

Welcome to our ezine

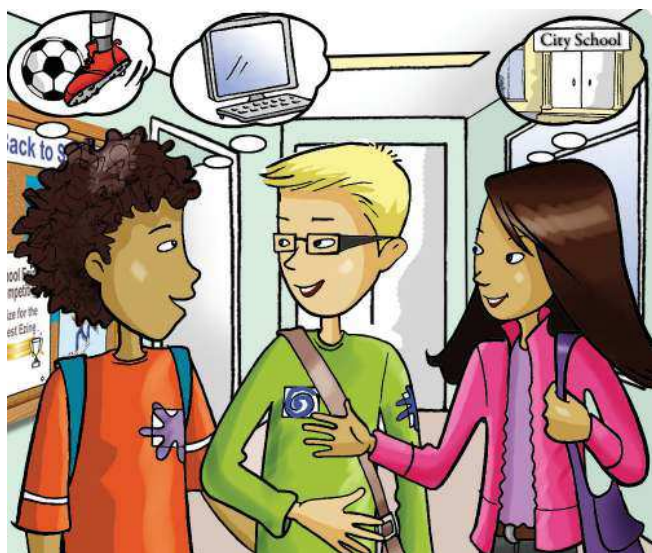
Show what you know! What school words can you remember?

Listening

1

02
CD1

Listen and tick (✓) the school words you hear.



2

03
CD1

Listen again. Who said it?

- 1 Did you have a good holiday?
- 2 What's an ezine?
- 3 It's an internet magazine.
- 4 Can we write about sport and computers?
- 5 Let's write our first ezine on our school.
- 6 See you outside school at four o'clock.

Dan.

3

Answer the questions.

- 1 What are the children's names?
- 2 Where are they?
- 3 Where's the poster?
- 4 What's an ezine?
- 5 What's the prize for?
- 6 What can they write about?



LOOK

Nice to meet you.

OBJECTIVES: By the end of the lesson, pupils will have reviewed introductions, suggestions and how to exchange personal information.

● TARGET LANGUAGE

Key language: *Hello, Hi, Nice to meet you, Let's ... , Shall we ... ? We can ... , Show what you know, ezine, internet magazine, competition, prize*

Additional language: character names, *See you!, trainers, wifi, do a search*

Revision: past simple, present simple, *can* for ability and permission, school vocabulary

● MATERIALS REQUIRED

Extra activity 1: A sheet of paper for each pupil, coloured pencils

Extra activity 2: A large sheet of paper for each group of four pupils

Optional: *Kid's Box 5 Language Portfolio*, cover, pages 1 and 2

Warmer

- Greet the pupils and introduce yourself. Put pupils into pairs. They find out each other's names and then one piece of interesting information about each other, e.g. where their partner went on holiday. Go around the class, asking pupils to introduce their partner and tell the class the piece of information, e.g. *This is Charley. He's got a baby brother.* Don't overcorrect.

PB4. SHOW WHAT YOU KNOW! *What school words can you remember?*

- Write *School* on the board and draw a circle around it. Say *Show what you know ... about school.* Brainstorm in two minutes all the school words the pupils remember onto a mind map on the board. Pupils copy it into their notebooks.

PB4. ACTIVITY 1. *Listen and tick (✓) the school words you hear.*

- Tell pupils to open their Pupil's Books at page 4. Focus them on the pictures and introduce the characters (girl Shari, blond boy Dan and Alvin). Elicit where they are (a school) and its name (City School). Elicit / Pre-teach *ezine* (see tapescript below). Focus pupils on the activity instruction. They tick the words they hear in their School mind maps.
- 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, 02

DAN: Hi, Shari. Did you have a good holiday?

SHARI: Yeah. Lovely, thanks, Dan. Do you know Alvin? He lives near me and he's new at school.

DAN: Hi, Alvin. Nice to meet you.

ALVIN: Hi, Dan.

ALVIN: What's that on the board?

SHARI: It's a poster about a new school ezine.

