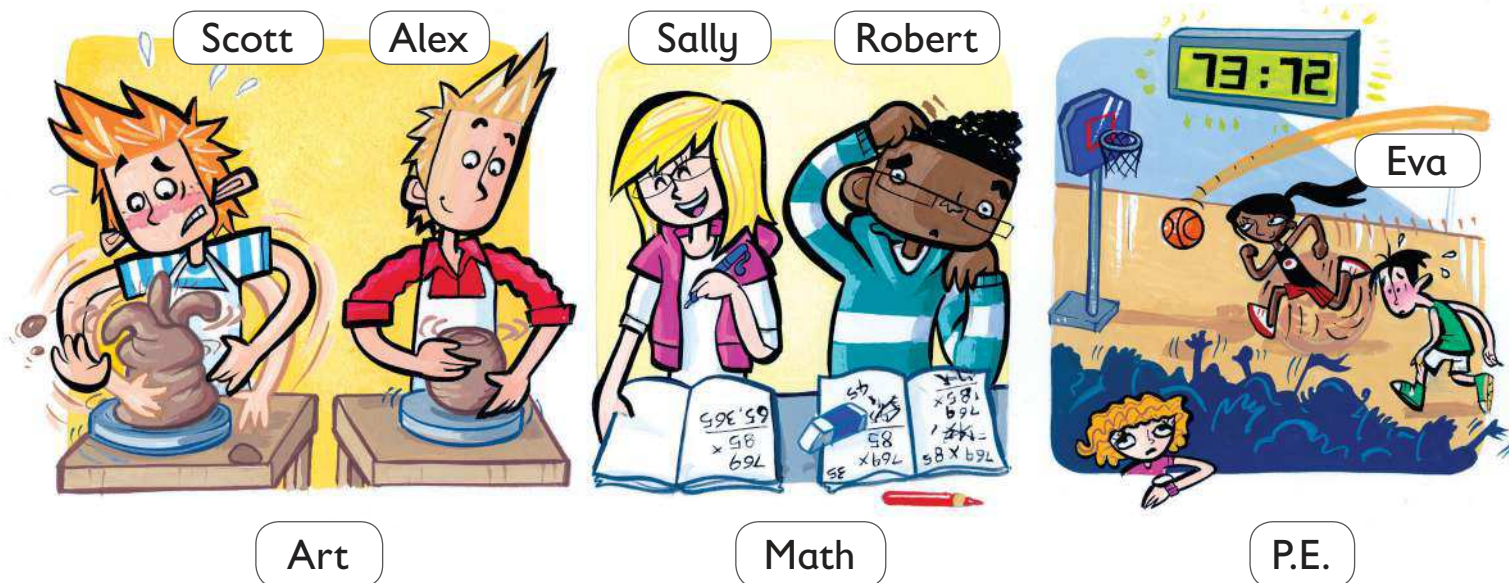


1 Back to school

1 Look, think, and answer.

- 1 Where are the children?
- 2 Which class are Alex and Scott in?
- 3 Who likes math?
- 4 What's Eva doing?



boring busy careful difficult easy exciting quick slow terrible

2 Listen and check.

3 Listen and match.

1 Be careful with those glasses, Stacey!
 I am being careful!

e



OBJECTIVES: By the end of the lesson, students will have used adjectives to talk about school and people's feelings and reactions.

● **TARGET LANGUAGE**

Key language: boring, brave, quick, exciting, busy, careful, difficult, easy, slow, terrible
Additional language: pottery, bowl, grown-up
Review: school, school subjects

● **MATERIALS REQUIRED**

Character flashcards (Sally (5), Scott (6), Robert (10), Alex (11), Eva (12))
 Adjective flashcards (15–23)

Warmer

- Ask students what subjects they have today. Ask which their favorites are. Ask students if they have started any new subjects this year. Build a mind map on the board of the school subjects.

SB10. ACTIVITY 1. Look, think, and answer.

- Tell students to open their Student's Book to page 10. Elicit who they can see (Scott and Sally). Introduce Alex, Robert, and Eva using the flashcards. Review all five character names by sticking the flashcards on the board, pointing to the cards in turn and saying, e.g., *Hi, Alex*. Point to the flashcards again. Students say *Hi, (name)* for each one.
- Students read the activity instructions and the four questions. They discuss their answers/predictions in pairs. Don't give the new vocabulary at this stage.

