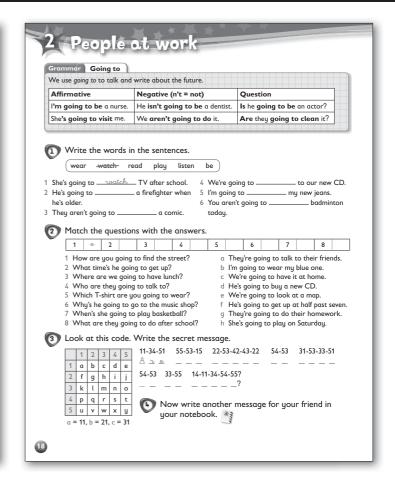


More Information



People at work





Objectives: By the end of the lesson, pupils will have talked about people's jobs and be able to talk about plans and intentions using *going to*.

Target language

- **Key language:** plans and intentions: *going* to (affirmative, negative, interrogative), I think I'm going to ..., jobs: nurse, firefighter, teacher, dentist; burn down, exhibition
- Revision: jobs

- Extra activity 2: Photocopiable activity 2A (page 203), one copy for each pupil
- Optional: Kid's Box Teacher's Resource Book 5 Unit 2 Reinforcement worksheet 1 (pages 22 and 23); Grammar reference Unit 2 Pupil's Book 5 (page 102) and Activity Book 5 (page 94)



More Information

Pupil's Book page 18

Warmer

 Mime a known job for pupils to guess. Invite two pupils to mime jobs for the class. They can guess using yes/no questions. Elicit the word Jobs and write it on the board.

Show what you know! What jobs can you remember?

- Draw a circle around *Jobs* on the board and elicit the ones from the warmer to start the mind map. Say *Show what* you know ... about jobs. Brainstorm with the class in two minutes all the jobs they know and create a mind map on the board. Pupils copy the mind map into their notebooks.
- 1 Listen and repeat the jobs you hear.
- Tell pupils to open their Pupil's Books at page 18. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are. Pre-teach/Check *exhibition*. Focus pupils on the activity instruction and check understanding. Play the CD. Pupils listen and repeat. Use the mind map on the board to point at the words when they listen to the CD.

CD 1, 26

DAN: What are we going to write about for our ezine this week? SHARI: I don't know. Have you got any ideas, Alvin? ALVIN: Er, no, but let's have a look at the exhibition on jobs

ALVIN: Er, no, but let's have a look at the exhibition on jobs and think about it.

DAN: Look at this nurse. That's an interesting job. I think I'm going to be a nurse when I'm older.

SHARI: Hmm. A nurse is OK, but I think I'm going to be a dentist. What are you going to do, Alvin?

ALVIN: I'm not sure, but I'm going to have an exciting job. **TEACHER:** Everybody has to leave the school building now, please. Walk quickly, but don't run.

SHARI: Oh, no! I hope the school isn't going to burn down. **TEACHER:** It's OK, everybody. It's only a practice.

ALVIN: That's a really exciting job. I'm going to be a firefighter. **SHARI:** Well, now we know what we're going to write about in this week's ezine! Jobs.

DAN: Let's write about famous people's jobs.

SHARI AND ALVIN: Yeah!

DAN: Yee ha! We're going to win that prize!

- **2** Listen again. Say the words to complete the sentences.
- Focus pupils on the Activity 2 instructions. Give them reading time. Play the CD. Pupils say the words to complete the sentences. Play the CD again. Pupils can write the answers in their notebooks. Then check answers with the class.
- Focus pupils on the concept, form and use of *going to* in the sentences. Elicit if the people are talking now or the future. Elicit/Provide the words *plans, intentions, predictions*. Check understanding by asking, e.g. *Is Dan a nurse now? Does he want to be a nurse in the future?* Elicit pupils' predictions about their plans for jobs / the future, e.g. *I think I'm going to be (a computer programmer)*. Focus pupils on the Grammar box. Give them practice with the new structure using open pairs, e.g. ask a pupil *What job are you going to do when you're older?* The pupil answers using *going to*.

• Ask a third pupil to report on what the pupil said. The third pupil can then ask a question of a different pupil in the class. Pretend sometimes that you misheard to elicit the negative from a pupil, e.g. Teacher: *Is Tom going to be a teacher?* Pupil: *No, he isn't going to be a teacher. He's going to be a pilot.*

Key: 1 jobs 2 nurse, 3 dentist, 4 school, 5 firefighter, 6 jobs

CD 1, 27

See previous recording

- 3 Read and order the words.
- Focus pupils on Activity 3. Pupils work in pairs to reorder the sentences. They write the correct sequence in their notebooks. Check with the class.

