

High technology

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

Listening

1

02
CD1

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



2

03
CD1

Listen again.
Who said it?

- 1 Hi, Shari. How are you? (Dan.)
- 2 It's twenty-five past ten.
- 3 I've got a text message on my mobile.
- 4 There's a new ezine competition on the internet.
- 5 Let's write something for it.
- 6 Why don't we do our first ezine article on technology?

3

Read and choose the right words.

- 1 Alvin **doesn't** / **don't** arrive early.
- 2 Why **has** / **is** Alvin late?
- 3 The game **starting** / **starts** in five minutes.
- 4 Dan **is** / **has** got a text message.
- 5 **There are** / **There is** a prize for the best school ezine.
- 6 The winners can **write** / **writing** for the international school ezine.
- 7 Why **don't** / **doesn't** we write about technology?
- 8 Shari thinks it **sound** / **sounds** exciting.

LOOK

The game **starts** in five minutes.

I **don't** know.

Where **is** he?

The winners **can write** for the international school ezine.

OBJECTIVES: By the end of the lesson, pupils will have reviewed present and past tenses and learnt about the topic of technology.

● TARGET LANGUAGE

Key language: revision of tenses and their uses: present simple, present continuous, past simple, *going to* future; text message, mobile, ezine, technology, international school, prize, article

Revision: school subjects, time, days of the week, *Let's ...*, *Why don't we ...?*, *sounds (exciting)*, *We use ... to ...*

● 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* High technology Unit Reinforcement worksheet 1 (pages 8 and 9)

Warmer

- Greet the pupils and introduce yourself. Make pairs. Pupils find out each other's names (if they don't know them already) and then find out one interesting thing their partner did on their holidays. Ask each pupil to introduce their partner and tell the class the interesting thing he / she did on holiday.

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

- Write *Technology* on the board and draw a circle around it. Say *Show what you know ... about technology*. Elicit one or two words, e.g. *digital camera*, *mobile*, and then brainstorm in two minutes all the technology words they remember. Create a mind map on the board. Pupils copy it into their notebooks.

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

- Tell pupils to open their Pupil's Books at page 4. Focus them on the pictures and introduce the characters if they didn't study *Kid's Box 5*. Elicit where the characters are (outside and inside school) and the technology items they can see (mobile, computer). Elicit / pre-teach *Ezine*. Focus pupils on the activity instruction and check understanding. They tick off the words they hear in the Technology 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, 02

DAN: Hi, Shari. How are you?

SHARI: Hi, Dan. I'm fine, thanks. Where's Alvin?

DAN: I don't know. He isn't here.

SHARI: That's strange. It's quarter past ten. He's late.

SHARI: Where is he? It's twenty-five past ten. The game starts in five minutes.

DAN: Wait a minute. I've got a text message on my mobile. It's from Alvin. 'Come to my house quickly. V. important.'

SHARI: Very important! Come on then. Let's go.

NARRATOR: Internet Magazine Competition. Prize: New computers for your school. Write for the international school ezine.

ALVIN: Look at this. There's a new ezine competition on the internet.

SHARI: There's a prize for the best school ezine in the country.

DAN: Yeah! And the winners can write for the international school ezine next year.

ALVIN: Let's write something for it and try and get some new computers for our school.

SHARI: Why don't we do our first ezine article on technology?

DAN: Great idea, Shari. That sounds v. exciting!

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

- Focus pupils on Activity 2. Give them time to read the sentences before they listen. Review the characters' names (Dan, Shari, Alvin) and write them 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.
- Ask *What time is it in the first picture? Who gets a text message? What does 'v. important' mean? Why is Alvin excited?*

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

CD 1, 03

PB4. ACTIVITY 3. *Read and choose the right words.*

- Focus pupils on the Look box. Elicit who said each one (Shari, Dan, Shari, Dan).
- Focus pupils on Activity 3. Do the first one as an example and elicit why *doesn't* is correct. Pupils do the rest in pairs. Check with the class, eliciting the reason for the answer each time. Pupils write the correct sentences in their notebooks.

Key: 1 doesn't, 2 is, 3 starts, 4 has, 5 There is, 6 write, 7 don't, 8 sounds

AB4. ACTIVITY 1. *Choose words from the box to complete the text.*

Key: 2 year, 3 excited, 4 won, 5 going, 6 laughed

AB4. ACTIVITY 2. *Correct the sentences.*

Key: 2 They're ready for another year of study. 3 They won the school prize for the best project. 4 They met last Wednesday. 5 They looked at some funny photos. 6 They laughed a lot when they remembered.