SB10. ACTIVITY 2. Listen and check.

- Play the CD for students to listen and check. Elicit complete sentences.
- Play the first part of the CD (art class). Elicit what Scott says (*My bowl's terrible*) and what the narrator says about Alex (*Alex is careful and slow*). Check understanding of the adjectives. Repeat for the other sections.
- Focus students on the adjectives in the box in Activity 1. Elicit words they hear that link to the adjectives, e.g., *What's boring?* (basketball). Check understanding of the adjectives as you do the activity.

Key: 1 The children are at school. 2 Alex and Scott are in the art class. 3 Sally likes math. 4 Eva's playing basketball.

CD 1, 09

NARRATOR: Scott and Alex are in their art class. They're making bowls, and they can't stop. They're busy.
SCOTT: Oooh. My bowl's terrible!
NARRATOR: Alex is careful and slow. His bowl's good.
NARRATOR: Sally and Robert are in their math class. Sally's very happy because she loves math and thinks it's easy. Robert doesn't think math is easy. He thinks it's difficult.
ROBERT: I can't do this math problem. It's difficult.
SALLY: Come on, Robert. You can do it. It's easy.
NARRATOR: ... It's 73–72. What an exciting game! Eva has the ball, and she's running with it. Eva's quick. The boy's slow.
GIRL: This is really boring. I don't like basketball.

SB10. ACTIVITY 3. Listen and match.

- Focus students on Activity 3. Students work in pairs and try to do the matching. Play the CD for them to listen and match. Check with the class.

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

CD 1, 10

1. Be careful with those glasses, Stacey! / I **am** being careful.
2. What was the movie like? / It was really boring.
3. What's 397 and 79? / Oh, I don't know. That's difficult.
4. What was the soccer game like? / It was really exciting!
5. Come on, Mary. Don't be so slow. / I'm not slow!
6. What's 2 and 2? / That's easy. It's 4.
7. Can I talk to you? / No, sorry. I'm busy.
8. The bus is coming. Be quick!
9. The weather's terrible! / Oh, no! Look at our food.

WB10. ACTIVITY 1. Find the words.

- Pre-teach brave. Write *brave* on the board and read it aloud for students to repeat. Say, *Firefighters are brave. They get people out of dangerous places. Can you think of brave people?* (eg., police officers, climbers, etc.)
- Tell students to open their Workbook to page 10. Check that they know what to do. Students do the task individually, checking in pairs. Check with the class.

Key:

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

WB10. ACTIVITY 2. Look at the pictures. Complete the sentences.

- Focus students on Activity 2 and on the activity instructions. Check that they realize they need to look at the pictures in Activity 1, using the example. Students complete the sentences and then check in pairs. Check with the class.

Key: 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 busy

Extra activities: see page T109 (if time)

Ending the lesson

- Stick the adjective flashcards on the board. Number them 1 through 9. Elicit the words. Say, e.g., *I have a lot to do. I'm very ...* Students say the correct number flashcard and the word. Repeat for the other adjectives.

OBJECTIVES: By the end of the lesson, students will have written a text about a teacher and completed a questionnaire with a friend.

● **TARGET LANGUAGE**

Key language: adjectives, simple present, descriptions

Review: comparative adjectives, colors, school subjects, *like, have, very*

● **MATERIALS REQUIRED**

Adjective flashcards (15–23)

Adjective word cards from *Kid's Box AE Teacher's Resource Book 4* (page 80)

Optional: *Kid's Box AE Teacher's Resource Book 4 Unit 1 Reinforcement worksheet 1* (page 16)

Warmer

- Write some school subjects as anagrams on the board. Students race to unscramble the words and write them correctly. Take a vote for the students' favorite subject.

SB11. ACTIVITY 4. Read and correct the text.

- Tell students to open their Student's Book to page 11. Focus them on Activity 4 and elicit what they can see (a photograph of a teacher at work and a child's piece of writing about a teacher). Elicit the name of the teacher (Mr. Newton) and the subject he teaches (math). Ask a student to read the activity instructions aloud. Check understanding. Do the first one as an example with the class.
- Students work individually and unscramble the words. Set three reading questions: *Where is the school? Are his classes boring? Why do the children like his classes?* Students read to find the answers. Check with the class (in a big city; no, they're exciting; because they're not difficult). Students write the corrected text in their notebooks.

