 (if time)

Optional activity

 Unit 8 Reinforcement worksheet 1 from Teacher's Resource Book 3 (pages 64–65).

Language Portfolio

 Pupils complete page 13 of Kid's Box 3 Language Portfolio (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 word cards (from Kid's Box Teacher's Resource Book 3) for pupils to check their answers). 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 (103-109)

Photocopiable 8 (see page T98) copied onto thin card, one for each pupil, coloured pencils, scissors, sticky tack Extra activity: Weather cards from Photocopiable 8, six for each pupil

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.

PB73. ACTIVITY 4. Listen and match.

• Tell pupils to open their Pupil's Book 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 the example answer. Check understanding. Pupils write numbers 2 to 6 in their notebooks. Play the CD. Pupils write the letters next to the numbers in their notebooks in pencil. 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, 14

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 ...

PB73. ACTIVITY 5. Ask and answer. Use the words in the box.

Focus pupils 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 bubbles 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. They don't need to use all the words to complete the activity.

 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.

Photocopiable 8 (see pages T89 and T98)

AB73. ACTIVITY 3. Listen and draw the weather.

• Tell pupils to open their Activity Book 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 CD and draw attention to the example 'windy' symbol in the circle on the mountains in the large picture. Play the rest of the CD. Pupils listen. They don't draw. Play the CD again. Pause after each one to give pupils time to draw. They check in pairs. Play the CD again. Check with the class.

CD 3, 15

- I. 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.

Key: beach picture a, forest picture d, city picture f, countryside picture b, lake picture c

AB73. ACTIVITY 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: see page T108 (if time)

Ending the lesson

• Make six groups. Allocate a type of weather to each group. Start a 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.





(5) Ask and answer. Use the words in the box.



- 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?



- Listen and check.
- 8 Listen and say 'yesterday' or 'today'.

It was wet and windy yesterday.
They were out yesterday.

It's hot and sunny today.
They are at home today.

OBJECTIVES: By the end of the lesson, pupils will be able to talk about the past using was and were.

TARGET LANGUAGE

Mey language: past simple affirmative and negative: was, were, weren't; yesterday, last weekend, sweater, scarf Additional language: at home, all morning Revision: weather, present continuous, clothes, today, country, to e fun, cool, code, secret message

MATERIALS REQUIRED

Optional: Kid's Box Teacher's Resource Book 3 Unit 8
Reinforcement worksheet 2 and Extension worksheet I (pages 66 and 67)

Extra activity I: The following sentences cut into sections as indicated by //, one set for each pair:

It wasn't // very windy // yesterday.

It is II hot and sunny II today.

They were // at school // yesterday.

She is // at home // today.

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 describe their partner's clothes, 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 days, e.g. Monday, Tuesday. Pupils respond. Say the sentences for pupils to repeat. Make sure they use the weak form of was / were.

PB74. ACTIVITY 6. Look, think and answer.

Tell pupils to open their Pupil's Book at page 74. Elicit who / what they can see in the pictures (Alex, Alex's aunt and Simon). Elicit / teach sweater and scarf. Ask a pupil to read the activity instruction and others to read the questions. Pupils compare their answers / predictions in pairs, looking for clues in the pictures.

PB74. ACTIVITY 7. Listen and check.

 Play the CD. Pupils listen and check. They check in pairs. Play the CD again. Check with the class.

Key: I He's talking to Simon. 2 He's with his aunt. 3 He's in the country. 4 No, it isn't cold.

CD 3, 16

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.

PB74. ACTIVITY 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 Look box and elicit which sentences are about the present and which are about the past.

 Direct pupils to the instruction for Activity 8. Play the first one as an example. Elicit the answer (yesterday). Play the rest of the CD. Pause after each one for pupils to whisper the answer to their partner. Play the CD again. Check with the class.

Key: yesterday, today, yesterday, today, yesterday, today, yesterday

CD 3, 17

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.

AB74. ACTIVITY 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 87).

 Tell pupils to open their Activity Book at page 74. Pupils do the activity in pairs.

Key: 2 were, 3 was, 4 wasn't, 5 scarf, 6 sweater

AB74. ACTIVITY **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 activities: see page T108 (if time)

Optional activity

Unit 8 Reinforcement worksheet 2 and Extension worksheet
 I from Teacher's Resource Book 3 (see pages 64, 66 and 67).

Ending the lesson

 Review use of the past simple by asking pupils about the listening from the beginning of the lesson, e.g. Where was Alex yesterday? Pupils answer using full sentences. **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 many 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 Optional: Kid's Box Teacher's Resource Book 3 Unit 8 Song worksheet (page 69)

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 on a separate piece of paper, e.g. Where // were // you // on // Sunday // evening // ?

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. I It wasn't sunny yesterday. 2 We were in the mountains yesterday morning. 3 There weren't any pupils in the school yesterday. 4 It was Monday yesterday.

PB75. ACTIVITY 9. Read and complete. Then listen and check.

- Tell pupils to open their Pupil's Book 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 CD. Pupils listen and check their answers. Play the CD in verses and elicit the lines from pupils. Check understanding of vocabulary as you go.

Key: Hat, windy, coat, cold, snow, scarf, sweater, hat, windy

CD 3, 18

As in Pupil's Book

PB75. ACTIVITY 10. Sing the song.

 Play the CD in sections. Pupils repeat. Play the CD 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. 19

As in Pupil's Book

CD 3, 19

Now sing the song again. (Karaoke version)

PB75. ACTIVITY 11. Make sentences.

• Focus pupils on Activity II and on the pictures. Ask a pupil to read out the sentences in the speech bubble. Elicit which pictures it is about (I and b). Focus pupils on the use of in (for clothes). Elicit other sentences from pupils around the class. Pupils work in pairs. They take turns to say sentences 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 lt was cold and snowy. She was in a sweater and a scarf. 3 c lt was wet and rainy. She was in a coat and a hat.

AB75. ACTIVITY **7.** Ask and answer. Choose words from the box.

- Tell pupils to open their Activity Book at page 75. Focus them on 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 with their name and 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. Pupils reply using the information they've already written in their grids (from the Me column). Monitor closely.

AB75. ACTIVITY 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 a model answer 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 activities: see page T108 (if time)

Optional activity

 Hand out copies of the Song worksheet from Teacher's Resource Book 3 (pages 64 and 69). Pupils replace the words in capitals with the correct words.

Ending the lesson

• Sing the song again as a whole class to end the lesson.





Read and complete. Then listen and check.

cold hat coat scarf snow windy sweater



, coat, sweater and scarf,

It was cold and 🥌 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, , sweater and scarf,

It was and windy in the park, cold and windy ...

There wasn't a rainbow,

There wasn't any 🚟 🧱 ,

Grandpa and I were ready to go.

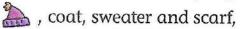
Hat, coat, sweater and ,

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 🧥 .



It was cold and in the park, cold and windy ...

Windy in the park ...





Sing the song.



It was hot and sunny. She was in a T-shirt.

sunny rainy snowy dry hot T-shirt wet cold coat sweater hat scarf















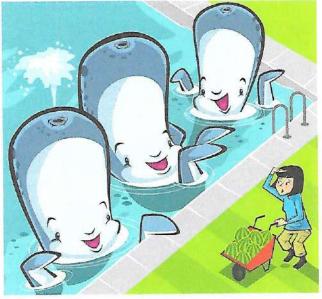


Stella's phonics





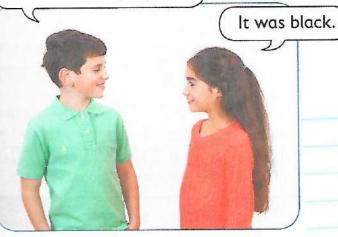
Why are the whales waiting?



They're waiting for the woman with the watermelons!

Make a quiz. Ask and answer.

What colour was door number 85 on page 21?



- What colour was door number 85 on page 21?
- 2 Where were Lock and Key on page 23?

DB ECTIVES: By the end of the lesson, pupils will be able to identify and say the sound /w/ in words between the whore w. They will also have exchanged about Kid's Box 3.

TARGET LANGUAGE

May language: the phoneme /w/

Additional language: watermelon, woman

Revision: Wn- question words, whale, wait, waterfall, wild armals, weather, clothes, past simple: was, were; language and area ary from Kid's Box 3

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.

PB76. ACTIVITY 12. Stella's phonics.

- Tell pupils to open their Pupil's Book at page 76. Elicit what they can see in the pictures (whales, woman, watermelons). 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 CD. Pupils point and quietly repeat the sounds and sentences. Play the CD 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 be 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, 20

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!

PB76. ACTIVITY 13. Make a quiz. Ask and answer.

- Focus pupils on Activity 13. Elicit that these are questions about Kid's Box 3 and elicit the answer to the second question (They were at Mrs Potts' house). Make pairs. Pupils look back through Kid's Box 3 and write six questions for a quiz in their notebooks, similar to the examples. 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 time.

AB76. ACTIVITY 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 CD. 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: I windy, 2 wearing, 3 waterfall, 4 whale

CD 3, 21

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.

