

1 Beastly tales

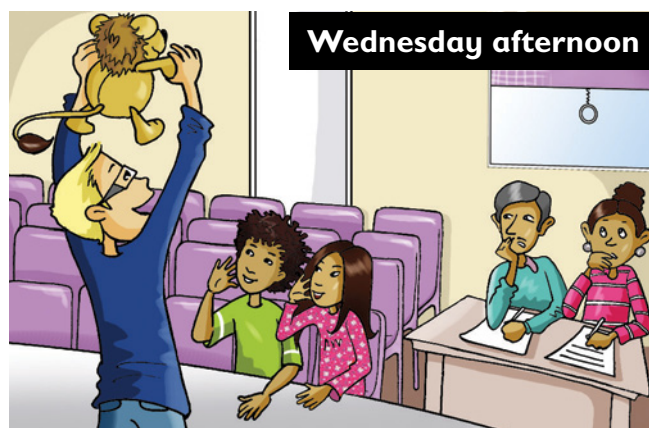
Show what you know! What animals can you remember?

Listening

1

12
CD1

Listen and tick (✓) the animals you hear.



2

13
CD1

Listen again and answer the questions.

- 1 What time's the audition going to be?
- 2 Who's going to go to the audition?
- 3 Which part's he going to do?
- 4 Who's going to be King of the Beasts?

Three forty-five.

- 5 Which part are they going to give Dan?
- 6 What are they going to write about?

3

Read and match.

- 1 Who's going to
- 2 The audition
- 3 Dan's going to
- 4 Shari and Alvin are
- 5 Dan isn't going to
- 6 Shari and Alvin aren't going
- 7 What are they going

- a is going to be on Wednesday.
- b to be in the play.
- c go to the audition.
- d be the monkey.
- e to write about?
- f be in the play?
- g going to watch him.



LOOK

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

OBJECTIVES: By the end of the lesson, pupils will be able to talk about plans using *going to* and will have reviewed animals they know.

● TARGET LANGUAGE

Key language: *going to* future, animals, *audition*, *Beastly Tales*, *beast*, *a play*, *a part (in a play)*, *actor*, *act*

Additional language: *The Lion King*

Revision: character names, question words

● MATERIALS REQUIRED

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 6 Unit 1*

Reinforcement worksheet 1 (page 16)

Warmer

- Write the name of a play pupils know on the board. Check / teach the word *play*. Elicit names of other plays or musicals pupils know of / have seen. If there are any actors in the class, ask them what plays they have been in at school.

PB10. SHOW WHAT YOU KNOW! *What animals can you remember?*

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

PB10. ACTIVITY 1. *Listen and tick (✓) the animals you hear.*

- Tell pupils to open their Pupil's Books at page 10. Focus them on the title of the unit. Pre-teach / elicit *beast* and *tale*. Focus pupils on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a poster for a school play). Pre-teach *audition*. Focus pupils on the activity instruction. Remind them they do the same as for the *Show what you know* in the previous unit (tick off the words they hear in the Animal mind maps in their notebooks).
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 1, 12

NARRATOR: School play. *The Lion King*. Actors needed. Auditions – Wednesday 3.45.

DAN: I want to be an actor. I'm going to go to the audition.

SHARI: Yeah, that's a good idea. You love acting.

ALVIN: Which part are you going to do in the audition?

DAN: I want to be Rafiki, the clever monkey.

SHARI: Yeah!

DAN: Emm.

NARRATOR: Wednesday afternoon.

DAN: This baby lion, Simba, is going to be errr ... the King of the Animals.

SHARI: The King of the Beasts.

DAN: Oh, yes! ... is going to be ... the King of the Beasts.

TEACHER: I'm sorry, Dan. We aren't going to choose you for the monkey, but we have got another part for you if you're interested.

DAN: Really? Thanks very much.

ALVIN: So, are you going to be in the play, Dan?

DAN: Oh, yes. I've got a part. I'm going to be a ... singing tree!

ALVIN: Oh, dear. So you aren't going to be a famous actor.

DAN: No. I'm going to be a famous writer, starting with that international ezine! So what are we going to write about this time?

SHARI: Well, not *The Lion King*!

ALVIN: No, but there are some older stories about other really exciting beasts. Let's do that!

PB10. ACTIVITY 2. *Listen again and answer the questions.*

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

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

CD 1, 13

PB10. ACTIVITY 3. *Read and match.*

- Focus pupils on the Look box. Ask them to read each sentence. Check pupils realise they're about future plans.
- Focus pupils on the Activity 3 instruction. Check they know what to do and remind them to refer to the Look box as they do the activity. They work in pairs. Check with the class by eliciting each complete sentence in turn.