AB4. ACTIVITY 3. *Write sentences.*

Key (possible answers): 2 We use a ruler to measure things. 3 We use a map to find a place. 4 We use a camera to take photos. 5 We use an MP3 player to listen to music. 6 We use a spoon to eat with.

AB4. ACTIVITY 4. *Answer the questions.* **F** towards

Key: Pupils' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 9).

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.

OBJECTIVES: By the end of the lesson, pupils will have reviewed use of the present continuous, how to tell the time and spelling of adjectives.

● TARGET LANGUAGE

Key language: present continuous, adjectives, vowel, punctuation, capital letter, comma, question mark

Additional language: *It's open to all schools.*

Revision: adverbs of frequency, telling the time, *must*, *should*, *can*, *how often*, *how many*, *article*, *text*

● MATERIALS REQUIRED

Optional: *Kid's Box 6 Language Portfolio* pages 1 and 2

Warmer

- Write the word *Ezine* on the board. Elicit what it is and what pupils remember about the story from the first lesson. Elicit ideas for an ezine if pupils had one in their school.

Note: If pupils are interested and you have time, you can create a class ezine.

PB5. ACTIVITY 4. Read and answer.

- Tell pupils to open their Pupil's Books at page 5. Focus them on the text for Activity 4. Pupils cover the questions. Ask pupils to read the text aloud. Focus pupils on the questions. They work in pairs and answer the questions orally. Elicit full sentence answers from different pairs. Check comprehension of vocabulary, e.g. *It's open to all schools*. Focus on questions 3 and 4 and check concepts of *must* and *should*.

Key: 1 It's an internet magazine. 2 Students between the ages of 7 and 12 in any school can enter the competition. 3 They must write an article every month. 4 It should include text and photographs. 5 They can win ten computers for their school. 6 They write for an international school ezine.

PB5. ACTIVITY 5. Listen and tick (✓) the box. **F** towards

- Focus pupils on Activity 5. Check understanding. Give them time to look at the pictures. Play the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class. Pupils give the answer (a, b or c) plus a full sentence.

Key: 2c, 3b, 4a

CD 1, 04

1. What's Alvin using to write to his mum?

SHARI: Good morning, Alvin.

ALVIN: Hi, Shari.

SHARI: What are you doing?

ALVIN: I'm writing to my mum. I haven't got any money for the bus, so I'm sending her a text to see if she can come and get me.

SHARI: Good idea.

2. What are Dan and Shari playing?

GIRL: Is that a picture of Dan and Shari?

ALVIN: Yes, it is. They're playing sport.

GIRL: What game are they playing?

ALVIN: They're playing badminton. They really like it.

3. What's Shari listening to?

DAN: Shari, what are you listening to?

SHARI: Eh, pardon?

DAN: I said what are you listening to?

SHARI: Oh, it's great music – the Black Eared Beans – on my new MP3 player. Love it.

DAN: Yeah, cool.

4. What are Alvin and Dan looking at?

DAN: Wow! Look at this, Alvin!

ALVIN: What is it?

DAN: This book is all about different inventions. We can use it for our technology project.

ALVIN: Yeah! Great book!

PB5. ACTIVITY 6. Read and answer.

- Focus pupils on the text for Activity 6 and on the pictures. Ask pupils to read the text aloud. Check comprehension of vocabulary. Elicit what the messages say. Write the full messages on the board (1 Can you read this? 2 How old are you? 3 Have you got a computer? 4 What's your favourite music?). Elicit how text messages work in their language.

PB5. ACTIVITY 7. Write three text messages for your friends to answer.

- Pupils work in groups of four. They each write three text messages, one for each friend in the group. Tell them to write the full message and then reduce it to give to their friends. Pupils answer their messages using another text message.

AB5. ACTIVITY 5. Put the words in groups.

Key: How we feel: excited, interested, bored, pleased; What we eat: salt, salad, sandwich, pepper; Things we study: geography, English, history, science

AB5. ACTIVITY 6. Find the letters on the clock. Make words.

Key: 2 same, 3 hall, 4 cave, 5 door

AB5. ACTIVITY 7. Write times to make four more words. You can use the same letters again.

Key: Pupils' own answers

AB5. ACTIVITY 8. Find and write the adjectives.