Key: busy, slow, boring, exciting, difficult, easy, careful

SB11. ACTIVITY 5. Write about one of your teachers.

- Using the list of subjects from the Warmer, help students choose a teacher to write about. Make sure it's a teacher they like. Remind them to use the model in Activity 4 to help them and also use the adjectives to talk about the classes and their work. Monitor students as they write their drafts. When you have checked their work, they can write a final version on paper.

SB11. ACTIVITY 6. Read and say their names.

- Focus students on Activity 6. Ask a student to read the activity instructions aloud. Do the first one as an example. In pairs, students take turns reading the descriptions aloud and saying the names of the children. Check with the class using open pairs.

Key: 2 Paul, 3 Mary, 4 Daisy, 5 Fred

SB11. ACTIVITY 7. Make sentences for your friend. Say and answer "true" or "false."

- Students use the example speech bubble at the bottom to write four sentences about the children in Activity 6. They include some false information. They take turns reading their sentences and saying *True* or *False*.

WB11. ACTIVITY 3. Complete the questionnaire.

- Tell students to open their Workbook to page 11. Elicit what this is (a questionnaire). Students complete it about themselves by putting a check (✓) by the best adjective. They can only check one in each line.

WB11. ACTIVITY 4. Ask your friend. Write the answers.

- Make new pairs. Students take turns asking and answering and noting the information about their partner.

Extra activities: see page T109 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 15 and 16).

Ending the lesson

- Stick the adjective flashcards and the word cards on the board. Call volunteers to come to the board and match them.
- Students group the adjectives according to the number of syllables (do this as a class if necessary).

Key: 1 syllable = quick, slow, 2 syllables = easy, boring, careful, busy, 3 syllables = exciting, terrible, difficult

4 Read and correct the text.

My teacher.
 This is Mr. Newton. He's my math teacher.
 He works at a school in a big city. He's
 very sbyu because he has a lot of work.
 There are 28 children in my class. His
 class isn't wols or grinbo, it's very
 ecgitxin. We like his class because it's
 not ftlcudfii. It's yase to learn a lot of new
 things with him.
 Mr. Newton's very fclareu when he writes,
 but I'm not!



5 Write about one of your teachers.

6 Read and say their names.



Daisy



Fred



Mary



Johnny



Paul

- This child likes being busy with a lot of homework. Johnny
 His hair is straight and black, and he has glasses.
- This child loves art and is careful at painting.
 He has short curly brown hair.
- The child with straight blond hair is very brave.
 She loves reading to her class!
- This child with glasses thinks math is exciting.
 Her hair is black and curly.
- This child with short curly blond hair thinks music's difficult.