DAN: What's an ezine?

SHARI: It's an internet magazine.

DAN: Oh!

DAN: Look. It's a competition for the best ezine in the school.

SHARI: Oh, that's interesting. And there's a prize! Shall we try and write one?

ALVIN: Good idea, but what shall we write about?

ALL: Hmm.

ALVIN: Oh! Can we write about sport and computers?

DAN: We can write about anything we like.

SHARI: Let's write our first ezine on our school, so Alvin can learn about it.

DAN: OK.

ALVIN: Great!

DAN: See you outside school at four o'clock.

ALVIN AND SHARI: See you!

PB4. ACTIVITY 2. *Listen again. Who said it?*

- Focus pupils on Activity 2 and on the activity instructions. Write the characters' names (Dan, Shari, Alvin) on the board.
- Play the CD. Pupils listen and write the name for each one. They check in pairs. Play the CD again. Check with the class.
- Focus pupils on the Look box. Elicit who said this to whom (Dan to Alvin). Get the class to repeat after you. Provide a short dialogue for practice: A: *Hi. I'm (name).* B: *Hi. I'm (name). Nice to meet you.* Pupils practise with classmates.

Key: Dan: 2, 6; Shari: 3, 5; Alvin: 4

CD 1, 03

PB4. ACTIVITY 3. *Answer the questions.*

- Ask *Do they want to enter the competition? What do they get for the best ezine?*
- Focus pupils on Activity 3. In pairs, pupils answer the questions orally. Elicit answers, reminding pupils to use full sentences. Pupils write the full answers in their notebooks.

Key: 1 Their names are Dan, Shari and Alvin. 2 They are at school. 3 It's on the board / in the school corridor. 4 It's an internet magazine. 5 The prize is for the best ezine. 6 They can write about anything they like.

AB4. ACTIVITY 1. *Put the words in groups.*

- Pre-teach *trainers* and *wifi*.

Key: Things we read: comic, newspaper, magazine; Things we wear: coat, sweater, trainers; Computer things: wifi, screen, internet

AB4. ACTIVITY 2. *Match the sentences with Dan, Shari and Alvin.*

Key: 2 Alvin, 3 Dan, 4 Alvin, 5 Shari, 6 Dan

AB4. ACTIVITY 3. *Read and complete.*

- Make sure pupils understand (*do a*) *search on the internet*.

Key: 2 shops, 3 internet, 4 sports, 5 photos, 6 music, 7 videos, 8 ezine

AB4. ACTIVITY 4. *Correct the sentences.*

Key: 2 No, you can't. You can find it on the internet. 3 No, it isn't. *Kid's Box* is a new ezine. 4 No, they aren't. They're called Shari, Dan and Alvin. 5 No, there isn't. There's a prize for the best ezine.

Extra activities: see page T98 (if time)

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box 5 Language Portfolio* (My languages and Language Portfolio language skills: my progress).

Ending the lesson

- Review with pupils what they learnt in this lesson, e.g. *What did we do today? What new words did you learn?* Do this orally. Say *See you on (day)*. Pupils reply with the same.

OBJECTIVES: By the end of the lesson, pupils will have reviewed daily routines, likes and preferences.

● TARGET LANGUAGE

Key language: present simple for routines, *like / love ...-ing*, *'d like*, question words, short answers, *so, before*

Additional language: character names

Revision: sports, activities, school, superlative adjectives

● MATERIALS REQUIRED

Extra activity 1: A sheet of paper for each pupil
 Optional: *Kid's Box 5 Language Portfolio*, page 7

Warmer

- Write the names *Dan, Alvin, Shari* on the board. Elicit, using mind maps, information that the pupils remember about these three characters from the previous lesson. Ask questions with *interested in*, e.g. *Who do you think is interested in sport/art/music/clothes?* Elicit what else they'd like to know about the characters (to predict the content of this lesson).

PB5. ACTIVITY 4. Read and answer.