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

AB10. ACTIVITY 1. *Correct the sentences.*

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

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

AB10. ACTIVITY 2. *Complete the questions. Match them with the answers.*

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

AB10. ACTIVITY 3. *Look at the code. Write the secret message.*

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

Extra activities: see page T119 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 15 and 16).

Ending the lesson

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

Cambridge University Press

978-1-107-65463-1 – Kid's Box Level 6

Lucy Frino and Melanie Williams With Caroline Nixon and Michael Tomlinson

Excerpt

[More information](#)

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

● TARGET LANGUAGE

Key language: *going to, tortoise, island, rock, life*

Additional language: *Gerald Durrell, Ulysses, Achilles*

Revision: *animals, film, cinema, restaurant, funny, enjoy*

Warmer

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

PBII. ACTIVITY 4. Choose words from the box to complete the text. [YLE]

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

Key: 2 cinema, 3 see, 4 island, 5 pets, 6 bird

PBII. ACTIVITY 5. Read again and answer.

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

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

PBII. ACTIVITY 6. Read and cross out the extra word.

- Focus pupils on the Activity 6 instruction and check understanding using the example. Pupils work individually, crossing out the extra word in pencil. They check in pairs. Check with the class.

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

PBII. ACTIVITY 7. Write questions with '*going to*'.

- Focus pupils on Activity 7 and on the example. Remind them to write all the questions using *going to*. Elicit one or two more examples if necessary. Pupils write the questions in their notebooks, using the Look box on Activity Book page 8 to help them. They can check with a partner. Check with the class.

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

PBII. ACTIVITY 8. Ask and answer.

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

ABII. ACTIVITY 4. Find six sentences and write them in your notebook.

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

ABII. ACTIVITY 5. What are they going to do?

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

ABII. ACTIVITY 6. Think about January next year. Answer the questions.

Key: Pupils' own answers

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

Key: Pupils' own answers

Extra activities: see page T120 (if time)

Ending the lesson

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



4 Choose words from the box to complete the text.

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



Helen and Robert are (1) going to go to the (2) tomorrow. They're going to (3) a film called *My Family and Other Animals*. The film's from a book by Gerald Durrell and it's about his life when he was ten years old. In the film the boy lives on an (4) He's got some friends, but a lot of his friends are different (5) He's got a (6) called Ulysses, a tortoise called Achilles and lots of spiders. Helen and Robert are going to have a great time because it's a very funny film.

5 Read again and answer.

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

6 Read and cross out the extra word.

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

7 Write questions with 'going to'.

- | |
|---|
| 1 Who / see / weekend? Who are you going to see at the weekend? |
| 2 What / do / Monday / after school? |
| 3 play basketball / tomorrow afternoon? |
| 4 Where / go / Friday / after school? |
| 5 What / watch / TV / tomorrow? |
| 6 When / do / homework? |

8 Ask and answer.

Who are you going to see at the weekend?

I'm going to see my cousins.

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

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Kid's Box Ezine!

home reports games world email

★ There are many ancient stories from different countries. Some are about heroes and strange and exciting beasts which aren't real. These stories are called myths.

Kid's Box reports

Myths

a



Griffins have got the head, wings, front legs and claws of an eagle and the body and back legs of a lion. They make nests from gold.

b



A dragon is a beast which has the body of a lizard, so they haven't got fur like a cat or feathers like a bird; they've got scales like a fish. Some dragons have a bat's wings and some can breathe fire.

c



A unicorn is a beautiful white horse with one long horn on its head. It's got a goat's feet and beard and a lion's tail.

d



The centaur is part horse too, but it's got a man's head and top half of the body and the body and legs of a horse.

e



Sirens and harpies are part bird, part woman, but they're different. Sirens live near water. They sing beautifully but they're dangerous because people sail their boats onto rocks.

f



Harpies are uglier than sirens. They live in nests and steal food from people.

g



Sometimes people think sirens are the same as mermaids, but mermaids are half woman, half fish. They've got beautiful long hair, but they haven't got legs. They've got a big fish tail with scales.