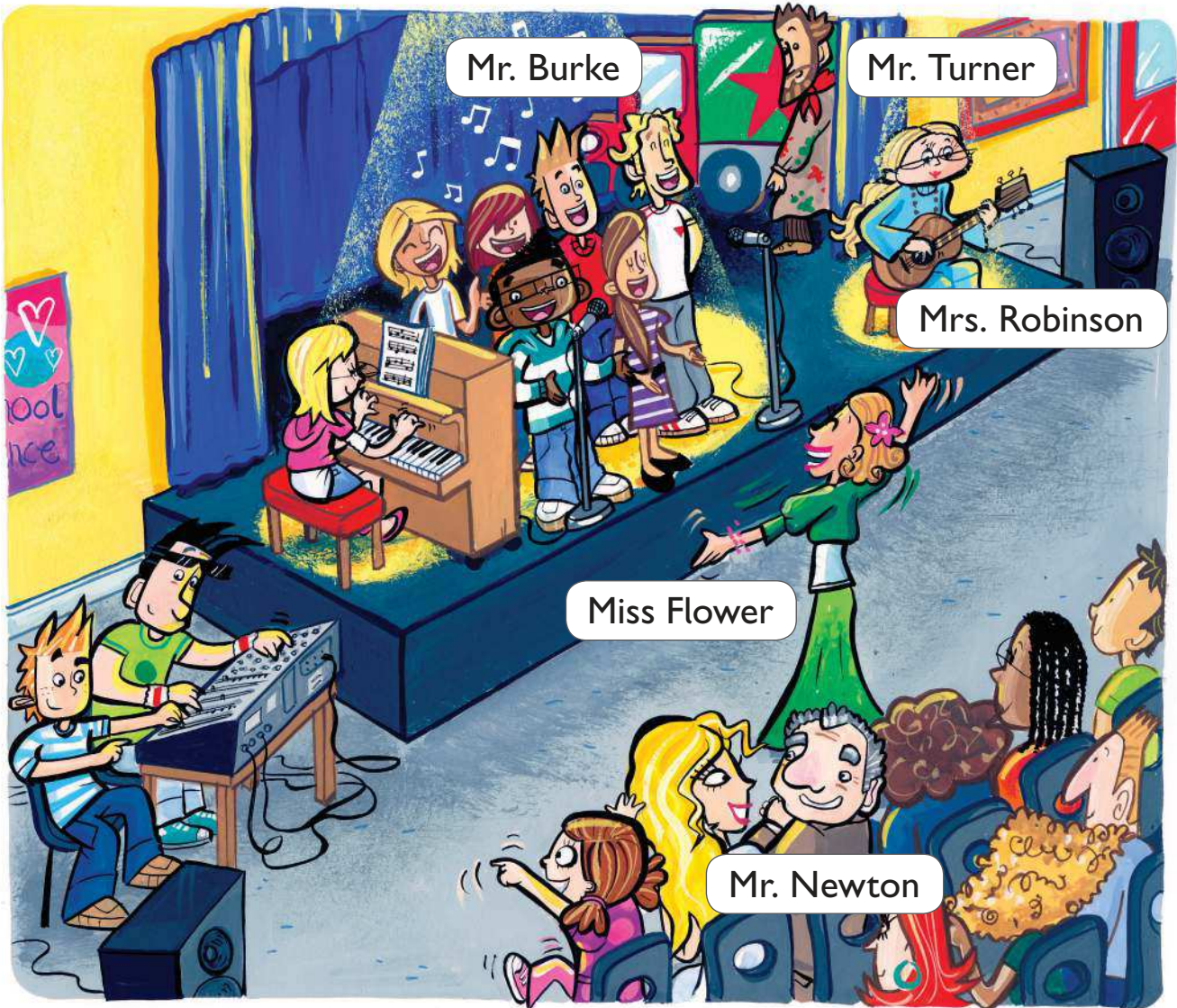
7 Make sentences for your friend. Say and answer "true" or "false."

The child with glasses thinks math is boring.

False.

8 Look, think, and answer.

- 1 Where is the Star family?
- 2 Who's Mrs. Star talking to?
- 3 Who's the art teacher?
- 4 Who's the music teacher?



9 Listen and check. CD1

10 Play the game.

He's the teacher who's talking to Mrs. Star.

Mr. Newton.

LOOK

She's the woman **who's** wearing the long green skirt.
 He's the man **who's** carrying the truck.

OBJECTIVES: By the end of the lesson, students will have used relative clauses with *who*.

● **TARGET LANGUAGE**

Key language: relative clauses with *who*, descriptions

Review: adjectives, school subjects, prepositions, *school show*, *He's/she's called ...*, *over there*, *He's/she's the one ...*

● **MATERIALS REQUIRED**

Warmer: Four large pictures of people (two men, two women) showing clothes/appearance
 Colored pencils (one set per student)
 Optional: *Kid's Box AE Teacher's Resource Book 4 Unit 1*
 Reinforcement worksheet 2 (page 17)

Warmer

- Put the four pictures on the board. Number them 1 to 4. Review descriptions by playing a guessing game, e.g., *Who has long dark hair? Who's wearing a black jacket? Who's carrying a newspaper?*

SB12. ACTIVITY 8. Look, think, and answer.

- Tell students to open their Student's Book to page 12. Elicit who they can see and where they are. Ask a student to read the activity instructions aloud and others to take turns reading the four questions. Students compare their answers/predictions in pairs, looking for clues in the picture.

SB12. ACTIVITY 9. Listen and check.

- Play the CD for students to listen and check. Elicit complete sentences. Write the teachers' names on the board. Elicit the subject each one teaches and what they're doing. Play the CD again if necessary. Focus on the target structure, e.g., *Mr. Burke is the man who's singing. He's the P.E. teacher.* Elicit other sentences from students. They copy them into their notebooks.

