

7 At the zoo

7 At the zoo

1 Look, think and say the answers.

1 What are Lenny and Stella doing?

2 Who's asking the questions?

3 What's the quiz about?

4 Who do you think is winning?

2 Listen and check.

3 Listen and say 'yes' or 'no'.

1 Lenny thinks the most exciting animal is the giraffe.

No.

Grammar

quick	→	the quickest
big	→	the biggest
exciting	→	the most exciting
beautiful	→	the most beautiful
good	→	the best

64 Grammar Superlative of two- and three-syllable adjectives

7 At the zoo

1 Make sentences.

The dolphin	lives	coldest place in	world.
Antarctica	the loudest	sea	the forest.
The polar bear	can't drink	animal in the	on the land.
The blue whale is	is the	meat-eating animal	the world.
The parrot	is the biggest	in	water.

1 The polar bear is the biggest meat-eating animal on the land.

2

3

4

5

2 Complete the text about the giraffe family.

father	mother	sister	brother	grandfather	aunt
--------	--------	--------	---------	-------------	------

In the giraffe family, (1) aunt giraffe is the most beautiful.

(2) _____ giraffe is the tallest. (3) _____ giraffe is the youngest and (4) _____ giraffe is the oldest.

The cleverest giraffe in the family is (5) _____ giraffe.

(6) _____ giraffe is the loudest giraffe in the family.

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Objectives: By the end of the lesson, pupils will have read and talked about animals, using superlative adjectives.

Target language

- **Key language:** superlative adjectives: the *-est* and *the most*, *the best*
- **Additional language:** *Now tell us about ...* , *Let's hear it ...* , *Five points for each fact*
- **Revision:** animals, prepositions, adjectives, size, weight, distance, questions, family, *can/can't*

Materials required

- Extra activity 1: Reference materials with facts about wild animals
- Extra activity 2: Small pieces of paper
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 7 Reinforcement worksheet 1* (pages 57 and 58)

Pupil's Book page 64

Warmer

- Write *At the zoo* in the centre of the board and brainstorm animals you can see in the zoo.

1 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 64. Focus on the picture. Ask if they can see any of the animals from the Warmer. Elicit who pupils can see in the picture and where they are. Pupils read the questions and discuss them in pairs.

2 Listen and check.

- Play the CD. Pupils listen and check.
- Elicit complete sentences for the answers. Play the CD again and ask checking questions with superlatives, e.g. *Which animal does Lenny think is the most exciting? Which animal does Stella think is the most beautiful?* Write the superlatives from the listening on the board in three columns: one syllable with *the* + *-est*, two syllables with *the* + *-est*, longer adjectives with *the most* + adjective. Elicit other examples for each column. Focus pupils on the Grammar box. Also present *the heaviest* (-y ending) and *the best* (irregular).

Key: 1 They are in a quiz (at school). 2 Mr Burke is asking the questions. 3 The quiz is about animals. 4 Stella is winning.

CD 3, 03

MR BURKE: Welcome to the Kid's Box Quiz. Let's hear it for these two clever kids in today's big final: Lenny and Stella.

LENNY AND STELLA: Hello, Mr Burke.

MR BURKE: Look at the animals on the wall behind me.

Lenny, which do you think is the most exciting?

LENNY: Er, I think the most exciting animal is the tiger.

MR BURKE: Great. Now tell us about tigers. You get five points for each fact.

LENNY: Well, the Siberian tiger's the biggest and the strongest animal in the cat family. It's not the quickest cat, but it can run at 55 km an hour. The heaviest Siberian tiger weighed 465 kilograms.

MR BURKE: Very good. That's 15 points. Now, Stella, which animal do you think is the most beautiful, and what can you tell us about it?

STELLA: I think the most beautiful animal is the dolphin. It's one of the cleverest animals and I also think dolphins are the best parents – they look after their young for more than three years ... Erm ... oh, yes, and do you know that dolphins can't drink sea water? They have to get water from their food.

MR BURKE: Very good, Stella. That gives you 15 points. Now, put your hands on the buttons. The quickest person to press the button and answer the question correctly gets five points. Which animal is the loudest in the world?

LENNY: Is it the elephant?

MR BURKE: Sorry, Lenny. It isn't.

STELLA: Is it the blue whale?

MR BURKE: Yes, that's right, Stella. Five points for you. The blue whale is the loudest animal in the world. And now for my next question ...

3 Listen and say 'yes' or 'no'.

- Focus pupils on Activity 3. Play the CD. Pupils listen and whisper the answers to a partner. Play the CD again. Check with the class.

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

CD 3, 04

- Lenny thinks the most exciting animal is the giraffe.
- The Siberian tiger is the biggest animal in the cat family.
- The Siberian tiger is the quickest cat.
- Stella thinks the most beautiful animal is the dolphin.
- Stella thinks the dolphin is the best parent.
- The elephant is the loudest animal in the world.

Extra activity 1: see page 223 (if time)

Activity Book page 64

1 Make sentences.

- Tell pupils to open their Activity Books at page 64. Focus them on Activity 1. Pupils write the sentences. Elicit, check and discuss with the class.

Key: 2 The dolphin can't drink sea water. 3 Antarctica is the coldest place in the world. 4 The blue whale is the loudest animal in the world. 5 The parrot lives in the forest.