AB76. ACTIVITY 10. Choose the words. Draw the picture.

- Focus pupils on Activity 10. Direct pupils to the activity instructions and check understanding. First pupils choose the words they want and circle them. Remind them that the text 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 texts in groups of four. The other pupils in the group check if each text makes sense.
- Pupils draw a picture to illustrate their text.

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.

Extra activities: see page TI08 (if time)

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. **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: At what time ...?

Revision: Lock and Key story, telling the time, police station,

episode, Let's go ..., ask some questions

MATERIALS REQUIRED

Weather flashcards (103-109)

Optional: Kid's Box Teacher's Resource Book 3 Unit 8 Extension worksheet 2 (page 68) and / or animated version of the Unit 8 story from Kid's Box Interactive DVD 3 (Suzy's room section) Extra activity 2: Photocopiable 8 (see page T98). If you didn't use this activity before, you need one copy on thin card for each pupil. Sticky tack, scissors, coloured pencils, glue.

Warmer

Write Lock and Key in the centre of the board. Elicit what
pupils remember about the story so far 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

PB77. LOCK AND KEY.

- Tell pupils to open their Pupil's Book 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 CD. 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 CD 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, 22

As in Pupil's Book

AB77. DO YOU REMEMBER?

• Write the words Weather report in the centre of the board. Elicit 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 and add them to the mind map. • Tell pupils to open their Activity Book 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB77. 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 pupils 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 activities: see page T109 (if time)

Optional activities

- Unit 8 Extension worksheet 2 from Teacher's Resource Book 3 (pages 64 and 68).
- The animated version of the story from Kid's Box Interactive DVD 3 (Suzy's room section). See pages 38-45 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

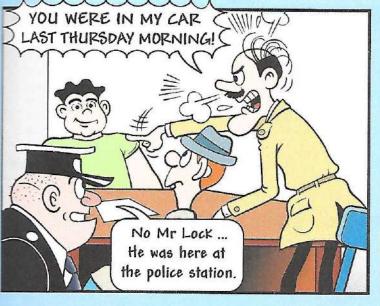
 Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

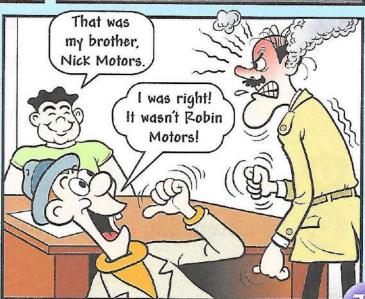












Woodwind instruments can be made of wood, metal or plastic.

1 Look, read and answer.

An orchestra is a big group of musicians. Musicians are people who play different musical instruments. There are four different 'families' of musical instruments in an orchestra. These four families are called brass, woodwind, strings and percussion.

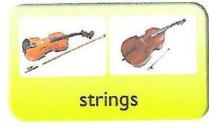












- 1 Which kind of instruments do you hit and shake?
- 2 Which kind of instruments do you play with your mouth?
- 3 Which kind of instruments do you play with a bow?
- 2 Listen and check.
- 3 Listen. Say 'brass', 'woodwind', 'strings' or 'percussion'.

OBJECTIVES: By the end of the lesson, pupils will have read about orchestras and identified the four less of musical instruments.

TARGET LANGUAGE

Key language: instrument, orchestra, musician, brass, percussion, strings, woodwind, blow, shake, hit

Additional language: bow, What kind of ...? names of musical instruments to illustrate instrument 'families', e.g.

Revision: play (an instrument), mouth, hands

MATERIALS REQUIRED

Warmer: CD of gentle orchestral classical music Extra activity 2: Four CDs of different types of music (e.g. salsa, rock, folk music from your pupils' country / region, opera)

Optional: Kid's Box Teacher's Resource Book 3 Unit 8 Topic worksheet (page 70)

Warmer

 Play the CD of classical music quietly in the background. Say Listen to the music. What pictures does it make in your mind? Let pupils listen for a few minutes, with their eyes closed and their heads on their desks. Tell them to open their eyes and elicit some of their 'pictures'.

PB78. ACTIVITY 1. Look, read and answer.

- Elicit from pupils the type of music they heard in the warmer (classical). Ask Who plays this kind of music? Tell pupils to open their Pupil's Book at page 78. Focus them on the biggest photograph and elicit / teach the word orchestra. Use the other photographs to teach instrument. Say Look at the different groups of instruments in the orchestra. Draw pupils' attention to the way the musicians are sitting together in groups in the large photograph, according to the instruments they play.
- Ask a pupil to read the activity instruction and others to read the questions. Check comprehension of hit, shake and strings (use the photograph of the girl with the violin to teach bow and string). Pupils read the text and compare their answers / predictions in pairs, using the photographs to help them.

PB78. ACTIVITY 2. Listen and check.

Focus pupils on Activity 2. Tell pupils the answers to Activity I are on the CD, but they are not in the same order as the questions. Play the CD. Pupils check their ideas. Play the CD once or twice more so pupils have the opportunity to find the answers. Check with the class. Check pupils understand the four instrument families by giving / eliciting examples (using the photographs in Activity I) and confirming the instrument families in LI.

Key: I Percussion, 2 Brass and woodwind, 3 Strings

CD 3, 23

Brass. You blow air into the instruments with your mouth. [Sound of tuba and trumpet]

Percussion. You hit or move the instruments quickly. [Sound effect of cymbals and tambourine]

Strings. You move a bow or your fingers across the strings. [Sound of violin and double bass]

Woodwind. You blow air into or across the opening of the instrument.

[Sound of flute and oboe]

PB78. ACTIVITY 3. Listen. Say 'brass', 'woodwind', 'strings' or 'bercussion'.

Focus pupils on Activity 3 and say Let's listen to some different instruments. Direct them to the activity instructions and check understanding (pupils have to listen and choose the correct family for the instrument they hear). Play the first instrument on the CD. Pupils whisper the instrument family to their partner. Elicit the answer (brass). Play the rest of the CD. Pupils work in pairs and write the answers in their notebooks. Check with the class.

Key: I brass, 2 woodwind, 3 strings, 4 woodwind, 5 percussion, 6 strings, 7 percussion, 8 brass

CD 3, 24

I. [Sound of trumpet]

5. [Sound of triangle]

2. [Sound of flute]

6. [Sound of double bass]

3. [Sound of violin]

7. [Sound of drum]

4. [Sound of clarinet]

8. [Sound of trombone]

AB78. ACTIVITY 1. Join.

Tell pupils to open their Activity Book at page 78. Ask a pupil
to read the activity instruction. Point out the example. Pupils
work in pairs to match the instruments with their families.
Pairs check with pairs. Check with the class. Elicit / teach
words for the new instruments (trumpet, tambourine, double
bass, clarinet, triangle, trombone).

Key: b percussion, c string, d string, e woodwind, f woodwind, g percussion, h brass

AB78. ACTIVITY 2. Music quiz.

 Focus pupils on Activity 2 and review quiz. Pupils do the quiz individually, and then check answers in pairs. Check with the class.

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

Extra activities: see page T109 (if time)

Optional activity

 Unit 8 Topic worksheet from Teacher's Resource Book 3 (pages 64 and 70).

Ending the lesson

Review with pupils what they learnt about in today's lesson and which music they liked best.

OBJECTIVES: By the end of the lesson, pupils will have talked more about music and musical instruments and completed a project.

• TARGET LANGUAGE

Key language: piece of music, weather

Additional language: describe, What happens if ... ?, make

the same sound

Revision: music and musical instruments, weather

MATERIALS REQUIRED

Project: Rice, beans or similar, plastic bottles of different sizes with lids (one for each pupil) for the instruments

Extra activity 1: Three or four rolled up newspapers

Extra activity 2: Word train materials from previous units, a piece of paper for the 'carriage' for the words for this lesson

Warmer

• Divide the class into four groups: string, brass, percussion, woodwind. Mime playing different instruments from the four instrument families, e.g. a cello, then a trombone, then a drum, then an oboe. When you play one of their instruments, the pupils from that group copy you and say, e.g. Percussion. The others stay still. At the end, elicit the names of some of the instruments you 'played'.

PB79. ACTIVITY 4. Listen and say the letter.

• Tell pupils to open their Pupil's Book at page 79. Elicit what they can see in the photographs (rain, wind, sunshine and lightning). Direct pupils to the activity instruction and the sentence below. Check understanding. Play the CD. They point / whisper the letter to their partner the first time. Play the CD again. Pupils check in pairs. Play the CD again. Pause after each one to elicit the letter. Note: Pupils' answers may vary. Encourage them to give reasons for their answers in LI.

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

CD 3, 25

- Extract from Smetana My Fatherland: Bohemian Fields and Groves
- 2. Extract from Richard Strauss Also Sprach Zarathustra
- 3. Extract from Debussy Estampes: Jardins sous la pluie
- 4. Extract from J Strauss Jr Waltz Op. 410 Voices of Spring

PB79. PROJECT. Make a percussion instrument.