Key: 1 They are at the school show. 2 She's talking to Mr. Newton, the math teacher. 3 Mr. Turner is the art teacher. 4 Miss Flower is the music teacher.

CD 1, 11

SCOTT: Hey! The school show's really exciting, Dad.

MR. STAR: Yes, it is ... and it's good to see your teachers. Who are they all?

SCOTT: Well, the man who's talking to Mom is my math teacher. His name is Mr. Newton.

MR. STAR: Right. Is the man who's singing your music teacher?

SCOTT: No, he's Mr. Burke, our P.E. teacher. Miss Flower's our music teacher. She's the woman who's wearing the long green skirt. They do the "After-school club."

MR. STAR: The "After-school club"? What's that?

SCOTT: It's a new club where we can do a lot of exciting things on Thursday afternoons. ... And can you guess who my art teacher is?

MR. STAR: Oh, Scott, that's difficult. Is it the woman who's playing the guitar?

SCOTT: Very funny, Dad. No, that's Mrs. Robinson, our English teacher. Our art teacher's over there. He's the one who's carrying the truck.

MR. STAR: Is his name Mr. Strong? Ha, ha, ha.

SCOTT: No, Dad. His name's Mr. Turner.

SB12. ACTIVITY 10. Play the game.

- Erase the board. Focus students on Activity 10, the Look box, and the example speech bubbles. They play the game in pairs. A looks at the picture, and B closes his/her book. A makes statements to test B's memory, as in the example. After one or two minutes, students swap roles.

WB12. ACTIVITY 5. Listen and draw lines. Color.

M toward

- Tell students to open their Workbook to page 12. Play the CD. Pause after each dialog for students to draw lines. They check in pairs. Play the CD again. Pause after each one to give students time to place colored dots in the right place. Students check in pairs. Play the CD a final time. Pause after each one to elicit, e.g., *Paul's the one who's reading a book. He's wearing a red T-shirt ...*

CD 1, 12

1. Who's Mr. Edison? / He's the man who's writing on the board. / What's he wearing? / He's wearing a green sweater, gray pants, and blue shoes.
2. Who's Paul? / He's the boy who's reading a book. He's wearing a red T-shirt and blue pants.
3. Who's Mary? / She's the girl who has long blond curly hair. She's wearing a pink dress. She's talking to Danny.
4. Who's Jane? / She's the girl who's drawing a beautiful picture. She's wearing an orange skirt and a purple jacket.
5. Who's Jim? / He's the boy who's sharpening his pencil. He's wearing a brown shirt and gray pants.

WB12. ACTIVITY 6. Read and circle the correct answer.

- Focus students on Activity 6. Students work individually and choose the correct words. They check in pairs. Check with the class.

Key: 2 are, 3 who, 4 who, 5 on, 6 who, 7 to, 8 must

Extra activity: see page T109 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 15 and 17).

Ending the lesson

- See if students remember the pictures from the Warmer. They say, e.g., *Number 1's the woman who's carrying a purse. She's wearing red shoes.* Show the pictures to check.

OBJECTIVES: By the end of the lesson, students will have had further practice with relative clauses using *who* and sung a song.

● TARGET LANGUAGE

Key language: relative clauses with *who*, present progressive question forms

Additional language: *playground*

Review: relative clauses with *who*, present progressive, actions and activities, clothes, adjectives, school subjects, food and drink

● MATERIALS REQUIRED

Extra activity 2: 12 small pieces of paper / thin cardboard for each group of four

Optional: *Kid's Box AE Teacher's Resource Book 4 Unit 1 Extension worksheet 1* and/or *Song worksheet* (pages 18 and 20), *Kid's Box AE Interactive DVD 4 booklet* (pages 28–33)

Warmer

- Write the names of about six students on the board and write a piece of unique information about each one, e.g., *He's wearing black pants*. Say *Tell me about (name)* to elicit, e.g., *(Name)'s the boy who's wearing black pants*. Repeat for the other names on the board.

SB13. ACTIVITY 11. Read and find.

- Tell students to open their Student's Book to page 13. Elicit what they can see (a playground) and what some of the children are doing. Ask a student to read the activity instructions aloud. Check understanding using the example. Students work in pairs, taking turns reading the statements and finding the child/children in the picture. Check with the class, using open pairs: one student reads a statement aloud, and another says the letter.
- Focus on the use of *They're ... who are ...* by eliciting examples in the classroom, e.g., Teacher: *Tell me something about (name) and (name)*. Students: *They're the girls who are sitting at the front*. Make other similar statements. Students then make statements for the class to answer.