Key: 1 What are we going to write about for our ezine? 2 I'm going to be a nurse when I'm older. 3 Alvin isn't going to be a doctor. 4 The school isn't going to burn down. 5 We're going to win that prize! 6 What are you going to do tomorrow?

Extra activity 1: see page 214 (if time)

Activity Book page 18

- 1 Write the words in the sentences.
- Tell pupils to open their Activity Books at page 18. Focus them on the Grammar box. Read the sentences one by one. Ask pupils to say that sentence in affirmative, negative or interrogative. Then pupils do activity 1.

Key: 2 be, 3 read, 4 listen, 5 wear, 6 play

2 Match the questions with the answers.

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

3 Look at this code. Write the secret message.

Key: Are you going to come to my party?

4 Now write another message for your friend in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

Optional activities

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (pages 22 and 23).
- Grammar reference Unit 2 from *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

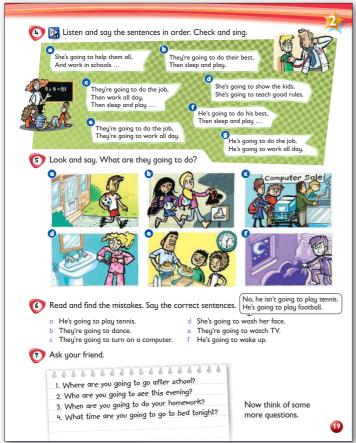
 Write a short message on the board using the code from Activity Book Activity 3, e.g. Goodbye. See you tomorrow.

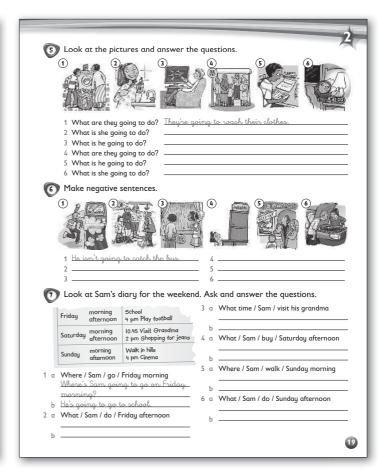
Unit 2 People at work 43



More Information







Objectives: By the end of the lesson, pupils will have had more practice using *going to* for plans and intentions and have sung a song.

Target language

- **Key language:** plans, intentions and present evidence: *going to*, rhyming words, question words: *where, who, when, what time?*, telling the time, *brush (her) teeth, show, good rules, diary*
- Additional language: sold out
- Revision: actions, verbs for daily routines, sports

- Extra activity 1: Paper for display
- Optional: Kid's Box Teacher's Resource Book 5 Unit 2 Song worksheet (pages 22 and 27); Kid's Box Interactive DVD 5, The music room, Unit 2 'Going to do the job' song



More Information

Pupil's Book page 19

Warmer

- Play a Bingo game to review the time. Draw eight clocks (1-8) on the board showing different times. Pupils draw a 2 x 2 grid in their notebooks and write one number in each square (to represent a clock). Call out the times at random. If pupils have written the corresponding number, they cross out the square. The first pupil to cross out all four squares shouts Bingo! Check by eliciting the times.
- 4 Listen and say the sentences in order. Check and sing.
- Tell pupils to open their Pupil's Books at page 19. Focus them
 on the first part of the activity instructions. Give them time to
 read through the words of the song. Play the CD. Pupils listen
 and order. They check in pairs. Play the CD again. Stop after
 each verse to check and for pupils to repeat. Play the CD again,
 with pupils joining in. Pupils repeat the song as a class and then
 in seven groups.

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

CD 1, 29

He's going to do the job,

He's going to work all day. He's going to do his best,

Then sleep and play. Sleep and play. (x3)

She's going to show the kids,

She's going to teach good rules.

She's going to help them all,

And work in schools. Work in schools. (x3)

They're going to do the job,

They're going to work all day.

They're going to do their best,

Then sleep and play.

They're going to do the job,

Then work all day,

Then sleep and play. (Repeat)

CD 1, 29

Now sing the song again. (Karaoke version)

Extra activity 1: see page 215 (if time)

- 5 Look and say. What are they going to do?
- Focus pupils on the Activity 5 instructions. Elicit what they can see by asking *What's he going to do?* Pupils respond, e.g. *He's going to play football*. Pupils do the activity in pairs. Check with the class.

Key (possible answers): a He's going to play football. b They're going to go rollerblading. c They're going to buy a computer. d She's going to brush her teeth. e They're going to have lunch. f He's going to go to bed/sleep.