Key: awake, famous, fat, dangerous, dark, spotted, soft, huge, horrible, lovely, loud, striped, strong, tired, terrible

Extra activities: see page T102 (if time)

Language Portfolio

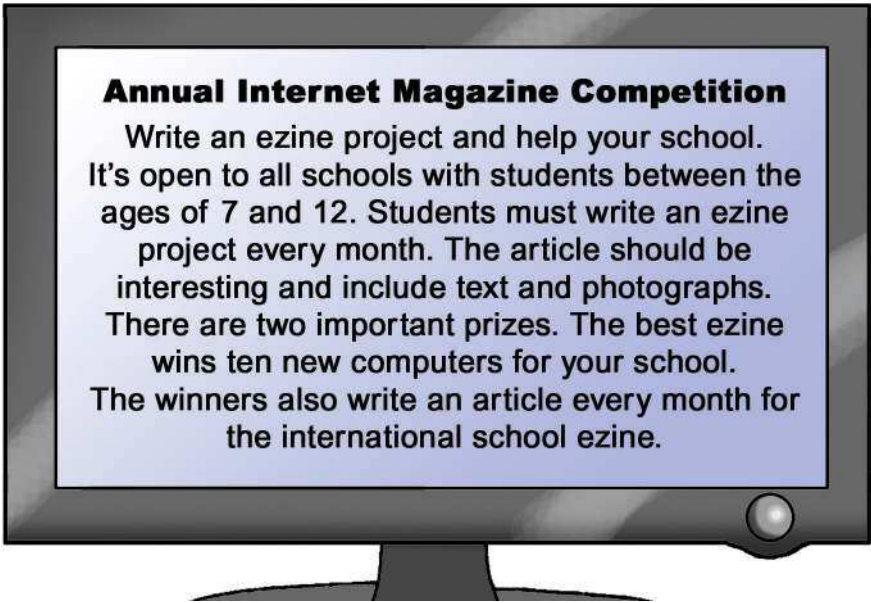
- Pupils complete the cover and pages 1 and 2 of *Kid's Box 6 Language Portfolio* (*My languages* and *Language Portfolio language skills: my progress*).

Ending the lesson

- Dictate some simple messages for pupils to write in text message format, e.g. *What time's the football match tonight? Meet me at five o'clock outside the cinema. Have you read our story? It's really funny!*

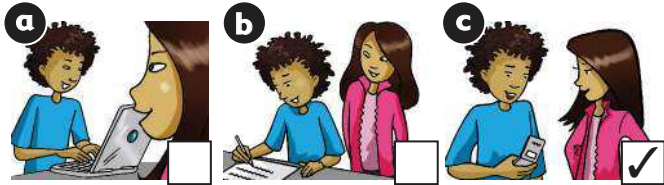
4 Read and answer.

- 1 What's an ezine?
- 2 Who can enter the competition?
- 3 How often must they write an article?
- 4 What should the article include?
- 5 How many computers can they win?
- 6 What kind of ezine do the winners write for?



5 Listen and tick (✓) the box.

1 What's Alvin using to write to his mum?



2 What are Dan and Shari playing?



3 What's Shari listening to?



4 What are Alvin and Dan looking at?



6 Read and answer.

When we text on our mobile phones, we don't use all the letters so we can write more quickly. In a text we don't always put the vowels (a, e, i, o, u) and we choose letters or numbers that sound the same, for example U (you), R (are), C (see), 2 (to, too) and 4 (for). There are some short sentences, too. LOL (Laugh out loud) means 'It's really funny'. We don't always use punctuation (capital letters, commas or question marks).

Look at the mobile phones. Can you understand the messages? Answer the questions.



7 Write three text messages for your friends to answer.

Reading 8 Read and think. Which is the smallest thing in the photos?

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Kid's Box Ezine!

home 🏠 reports 📄 games 🎮 world 🌐 email ✉

★ Technology is changing our lives a lot, so this is the topic of our first ezine.

Kid's Box reports

Technology

We use technology every day when we communicate and when we study and play. When we talk to people, this is called communication. We can talk in person, on the phone or through the computer. On the computer we can talk into a microphone. If we want to see the other person on the screen, we use a small camera, called a webcam. We listen through small headphones or we use speakers.

A lot of people use laptops too. These computers are small and light so people can carry them to different places. A laptop has a screen and a keyboard and it opens like a notebook. The smallest laptops weigh less than one and a half kilos, but some people prefer to carry information from their computer on a pen drive, which they can carry anywhere.