Extra activity 2: see page 223 (if time)

2 Complete the text about the giraffe family.

- Focus pupils on Activity 2 and establish that it's a giraffe family. Pupils work individually to complete the text. Pupils compare their texts in pairs.

Key: 2 Father, 3 Sister, 4 grandfather, 5 mother, 6 Brother

Optional activity

- Unit 7 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 58).

Ending the lesson

- Call out adjectives from the lesson. Pupils provide the superlative (including *the*).




7

4 Read and correct the sentences.

Wild animals

Fred's blog on wild life

search



'Superlative' animals

5th May, posted by Fred

Animals are one of the most interesting things to watch and study. A lot of people think that elephants are the biggest animals in the world, but the biggest animals are blue whales. They're the longest, biggest and the loudest of all animals. They're louder than planes.

One of the smallest animals in the world is a lizard. It's between one and two centimetres long. The quickest animal is a bird which can fly at more than three hundred kilometres an hour.

The cleverest animals are humans, that's us! Some people think that monkeys are the second cleverest, but they aren't. Dolphins are cleverer than monkeys.

My favourite animals are tigers. I think they're the most exciting and most beautiful animals.

1 Kangaroos are the biggest animals.

2 Bears are the loudest animals.

3 One of the smallest animals in the world is a rabbit.

4 The quickest animals are lizards.

5 Monkeys are the second cleverest animals.

6 Fred thinks pandas are the most exciting animals.

5 What do you think? Write sentences.

beautiful exciting boring clever ugly



I think the rabbit is the most boring animal here.

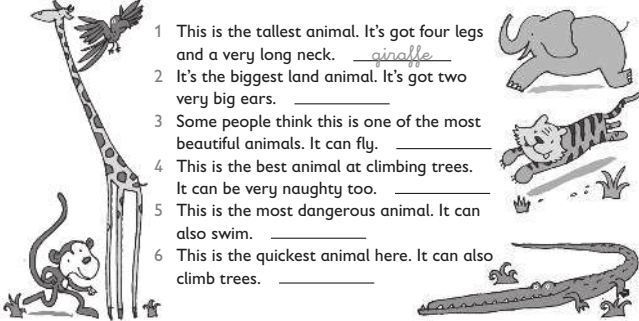
Vocabulary

blue whale dolphin elephant giraffe lion snake tiger

65

7

3 Which animal is it?



1 This is the tallest animal. It's got four legs and a very long neck. giraffe

2 It's the biggest land animal. It's got two very big ears. _____

3 Some people think this is one of the most beautiful animals. It can fly. _____

4 This is the best animal at climbing trees. It can be very naughty too. _____

5 This is the most dangerous animal. It can also swim. _____

6 This is the quickest animal here. It can also climb trees. _____

4 Ask questions and write the answers.

Ask four friends about their family.

1

2

3

4

1 Who's the oldest?

2 Who's the youngest?

3 Who's the quietest?

4 Who's the strongest?

5 Who's the tallest?

6 Who's the best at drawing?

7 Who's the worst at singing?

8 Who's the loudest?

Objectives: By the end of the lesson, pupils will have had more practice talking and writing about animals, using superlative adjectives.

Target language

- **Key language:** superlative adjectives: *the -est* and *the most*
- **Additional language:** *blog, kilometres an hour, the second cleverest*
- **Revision:** wild animals, adjectives, definitions

Materials required

- Extra activity 1: Photocopiable activity 7 (page 211). One photocopy for each pupil, copied onto thin card, scissors. One set of cards for demonstration.
- Optional: *Kid's Box Teacher's Resource Book 4* Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 57, 59 and 60)

136 Kid's Box Teacher's Book 4

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Pupil's Book page 65

Warmer

- Review the comparative and superlative adjectives from the previous lesson, using a drill. Pupils stand up. Say the simple adjective, e.g. *Clever*. Pupils say in chorus *Cleverer, the cleverest*. Pupils can also take turns to call out simple adjectives.

4 Read and correct the sentences.

- Tell pupils to open their Pupil's Books at page 65. Focus them on the blog and elicit what it is. Teach/Check comprehension of *blog*. Elicit the names of the animals in the photographs. Make sure pupils know what to do. They read the text and then correct the sentences individually. They compare answers in pairs. Check with the class.

Key: 2 Blue whales are the loudest animals. 3 One of the smallest animals in the world is a lizard. 4 The quickest animal is a bird. 5 Dolphins are the second cleverest animals. 6 Fred thinks tigers are the most exciting animals.

5 What do you think? Write sentences.

- Focus pupils on Activity 5 and on the pictures. Elicit the animals pupils can see and what they look like. Focus them on the example sentence to demonstrate the activity and remind them to use the words in the box in the superlative. Make sure they know they have to write about their opinions. Discuss as a class before pupils write in their notebooks. Pupils share their opinions as a class.

Extra activity 1: see page 223 (if time)

Activity Book page 65

3 Which animal is it? [YLE]

- Tell pupils to open their Activity Books at page 65. Focus them on the Activity 3 instruction and check understanding. Elicit that these are called *definitions*. Check pupils know what to do, using the example. They read and complete individually and then check in pairs. Check with the class.