- Focus pupils on the project. Elicit what they can see in the first photograph (plastic bottles, beans, scissors, glue, etc.). Focus on the finished instruments in the second photograph. Hand out the materials and help pupils make an instrument step by step. They each put some rice or beans in their bottle and put on the lid. They decorate their instrument. Show pupils the different ways of playing, e.g. shaking, slow gentle tipping movement.
- Write the following questions on the board: What happens
 if you put more or less in the bottle? Do rice and beans make
 the same sound? Check understanding of the two questions.
 Pupils experiment with the rice / beans in their bottles and
 discuss their answers to the questions in pairs.
- In small groups, pupils choose a song from Kid's Box 3. They
 play their instruments in time with the song.

AB79. ACTIVITY 3. MOVERS Reading and Writing, Part 6. Read the text. Choose the right words and write them on the lines.

Tell pupils to open their Activity Book at page 79. Focus
them on the activity instructions and the example and check
understanding. They complete the text by choosing from the
words at the bottom of the page. They check in pairs. Elicit
answers and encourage pupils to explain how they chose their
answer (in L1).

Key: I it's, 2 a, 3 raining, 4 got, 5 to

Extra activities: see page T109 (if time)

Ending the lesson

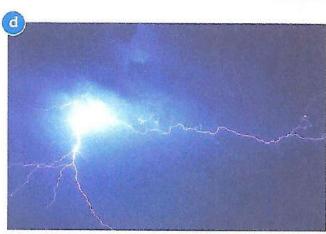
 Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why. Listen and say the letter.

These pieces of music describe the weather.









Project

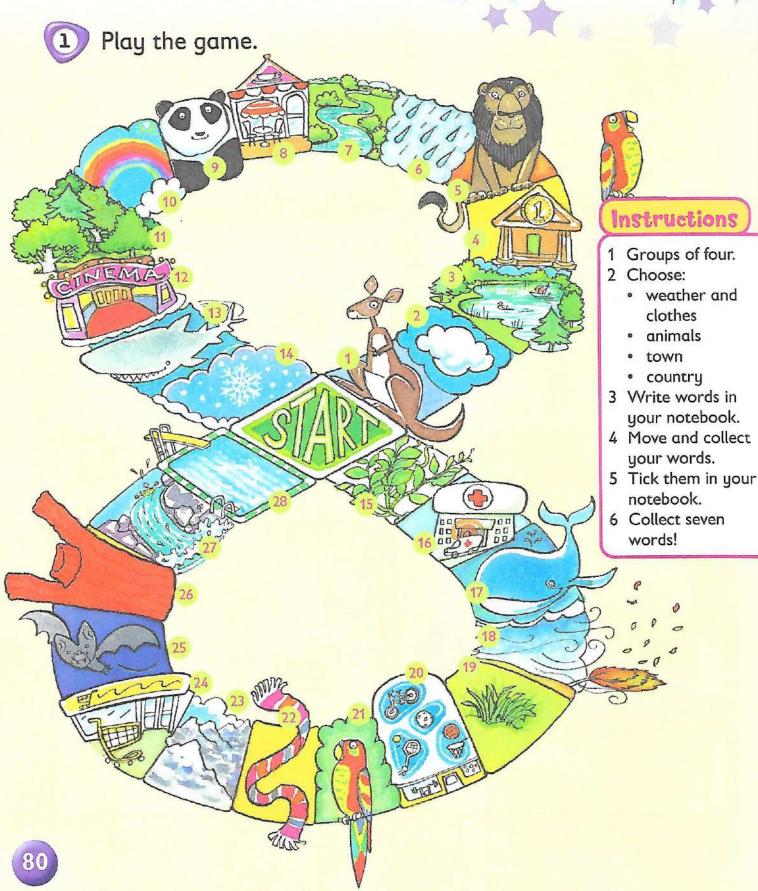
Make a percussion instrument.





Review Units and





DB ECTIVES: By the end of the lesson, pupils will the reviewed language from Units 7 and 8 and played a game.

TARGET LANGUAGE

Revision: weather, wild animals, city, country, language for mes, adjectives

MATERIALS REQUIRED

Dice and four different coloured counters for each group of four pupils

warmer: Four large pieces of paper with weather written on one, wild animals on another, city on another and country on another, word cards from Units 4, 6, 7 and 8 (Kid's Box Teacher's Resource Book 3 pages 85, 87, 88 and 89) each with sticky tack on the back, Flashcards city (53–62), country 71–78), wild animals (91–99) and weather (103–109)

Warmer

- Display the four pieces of paper with the topics written on them around the room. Mix up the word cards from Units 4, 6, 7 and 8 and hand one to each pupil in the class. Pupils stand up and stick their word card on the correct piece of paper. Fast finishers come and collect another word card 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 word cards.
- Note: If you do not have word cards 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.

PB80. ACTIVITY 1. Play the game.

- Pupils open their Pupil's Book 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! Check understanding of miss a turn.
- Focus pupils on the Instructions box. Read the instructions aloud and check comprehension of the topics. 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 topic in their notebook, find the seven words for their topic 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.

 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.

AB80. ACTIVITY 1. Read, colour and draw.

- Tell pupils to open their Activity Book at page 80. Focus them on the activity instruction and check understanding. Ask pupils to read the first three sentences of the story. Mime colouring the thinner bear grey as an example 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 T109 (if time)

Ending the lesson

- Do a spelling chant to finish the lesson, e.g.
 - Teacher: Give me a 'c'.
 - Pupils: c
 - Teacher: Give me an 'l'.
 - Pupils: 1
 - Teacher: Give me an 'o'.
 - Pupils: o
 - Teacher: Give me a 'u'.
 - Pupils: u
 - Teacher: Give me a 'd'.
 - Pupils: d
 - Teacher: Give me a 'y'.
 - Pupils: y
 - Teacher: What have you got?
 - Pupils: Cloudy!
- Pupils can take turns to lead other chants.

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, crying

Revision: vocabulary and language from Kid's Box 3

MATERIALS REQUIRED

Optional: Kid's Box Interactive DVD 3: Stella's room Quiz 4, Test Units 5–8 from Kid's Box Teacher's Resource Book 3 (pages 113–136), Kid's Box 3 Language Portfolio page 6

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.

PB81. ACTIVITY 2. Listen and match. [YLE]

Tell pupils to open their Pupil's Book 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 CD. Pupils listen and write the names and
the letters in their notebooks. They check in pairs. Play the
CD again. Check with the class.

Key: Daisy a, Mary c, Sally d, Fred e, John b

CD 3, 26

Look at the picture. Listen and look. 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 lack.

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.

PB81. Quiz!

 Say Now let's do a quiz. Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers. They discuss them in groups of four. Check with the class.

Key: I 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.

AB81. ACTIVITY 2. Circle the odd one out.

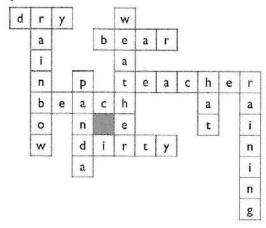
 Tell pupils to open their Activity Book at page 81. They find and circle the odd one out in each line. Pupils work in pairs. Check the odd ones out with the class.

Key: 2 rainbow, 3 beach, 4 dry, 5 bear, 6 hat, 7 dirty, 8 weather, 9 teacher, 10 raining

AB81. ACTIVITY 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 box. Check the answer with the class (goodbye!).

Key:



Extra activity: see page T109 (if time)

Optional evaluations

- Quiz 4 from Kid's Box Interactive DVD 3 (Stella's room section).
 This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units 5–8 from Teacher's Resource Book 3 (see pages 113–136).

Language Portfolio

 Pupils complete page 6 of Kid's Box 3 Language Portfolio (1 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 I or activities were their favourites. If this is your last class, say Goodbye. See you next year!





Listen and match.

Jack – f

Daisy Mary Sally



Jack Fred John



- 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?
- 6 Where was Robin Motors last Thursday morning?

- Look and think. Say 'yes' or 'no'.
 - 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.



- Listen and check.
- Read and correct.
 - 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.

OBJECTIVES: By the end of the lesson, pupils will have stened to a story and talked about giving and sharing.

TARGET LANGUAGE

Key language: bin, give, share, small for (someone)

4 dd tional language: box, of course, That's a great idea, throw,

Revision: clothes, prepositions, need, new, old, small, beautiful, tespital, children, cousin, clean

MATERIALS REQUIRED

Warmer: 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

Warmer

 Show the class the old books / toys you have brought. 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.

PB82. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

 Tell pupils to open their Pupil's Book 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.

PB82. ACTIVITY 2. Listen and check.

• Play the CD. Pupils listen and check their answers to Activity I. Ask, e.g. Does Daisy play with the toys? Who likes the jacket? Does Daisy want the jacket? Talk briefly in LI 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: I No, 2 No, 3 Yes, 4 Yes

CD 3, 27

Мим: 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.

IANE: 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.

PB82. ACTIVITY 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 (Daisy's putting books and toys in boxes.). Monitor and help pairs as necessary.

Key: I 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.

AB82. ACTIVITY 1. Listen and number.

• Tell pupils to open their Activity Book at page 82. Focus on Activity I. Ask what they can see in the pictures. Elicit toys, books, jeans, bike, kites, etc. Play number I on the CD and point to the example answer. Play the rest of the CD. Pupils write numbers in pencil. They compare answers in pairs. Play the CD again. Check with the class.