We can also write to people when we want to communicate with them. We can write emails or text on our phones using apps. Emails and texts are quicker than letters, but 'chatting' is the quickest way to communicate on a computer because different people can write messages at the same time or speak to each other face to face.

laptop

pen drive

speakers

microphone

headphones

webcam

keyboard

chat

9 Listen. Repeat the word and say the letter. 1 Speakers. Speakers. That's 'd'.

10 Read again and correct the sentences.

1 On a computer we talk into a pen drive.

2 A small computer is called a lapbox.

3 We can use a computer to text.

4 Other people can't hear if we use speakers.

5 We can carry information on a microphone.

6 We can see people with a keyboard.

6

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OBJECTIVES: By the end of the lesson, pupils will have read about technology, made appropriate choices and given reasons.

● TARGET LANGUAGE

Key language: *communicate, communication, in person, microphone, webcam, speakers, headphones, laptop, pen drive, keyboard, chat*

Revision: *technology, weigh, screen, prefer, internet, app, search*

● MATERIALS REQUIRED

Extra activity 2: Paper for the game

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 10 and 11)

Warmer

- Write about six technology words from Lessons 1 and 2 (not new words from this lesson) as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings.

PB6. ACTIVITY 8. *Read and think. Which is the smallest thing in the photos?*

- Tell pupils to open their Pupil's Books at page 6. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the technology words at the bottom of the text. They read the texts silently and think about their answers to the question. Elicit the different things they have read about and discuss their ideas as a class, reminding them to say how they know the thing they chose is the smallest. Check comprehension of vocabulary by referring pupils back to the texts. Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the type of technology and what it does.

Key: g Pen drive

PB6. ACTIVITY 9. *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 9 instructions. Play the first one as an 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 chat h, 3 microphone c, 4 laptop e, 5 headphones b, 6 keyboard f, 7 pen drive g, 8 webcam a

CD 1, 05

1 speakers, 2 chat, 3 microphone, 4 laptop, 5 headphones, 6 keyboard, 7 pen drive, 8 webcam

PB6. ACTIVITY 10. *Read again and correct the sentences.*

- Focus pupils on Activity 10 and on the instruction. Check they know what to do. In pairs, pupils look back at the text to correct the sentences. They do this orally first. Check with the class. Pupils then write the correct version of each one in their notebooks.

Key: 1 On a computer we talk into a microphone. 2 A small computer is called a laptop. 3 We can use a computer to chat. 4 Other people can't hear if we use headphones. 5 We can carry information on a pen drive. 6 We can see people with a webcam.

AB6. ACTIVITY 9. *Sort and write the words. Label the pictures.*

Key: 2 microphone, 3 pen drive, 4 headphones, 5 laptop, 6 webcam

AB6. ACTIVITY 10. *Correct the sentences.*

Key: 1 A laptop is a small, light computer which we can carry in a special bag. 2 Speakers are like headphones. We use both of them to hear our friends when we chat with them. 3 The keyboard is the part of the computer which has the letters and numbers. We use it to write. 4 We use a pen drive to carry information from one computer to another.

AB6. ACTIVITY 11. *Which computer should Peter buy? Tick (✓) the correct box.*

Key: The KB6

AB6. ACTIVITY 12. *Write three reasons why you chose that computer in your notebook.*

Key: Pupils' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 8, 10 and 11).

Ending the lesson

- Elicit from pupils the most interesting thing they learnt about in today's lesson. If they don't have any ideas, offer them alternatives, e.g. *Was it: a) how much laptops weigh, b) the word 'speakers', c) that information can be carried on a pen drive?*

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

● TARGET LANGUAGE

Key language: *high technology, electronic whiteboard, keyring, present simple, present continuous*

Additional language: *hear the future call, especially, some just play ...*

Revision: *technology, invention*

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Song worksheet (page 13)

Warmer

- Review key vocabulary from the previous lesson using a guessing game. Say, e.g. *I'm thinking of a small computer you can carry around (laptop)*. Pupils take turns to give similar clues about technology words from the previous lesson for others to guess. Include all the key words from the bottom of the webpage on Pupil's Book page 6.

PB7. ACTIVITY 11. Read and complete.

- Tell pupils to open their Pupil's Books at page 7. Focus them on Activity 11 and on the song. Check they understand how to use the phrases in the box to complete the lines. Pupils read the song individually and try to complete it. Remind them to use rhythm and rhyme to help. They can quickly check with a partner.

Key: 2 We use high technology 3 We watch videos on the screen 4 Or watch the television 5 The keyboard does it all

PB7. ACTIVITY 12. Listen and check. Sing the song.