- Tell pupils to open their Pupil's Books at page 5. Focus pupils on the pictures and check who is who. Ask a pupil to read the introduction aloud. Write these gist reading questions on the board: 1 *Who wants to write about nature?* 2 *Who's 11?* 3 *Who likes singing and music?* Pupils read the texts quickly to find the answers. They check in pairs. Check with the class (1 Shari, 2 Alvin, 3 Dan). Focus pupils on the eight questions on the page. They re-read the texts and then answer the questions orally in pairs. Check with the class.

Key: 1 An ezine. 2 Alvin. 3 City School. 4 He always rides his bike. 5 Ten. 6 Music and clothes. 7 Drawing and taking photos. 8 Alvin.

PB5. ACTIVITY 5. Listen and say the name.

- Focus pupils on the activity instruction and on the example. Play number 1 on the CD as a demonstration. Check understanding of this type of short answer. Play the rest of the CD. Pause to give pupils time to check for the answer and to whisper the answer to their partner. Play the CD again. Elicit responses from pairs of pupils.

Key: 2 Dan does. 3 Alvin does. 4 Shari does. 5 Alvin does. 6 Dan does. 7 Shari does. 8 Alvin does.

CD 1, 04

- Who lives near the school?
- Who lives outside the town?
- Who has breakfast at school?
- Who walks to school?
- Who loves playing football and basketball?
- Who likes singing?
- Who wants to write about the natural world?
- Who wants to write about computers?

PB5. ACTIVITY 6. Ask and answer.

- Focus pupils on the activity instruction and check understanding. Elicit questions for some or all of the prompts as necessary. Pupils write the questions in their notebooks. They then take turns to ask and answer in pairs. Check pupils remember to use the short answers *Yes, I do. / No, I don't.* in this activity. Monitor and help where necessary. Pupils need to make notes of their partner's responses.

PB5. Now think of some more questions.

- Pupils think of at least two more questions each to ask and answer in their pairs.

AB5. ACTIVITY 5. Read and order the text.

- When pupils have found the correct order, they write the correct version in their notebooks.

Key: 2, 4, 9, 12, 7, 5, 3, 1, 6, 10, 8, 11

AB5. ACTIVITY 6. Read and complete the questions.

- Remind pupils to look at the answers to the questions before they try to choose the question word.

Key: 2 How many, 3 What, 4 When, 5 Why, 6 Where

AB5. ACTIVITY 7. Write the correct sentences.

- Each sentence is made up of three parts as in the example.

Key: 2 Dan lives in a village. 3 Shari walks to school every day. 4 Alvin's the oldest of the children. 5 Alvin lives near Shari. 6 Dan and Shari are both ten.

Extra activities: see page T98 (if time)

Language Portfolio

- Pupils complete page 7 of *Kid's Box 5 Language Portfolio* (Learning English: Outside the classroom).

Ending the lesson

- Say some true / false sentences about Alvin, Shari and Dan. If the sentence is true, pupils stand up (or sit down). If it's false, they don't move. Example sentences: *Shari lives in a village* (false). *Alvin sometimes goes to the school breakfast club* (true).



4 Read and answer.

Kid's Box is an exciting new ezine for young people. Let's meet the writers, Dan, Alvin and Shari. They all go to the same school. It's called 'City School'.



Alvin

I'm eleven years old. I always ride my bike to school. I sometimes have breakfast in the school breakfast club before my classes. I love playing football and basketball. I'm also interested in computers. I'd like to write about sport and computers in the ezine.



Dan

I'm ten. I live in a village outside the town so I catch a bus to school every morning. I like singing and music. I love playing the guitar and the piano. I'd like to write about music and clothes in the ezine.



Shari

I'm ten. I live near the school so I walk in every day. I have lunch at school with my friends. I love drawing and taking photos so I want to put my photos in the ezine and write about the natural world.