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

CD 3, 28

 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 John?

Oh, yes! Can we take it today? I can teach him 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!

AB82. ACTIVITY 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 activities: see page T109 (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.

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

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 LI that they are going to talk about how to behave in different places in this lesson.

PB83. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

• Tell pupils to open their Pupil's Book 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 I 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.

PB83. ACTIVITY 2. Listen and check.

• Tell pupils to listen carefully. Play the CD. Pupils listen and check their answers to Activity I. Check with the class. Play the CD 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 LI about respecting your city and looking after public property. Ask pupils if there are problems with graffiti and litter in their city / hometown.

Key: I No, 2 No, 3 No, 4 No

CD 3, 29

1.

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!

2.

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.

3.

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.

4.

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.

PB83. ACTIVITY 3. Read and match.

 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

AB83. ACTIVITY 1. Read and choose.

 Tell pupils to open their Activity Book 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.

AB83. ACTIVITY 2. Listen and check.

Play the CD for pupils to check their answers.

Key: playground, children, football, flowers, play football.

CD 3, 30

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.

AB83. ACTIVITY 3. Put the words in order.

 Pupils work in pairs to reorder the sentences. Check with the class.

Key: I 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 activities: see page T109 (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).



- Look and think. Say 'yes' or 'no'.
 - 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.









- Listen and check.
- Read and match.
- 1 Don't break flowers
- 2 You can put your
- 3 Don't write your name
- 4 On trains and buses don't
- 5 In the park don't play
- 6 You can help to make your

- a put your feet up.
- and trees in the park.
- rubbish in the bin.
- d town clean and beautiful.
- e on the walls in your town.
- football near the flowers.

- 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.
- 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.

OBJECTIVES: By the end of the lesson, pupils will have istened 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 meacher? It's OK

Revision: sports, parts of the body, imperatives, rules, angry, win, good at, touch, important, My leg hurts. Can I help you?

MATERIALS REQUIRED

Warmer: 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 engry. | Don't be angry.

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.

PB84. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Book 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.

PB84. ACTIVITY 2. Listen and check.

Play the CD. Pupils listen and check.

Key: I 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 3, 31

1

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!

2.

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.

4.

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.

PB84. ACTIVITY 3. Read and correct.

Pupils work in pairs to read and discuss.

Key: I 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.

AB84. ACTIVITY 1. Listen and number.

Play the CD. Pupils write the numbers.

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

CD 3, 32

١.

Boy: Here you are, Lily. It's your turn to jump.

LILY: Thanks.

2.

GIRL I: What's the matter?

GIRL 2: My foot hurts.

GIRL I: Shall I help you to stand up?

GIRL 2: Thanks very much.

3.

Boy I: Hi. Would you like to play football with us?

Boy 2: Yes, please. Great. Thanks!

4

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.

5

Boy I: You win. Well done.

Boy 2: Thanks. You're a great player.

Boy I: You're a really good player, too.

Boy 2: Thanks.

6.

GIRL I: Do you need some help?

GIRL 2: Yes, please. I can't get on the horse.

GIRL 1: OK. I can help you up.

AB84. ACTIVITY 2. Complete. Choose the right answer.

Pupils complete the sentences and choose the responses.

Key: I win, b; 2 hurts, b; 3 want, a; 4 help, a

Extra activities: see page T109 (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.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of and talked about ways of helping the environment.

• TARGET LANGUAGE

Key language: help the world, turn off, go shopping, catch a bus Additional language: use, It's better to ..., all the time, bring, electricity, later, lights

Revision: always, sometimes, never, must / mustn't, need to, water, clean, bag, ride a bike, drive, walk, go to work

MATERIALS REQUIRED

Warmer: Picture / photograph of the world Extra activity 2: Very large piece of paper or display board for a class poster

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.

PB85. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

• Tell pupils to open their Pupil's Book 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 I 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.

PB85. ACTIVITY 2. Listen and check.

• Tell pupils to listen carefully. Play the CD. Pupils listen and check their answers to Activity I. Check with the class. Play the CD 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: I Yes, 2 Yes, 3 No, 4 No

CD 3, 33

1.

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.

2

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.

3.

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.

4

Том: 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.

PB85. ACTIVITY 3. Read and match.

 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

AB85. ACTIVITY 1. Read and match.

- Tell pupils to open their Activity Book at page 85. Focus on the pictures in Activity I. 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 I, e 4, f 2

AB85. ACTIVITY 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 activities: see page T109 (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.

- Help the world
- Look and think. Say 'yes' or 'no'.
 - If you live near your school you can sometimes walk there.
 - When you clean your teeth you can turn the water off.
 - You mustn't take bags with you when you go shopping.
 - You never need to turn computers or televisions off.









- Listen and check.
- Read and match.



- Turn off the computer
- 2 Don't always use the car, catch
- 3 When you clean your teeth
- 4 Take bags with you
- 5 Turn off the lights
- 6 When you live near your school

- you can walk there.
- b turn off the water.
- when you go out of the room.
- when you aren't using it.
- when you go shopping.
- a bus or ride a bike.

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.

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 /
don't like / love / enjoy riding
my bike.
He / She likes / loves / enjoys /

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.

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.

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

He / She never / sometimes / always plays in the park.
He / She plays in the park every day.

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.

What's the matter? I've / You've / He's / She's / We've / They've got a headache.

My head hurts.

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.

I'm hungry.

Shall I make breakfast?
I'm cold.

Shall I close the window?

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.

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

AB86. ACTIVITY. Match the sentences.

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

ABS6. ACTIVITY 1. Look and circle the best answer.

Key: I likes, 2 enjoy, 3 wants, 4 want to

AB86. ACTIVITY 2. Look and complete.

Key: I Has, 2 hasn't, 3 got, 4 it's got

AB86. ACTIVITY 3. Match the sentences.

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

AB87. ACTIVITY **4.** Read and order the words. Make sentences.

Key: I 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?

AB87. ACTIVITY 5. Look and complete.

Key: I Must, 2 must, 3 Can, 4 mustn't

AB87. ACTIVITY 6. Match the sentences.

Key: 1 b, 2 c, 3 a

AB87. ACTIVITY 7. Complete the sentences.

Key: I quicker, 2 smaller, 3 dirtier, 4 better

AB87. ACTIVITY 8. Read and complete the sentences.

Key: I was, 2 wasn't, 3 weren't, 4 were

Teaching notes for Photocopiables

Photocopiable activity I (Unit I page 12)

- Hand out copies of Photocopiable activity I (page T90), one for each pupil. Read through the questions in the left-hand column with the class and check comprehension. Tell pupils 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. They both write the friend's name at the top of the first 'My friend' column. Then they exchange information by asking and answering questions. Monitor and check they are asking full questions and answering Yes, I do or No, I don't. Clap your hands. Pupils find a different friend, write his I her name in the second 'My friend' column on the sheet and ask and answer.
- Elicit information from pupils by asking (Name), tell me about one of your friends. Pupils respond, e.g. Johanna doesn't like shopping. She wants to be a doctor. Prompt pupils to join sentences with and / but as appropriate. Practise short third person answers by asking, e.g. (Name), does Maria enjoy reading about science?

Photocopiable activity 2 (Unit 2 page 21)

- Hand out copies of Photocopiable activity 2 (page T91), one for each pupil. Check understanding of the prepositions, using classroom objects to demonstrate. Teach above and below.
- Read the instructions for Activity I and check understanding. Pupils work individually. They choose and circle the preposition they want to complete each sentence. Then they draw each object in the right place in the picture of the room in Activity 2. Fast finishers can colour the objects and furniture in the room.
- Make pairs of pupils who don't usually work together (pupils sitting next to each other might have looked at each other's pictures). Pupils take turns to tell each other where their objects are and to draw them in Activity 3.
- If pupils had time to colour, they can also tell their partner what colour the objects are, e.g. The sofa's green.

Photocopiable activity 3 (Unit 3 page 31)

- Hand out copies of Photocopiable activity 3 (page T92), one for each pair of pupils. Pupils cut out the word cards.
- Pupils work in their pairs. Pupil A matches an activity card with a day / time card, e.g. play football with in the morning. He / She asks a question using these phrases, e.g. Do you play football in the morning? Pupil B answers, e.g. I sometimes play football in the morning. If the two pupils agree, they make a sentence using the word cards, e.g. We sometimes play football in the morning and put it to one side. Monitor and check pupils are forming the sentences correctly.
- The activity continues until pairs of pupils have made several sentences or until a certain time has elapsed. Pupils then

- copy the sentences into their notebooks.
- Elicit sentences from different pairs.

Photocopiable activity 4a (Unit 4 page 39)

- Hand out copies of Photocopiable activity 4a (page T93), one for 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 card in turn and elicit a sentence, e.g. dirty shoes — You must clean your shoes. Example responses: untidy bed — You must tidy your bedroom. / You must make your bed.

hungry dog - You must feed the dog.

untidy desk - You must tidy your desk.

long hair — You must go to the hairdresser's. / You must cut your hair.

pile of letters - You must read I answer your letters.

dirty plates - You must do the washing up.

jacket on the ground - You must pick up / wear your jacket.