- Play the CD. Pupils listen and correct. Check with the class. Check understanding of key vocabulary, e.g. *electronic whiteboard*.
- Play the CD again. Pupils listen and repeat, first line by line, then verse by verse, and finally all the way through. Ask individuals questions about the song to check comprehension and practise the target structures. Divide the class into five groups and give them each one part. Play the karaoke version of the song.

CD 1, 06

As in Pupil's Book and Key for Activity 11

CD 1, 07

Now sing the song again. (Karaoke version)

PB7. ACTIVITY 13. Invent another verse.

- Focus pupils on the Activity 13 instruction. Write the following on the board:
*We don't need _____ or _____ .
 There are no _____ on the wall.
 We just use our _____ .
 Hear the future call!*
- Elicit technology vocabulary and other words to complete the spaces as a whole class, e.g. *films, cameras, photos, mobile phones, CDs, music, radios, MP3s, pens, pencils, paintings, computer screen*.

- Pupils work in pairs or groups of three and invent another verse. They perform it for the class. More confident pupils can add their own ideas.

PB7. ACTIVITY 14. Read and complete.

- Focus pupils on Activity 14 and check they know what to do. Remind them to use the picture to help them. They work individually, completing the text using the words in the box. They check in pairs. Check with the class. Ask comprehension questions to check their understanding of the text as a whole.

Key: 2 screen, 3 emails, 4 webcam, 5 chat, 6 keyboard, 7 pen drive, 8 speakers

PB7. ACTIVITY 15. Imagine another invention. Write about it.

- Focus pupils on the activity instructions and brainstorm some ideas before they start. Pupils write their ideas in note form and then exchange ideas in pairs. Each pupil writes a first draft and then a final version on paper.

AB7. ACTIVITY 13. Join two words to make one. Write the new word.

Key: 2 headphones, 3 keyboard, 4 classroom, 5 basketball

AB7. ACTIVITY 14. Write another word at the end to make new words.

Key: Pupils' own answers (Possible answers: 2 bookcase, 3 earache, 4 handball, 5 armchair, 6 toothbrush, 7 football, 8 snowball)

AB7. ACTIVITY 15. Find eight differences. **F** towards

Key (possible answers):

In picture a, there is a webcam. In picture b, there isn't a webcam.
 In picture a, there are headphones. In picture b, there aren't any headphones.
 In picture a, there aren't any speakers. In picture b, there are speakers.
 In picture a, there is a microphone. In picture b, there isn't a microphone.
 In picture a, the computer isn't a laptop. In picture b, the computer is a laptop.
 In picture a there is a book on the desk. In picture b, there isn't a book on the desk.
 In picture a, there isn't a pen drive on the desk. In picture b, there is a pen drive on the desk.

AB7. ACTIVITY 16. Answer the questions. **F** towards

Key: Pupils' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 13).

Ending the lesson

- Pupils sing the song from the beginning of the lesson again.

11

~~An electronic whiteboard on the wall~~

(1) An electronic whiteboard on the wall

(2) We communicate by internet
And watch films on DVD.



(3) We use programs for a dictionary
To find out what words mean.



(4) They don't use their imagination
Or think or speak or listen.



(5) There are robots in our factories.
Hear the future call!