- 1 What's *Kid's Box*?
- 2 Who's interested in computers?
- 3 Which school do they go to?
- 4 How does Alvin go to school?
- 5 How old is Dan?
- 6 What would Dan like to write about?
- 7 What does Shari love doing?
- 8 Who's the oldest, Alvin, Shari or Dan?

5 Listen and say the name.



Who lives near the school?

Shari does.

6 Ask and answer.

Do you live near your school?

No, I don't.

~~live / near school~~

lunch / home

play / musical instrument

like / sport
 read / magazines
 use / internet

Now think of some more questions.

Reading 7 Read and think. What's your favourite school subject? Why?

⌵ ⌶ ⌵

http://www.cambridge.org/elt/kidsbox/ezone

◀ ▶ ⌵

Kid's Box Ezine!

home reports games world email

★ For our first ezine we went round our school to find out more about what we learn.
We all study these school subjects: maths, English, science, music, sport, art and computer studies.

Kid's Box reports

Our School

a

Older students have to study more school subjects and take important exams.

b

We study a second language. We can choose French, German or Spanish.

c

We use the dictionaries in the school library to help us to understand new words.

d

Science is an important subject so we do it every day. This year we're learning about plants and the human body.

e

In our geography lessons we learn about different people and their countries.

f

The best subject is history. We love learning about the past!

We all agree that the best thing about school at the moment is the new ezine competition. We all want to win that prize!

science

history

geography

language

school subjects

exam

dictionary

8 Listen. Repeat the word and say the letter. 1 History.

9 Read again and say 'same' or 'different'.

- 1 At City School they all study music.

2 Older students take important exams.

3 They can choose a second language.

4 There are dictionaries in the school library.

5 They study science every day.

6 They think history is better than geography.

OBJECTIVES: By the end of the lesson, pupils will have read about school subjects, chosen their favourites and given reasons for their choices.

● TARGET LANGUAGE

Key language: school subjects, numbers, adjectives, *second language, dictionary, exam*, present simple / past simple

Additional language: *We all agree that ... , We all want ... , the past*

Revision: known school subjects

● MATERIALS REQUIRED

Extra activity 1: A large sheet of paper for each group of four pupils, coloured markers

Extra activity 2: Dictionaries, paper

Optional: *Kid's Box Teacher's Resource Book 5* Welcome unit Reinforcement worksheets 1 and 2 (pages 9 and 10)

Warmer

- Write six known school subjects as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings. Elicit other subject names that pupils know in English.

PB6. ACTIVITY 7. *Read and think. What's your favourite school subject? Why?*

- Tell pupils to open their Pupil's Books at page 6. Focus them on Activity 7 and on the activity instructions. Make sure they notice the words at the bottom of the webpage. Ask a pupil to read them aloud. Elicit pupils' responses to the question and their reasons.
- Focus pupils on the heading, the photographs and on the accompanying texts. They read the texts silently. Check comprehension by asking, e.g. *Which are the subjects everyone has to study in City School? What are the pupils learning about in science this year?* After each question, ask the class *What about our school?* to get them to relate the information to their own school context. Check understanding of *second language*. Check pupils understand the relationship between the texts and the pictures.

PB6. ACTIVITY 8. *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 8 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 letter in their notebooks the first time they listen. Play the CD again. Pupils repeat the word and say the letter.

Key: 2 Science. That's 'd'. 3 Geography. That's 'e'. 4 Language. That's 'b'. 5 Exam. That's 'a'. 6 Dictionary. That's 'c'.

CD 1, 05

1 history, 2 science, 3 geography, 4 language, 5 exam, 6 dictionary

PB6. ACTIVITY 9. *Read again and say 'same' or 'different'.*

- Focus pupils on Activity 9. Pupils take turns to read the statements around the class for the class to say *Same* or *Different* according to what happens in their school. Elicit more ideas for statements from pupils. They each write four more statements. Monitor and help where necessary. In pairs, pupils take turns to read a statement aloud and say *Same* or *Different* with reference to their school. When pupils say *Different*, they say what happens in their school. If they go to different schools, they can compare their schools. Finish the activity in groups of four: pairs say one of their own statements to another pair.