Key: 2 elephant, 3 parrot, 4 monkey, 5 crocodile, 6 tiger

Extra activity 2: see page 223 (if time)

4 Ask questions and write the answers.

- Focus pupils on Activity 4. Check they have read the activity instruction and check understanding. Pupils move around the class, asking four friends about their family and writing the answers in the grid. They then compare their answers in groups of five. Elicit whole-sentence answers from different groups and discuss.

Optional activities

- Unit 7 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 59).
- Unit 7 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 60).

Ending the lesson

- Give pupils one minute to think of a definition like those in Activity Book Activity 3. They take turns to say their definitions to the class for other pupils to guess/answer.

T

5 Listen and write the letter.

6 Make a wordsearch.
Choose seven verbs. Write them in the past on the table.
Write the verbs here:

drive

flew

d	r	a	v	e					
	f	l	e	w					

7 Now look at your friend's wordsearch and find the words.
Write three sentences with the words.

- 1 _____
- 2 _____
- 3 _____

Objectives: By the end of the lesson, pupils will have had practice using the past simple to describe events.

- **Key language:** past simple irregular: *drew, drove, ran, caught, flew, sat, slept, swam*; prepositions: *into, round, out of*; *puppies, kittens, cubs, the best*
- **Additional language:** other baby animals
- **Revision:** past simple, animals, *cage, after, before*

- Flashcards / Wordcards: into (95), out of (96), round (97)
- Extra activity 2: CD of line-dance-type music
- Optional: Grammar reference Unit 7 *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95)

Pupil's Book page 66

Warmer

- With books closed, tell pupils *Suzy went to the zoo*. Elicit what they think she did/saw. Write some of the pupils' ideas on the board.

6 Look, think and say the answers.

- Tell pupils to open their Pupil's Books at page 66. Focus them on the pictures on the page to check ideas from the Warmer. Check pupils know what to do. They read the questions in pairs and discuss in pairs, using the the pictures to help them.

7 Listen and check.

- Play the CD. Elicit complete sentences. Play the CD again and focus on the new past verbs in the Grammar box, e.g. *Where did Suzy draw the picture? When did Mr Star drive to the zoo? What did the dolphins do? What did the baby lions do? What did their parents do? What did Mr Star buy for Suzy? Why did Simon think the lizard was funny?*

Key: 1 They went to the zoo. 2 She gave her picture to her mum. 3 They saw dolphins, lions, parrots and a lizard. 4 Simon liked the lizard the best.

CD 3, 05

SUZY: Here's a picture for you, Mum. I drew it at the city zoo before we came home.

SIMON: Yes, Dad drove us there this morning.

STELLA: It was great. We saw the dolphins. They swam round the pool and jumped out of the water to eat fish from a man's hand.

SUZY: Look, it's here in the picture. And we saw some baby lions, Mum. They ran in a big square cage, but their parents slept all day.

STELLA: After we saw the lions, we went into the parrots' cage and they flew round our heads.

SUZY: They were the most beautiful animals. Dad bought me a toy parrot. Look, it's over there on the table.

MRS STAR: Mmm!

SIMON: A parrot sat on Dad's head. It was really funny, but the lizard was the best. It caught a fly. And ate it for its lunch.

8 Listen and say the letter.

- Focus on the Grammar box with prepositions, and review/present *round, into* and *out of* using mime and the flashcards/wordcards. Focus pupils on Activity 8 and on the instruction. Remind them to whisper the letter to their friend the first time. Play the CD. Pupils listen and whisper. Play the CD again. Check with the class.

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

CD 3, 06

- 1 Mr Star drove the children to the zoo.
- 2 The parrots flew round their cage.
- 3 One of the parrots sat on Mr Star's head.

- 4 The dolphins swam round the pool and jumped out of the water to get the fish.
- 5 A lizard caught a fly.
- 6 The baby lions ran in their cage, but their parents slept all day.
- 7 Suzy drew a picture of her day.

Extra activity 1: see page 224 (if time)

Activity Book page 66

5 Listen and write the letter. [YLE]

- Tell pupils to open their Activity Books at page 66. Give pupils times to look at the pictures. Check/Pre-teach *kittens, lift, puppies*. Play the CD. Pupils write the letter. They check in pairs. Play the CD again. Check with the class.

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

CD 3, 07

- a The children ran round the playground.
- b The men went into the lift.
- c The kittens played in the round basket.
- d The children walked into school.
- e The old lorry went round the mountain.
- f The children ran out of school.
- g The men came out of the lift.
- h The puppies slept in the square basket.

Extra activity 2: see page 224 (if time)

6 Make a wordsearch.

- Focus pupils on Activity 6. Tell them to use the past simple. They write the past in the wordsearch and the infinitives down the side. They fill in the other boxes with random letters.

7 Now look at your friend's wordsearch and find the words. Write three sentences with the words.

- Make new pairs. Pupils swap their books and find the words. They work together to write three sentences using the verbs.

Optional activity

- Grammar reference Unit 7 from *Pupil's Book 4* (page 95) and *Activity Book 4* (page 95). See answer key on *Kid's Box Teacher's Book 4* page 195.