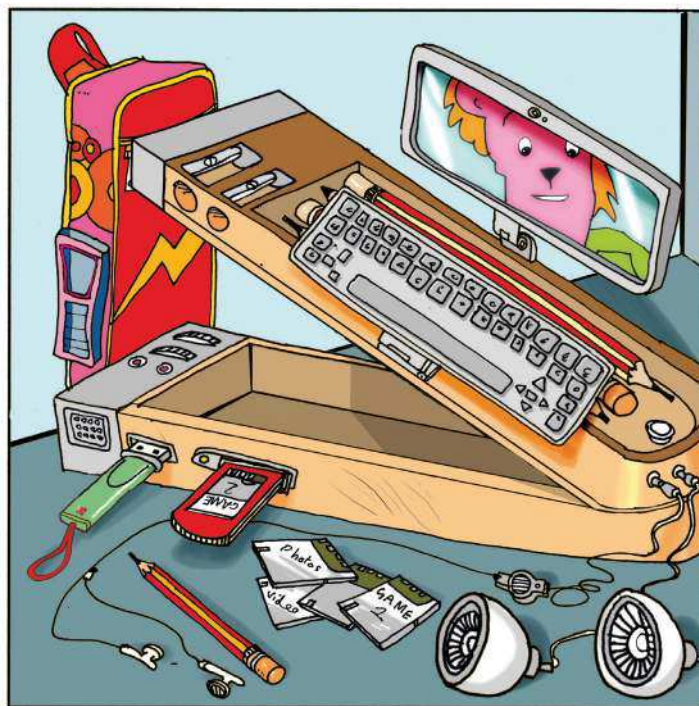


12



14

keyboard



(1) laptop

15

16 Focus on phonics



He's at the **airport** with his **laptop**,



He's got a **toothbrush** in his **suitcase**,



She's buying **postcards** at the **bookshop**,



She got an **armchair** for her **birthday**!

Speaking 17 Make questions. Ask and answer.

Have you got a mobile phone? Do you sometimes chat online?

Find someone who ...	Name
1 has got a mobile phone	Ignacio
2 sometimes chats online	Marina
3 has got a computer game	
4 can use an app on their phone or tablet	
5 listens to music on an MP3 player	
6 -----	
7 -----	

Writing 18 Write a report.

I spoke to ten people about technology.
Only three of them have got ... , but all of
them can ...

Joke Corner

Which mouse doesn't eat
cheese?

A computer mouse!

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say compound nouns with the correct stress and they will have completed a communication activity.

● TARGET LANGUAGE

Key language: compound nouns (*airport, laptop, toothbrush, suitcase, postcard, bookshop, armchair, birthday*), question forms, report writing

Additional language: *Find someone who ...*

Revision: technology

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Extension worksheet 2 (page 12)

Warmer

- Elicit some of the pupils' words from Activity Book page 7 Activity 14 and write them on the board (e.g. *bathroom, bookcase, armchair, snowman*). Ask pupils to come to the board and draw a line to separate the two words which make up each of these words. Point out that the two words mean something individually, but they come together to make a new word, with a different meaning. Explain that we call these compound nouns. Elicit two or three examples of compound nouns which are written as two separate words on the board (e.g. *pen drive, ice cream, table tennis*). See if pupils can think of a compound noun written with a hyphen (e.g. *T-shirt*).

PB8. ACTIVITY 16. Focus on phonics.

- Tell pupils to open their Pupil's Books at page 8. Focus them on Activity 16 and on the instruction. Elicit / tell the class that this is the pronunciation activity. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Check comprehension of the compound nouns and make sure pupils are stressing the first syllable of each one. In pairs, pupils practise saying the rhyme together.

CD 1, 08

As in Pupil's Book

PB8. ACTIVITY 17. Make questions. Ask and answer.

- Focus pupils on Activity 17 and tell them this is the communication activity. Ask pupils to read the example speech bubbles and elicit a question for each of the other prompts. Brainstorm ideas for the other questions. Pupils copy the questionnaire into their notebooks and complete it with two questions of their own.
- This is a mingling activity. Half the class get up and move around, asking eight different pupils who are sitting down. Then the first half sit down and the other half get up, move around and ask their questions of eight sitting pupils. Elicit from some of the pupils what they found.

PB8. ACTIVITY 18. Write a report.

- Focus pupils on Activity 18 and on the example text. Individually, pupils write their reports in their notebooks.

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, 09

As in Pupil's Book

AB8. ACTIVITY 17. Match the words to make new words.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words. Go through the example and make sure pupils know that they have to match numbers 1 to 5 with a to e and 6 to 10 with f to j. Pupils complete the activity in pencil. Tell them to say the words aloud to help. Do not confirm answers at this stage.

AB8. ACTIVITY 18. 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: 2 e, 3 a, 4 b, 5 c, 6 g, 7 i, 8 f, 9 j, 10 h

CD 1, 10

1 playground, 2 airport, 3 keyboard, 4 football, 5 bookshop, 6 countryside, 7 businessman, 8 headache, 9 supermarket, 10 volleyball

AB8. ACTIVITY 19. Write the text above correctly.

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

Key: Last weekend Peter went to his uncle's house in the country. His uncle lives on a farm. He's a farmer. Peter helped him with the animals. He got up early and got the milk from the cows, and the eggs from the chickens. There's a small dirty lake on the farm and Peter fell into it. Laugh out loud.

AB8. ACTIVITY 20. Write a text message for your friend to read.

Key: Pupils' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 12).

Ending the lesson

- Play the chant again for pupils to join in. They practise it in pairs – slowly, quickly, quietly and loudly.