TV - You can watch TV.

park gates - You can go to the park.

ice cream — You can eat some ice cream. 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 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. Pupils put their cards in envelopes for another lesson.

Photocopiable activity 4b (Unit 4 page 40)

Note: Instructions for this activity also appear on page T40 (Activity 12).

- Review the use and meaning of must. Elicit some of the school rules from the previous lesson. Focus pupils on Pupil's Book page 40, Activity 12 and on the activity instructions. Ask two pupils to read the speech bubbles aloud. Ask Can Vicky and Sam play tennis on Friday? Elicit No, they can't. (Sam must go to the doctor.) Say You must ask more questions to find a day when Vicky and Sam can play together. Check understanding.
- Divide the class into pairs (A and B). Hand out one part of Photocopiable activity 4b (page T94) to each pupil in the pair (Vicky's diary to Pupil A and Sam's diary to Pupil B). Ask questions about the two diaries, to check pupils understand what the notes mean and encourage them to give reasons, 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, following the model on the Pupil's Book page, and find
 a time when they can play tennis. Remind pupils not to look
 at each other's diaries. Monitor and help / prompt. Encourage
 pupils to make full sentences when they reply. Set a time limit
 for this part of the activity, e.g. five minutes.
- Elicit the answer (Thursday).

Photocopiable activity 5 (Unit 5 page 48)

- Hand out a copy of Photocopiable activity 5 (page T95) to each pupil. They cut out the cards. Pupils make a dot or similar on the cards, so they can identify their own set of cards at the end of the game.
- Demonstrate the game. Elicit that the cards with words on are different shapes. Tell pupils that the square cards are 'illness' cards. Turn over a square card. Say a sentence to go with the picture on the card, e.g. I've got a cough. A pupil turns over a triangular 'word' card. He / She makes a sentence using the prompt word on the triangular card, e.g. can You can watch TV. Check the example for can / can't is for permission not ability. Keep the illness card and the word card. Repeat, with the pupil taking a square card and you taking a triangular card.
- Pupils play the game 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.
 Pupils put their cards into an envelope for use in another lesson.

Photocopiable activity 6 (Unit 6 page 57)

- Show pupils your finished dice (with an adjective written on each face). Hand out a copy of Photocopiable activity 6 (page T96) to each pupil. Check they understand where to cut before handing out the scissors. Pupils cut out their dice template.
- Individual pupils choose any six adjectives from the lesson (brainstorm them on the board if necessary) 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 copy you and 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 (spelling slips don't count
 against them). Congratulate pairs with the most points.

Photocopiable activity 7 (Unit 7 page 68)

Note: Instructions for this activity also appear on page T68 (Activity 13)

- Demonstrate the activity, using Parts A and B of Photocopiable activity 7 (page T97). Show pupils the two texts and tell them that they 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). Show pupils how to write this part of the text into the gap on your copy of part B.
- Hand out a copy of Photocopiable activity 7 to each pair: part A to one pupil and part B to another. Check pupils know what to do (take turns to read out the missing text on each other's papers and write down the phrases so they both have a complete version). 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 each 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!

Photocopiable activity 8 (Unit 8 page 73)

- Elicit the weather words from pupils using the flashcards.
- Hand out a copy of Photocopiable activity 8 (page T98) to each pupil. Elicit the names of the different features in the large picture of the landscape (city, mountains, river, lake, forest, fields, island). Pupils all colour the weather symbol cards 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 or large book upright between them so they can't see each other's pictures. Pupil A secretly sticks the weather symbols where they want on the large picture on Photocopiable activity 8 using the sticky tack. Pupil B asks questions e.g. What's the weather like in the mountains? and sticks the appropriate weather symbols in the same place on his / her picture. Monitor and check that pupils are not looking at each other's pictures. When they have finished, they compare pictures. They take the weather symbols off and repeat, this time with Pupil B sticking the symbols and Pupil A asking.

Name:	
100	

Do the survey with your friends.

Do you	Ме	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?			

Name: _____

Read and choose.

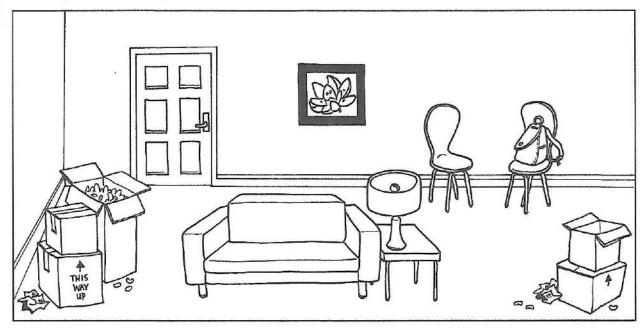
Her comic's next to / under / on the sofa.

Her pet bird's above / on her head.

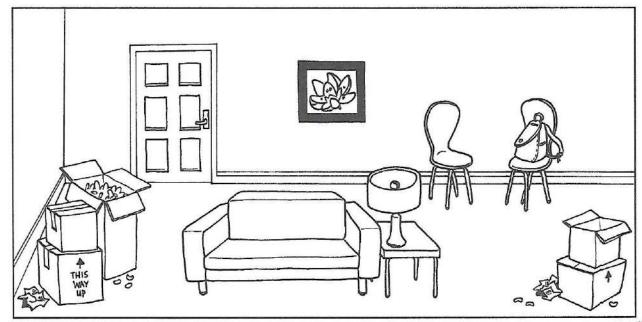
The TV's above / below the picture.

Meera's between I next to the chairs.

2 Complete the picture.



3 Listen and draw.



Vame: _____

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	speαk	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 4a

Name:



Photocopiable 4b

Name:



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

Ask and answer. Find a time when Vicky and Sam can play tennis.