Ending the lesson

- Do a simple narrative-building activity, e.g. *I went to the zoo yesterday. First I looked at the penguins.* Pupil 1: *I went to the zoo yesterday. First I looked at the penguins. They were funny.* Pupil 3: *I went to the zoo yesterday. First I looked at the penguins. They were funny. I gave them some fish, etc.*

7

9 Listen and do the actions.

10 Listen and sing.

The elephants drank, drank, drank,
 The parrots flew, flew, flew,
 The dolphins swam, swam, swam,
 At the zoo, zoo, zoo.

The elephants drank, drank, drank,
 The parrots flew, flew, flew,
 The dolphins swam, swam, swam,
 At the zoo, zoo, zoo.

What did you do,
 What did you do,
 What did you do,
 When you saw, saw, saw them
 At the zoo, zoo, zoo?

The monkeys ate, ate, ate,
 The children drew, drew, drew,
 The lions slept, slept, slept,
 At the zoo, zoo, zoo.

What did you do,
 What did you do,
 When you saw, saw, saw them
 At the zoo, zoo, zoo?

When you saw, saw, saw them
 At the zoo, zoo, zoo?

11 Write another verse for the song.

crocodile	giraffe	tiger
panda	snake	bat

smile	dance	jump
laugh	climb	hop

The crocodiles smiled, smiled, smiled,
 The giraffes ...

8 What did the animals do? Sort and write the words.

1 The lizard ~~ate~~ ate the fly in the small round cage with a small tree in it.
 2 The tiger ~~nar~~ ran into the big square cage. There were lots of big pieces of meat in it.
 3 The parrot ~~lefw~~ flew round the small square cage.
 4 The dolphin ~~sawm~~ swam quickly round the big round pool.
 5 The panda ~~tse~~ sat in the big round cage. It was very clean.
 6 The polar bear ~~epsit~~ sat next to the big square pool.

9 Complete the sentences. Write 'into', 'out of' or 'round'.

1 The train came out of the station.
 2 They flew round the bear's head.
 3 John went into the library.
 4 Mary came out of the hospital.
 5 The sharks swam round the island.
 6 The children went into the sports centre.

Objectives: By the end of the lesson, pupils will have sung a song and written their own verses.

Target language

- **Key language:** past simple regular and irregular
- **Revision:** prepositions, animals, adjectives, town, country, *have to*

Materials required

- Preposition flashcards / wordcards (88–97)
- Extra activity 1: Write the lines of the song (Pupil's Book Activity 10) on separate pieces of paper. You will need one line for each pupil. If you have more pupils than lines, copy a second set of lines on different coloured paper.
- Optional: *Kid's Box Teacher's Resource Book 4* Song worksheet (pages 57 and 62); *Kid's Box Interactive DVD 4, The music room*, Unit 7 'At the zoo' song

Pupil's Book page 67

Warmer

- Review prepositions using the flashcards/wordcards. Focus on the prepositions from the previous lesson (*into, round, out of*). Teach the following mime to pupils:
Out of: hands, palms together, in front of stomach rising up above head, separating at the top (like a flower coming out of the earth)
Into: reverse action of the above. Hands above head separated, bend wrist, fingers pointing down, backs of hands coming together and hands going down towards stomach
Round: one whole raised arm going round head in rotary movements

9 Listen and do the actions.

- Tell pupils to open their Pupil's Books at page 67. Focus them on the Grammar box on page 66 of prepositions and elicit what the dolphin is doing in each diagram and what the prepositions are.
- Focus pupils on the Activity 9 instruction and check understanding (they do the actions from the Warmer). Play the CD, one sentence at a time. They listen and mime the correct preposition. Play the CD again. Pupils mime the action. Elicit the sentence from a pupil/pupils to check.

CD 3, 08

- The boy ran round the playground.
- The girl jumped into the sea.
- The children climbed out of the swimming pool.
- The bird flew round the tree.
- The teacher walked into the classroom.
- The dog ran round the garden.
- The cat jumped out of the tree.
- The fish swam round the bowl.
- Dad walked into the kitchen.
- The boy jumped out of bed.

10 Listen and sing.

- Focus pupils on the Activity 10. Play the CD several times for pupils to identify the animals and then to repeat the song in lines, verses and then as a complete song with actions: (elephants) drinking, (parrots) flying, (dolphins) swimming, (monkeys) eating, (children) drawing, (lions) sleeping, (children) seeing. Make six groups (one for each animal, and also including the children, who feature twice). The pupils all sing the song, and the animals/children mime when the song is about them.

CD 3, 08

As in Pupil's Book

CD 3, 09

Now sing the song again. (Karaoke version)

11 Write another verse for the song.

- Focus pupils on the structure of the song, and specifically on the rhyme and the repetition, by writing a verse on the board. Look at the example together. Elicit other ideas from pupils and write them on the board. Pupils work in groups of four and write another verse. Monitor and help/support. Confident groups can perform their verses for the class. Pupils write in their notebooks.

Extra activity 1: see page 224 (if time)

Activity Book page 67

8 What did the animals do? Sort and write the words.

- Tell pupils to open their Activity Books at page 67. Focus them on the activity instructions and check understanding. Pupils read the sentences and then use the anagrams and pictures to help them work out what the verb is. They check in pairs/groups. Elicit the answers from different pupils, focusing on the verbs and the prepositions.