AB6. ACTIVITY 8. *Choose words from the box to label the pictures.*

- Discuss what is in the picture clues with the class.

Note: There are two extra words in the box.

Key: 2 geography, 3 history, 4 exam, 5 language, 6 dictionary

AB6. ACTIVITY 9. *Follow the school words.*

- Go through the examples.
- Pre-teach *elbow* and check understanding of *knee*.

Key: maths, English, computer studies, exam, dictionary, science, art, sport, music, teacher, board, subject

AB6. ACTIVITY 10. *Now complete the table with words from Activity 9.*

- Early finishers can add other words to the three categories.

Key: The body: back, beard, knee, ears, moustache; Food: beans, rice, potatoes, salad, soup, pasta; The natural world: sea, cave, mountain, lake, river, field. 'Odd' words: dress, trousers. Group: Clothes.

AB6. ACTIVITY 11. *Answer the questions.*

- Encourage pupils to answer in full sentences.

Key: Pupils' own answers

Extra activities: see page T98 (if time)

Optional activity

- Welcome unit Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 5* (see pages 8, 9 and 10).

Ending the lesson

- Play a word association game. Say, e.g. *science*. Pupils call out words which they associate with it, e.g. *experiments, Tuesday, animals*. After about six words, call out a new subject word, e.g. *maths*. Pupils can play this game in groups of six.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with school subjects and sung a song.

● **TARGET LANGUAGE**

Key language: definitions, rhyming words, *computer studies, art*
Additional language: *hockey, map*
Revision: school subjects, present simple, *study, learn about, too + adjective, cool*

● **MATERIALS REQUIRED**

Extra activity 1 and 2: Paper
Optional: *Kid's Box Teacher's Resource Book 5* Welcome unit
Song worksheet (page 13)

Warmer

- Call out school subjects in turn for pupils to spell aloud. Alternatively, they can write the words in their notebooks.

PB7. ACTIVITY 10. *Listen and say the subject.*

- Tell pupils to open their Pupil's Books at page 7. Focus on the activity instruction. Tell them they will hear clues. Play the CD twice, checking with the class after the second listening. Elicit what they heard, as well as the subject and what the clues were.

Key: 2 music, 3 maths, 4 science, 5 history, 6 computer studies, 7 sport, 8 language / French

CD 1, 06

1. A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.
2. [Sound of recorders]
3. One nine is nine. Two nines are eighteen. Three nines are twenty-seven ...
4. Plants have green leaves. They use their leaves to get food from the sun. Plants give us oxygen.
5. Magellan was the first man to sail round the world. He sailed round the world in 1642.
6. OK, Mary, now hold the mouse in your hand and click on the left button.
7. [Sound of bouncing balls and referee's whistle peeping]
8. Bonjour. Je m'appelle Peter. Bonjour. Je m'appelle Ann.

PB7. ACTIVITY 11. *Read and choose the right words.*

- In pairs, pupils read the sentences and choose the correct word. Pairs check with pairs. Check with the class.

Key: 1 history, 2 languages, 3 a dictionary, 4 science, 5 geography, 6 exams

PB7. ACTIVITY 12. *Listen and match. Check and sing.*

- Focus pupils on the song. They work in pairs to match the icons with the words. When everyone is ready, play the CD.
- Pupils listen again and check their work. Check with the class.
- Play the CD again. Pupils repeat line by line and then verse by verse. Pupils stand up. They sing the song right through, once with the first version on the CD and once with the karaoke version. Divide the class into two groups: one sings the verses, and the other the chorus. Swap and repeat.

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

CD 1, 07

As in Pupil's Book

CD 1, 08

Now sing the song again. (Karaoke version)

PB7. ACTIVITY 13. *Read about the school words. What are they?* **F** towards

- Focus pupils on Activity 13 and on the instructions. Elicit the answers from the class.