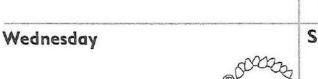
Monday	7
--------	---

go to the library



Friday Tuesday

go to the doctor



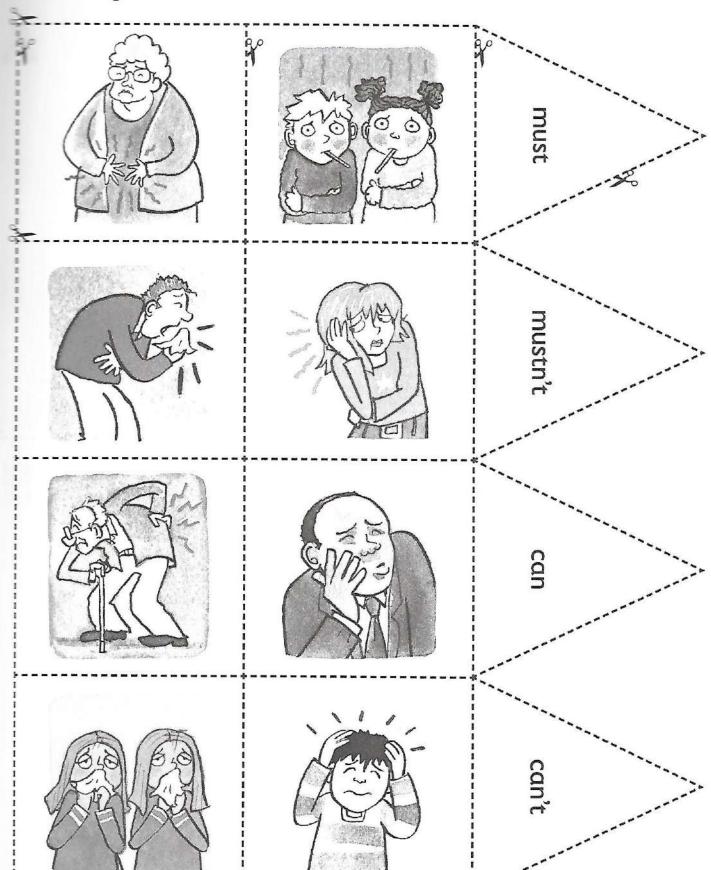
Saturday

Thursday

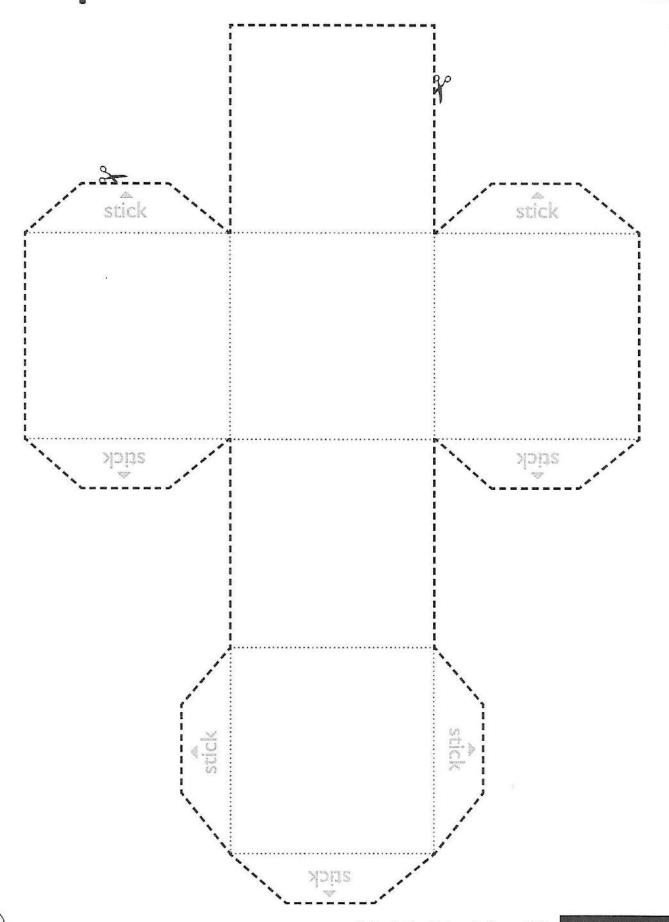
Sunday go to Uncle Fred's house

Sam

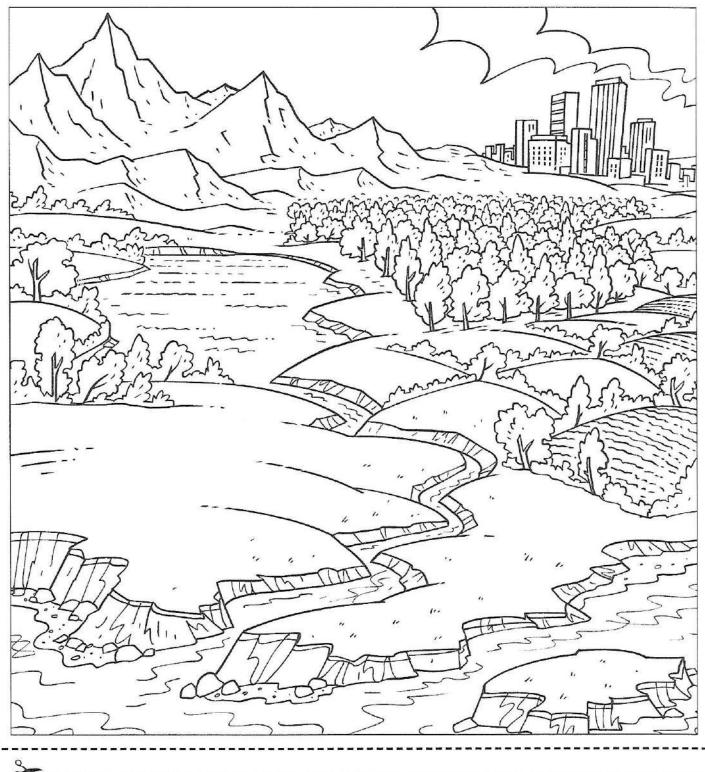
Name:

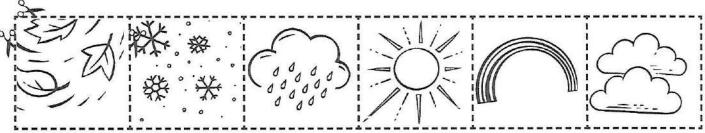


Name: _____



A	Hippos and elephants	
H	elephants are bot	h
	very heavy. They are	
	legs and big head	s
	and they can run, but	
		lot of
	grass and plants.	
	to ear	t at
	day they swim in	•
	There are two different	,
	African elephant and the	elephants
	are Asian elephan	ts and
	ears. Hippos live in	
	than elephants	than humans too!
	Hippos and elephants	
5	Hippos and	veru bia and
	both	grey, have got four
	The	y can swim
	,	they can't jump.
	Hippos and elephants eat a	
	Elephants eat the	eir
	, but hippos like	
	night. In the	
	rivers and lakes.	
		kinds of elephant, the
	bigger than	The second secon
	have got bigger	
	Africa. They run faster	and faster





Extra activities

Hello!

Page 4

Extra activity I: What's it called?

The following chant to the class. First they perform as a wide class and then in two groups, one group asking and the other responding. Then divide pupils into groups. They create their versions of the chant, substituting key words. They perform the class: one pupil giving the information and the rest of the group asking the questions.

The got a sister.
What's she called?

I've got a horse. 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 fifth (I like ...) on the other strip. Put pupils into groups of the fifth (I like ...) on the other strip. Put pupils into groups of the fifth (I like ...) on the other strip. Put pupils into groups of the 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 get I that's me. I Wrong!

Page 5

Extra activity I: 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. Hand out photocopies of the alphabet cards from Kid's Box Teacher's Resource Book 3, page 80 (one copy per pupil). Pupils cut along the dotted lines to make cards. Divide the class into pairs. Pairs put together their alphabet cards so they have one of each letter. Spell out the word c-a-m-e-r-a. Pupils work with their partner to arrange the alphabet cards to make the word on their desks. Monitor. Elicit spelling and write camera on the board for pupils to check. Pupils mix up their cards. Spell out kite, monster and doll for pupils to make the three words with their cards in the same way. Pairs compare their words with other pairs. Check with the class. Pupils mix up their cards. Repeat with bike and lorry. Then repeat for helicopter, and finally game, train and computer. Note: It is important for pupils to mix up their cards between the groups / pairs of words, as they only have two of each letter of the alphabet in their set of cards (so they can't arrange the letters for, e.g. computer and helicopter at the same time, as they would need three letter 'e's).

If you do not wish to use the alphabet cards, pupils do a similar activity with paper and pen. They 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 I: 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 (see page T6, Materials required). 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: I 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 I: 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 I: 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 CD 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

Page 10

• Extra activity I: 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 I: 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,

We're all family. Yes, we are.

We've got grandparents, One, two, three, four. We've got grandparents,

Yes, we have.

Sons and daughters, mums and dads,

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: 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 scrunched 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 I: 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 3×3 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 I: 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 Activity 10. Demonstrate the activity for the class. One pupil starts describing the picture and makes a deliberate mistake. The pupil in the group who hears it says <code>Stop!</code> and continues the description. He / she makes a deliberate mistake and another pupil calls <code>Stop!</code> The game continues. Pupils each get a point for calling <code>Stop!</code> when there is a mistake and lose a point for calling <code>Stop!</code> when there isn't. Check the winner(s) from each group.

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

e Extra activity I: 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

The pupil who drew it doesn't say who see of the portraits. The pupil who drew it doesn't say who sentences about the picture (e.g. He's got dark hair. He's meeting a blue sweater.) and guesses from the rest of the seg it's victor). Repeat with different portraits.

Page 17

Entra activity I: Which portrait is it?

The copy the description of their family portrait (from page T17, poster) corto a separate piece of paper. Collect the descriptions of

The family portraits from the project around the classroom.

The written descriptions out to pupils (pupils don't get their descriptions). Pupils walk around the classroom and find the state to match the description they have been given. They stand the portrait. When all pupils have found a match, check with the state Pupils stick their descriptions under the correct portraits.

Extra activity 2: Word train

Finis look back through this and the previous lesson to find key words about the topic. Elicit the words from pupils and write them the board, checking the meaning of each one. Possible words:

See Footrait, artist, pictures, paint, paintings. Say We're going 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

Unit 2

Page 18

Extra activity I: 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 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 word cards for Unit 2 (see Kid's Box 3 Teacher's Resource Book page 83) 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 I: Letter chant

Do a letter chant with the class, e.g.

Teacher: Give me an 'f' Pupils: f
Teacher: Give me an 'l' Pupils: I
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 pi

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 I: 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: 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.

Page 22

• Extra activity I: 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 I: 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.

Extra activity I: Reorder the words

Write the following mixed up sentences from Pupil's Book page 24, Activity I on the board:

I tree I live a house in

2 got bedroom a My window hasn't

3 I living centre city love the in

4 my any There near aren't house streets

Pupils work in pairs. They reorder the words and write the correct sentences in their notebooks. Check with the class. Invite pupils to write the correct sentences on the board. Ask pupils if the sentences are true or false for them.

Key: I I live in a tree house. 2 My bedroom hasn't got a window. 3 I love living in the city centre, 4 There aren't any streets near my house.

Extra activity 2: Consequences

Write these prompts on the board: I where I live (city I country), 2 my house (flat I house), 3 number of rooms, 4 number of people in my family, 5 pets. Elicit an example for each one (e.g. I live in the country. I live in a flat. It's got one room. There are five people in my family. We've got a dog.).

Pupils work in groups of six. Each pupil needs a piece of paper. Tell pupils all to write a sentence, in secret, at the top for prompt!. They fold the paper down so the sentence is hidden and pass the paper to their right. Without looking, pupils then write a sentence for 2. The game continues until the pupil who started their paper receives it back. Pupils then read their 'stories' aloud to their groups. Some will be logical; some will be funny. Ask for volunteers to read some of their stories to the class.

Page 25

• Extra activity I: My dream house

Pupils work in small groups. Each pupil shows the picture of their dream house from the Pupil's Book project and explains the key features of the house (without reading directly from their text).