Key: 2 ran, 3 flew, 4 swam, 5 sat, 6 slept

9 Complete the sentences. Write 'into', 'out of' or 'round'.

- Focus pupils on the Activity 9 instructions and check understanding. They complete the task individually and then check in pairs. Check by asking pairs to read out the sentences with the correct preposition.

Key: 2 round, 3 into, 4 out of, 5 round, 6 into

Extra activity 2: see page 224 (if time)

Optional activities

- Unit 7 Song worksheet from *Kid's Box Teacher's Resource Book 4* (pages 57 and 62).
- The music room*: Unit 7 'At the zoo' song from *Kid's Box Interactive DVD 4*. See pages 28-33 of the *Teacher's Booklet*.

Ending the lesson

- Sing the song from the first part of the lesson again, with groups adding the verses they have written.



12

Stella's phonics

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

13

Make questions. Ask and answer.

bat shark panda cat kangaroo elephant

ugliest best most dangerous quickest loudest smallest

Which animal is the loudest?

I think elephants are the loudest.

Which animal is the ... ?	name 1	name 2	name 3	name 4	name 5	name 6
loudest						

68

Phonics

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

10

Match the rhyming words. Listen, check and say.

1 school d

2 choose b

3 zoo c

4 took d

5 good e

6 use i

7 foot g

8 flew h

9 moon i

10 cook j

a look

b two

c could

d pool

e shoes

f blue

g book

h balloon

i lose

j put

11

Match the questions and answers.

1 Did the kitten sleep in the garden yesterday?

2 Could Sally swim with the dolphins?

3 Was there a shark at the zoo?

4 Do monkeys climb better than bears?

5 Can bears swim?

6 Were the elephants the biggest animals at the zoo?

7 Did John's dad drive to the zoo?

8 Could the parrots fly round the children's heads?

a Yes, they do.

b Yes, they can.

c No, it didn't.

d Yes, they could.

e No, there wasn't.

f Yes, they were.

g No, she couldn't.

h Yes, he did.

12

Ask and answer.

What's the past of drive?

Drove.

What's the past of ... ?

Ha! Ha! Ha!

Where can you see a zebra crossing?

Outside the zoo!

68

Joke Box

Objectives: By the end of the lesson, pupils will be able to identify and say the sounds /ʊ/ and /u:/ in common words. They will recognise that these sounds are spelt in different ways and will learn to use rhyme to help them remember pronunciation. They will also have completed a communication activity.

Target language

- **Key language:** words with the phonemes /ʊ/ and /u:/ (e.g. Sue, zoo, look, could)
- **Additional language:** cookbook, What's the past of ... ?, zebra crossing
- **Revision:** animals, superlative adjectives, question forms

Materials required

- Kid's Box Language Portfolio 4 (page 12)

Pupil's Book page 68

Warmer

- Write these words on the board: *use, school, blue, shoes, new*. Say *Which sound is in all the words? Think about the sound, not the spelling*. Give pupils time to discuss together. Elicit the answer (the sound /u:/). Underline the sound /u:/ in the words. Say the sound for pupils to repeat. Explain that pupils will be practising this sound and the short vowel sound /ʊ/.

12 Stella's phonics.

- Tell pupils to open their Pupil's Books at page 68. Elicit what they can see in the pictures (Sue, a kangaroo, a book, blue juice). Present *cookbook* (a book with recipes in). Play the CD. Pupils repeat. Play the CD again for pupils to join in. Note: Help your pupils recognise the common spelling patterns for the sound /u:/ (*zoo, blue, flew*). Rhyme is a great help with the /u:/ sound when the spelling is irregular (e.g. *who, do, you, shoe* and *through* all rhyme).

CD 3, 11

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

/u:/, /u:/, zoo

/ʊ/, /ʊ/, cook

Sue's a kangaroo at the zoo.

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

Look! The animals at the zoo love Sue's blue juice!

Sue's a kangaroo at the zoo.

She's looking in her cookbook.

Look! The animals at the zoo love Sue's blue juice!

13 Make questions. Ask and answer.

- Tell pupils today's communication activity is about their opinions of different animals. Focus them on the animal names, the superlative adjectives and the example question and answer. Remind them to choose their answers from the animals given. Pupils draw a survey sheet in their notebooks, with enough space for answers from six friends (as in the Pupil's Book) and for the six adjectives on the left. They move around the class, asking their questions of their friends and noting the answers. When pupils have finished, make new groups. Pupils discuss and compare their answers. Discuss as a class.

Extra activity 1: see page 224 (if time)

Activity Book page 68

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

- Tell pupils to open their Activity Books at page 68. Make sure they understand they need to match the rhyming words which are in columns next to each other. Do one or two more matches together if necessary.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Play the CD for pupils to check their answers. Check with the class.

Note: The two phonemes share a spelling pattern: *oo* as in *book* /buk/ and in *room* /ru:m/. The /u:/ sound also has other spelling patterns (*ue* as in *blue*; *ew* as in *flew*), as well as many irregular spellings.