Key: languages, science, geography, dictionary

PB7. ACTIVITY 14. *Write three more definitions. Ask and answer.* **F** towards

- Focus pupils on the Activity 14 instructions and check they know what to do. Brainstorm ideas to make definitions for other school subjects, e.g. music, computer studies, sport. Pupils work individually and write at least three more definitions beginning with the phrases in bold in Activity 13. Monitor and help / advise.
- Make pairs or groups of four. Focus pupils on the dialogue prompts for this activity. Remind them to use *What is it?* and to respond with a yes / no question each time. Pupils take turns to read their definitions to the group. The other pupils take turns to guess.

AB7. ACTIVITY 12. *Read and complete the school timetable.*

- Remind pupils to read all the information through before they try to complete the timetable.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00–10.00	science	computer studies	geography	maths	science
10.00–11.00	maths	science	sport	science	computer studies
11.00–12.00	computer studies	geography	music	English	English
lunch					
13.00–14.00	geography	art	art	art	history
14.00–15.00	history	sport	English	music	music
15.00–16.00	English	maths	maths	history	sport

AB7. ACTIVITY 13. *Now write about Jim's timetable on Monday.*

- Pupils use sentences from Activity 12 as their models.

Key: Pupils' own answers

AB7. ACTIVITY 14. *Write about your timetable on your favourite school day.* **F** towards

- Early finishers can also say why this is their favourite day.

Key: Pupils' own answers

Extra activities: see page T98 (if time)

Optional activity

- Welcome unit Song worksheet from *Teacher's Resource Book 5* (see pages 8 and 13).

Ending the lesson

- Pupils sing the song from earlier in the lesson again.

10



Listen and say the subject.



1 A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.

Geography.

11

Read and choose the right words.

- 1 We study the past in **science** / **geography** / **history**.
- 2 French, Spanish and German are **languages** / **exams** / **maths**.
- 3 When we don't understand a word, we can use **a book** / **a dictionary** / **art**.
- 4 We study plants and the human body in **maths** / **sport** / **science**.
- 5 We learn about people and countries in **geography** / **computer studies** / **music**.
- 6 Teachers sometimes find out what we know by giving us **subjects** / **computers** / **exams**.

12



Listen and match. Check and sing.

a  ☐

b  ☐

c  ☐

d  ☐

e  ☐

f  ☐

g  ☐

h  ☐

Because school is cool, it's where we go
 From Monday to Friday, I'm sure you know.
 We study and we play, that's what we do.
 We do it in the morning and the afternoon!

I really love ⁽¹⁾geography,
 And I enjoy ⁽²⁾history.
 I like to study ⁽³⁾science too!
 My favourite subject in the afternoon.

Before lunch we have ⁽⁴⁾music,
 And then ⁽⁵⁾computer studies,
 And on Wednesday we do ⁽⁶⁾sport.
 That's a class which is too short!

And I like to do ⁽⁷⁾languages,
 Spanish, French and Japanese.
 Lots of words in the ⁽⁸⁾dictionary,
 For me to study and to read.

13

Read about the school words.
What are they?

With this subject we can learn to talk to people from another country.

In this lesson we learn about plants and the human body.

When we study this we learn about different countries and people.

We use this to learn new words.

14

Write three more definitions.
Ask and answer.

With this subject we can learn about numbers and shapes. What is it?

Is it maths?

Yes, it is.

15

09 CD1

Focus on phonics



Jill likes **g**eography and **G**erman,
Her favourite subjects at school.
Charlie likes **F**rench, eating **l**unch,
And **j**umping in the pool!



Speaking

16

Play the game. Guess it in ten.

MY SCHOOL TIMETABLE					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.00–9.00	history	maths	music	science	maths
9.00–10.00	English	computer studies	geography	sport	
break					
11.00–12.00	art	science	science	French	English
12.00–13.00		music	computer studies	history	geography
lunch					
14.00–15.00	French	sport	history	English	computer studies
15.00–16.00	geography		maths	art	French

- Is it on Thursday?