eagle

claws

horn

feathers

scales

dragon

nest

mermaid

10 Listen. Repeat the word and say the letters. 1 Claws. Claws. That's 'a' and 'f'.

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

1 Griffins have got feathers on their wings.

2 A dragon has the body of a lizard.

3 A unicorn has got two horns.

4 A centaur has got a goat's beard.

5 Harpies live in nests.

6 Sirens and mermaids are the same.

12

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

● TARGET LANGUAGE

Key language: *countries, heroes, myths, real, griffin, claw, eagle, nest, gold, unicorn, horn, harpies, sirens, dragon, lizard, scales, breathe, centaur, mermaid, feather*

Additional language: *part ... , part ... ; half ... , half ...*

Revision: animal body parts, beasts, steal

● MATERIALS REQUIRED

Photocopiable 1 (see page T110), one copy for each pupil
 Optional: *Kid's Box Teacher's Resource Book 6 Unit 1*
 Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 17 and 18)

Warmer

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

PB12. ACTIVITY 9. *Read and think. How many of the beasts are part bird?*

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

Key: Three (a, e, f)

PB12. ACTIVITY 10. *Listen. Repeat the word and say the letters.*

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

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

CD 1, 14

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

PB12. ACTIVITY 11. *Read again and say 'yes' or 'no'.*

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

Key: 1 Yes, 2 Yes, 3 No, 4 No, 5 Yes, 6 No

Photocopiable 1 (see pages T108 and T110)

AB12. ACTIVITY 8. *Find the words. Label the picture.*

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

AB12. ACTIVITY 9. *Look at the other letters in the wordsearch in Activity 8. Cross out all the vowels which aren't 'i'. Write the other letters. Which beast is it?*

Key: i r i n g f f

Beast: griffin

AB12. ACTIVITY 10. *Correct the sentences.*

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

AB12. ACTIVITY 11. *Look at these beasts. Invent names and describe them.*

Key: Pupils' own answers

Extra activity: see page T120 (if time)

Optional activity

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

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: *phoenix, fleece, adventure, legend, was born, believe in, mythology, mammal, going to* for future plans and prediction

Additional language: *Egyptians, Romans, Greeks, Jason, Argonauts, Orpheus, Sphinx, Thebes, Sophocles*

Revision: beasts, past simple, adjectives, comparatives, myth

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 6* Unit 1 Song worksheet (page 20) and / or *Kid's Box Interactive DVD 6: The music room* (pages 28-33)

Warmer

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

PB13. ACTIVITY 12. Listen and choose the right words.

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

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

CD 1, 15

BOY 1: Wow! This looks really interesting. It's a myth about a bird or something.

BOY 2: Yeah, look – it says it's a phoenix.

BOY 1: What's a phoenix then?

BOY 2: The phoenix was a beautiful red and gold bird which lived for five hundred years.

BOY 1: But who believed that? Click on that button there.

WOMAN: The Egyptians were the first people to believe in the phoenix, but the Greeks, the Romans and others also believed in the myth.

BOY 2: And what was special about it? Let's click ... this button now.

WOMAN: When the phoenix was old, it made a special nest, sat in it and made a fire. Both the nest and the phoenix burned and out of the fire a new, young phoenix was born.

BOY 1: Wow! That's really interesting. So do you think the phoenix really lived?

BOY 2: No, of course not. It's just a myth.

PB13. ACTIVITY 13. Read and complete. Order the pictures.

- Focus pupils on the pictures. Elicit a quick description of each picture. Pupils work in pairs. They read the text and try to complete it with the words from the box. Remind them to concentrate on meaning and rhyme. Pairs check with pairs. When they have completed the song, they try to put the pictures in order. Check understanding of key words.

Note: 'Cos is a shortened form of *Because*.

Key: 2 do, 3 sports, 4 sea, 5 Greece, 6 horse, 7 island, 8 sings, 9 song, 10 clearer, 11 Fleece Order of pictures: 1b, 2e, 3a, 4d, 5c

PB13. ACTIVITY 14. Listen and check. Say the rap.

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

CD 1, 16

As in Pupil's Book and Key for Activity 13

CD 1, 17

Now say the rap again. (Karaoke version)

PB13. ACTIVITY 15. Invent a mythical beast. Answer the questions.

- Focus pupils on the instructions. Check they understand what to do. Brainstorm some ideas using mythological beasts they know. Elicit / introduce others, especially those that will appear in *Kid's Box*, e.g. *Quetzalcoatl* (half snake, half bird, from Maya / Aztec mythology), *the Sphinx* (lion's body, woman's head, from Egyptian mythology). Go through the questions, eliciting ideas and suggestions. Pupils work individually, answering the questions in their notebooks.