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

CD 3, 12

1 school, pool; 2 choose, shoes; 3 zoo, two; 4 took, look;
 5 good, could; 6 use, lose; 7 foot, put; 8 flew, blue;
 9 moon, balloon; 10 cook, book

11 Match the questions and answers.

- Focus pupils on Activity 11. Direct them to the example. Pupils work in pairs. Check with the class in open pairs.

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

12 Ask and answer.

- Write the irregular verbs from this and the previous lesson on the board: *see, drink, eat, draw, do, sleep, swim, be, drive, fly*. Ask, e.g. *What's the past of see?* Pupils reply in chorus. Repeat for the other verbs. Practise the question. Pupils then ask and answer in pairs. Monitor and listen for the correct past forms.

Extra activity 2: see page 224 (if time)

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. Translate/Define *zebra crossing*. Explain the joke if necessary. Elicit the meaning of *joke* in pupils' L1.

Language Portfolio (online)

- Pupils complete page 12 of *Kid's Box Language Portfolio 4* (A place I like). Help with new language as necessary.

Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. In pairs, they take turns to say the third sentence (*Look! The animals at the zoo love Sue's blue juice!*) as quickly as they can.



LOCK & KEY

14

Listen to the story.

Nick Motors.
Now you're the most
wanted man in town.

Excuse me.

Lock here.

Come on, Key. It's not the
best time to play with Miss Rich's
dog. We've got a job to do!

Deepest
Augh!
Duch!

Mr Lock, I'm phoning
from the City Zoo.
Please come quickly.
We need your help.

No problem.
Lock. Er, goodbye.
Miss Rich.

What's the
problem, sir?

A man just took one of our
lorrys from outside the snake house.

Was this the man?

Yes! That's him! He
rode into the zoo on that
motorbike, and he drove
out of it in our lorry!

My motorbike!
My motorbike!

We can catch this
thief and get the
lorry for you.

Oh! The thief's got the
biggest problem! There was
a tiger inside the lorry!

Ha, he, he!

Ha, he, he!

ROAR!
SNARL!

15

Act out the story.

69

Do you remember?

Look and read

Say

Cover the words

Write the words

Correct

in

on

under

in front of

behind

next to

between

opposite

into

out of

round

Can do

I can say more verbs in the past.

I can talk about animals at the zoo.

I can talk about the biggest, the best and the tallest things.

69

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

Target language

- Key language: language in the story
- Additional language: *the most wanted*
- Revision: language from the unit

Materials required

- Preposition flashcards / wordcards (95–97)
- Playscript 7 *Kid's Box Teacher's Resource Book 4* (pages 80 and 88)
- Extra activity 1: One large piece of paper for each group of four
- Optional: *Kid's Box Teacher's Resource Book 4* Unit 7 Extension worksheet 2 (pages 57 and 61); the animated version of the Unit 7 story from *Kid's Box Interactive DVD 4* (Suzy's room section); Evaluation 7 from *Kid's Box Teacher's Book 4* (page 239)

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Pupil's Book page 69

Warmer

- Write *Nick Motors, Lock, Key* on the board. Ask pupils to give you sentences comparing them, using the superlative, e.g. *Nick Motors is the cleverest and the most dangerous.*

Story

14 Listen to the story.

- Tell pupils to open their Pupil's Books at page 69. Focus pupils on the first frame and elicit who's in the poster (Nick Motors). Ask a pupil to read the first speech bubble aloud and check understanding of *the most wanted*. Set the gist questions: *What did the person from the City Zoo say? What did the man take? Who was the man? What was inside the lorry?*
- Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class ('Please come quickly. We need your help'; he took one of their lorries; Nick Motors; there was a tiger inside).
- Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Miss Rich have a cat? Where was the lorry when Nick Motors took it? How did Nick Motors get into the zoo? Whose motorbike was it? Did Nick Motors find the tiger? Was he frightened?*

CD 3, 13

As in Pupil's Book

Extra activity 1: see page 224 (if time)

15 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the CD and help them act out the story. Repeat with another group of four.
- To help children to act out the story, hand out a copy to each student of Playscript 7 from *Kid's Box Teacher's Resource Book 4* (page 88). See notes on page 80.

Activity Book page 69

Do you remember?

- Write *Prepositions* in the centre of the board. Brainstorm the prepositions pupils have learnt/reviewed in this unit using the flashcards and the wordcards. Review the meaning of each one, using mime.
- Tell pupils to open their Activity Books at page 69. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Pupils then cover the list on the right so that they can only see the pictures and the lines to write the words. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'between'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they talked about the past, e.g. the visit to the zoo. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them about the prepositions they used to describe where the animals were at the zoo. Pupils circle the appropriate face. Repeat for the third sentence, eliciting/reminding them about the superlatives they used to talk about the animals and about their classmates. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for/talk about each one.

Extra activity 2: see page 224 (if time)

Optional activities

- Unit 7 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 4* (pages 57 and 61).
- *Suzy's room*: The animated version of the Unit 7 story from *Kid's Box Interactive DVD 4*. See pages 38–45 of the *Teacher's Booklet*.
- Evaluation 7 from *Kid's Box Teacher's Book 4* (page 239). See notes on page 232.

Ending the lesson


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



Science **Skeletons**

Fact
 Instead of bones, sharks have a skeleton made from cartilage.