Yes, it is.
- Is it before lunch?

No, it isn't.
- Is it at three o'clock?

Yes, it is.
- Is it art?

Yes, it is.

Writing

17

Write your school timetable.

10 CD1

Joke Corner

Why doesn't the elephant
like computer studies?

He's afraid of the mouse.

OBJECTIVES: By the end of the lesson, pupils will have practised identifying and differentiating between the phonemes /dʒ/ and /tʃ/. They will also have written their school timetable.

● TARGET LANGUAGE

Key language: *timetable, yes / no* questions and short answers, punctuation: *capital letter, full stop*

Revision: school subjects, telling the time, *at, before, on, in, joke*

● MATERIALS REQUIRED

Extra activity 1: A large sheet of paper for each group of four pupils, glue

Extra activity 2: Paper for each pupil

Optional: *Kid's Box 5 Language Portfolio*, page 9

Warmer

- Write the words *kitchen, question* and *cheese* on the board. Ask pupils which sound all three words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words, emphasising the /tʃ/ sounds. Underline them on the board (*kitchen, question, chease). Repeat with the words *Julia, giraffe, juice*. Elicit the sound /dʒ/. Tell pupils they will be practising recognising and telling the difference between these two sounds in today's lesson.*

PB8. ACTIVITY 15. Focus on phonics

- Tell pupils to open their Pupil's Books at page 8. Focus them on Activity 15. Elicit / Tell the class that this is the pronunciation activity. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more. In pairs, pupils practise saying the rhyme together.

CD 1, 09

As in Pupil's Book

PB8. ACTIVITY 16. Play the game. Guess it in ten.

- Focus pupils on Activity 16 and elicit that this is a guessing game. Demonstrate the game for pupils. Choose a subject on a day from the timetable without telling the class. Pupils take turns to ask questions, as in the example, to guess the subject. They can have only ten questions. Check they remember to use *yes / no* questions. Pupils work in pairs. Pupil A chooses a subject and day and Pupil B has ten guesses. If Pupil B guesses correctly in less than ten, he / she gets a point. At the end of the game, the pupil with the most points is the winner.

PB8. ACTIVITY 17. Write your school timetable.

- Focus pupils on Activity 17. Elicit some ideas for subjects. Make the timetable shape similar to their own, e.g. the number of lessons in a day, any half days they have. Pupils work individually and draw their own timetables on a sheet of paper.

PB8. 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, 10

As in Pupil's Book

AB8. ACTIVITY 15. Write the words in the columns.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words in the box. Read out the heading of each column. Make sure pupils know which sound goes in which column, using the example. Elicit the first word in the 'j' column, if necessary. Pupils complete the activity in pencil. Tell them to say the words aloud to help.

AB8. ACTIVITY 16. 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 below

CD 1, 11

'ch' sound: children, watch, French, question, picture

'j' sound: January, village, German, bridge, dangerous

AB8. ACTIVITY 17. Find 17 mistakes in the text.

- Before pupils do the activity, focus them on the Write it right box and pre-teach *capital letter* and *full stop* using an example sentence with the class, e.g. *i don't have english on mondays*

Key: See Activity 18 key

AB8. ACTIVITY 18. Now write the text correctly.

Key: On Mondays I have English, maths and history in the morning. After lunch I only have two lessons. They are science and art. Art is my favourite subject.

On Tuesdays I don't have English or maths but I've got sport which is great. After sport I've got history and then in the afternoon I've got geography and science. I love doing experiments in science.

AB8. ACTIVITY 19. Write about your dream school timetable.

- Brainstorm ideas with pupils before they write. Pupils swap and check each other's drafts for mistakes before they write their final versions.

Key: Pupils' own answers

Extra activities: see page T98 (if time)

Language Portfolio

- Pupils complete page 9 of *Kid's Box 5 Language Portfolio* (About me).

Ending the lesson

- Do the phonics rhyme again with the class. Pupils stand up. Do it quickly and quietly and then quickly and loudly.