PB13. ACTIVITY 16. Ask and answer about your beast in pairs.

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

PB13. ACTIVITY 17. Draw and write about your beast.

- Pupils work individually. They each draw and write a description of their beast on a piece of paper. Monitor and help. If you don't do Extra activity 1, make sure pupils write a draft of their text for you to check before they write the final version. After Extra activity 2 (if done), collect the texts and make a *Book of Beasts* for the classroom.

AB13. ACTIVITY 12. Read and answer 'yes' or 'no'. [YLE]

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

AB13. ACTIVITY 13. Write the words.

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

AB13. ACTIVITY 14. Now cross out the first letter of each answer in Activity 13. Read the other letters to answer the Sphinx's question.

Key: a man

AB13. ACTIVITY 15. What's going to happen?

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

Extra activities: see page T120 (if time)

Optional activities

- Unit 1 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 15 and 20).
- Unit 1 song and / or karaoke worksheet from *Kid's Box Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

12 Listen and choose the right words.

- 1 The phoenix is a **song** / **myth** / **game**.
- 2 The phoenix was a beautiful **bird** / **lion** / **horse**.
- 3 The phoenix lived for **five** / **fifty** / **five** hundred years.
- 4 The first people to believe in the phoenix were the **Egyptians** / **Romans** / **Greeks**.
- 5 The phoenix was born in **the sea** / **a fire** / **a tree**.



13 Read and complete. Order the pictures.

island sings ~~told~~ Fleece horse sea
Greece clearer do sports song

Myths and legends, stories of old,
Beastly tales which people (1) **told** ,
Adventures and monsters, strange animals too,
Heroes who had great things to (2) **do** .

The Greeks are famous, not just for (3) **Greece** ,
But also for Jason and the Argonauts.

They wrote, in their mythology,
Of his adventures across the (4) **sea** .

Jason's bad uncle made him look for the 'fleece'.
Special wool made of gold, so they tell us in (5) **the story** .
He had a clever teacher, like yours, of course!
His teacher was a centaur – half man, half (6) **horse** .

The teacher told him all about the dangerous siren
Who could break his boat on rocks round the (7) **island** .
She's half woman, half bird, with feathers and wings.
She sounds really beautiful when she (8) **sings** .

The Argonauts were sailing and before too long,
They started to hear the siren's (9) **clearer** .
It sounded lovely, but they didn't go nearer
'Cos Orpheus' music was louder and (10) **clearer** .

This is part of the myth from Ancient Greece
Of Jason and the Golden (11) **fleece** .



15 Invent a mythical beast. Answer the questions.

- 1 What are you going to call it?
I'm going to call it a ...
- 2 What's your beast going to look like?
It's going to have a ...'s head, ...
- 3 What colour's it going to be?
- 4 Is it going to have feathers, fur or scales?
- 5 What else is it going to have on its body?

16 Ask and answer about your beast in pairs.

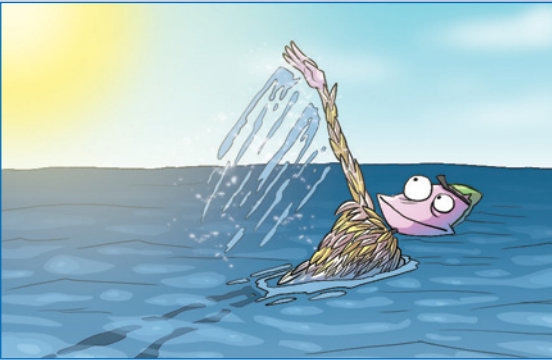
17 Draw and write about your beast.

14 Listen and check. Say the rap.

18 Focus on phonics



This is my mythical creature;
With a big mouth and golden feathers.
He loves acting in the theatre,
And swimming in sunny weather.



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

- look for a dragon sail to an island fly with a harpy
sing with a siren buy a pet griffin swim with a mermaid
play volleyball with a unicorn

What are you going to do next Monday?

I’m going to meet a centaur.

Monday	David’s going to meet a centaur.
Tuesday	
Wednesday	
Thursday	
Friday	

Writing 20 Write an email about your plans.

Hi, Elena
Next week, I’m going to be very busy.
On Monday I’m going to go sailing with the Argonauts and then ...

19 CD1 Joke Corner

What did Jason and the Argonauts eat when their boat was on the beach?

The sand which is there.