1 Look and read. Say the correct sentences.



There are 206 bones in the human body. More than a half of these are in the hands and feet. Bones are about 22 per cent water. The smallest bone in the body is in the ear and the longest bone is in the leg. Most bones have calcium in them. Human skeletons aren't very different from the skeletons of other animals. A human has got the same number of neck bones as a giraffe!

bone skeleton


- There are two hundred bones in the human body.
- All our bones are in our hands and feet.
- The smallest bone in our body is in the arm.
- The shortest bone is in the leg.
- A human has got the same number of feet bones as a giraffe.

2 Read and say the skeleton that corresponds to each description.

- This animal's got very long, strong wings to help it fly quickly.
- This animal's got long arms and legs to climb trees in the jungle.
- This animal's got a very long tail to help it stand up.
- This animal's got very long neck bones to eat leaves from high trees.

3 Look at the four skeletons. Which animals are they from?

a b c d




70 **Vocabulary** bone calcium cartilage per cent skeleton

Science **Skeletons**


1 Match. Write the word.

dog horse bat bear whale rabbit




1

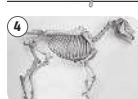
dog




2




3



4



5



6

2 Write the sentences in order.

- got the A giraffe has of neck same number bones as a human.
 A giraffe has got the same number of neck bones as a human.
- have got and legs. Some monkeys long arms
- to swim. A crocodile's helps it strong tail
- is all an together. animal's bones A skeleton
- Crocodiles eyes on the top of their heads. have got big
- the human bone in skeleton is The longest in the leg.

70

Objectives: By the end of the lesson, pupils will have talked about animal and human skeletons

Target language

- Key language:** *skeleton, bone, per cent, calcium*
- Additional language:** *cartilage*
- Revision:** parts of the body, animals, numbers, superlative adjectives, *human, half*

Materials required

- Pictures of wild animals including a kangaroo, a giraffe, a bat and a monkey
- Extra activity 1: A piece of paper for each pupil

Pupil's Book page 70

Warmer

- Review parts of the body, including those featured in the lesson (*hands, feet, ear, leg, neck, arm*). Give instructions for pupils to follow, e.g. *Show me your hands. Shake your head. Point to your neck. Stamp your feet.*
- Tell pupils to open their Pupil's Books at page 70. Focus on the lesson title and use the photographs in Activity 1 to teach bone and *skeleton*. Tell pupils they will learn about human and animal skeletons in this lesson. Ask what they already know about skeletons. Pupils reply in L1. Do not confirm ideas at this stage.

Fact

- Focus pupils on the Fact box. Ask a pupil to read the fact to the class. Check comprehension of cartilage. Elicit in L1 why it might be useful for a shark to have cartilage instead of bone (the cartilage is lighter than bone and it helps them to control their position in the water).

1 Look and read. Say the correct sentences.

- Focus pupils on Activity 1. Read the activity instructions. Go through sentences 1 to 5 and make sure pupils know the meaning of key language, such as *human*. They read the text individually and correct the sentences in pairs. Check answers as a class and ask pairs to read out their correct sentences. Explain/Elicit the meaning of *half*, *per cent* and *calcium*. Ask pupils which is the most surprising thing they learnt from the text.

Key: 1 There are two hundred and six bones in the human body. 2 More than a half of our bones are in our hands and feet. 3 The smallest bone in our body is in the ear. 4 The longest bone is in the leg. 5 A human has got the same number of neck bones as a giraffe.

2 Read and say the skeleton that corresponds to each description.

- Focus pupils on Activity 2. Tell them that each sentence is about one of the animals in Activity 3. Pupils work in pairs. They read the sentences and match them with the photographs. Pairs check with pairs. Check with the class. Check understanding of *tail* and *jungle*.

Key: 1 bat (c), 2 monkey (d), 3 kangaroo (a), 4 giraffe (b)

3 Look at the four skeletons. Which animals are they from?

- Focus pupils on Activity 3 and on the photographs. Stick the pictures of wild animals you have brought to class on the board. Pupils work in pairs. They try to identify each animal skeleton by choosing one of the animals on the board. Check with the class.

Key: a kangaroo, b giraffe, c bat, d monkey

Extra activity 1: see page 224 (if time)

Activity Book page 70

1 Match. Write the word.

- Tell pupils to open their Activity Books at page 70. Focus them on the activity instruction and the example answer. Pupils work individually and write the words in pencil. They check in pairs. Check around the class.

Key: 2 whale, 3 bear, 4 horse, 5 rabbit, 6 bat

2 Write the sentences in order.

- Focus pupils on Activity 2. Check understanding, using the example. They work individually and write the other sentences in the correct order. They check in pairs by taking turns to read their sentences aloud to each other. Check with the class in the same way.

Key: 2 Some monkeys have got long arms and legs.
 3 A crocodile's strong tail helps it to swim. 4 A skeleton is all an animal's bones together. 5 Crocodiles have got big eyes on the top of their heads. 6 The longest bone in the human skeleton is in the leg.