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

SB13. ACTIVITY 12. Choose a child. Ask and answer.

- Turn the activity into a guessing game. Say *I'm looking at a boy in the picture. Can you guess?* Students ask questions as in the speech bubble on the left. Repeat for *girl*. Practice two or three more times. Students do the activity in pairs, taking turns guessing.

SB13. ACTIVITY 13. Read and say the letter. Listen and check.

- Focus students on Activity 13. Ask a student to read the activity instructions aloud. Check understanding. Students read the text and match who's speaking with one of the pictures, as in the example. They check in pairs. Play the CD. Pause after each teacher's section and elicit the letter and the name.

Key: 2 d, 3 c, 4 b

CD 1, 13

As in Student's Book

SB13. ACTIVITY 14. Sing the song.

- Play the CD again for students to join in with the song. They sing as a whole class first and then as the teachers (make four groups). They do an appropriate mime for each school subject as they sing.

CD 1, 13

As in Student's Book

CD 1, 14

Now sing the song again. (Karaoke version)

WB13. ACTIVITY 7. Look at the pictures. Read and correct.

- Tell students to open their Workbook to page 13. Go through the example to check that they know what to correct.
- Students work individually and correct each sentence. They check in pairs. Check with the class. Students write the correct sentences in their notebooks.

Key: 2 The man who's throwing a ball has a little black dog.
 3 The woman who teaches music lives in a little house.
 4 The man who has a mustache rides his bike to school.
 5 The woman who likes books gets up at seven o'clock.

WB13. ACTIVITY 8. Read and complete the chart.

- Focus students on Activity 8 and check that they know what to do. They work in pairs to read and complete the chart. Check with the class by drawing the chart from the Workbook on the board. Don't fill in the empty boxes yet. Elicit the missing information.

Key:

Name	Description	Age	Subject	Hobby
Mr. Brown	black beard	42	English	playing tennis
Miss Stone	long fair hair	30	math	horseback riding
Mr. Kelly	brown mustache	28	P.E.	playing the guitar
Mrs. Bird	curly gray hair	57	music	reading

Extra activities: see page T109 (if time)

Optional activities

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 4* (pages 15 and 18).
- Unit 1 Song worksheet from *Teacher's Resource Book 4* (pages 15 and 20).
- Extra activity for Unit 1 Song and/or Karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Students sing the song again.

11 Read and find.

- 1 They're the boys who are laughing. d
- 2 She's the girl who's drinking orange juice.
- 3 He's the boy who's wearing a red sweater.
- 4 They're the girls who are wearing pink dresses.
- 5 She's the girl who's skipping rope.
- 6 He's the boy who's throwing a ball.



12 Choose a child. Ask and answer.

Is it the boy who's reading a comic book? No, it isn't.

13 CD1 Read and say the letter. Listen and check.

1 - a

The classroom's where you learn,
 The classroom's where we teach,
 A lot of exciting things,
 To do in our school week ...

- 1 I teach P.E.,
 It's quick, not slow,
 Run, jump, and skip,
 Go, go, go!
- 2 I teach English,
 All I need,
 Are a lot of words,
 And books to read.

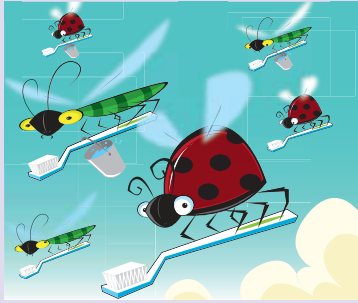
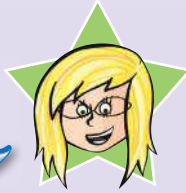


- 3 I teach math,
 It's easy to add,
 But if it's wrong,
 Don't be sad.
- 4 I teach art,
 We can paint and draw,
 Careful with the paint,
 Don't get it on the wall!

The classroom's where you learn,
 The classroom's where we teach,
 A lot of exciting things,
 To do in our school week ...

14 CD1 Sing the song.

15 **Sally's phonics**



Six busy insects.



A smiling crocodile.



It's easy to brush a smiling crocodile's teeth.



Sixteen teeth.