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

● **TARGET LANGUAGE**

Key language: words with the phonemes /ð/ and /θ/ (e.g. *this, think*), *labyrinth, going to for plans, who, where, which*

Additional language: *Icarus, Daedalus, Minos, Crete, Minotaur, Ariadne*

Revision: beasts, myths and legends

● **MATERIALS REQUIRED**

Optional: *Kid's Box 6 Language Portfolio* page 9

Warmer

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

PB14. ACTIVITY 18. Focus on phonics.

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

CD 1, 18

As in Pupil's Book

PB14. ACTIVITY 19. Ask and answer. Use your imagination or the ideas in the box. Write your friend's answers.

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

PB14. ACTIVITY 20. Write an email about your plans.

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

PB14. Joke Corner

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

CD 1, 19

As in Pupil's Book

AB14. ACTIVITY 16. Complete the sentences.

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

AB14. ACTIVITY 17. Listen, check and say.

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

Key: See audioscript

CD 1, 20

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

AB14. ACTIVITY 18. Complete the story with 'who', 'where' or 'which'.

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

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

AB14. ACTIVITY 19. Now write the rest of the story correctly. Use 'who', 'where' or 'which'.

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

Extra activities: see page T120 (if time)

Language Portfolio

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: language from the story, *pirate, treasure, spots and stripes, explain*

Additional language: *Quetzalcoatl, We’ve got a job to do, Morse code*

Revision: language from the unit, *sounds like*

● **MATERIALS REQUIRED**

Extra activity 2: Reference books and / or the internet for pupils to find out more about Quetzalcoatl

Warmer

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

PB15. STORY. DIGGORY BONES.

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

CD 1, 2I

As in Pupil’s Book

AB15. ACTIVITY 20. *Read and answer.*

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

AB15. ACTIVITY 21. *Complete and match.*

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

AB15. DO YOU REMEMBER?

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

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


AB15. CAN DO.

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


Extra activities: see page T120 (if time)

Ending the lesson

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



DIGGORY BONES



That beast Iyam Greedy's got the Aztec calendar!

Who's Iyam Greedy, Grandad?

He's the worst kind of pirate. He only looks for ancient treasure to get rich.

We haven't got the calendar. How am I going to tell the museum in Mexico City?

Look, Dad! There's an envelope. It's for you!

What do these spots and stripes mean, Grandad?

They look like that Maths system to me.

What? Let me see that!

Look! A spot means one and a stripe means five ... hmmm.

So, are you going to explain it to us, son?

There are nine numbers. The first one's a spot with a stripe under it, so that's six.

Now I understand. It's 6, 1, 9, 3, 4, 2, 3, 9, 7. Does that mean anything?

It sounds like a phone number to me.

Well, let's try it. I'm going to put it on loudspeaker.

Well done, Dr Bones! I'm a snake and I've got feathers, but I can't fly. Are you going to fly?

Clap! Clap! Clap!

What does he mean?

He means Quetzalcoatl. He was part bird and part snake and he was the most important god in Aztec mythology.

Plane tickets! Are you going to go to Mexico City, son?

BING!

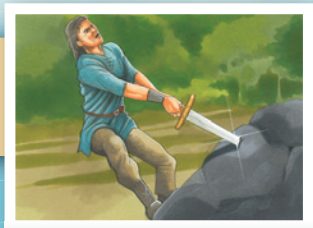
From: IGreedy
Subject: Plane tickets to Mexico City

We are now. Come on, Emily! We've got a job to do.

Art

Myths and legends

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



1 Read and talk with your friend.

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

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

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

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

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

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



2 Read the story. Copy and complete the diagram.

Jason and the Argonauts

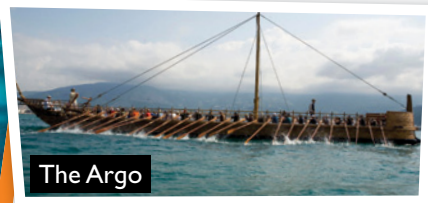
Jason was the son of a Greek king. His uncle, Pelias, was very bad and killed Jason’s father because he wanted to become king. To protect Jason, his mother sent him to live with a centaur.

When he was older, Jason wanted to be king, so Pelias sent him on a very dangerous quest. He had to get the Golden Fleece and take it back to Pelias. This was difficult to get because a dragon looked after it.

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



Golden Fleece



The Argo

Beasts: (2) _____ (3) _____
(4) _____ (5) _____

Hero: (6) _____

Name of the myth:
(1) _____

Challenges: (7) _____
(8) _____
(9) _____

Person who helps: (10) _____