Extra activity 2: Word train

Play Word train as for page 17 Extra activity 2. Possible words: houseboot, tree house, castle, flat, room, city, country, street, road.

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

Page 28

Extra activity I: 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 I: 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 I: 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.

ĺ	414 W	always	watch TV	after school.
	1	sometim e s	do my homework	before school.
		never	go to the park	on Sunday mornings.

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: Team quiz

Divide the class into two teams. Draw a 3×3 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):

I 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)

· Entra activity I: True or false

Pupils work in groups of four. Each pupil needs two sees of paper. They write *True* on one and *False* on another. They pupils use the sentences they wrote about their their notebooks for Pupil's Book Activity 15, but they 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) they can change the adverb to make it a false sentence. The pupils put down a true or false card. The pupil then reveals

The series who predicted correctly win a point. Play continues around the group.

Extra activity 2: My day

Page 33

Extra activity I: Role play

the story are (Lock, Key, Johnny). Do the role play as for page 9

Extra activity 2: Interview

work in pairs. They write a list of questions they would ask and Key if they could interview them. Elicit some examples are them on the board, e.g. Do you like your job? What's inside the box? Who is the pet thief? What time do you usually have not? Pairs work with pairs. They use their questions to role play a receive, with one pair asking questions and the other pair arecent ng to be Lock and Key. Then they swap roles.

Page 34

Extra activity I: Words in a minute

Tell pupils they 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 I: 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

Page 36

Extra activity I: 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, 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, library, market; three syllables: bus station, cinema, hospital, sports centre, swimming pool; four syllables: supermarket

Page 37

Extra activity I: 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. Note: This can be a noisy game, but it's productive noise!

Page 38

• Extra activity I: Role play

Display the large sheet of paper with the CD 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 12×12 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: 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.

• Extra activity I: 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.

Tou must catch the bus to school in th

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 I: 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.

Page 42

• Extra activity I: Problems! Problems!

Pupils work in pairs or larger groups if appropriate. They use the model in Pupil's Book Activity 2 to make another similar sum for their classmates. They draw the money as in the Pupil's Book. Pupils write the answer(s) on the back.

Display the sums and number them (1, 2, 3, etc.). Pupils go around the room with their notebooks and write the answer for each sum in their notebooks. Pupils then take back their sum, say their number (1, 2, 3, etc.) and the answer.

Extra activity 2: In the café

Pupils work in pairs. They study the menu from Activity Book Activity 2. Call out questions for them to answer, e.g. I You want apple cake and milk. How much is that? (£2.25, two pounds twenty-five) 2 You've got three pounds. Can you have an egg salad and chocolate cake? (No, the total is £3.35) Pupils write the answers. Check with the class at the end. This could also be played as a team game.

Page 43

Extra activity I: Word game

Start a chain. Say I'm at the clothes shop. I want to buy ... some jeans. Pupil I says I'm at the clothes shop. I want to buy some jeans and ... a jacket. Continue the chain, choosing pupils at random to add another item. Repeat until there are six or seven items in the sentence. Start another chain.

Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (money and currency). Play Word train as for page 17 Extra activity 2.

Review Units 3 and 4

Page 44

Extra activity: Sing a song

Sing one of the songs or do one of the chants from Units 3 and 4 with the class.

Page 45

Extra activity: Play the game

Hand out Photocopiable activity 4a (page T93) 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.

Unit 5

Page 46

Extra activity I: Role play

Divide the class into groups of three. Display the large sheet of paper with the Pupil's Book 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 Activity I.

Page 47

Extra activity I: 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'm not well.
- A: What's the matter?
- B: I've got a stomach-ache.
- A: Oh, poor you!
- B: Yes, it hurts.

Extra activity 2: Draw and write

Write one of the dialogues from Activity Book Activity 4 on the board. Erase words so it looks like this:

hurte I can't

What's the matter?

my nares. redire	
Elicit various possibilities for the gaps so that the dialogue m	ake
sense. Pupils choose how to complete the sentences and dra	aw a
picture to illustrate the situation (using Activity Book Activity	ty 4
pictures as a model). Fast finishers can write more dialogues	

Extra activity: Class rules

Funds 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 I: Do what I say ...

Tou 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. mis et 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 eff. 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 I: 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 I: 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 T95) to each pupil. If you used it before, hand pupils their envelopes with their cards in. If you haven't used it before, tell pupils to cut out the cards. They 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 a different shape.

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 I 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 I: 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. Monitor and help pupils with words if necessary. They can draw pictures too.

Display the posters around the room. Pupils walk around and 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 I: 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 the following words at random 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

Page 54

Extra activity I: 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. Write the word under the picture. Repeat for the other pictures. Erase words that pupils found difficult and elicit the spellings again.

T105

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 I: 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 I: Fill the gaps

Write the second part of the CD script for Pupil's Book 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 CD. 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 Sta	ar is catching a big_	fish. He's very	na productiva prose A
Grandma St	ar's near the cows i	n the field. She's very	She's
drawing a be	aby cow. It's got	legs and it's	
very	•		
Stella isn't h	appy because her d	rawing's	
Mr Star's lis	tening to the radio.	His music is very	
Oh, yes! And	i finally, Mrs Star. S	he'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 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: Mime game

Put the slips of paper with the adjectives on (see 'Materials required' page T57) face down on your desk. In turn, pupils come to the front, take an adjective and mime it for the class to guess.

Page 58

· Extra activity I: Offering help

Divide the class into two groups, A and B. Hand out the sentences you prepared, giving the sentences about problems (e.g. I'm hungry) to As and the offers (Shall 1 ...?) 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 I: 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 I: 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 large 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'). When all the pupils have added their pictures to the paper, count the items in each category to see which type of food is the class's favourite.

Page 61

Extra activity I: 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. *Icm*, 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

The words about the topic (plants, food and growth). Play Word 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

Fig. one of the team games from Units 5 and 6 with the class. Let the pupils choose which one.

Unit 7

Page 64

Extra activity I: Matching game

rand out half a sentence from Pupil's Book Activity 2 listening script to each pupil. 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 I. Check understanding of mammals, etc. and elicit an example for mammal. Pupils work in pairs. They copy the columns not their notebooks and try to put the animals from Activity Book Activity I 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 I: Whisper and draw

Use the animal words to play Whisper and draw as for page 21 Extra activity 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 to make it more fun and challenging.

Page 66

Extra activity I: 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. This is an oral activity. 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. Elicit information about the pictures back from pupils to give them practice of the comparative forms. Possible descriptions: I 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 I: 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:

I Who is taller? 2 Who is older?

4 Whose bag is heavier?

3 Whose hair is longer?

5 Whose pencil case is bigger?
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 I: 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. Pupils can repeat adjectives from the board or add their own.

Extra activity 2: Sentences

Pupils choose six of the comparative adjectives from the wordsearch in the Activity Book and write six sentences using the words in their notebooks. Elicit ideas first with the whole class. Check they remember to use *than* after the comparative. Pupils work individually. Monitor and check.

Page 69

• Extra activity I: 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 for the whole class. 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 with other groups. Check with the class by reading out each description and eliciting the answer (not from the group who wrote it). The group with the most correct answers is the winner.

Extra activity I: 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, bank, 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.

- I 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 I: 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

Page 72

• Extra activity I: 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: Matching game

If you didn't do Photocopiable activity 8, hand out the six weather symbols from page T98 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 I: How many sentences?

Teach / review wasn't / weren't using the Grammar reference section of the Pupil's Book (see page 87). Put pupils into pairs. Give the sentence sections to each pair. 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 I: 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 page T75, Materials required). 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 I: 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 learnt 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.

Extra activity I: Role play

The groups of four. Elicit from pupils who the four characters in the group are (Lock, Key, Robin Motors, police officer). Do the role group as for page 9 Extra activity 1.

Extra activity 2: What was the weather like? But the weather words from pupils using the flashcards. Pupils was out the materials from Photocopiable activity 8 (page The figure 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. -and 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. Fund A secretly sticks the weather symbols where they want on the picture. Pupil B asks questions about the weather using was, 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, Pupil B sticking the symbols and Pupil A asking. fitime, pupils stick the symbols back on their picture and write servences describing the weather, using was, e.g. In the mountains it was cold and snowy.

Page 78

Extra activity I: Musical instruments

Publis write the four different classes of musical instrument in their notabooks and illustrate each one with one or two examples, e.g. a drawing of a trumpet for *Brass*.

Extra activity 2: Musical pictures

Say Listen and draw a picture. Play a short extract from each of the four music CDs (salsa, rock, folk and opera). Give pupils time to draw a small picture for each piece of music. They compare in small groups. Discuss with pupils what they drew and why.

Page 79

Extra activity I: Board slap

Write the names of all the instruments that have come up in this and the previous lesson at random across the board. Play Board slap as for page 22 Extra activity 2.

Extra activity 2: Word train

Pupils look back through this and the previous lesson to find the new words about the topic (e.g. orchestra, musician). Play Word train as for page 17 Extra activity 2.

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 I: 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 CD 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 CD. 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 I: Act it out

Play the CD 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 I: Act it out

Play the CD 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? I Can I help you?