16 Make questions. Ask and answer.

Do you think math is exciting?

No, I don't.

math art English

difficult exciting easy

Find two people who ...

name 1 name 2

... think math is exciting	Do you think math is exciting?		
... think art is easy	Do you think ?		
... think English is difficult	Do you ?		

OBJECTIVES: By the end of the lesson, students will have reviewed and contrasted the phonemes /ɪ/, /i:/, and /aɪ/. They will be able to recognize alternative spellings of these sounds.

● **TARGET LANGUAGE**

Key language: words with the phonemes /ɪ/, /i:/, and /aɪ/ (e.g., *quick, easy, exciting*)

Review: school subjects, adjectives, question forms, definitions with *who*

Warmer

- Write these words on the board: *be, my, sit, tree, easy, right, quick, time, busy*. Say *Think about the sound. Make three groups*. Help by saying two of the words with the vowel sound /ɪ/, e.g., *sit, busy*. Write these words in a group on one side. Elicit the other word with the same sound (*quick*). Elicit the other groups in the same way (*be, tree, easy* and *my, right, time*). Elicit the word *little* on the board.

SB14. ACTIVITY 15. Sally's phonics

- Tell students to open their Student's Book to page 14. Elicit what they can see in the pictures (insects, a crocodile who is smiling, teeth). Play the CD. Students listen and repeat. Play the CD again for students to repeat once more.

Note: Language learners often have difficulty hearing the difference between the short /ɪ/ and long /i:/ phonemes. In this lesson there are both regular and irregular spellings for the long /i:/ phoneme (e.g., *teeth* and *easy*).

CD 1, 15

SALLY: Hi, I'm Sally! Repeat after me!

/ɪ/, /ɪ/, insects

/aɪ/, /aɪ/, crocodile

/i:/, /i:/, teeth

Six busy insects.

Six busy insects.

A smiling crocodile.

A smiling crocodile.

Sixteen teeth.

Sixteen teeth.

It's easy to brush a smiling crocodile's teeth.

It's easy to brush a smiling crocodile's teeth.

SB14. ACTIVITY 16. Make questions. Ask and answer.

- Tell students today's communication activity is about school subjects. Focus them on the information on the page and elicit the questions for the second and third examples. Students copy the chart into their notebooks and complete the second and third questions. Students each ask the three questions of two other students. They move around the classroom. Clap your hands. They make pairs and ask and answer. Repeat. Students report back to the class. Provide prompts on the board, e.g., (*Paula*) *thinks math is exciting, but she thinks English is difficult*.

WB14. ACTIVITY 9. Write. Listen, check, and say.

- Tell students to open their Workbook to page 14. Check that students know the meaning of all the words in the box. Say the words at the top of each column, emphasizing the vowel sounds. Students repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Students complete the chart individually. Tell them to say the words aloud again to help. Give them time to think about the way the words sound.
- Play the CD for students to listen and check. Students compare answers in pairs. Check with the class. Play the CD again for students to listen and repeat.

Key:

sit	see	five
quick	easy	time
busy	teach	night
give	me	fly
think	key	buy
finish	need	smile

CD 1, 16

/ɪ/ quick, busy, give, think, finish

/i:/ easy, teach, me, key, need

/aɪ/ time, night, fly, buy, smile

WB14. ACTIVITY 10. Read and write the words.

- Focus students on Activity 10 and on the instruction. Go through the example. They work in pairs and discuss the answers. Pairs check with pairs. Check with the class.

Key: 2 doctor, 3 never, 4 dentist, 5 trees, 6 easy, 7 snail

WB14. ACTIVITY 11. Cross out the words from Activity 10.

- After students have completed Activity 10, tell them that the words for Activity 10 are in the grid in Activity 11. Focus students on the words in the grid. They cross out the words they wrote in Activity 10. They write a sentence with the other words. They work in pairs. Check with the class.

Key: Robert likes his new teacher.

Joke box

- Focus students on the Joke box. Ask a student to read the joke to the class. They guess/find the answer. Explain the joke if necessary by explaining the different meanings of the word *problems*.

Extra activities: see page T109 (if time)

Ending the lesson

- Write the sentence *It's easy to brush a smiling crocodile's teeth* on the board. Say the sentence. Students repeat. Students practice saying the sentence as a tongue twister in pairs. Ask volunteers to say the tongue twister.