Extra activity 2: see page 224 (if time)

Ending the lesson

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



4 Read and say the words to complete the text.

giraffes tail Monkeys long Crocodiles skeletons

Different animals have got different **1**. This is because they live in different habitats and they have to do different things to live. Some animals fly, some swim, some run, some jump and some climb. **2** have got long, strong **3** bones. These help them to move quickly when they catch animals to eat. They've also got big eyes on the top of their heads. These stay out of the water looking for food when the rest of its body is under water. The leaves which **4** eat are at the top of high trees, so they need very **5** neck bones to get them. **6** have often got long arms, legs and tails. These help them to climb and to move more quickly from tree to tree. They sometimes need to run away from other bigger, hungrier animals!

5 Listen and say 'yes' or 'no'.

Project Make a class comic of 'Super Animals'.

• Think of two or three different animals and their skeletons.
 • What can they do with their different bones and body parts?
 • What's your Super Animal called?
 • What body parts has it got?
 • What can it do?

Movers Reading and Writing, Part 3

3 Read the text and choose the best answer. Sally is talking to her friend Jack.

Example
Sally: What are you reading Jack?
Jack: A No, I'm not.
 B A book about animals.
 C I'm writing.

Questions

1 **Sally:** Do you like animals?
Jack: A I haven't got a dog. Sometimes.
 B No, thanks.
 C I love them.

2 **Sally:** Which is your favourite animal?
Jack: A Whales are the ugliest.
 B I really love tigers.
 C I don't like chocolate.

3 **Sally:** Why do you like them?
Jack: A I think they're the most beautiful animals.
 B I don't think so.
 C I'd like some chips, please.

4 **Sally:** Did you go to the zoo last week?
Jack: A Yes, we went on Friday afternoon.
 B Yes, we do.
 C Yes, every Saturday.

5 **Sally:** What did you do there?
Jack: A We see the elephants.
 B We don't see the lions.
 C We saw the kangaroos.

6 **Sally:** Hmm. Do you want a sandwich?
Jack: A Yes, please. I like sandwiches.
 B OK. What colour?
 C Yes, a banana.

Objectives: By the end of the lesson, pupils will have read about the adaptation of animals to their habitats and completed a project.

Target language

- **Key language:** *body parts*
- **Additional language:** *run away, the rest of*
- **Revision:** action verbs, parts of the body, *body, habitat, have to, have got, skeleton, bones*

Materials required

- Warmer: Four pieces of paper, each with the name of an animal habitat written on it: *jungle, savannah, mountain, sea*. Picture of each habitat (if possible)
- Project: A piece of paper for each pupil, coloured pencils, reference materials / internet access
- Optional: *Kid's Box Teacher's Resource Book 4 Unit 7 Topic worksheet* (pages 57 and 63); Extra project idea, Unit 7 'Muscles and bones' from *Kid's Box Teacher's Book 4* (page 230)

Pupil's Book page 71

Warmer

- Display the large pieces of paper with habitat words, together with the pictures, on four different walls in the classroom. Check comprehension of the words and elicit that they are all types of habitat. Say a wild animal which lives in one of the habitats. Pupils point to/move to the correct habitat word (e.g. sea). Example animals: jungle – *monkey, crocodile, snake, parrot*; savannah – *lion, giraffe, zebra, rhino*; mountain – *panda, goat*; sea – *shark, whale, fish, dolphin*.

4 Read and say the words to complete the text.

- Tell pupils to open their Pupil's Books at page 71. Remind them of the meaning of *habitat*. Read the activity instruction and make sure pupils realise they need to use the words in the box. Pupils read and complete the text individually and then compare answers in pairs. Check with the class. Go through any new vocabulary.

Key: 1 skeletons, 2 Crocodiles, 3 tail, 4 giraffes, 5 long, 6 Monkeys

5 Listen and say 'yes' or 'no'.

- Focus pupils on Activity 5 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the CD. Pupils listen and whisper. Play the CD again. Check after each one. Pupils correct the incorrect sentences.

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

CD 3, 14

- 1 All animals have the same kind of skeleton.
- 2 Giraffes have got long, strong tail bones.
- 3 Crocodiles don't eat animals.
- 4 Crocodiles have got big eyes on the top of their heads.
- 5 Giraffes need long neck bones to eat leaves from small plants.
- 6 Monkeys arms are shorten than their legs.

Project Make a class comic of 'Super Animals'.

- Focus pupils on the project and on the photograph. Read through the instructions and check pupils know what to do. Provide them with appropriate reference materials. Give them time to collect their information and help them if necessary. Hand out the paper. Pupils make their page for the comic. They write about their Super Animal in their notebooks first. When you have checked their work, they write their text on the page. If you aren't going to do Extra activity 1, collect the comic pages and make them into a book for display.

Extra activity 1: see page 224 (if time)

Activity Book page 71

Movers Reading and Writing, Part 3

3 Read the text and choose the best answer. Sally is talking to her friend Jack. [YLE]

- Tell pupils to open their Activity Books at page 71. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the first line of each dialogue and circle the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

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

Extra activity 2: see page 224 (if time)

Optional activities

- Unit 7 Topic worksheet from *Kid's Box Teacher's Resource Book 4* (pages 57 and 63).
- Extra project idea, Unit 7 'Muscles and bones'. See notes on *Kid's Box Teacher's Book 4* (page 230).

Ending the lesson

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