Give a pupil a piece of paper with a phrase on (see Materials required on page T84). 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 I: Act it out

Play the CD 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 My model room

You will need:

One shoe box (or similar) for each group of pupils, cardboard, empty bottles, small boxes, etc. for the furniture, samples of wallpaper, material (for carpets, rugs, etc.), paints, glue, scissors, paper.

For this project, pupils produce a 3-D model of a room in a house. They make the furniture out of cardboard, empty bottles, etc., decorate the walls with paint or samples of wallpaper and use material for rugs and carpets. They write about their room and place the text next to their model. Groups take turns to present their rooms to the rest of the class.

Tell pupils what the focus of the project is (making a room in a house). If you have time to make a room before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

Step 1: Make groups of four.

Step 2: Decide which room to do and make a list of the furniture.

Step 3: Decide who is going to make which pieces of furniture. Make the furniture and paint it.

Step 4: Decide the colour(s) of the room. Paint it. Cut out the rugs and carpet. Put them in the room. Put the furniture in the room.

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. Place the room on a table with the text next to it.

Step 7: Present your room to the class.

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. They can use parts of the text on Pupil's Book page 25 as a model as 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.

Each group should have time to present their room to the rest of the class. Leave the rooms and texts on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

You will need:

An empty jam jar, a large balloon cut off at the neck, two bendy drinking straws, a skewer, scissors, water, table a large bowl – all of these items for each group of publis.

A completed model pump made according to the restructions below. Note: Make sure the holes you make in the stretched balloon are not too big. The strews 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 maps of the project on the board for pupils to copy into their matebooks:

5 1: Make groups of three or four.

2: Pour water in the jar until it is half full.

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

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 Changing money

You will need:

Calculator and a piece of paper for each pair of pupils, the table below copied on the board (include four currencies in the left-hand column, e.g. US dollar, Australian dollar, Euro, your local currency). Your pupils will need access to the internet / photocopies of a newspaper page showing current exchange rates.

Currencies	Exchange rate
GB £ to US \$	(1) 1 (1) (1) (1) (1) (1) (1) (1) (1) (1
GB £ to Euro €	
GB £ to Australian \$	
GB £ to Swiss Franc CHF	

Prompts for the role play, written on poster paper to display for Step 6, e.g.

Can I help you?

I'd like to change some money from ...s into ...s, please.

How much?

That's ... Here you are. Goodbye.

Thank you. Goodbye.

For this project, pupils find out about exchange rates and make calculations to convert sums of money in pounds to different currencies. They also role play working at a bank, changing money.

Tell pupils what the focus of the project is (finding out about exchange rates and practising doing sums with different currencies). Pre-teach exchange rate and currency / currencies. Write the steps of the project on the board for pupils to copy into their notebooks.

Step 1: Make pairs.

Step 2: Copy the Exchange rate table onto a piece of paper.

Step 3: Find out the exchange rates for the different currencies.

Step 4: Work out how much these amounts are in each currency:

£3.00, £50.00, £100.00. Use a calculator.

Step 5: Compare your answers with another pair. Then show your teacher.

Step 6: Role play changing money at a bank. Take turns to be a) the cashier and b) the customer. Use the ideas on the board.

Step 7: Make groups of four. Perform your role play to the other pair.

Monitor and guide pupils as they are working through the steps of this project. Check the answers at Step 3 and Step 4. Listen in to the role plays in Step 6 and focus pupils on the prompts on the board. Make sure they swap roles so each has a chance to be the customer. Choose pairs to perform their role play for the whole class or ask pupils to write out their dialogue.

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

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 smight want to focus on endangered animals. If they can't 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.
- 5 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 I 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 Making an orchestra

You will need:

Empty glass bottles of different sizes, water, metal spoons (xylophone)

Paper plates, hole punch, string, bells / metal buttons (tambourine)

Empty boxes with lids, string, sticks / wooden spoons (drums)

Metal jar lids (cymbals)

Coloured pencils, scissors, sequins, glue for decoration.

For this project, pupils make different musical instruments and then play together in an orchestra. When all the instruments are finished, group the pupils by instrument for the concert. Choose a song they know from Kid's Box, play it on the CD and conduct the pupils to join in with the rhythm. Write the instructions for each instrument on a different piece of paper to hand out to the pupils. Everyone makes their own instrument. You can also reuse the instruments from the classroom project.

Instructions:

Xylophone: Put different amounts of water in the bottles, put the lids on and then strike them (gently) with the metal spoons. Tambourine: Stick two paper plates together, facing each other. Make holes around the edge (not too near) and tie bells / metal buttons on.

Drums: Make a hole in the lid and in the bottom of the box. Thread string through and make a long loop so they can be worn. Hit with the sticks.

Cymbals: Strike the metal jar lids together.

Tell pupils what the focus of the project is (making musical instruments for a concert). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Choose which instrument to make.
- Step 2: Read the instructions and make the instrument.
- Step 3: Decorate the instrument.
- Step 4: Make groups of four. Tell your friends about your instrument, its name and how you made it.
- Step 5: As a class, choose some songs from Kid's Box to play. Stand where your teacher tells you and play each one in the orchestra.

Monitor and guide pupils as they are working, making sure they have all the relevant materials and that they are following the instructions to make their instrument. Encourage them to try it out as they make it and to make adjustments if the sound isn't right. Step 4 is important as it allows them to talk about their instrument to their friends. They might want to play it too, so it could be noisy! If you prefer, you can choose the songs they are going to play. Arrange the pupils in instrument groups and use a stick as a baton for conducting. At this stage, the rhythm is more important than the melody. If time, pupils can write about what they did in their notebooks, e.g. Today we made musical instruments. I made a ...

Evaluation 7



Name:

Listen and tick (1) the box.







(c)



1

(a)



(b)



ⓒ





b



(c)



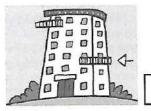


(b)



(c)

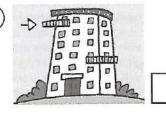




(b)



(c)



5



(b)



©















Evaluation 2

Name: ..

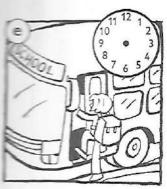
Look at the story of Paula's day.

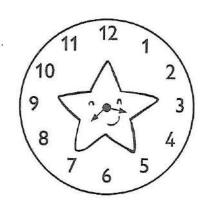






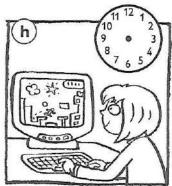


















Fill in the times on the clocks.



Talk about Paula's day. Paula wakes up at ...



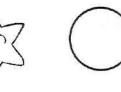












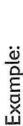












This animal can swim and likes eating bread.



















a root

a forest

Sometimes you can swim there too. You can sail a boat in this water.

This part of the plant grows underground. Sometimes you can eat it.

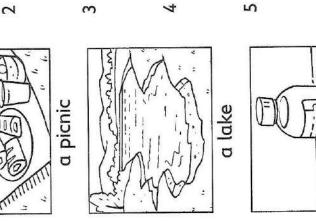


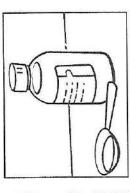
a duck

You can go here when you are not well. Doctors and nurses work here. 4

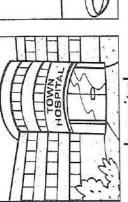


You can take this when you've got a cough or a cold. It helps you get well. 9





medicine



a hospital

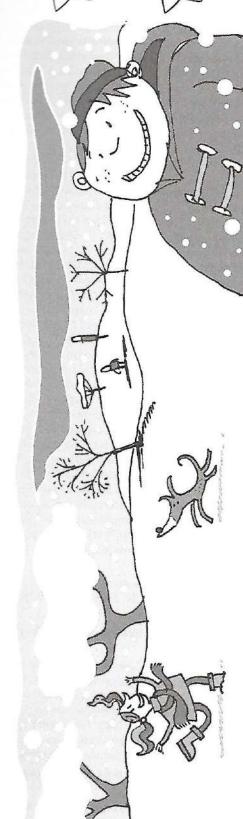
the country

Evaluation 3

Reading and writing







Choose from these words. rainy Example snowy

.... day. In the

morning, we were in the park with our

dog, Blacky. lt 📜

in a big coat 2

Write the words in the text.

Yesterday was a SDOWY.

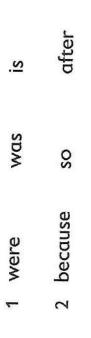
- sunny. I was

it was cold.

My sister was in her new sweater and

scarf. There 3_

hot



aren't	Were
wasn t	are
יט	4

..... many people in

the park. We were ready to go home for

weren't

run
sleep
2

swim

)
-	_

Wds

In the afternoon it was very windy and	cloudy. We 4happy to stay	at home and play with our toys. Blacky	was happy to stay at home too and to	next to the first
In the a	cloudy.	at hom	was hap	5

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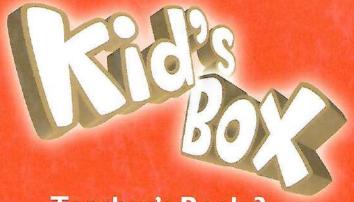
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