- 6 Read and find the mistakes. Say the correct sentences.
- Focus pupils on the example. Check they realise the sentences are about the pictures in Activity 5. In pairs, pupils take turns to read out a sentence and correct it. Check with the class.

Key: b No, they aren't going to dance. They're going to go rollerblading. c No, they aren't going to turn on a computer. They're going to buy a computer. d No, she isn't going to wash her face. She's going to brush her teeth. e No, they aren't going to watch TV. They're going to have lunch. f No, he isn't going to wake up. He's going to go to bed/sleep.

- 7 Ask your friend.
- Focus pupils on the question words.
- Make new pairs. Pupils take turns to ask all their questions of their partner. They note the answers. Monitor and check.

Now think of some more questions.

• Each pupil writes four more questions in their notebooks, using one of the question words. They ask and answer in their pairs.

Activity Book page 19

5 Look at the pictures and answer the questions.

Key: 2 She's going to brush her teeth. 3 He's going to watch TV. 4 They're going to catch a bus. 5 He's going to do his homework. 6 She's going to go to sleep.

6 Make negative sentences.

Key: 2 She isn't going to go skiing. 3 They aren't going to play tennis. 4 She isn't going to have a biscuit. 5 They aren't going to see the film. 6 They aren't going to drive the car.

7 Look at Sam's diary for the weekend. Ask and answer the questions.

Key: 2 a What's Sam going to do on Friday afternoon? b He's going to play football. 3 a What time is Sam going to visit his grandma? b He's going to visit her at 10.45 / quarter to eleven. 4 a What's Sam going to buy on Saturday afternoon? b He's going to buy some jeans. 5 a Where's Sam going to walk on Sunday morning? b He's going to walk in the hills. 6 a What's Sam going to do on Sunday afternoon? b He's going to go to the cinema.

Extra activity 2: see page 215 (if time)

Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book* 5 (pages 22 and 27).
- The music room, Unit 2 'Going to do the job' song from Kid's
 Box Interactive DVD 5. See pages 28-30, 32-33 of the Teacher's
 Booklet.

Ending the lesson

• Sing the song from the beginning of the lesson again.

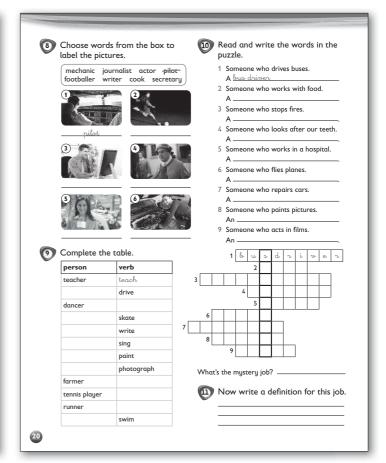
Unit 2 People at work 45



More Information







Objectives: By the end of the lesson, pupils will have had more practice talking about people and the jobs they do.

Target language

- **Key language:** jobs: teacher, driver, dancer, skater, writer, singer, painter, photographer, farmer, tennis player, runner, swimmer, actor, pilot, police officer, journalist, footballer, cook, mechanic, sports commentator, secretary, typist, scientist; novel, pronunciation: photograph / photographer
- Additional language: school meals, repair, typewriter
- Revision: mixed tenses, questions

Materials required

- Extra activity 1: If possible, write one of the shorter texts or part of one of the longer texts from Pupil's Book Activity 8 on a hidden part of the board before the lesson
- Extra activity 2: Photocopiable activity 2B (page 204), one for each pair of pupils, cut in half before the lesson
- Optional: Kid's Box Teacher's Resource Book 5 Unit 2 Reinforcement worksheet 2 (pages 22 and 24)

Kid's Box Teacher's Book 5



More Information

Pupil's Book page 20

Warmer

- Give pupils one minute to write a list of as many jobs as they can. Pupils stop writing. They make groups of four and write a 'master' list of all the jobs they have. Elicit the jobs from the class onto a mind map on the board. The group with the most jobs is the winner.
- 8 Read and think. What's the most exciting job? Why?
- Tell pupils to open their Pupil's Books at page 20. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the texts and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the jobs at the bottom of the webpage. They read the texts silently and think about their answers to the question. Elicit the people's different jobs from pupils and discuss their ideas as a class, reminding them to say why the job they chose is the most exciting. 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 person and the job(s) they do.
- Pupils compare their lists from the warmer with the jobs mentioned in Activity 8.
- **9** Listen. Repeat the word and say the name of the person.
- Focus pupils on the Activity 9 instructions and on the example. Elicit the names of the six people, helping pupils with pronunciation. Play the CD. Pause after each one for pupils to find the name in the text. They point to the name the first time. Play the CD again. Elicit a choral answer each time.

Key: 2 Actor. That's John Travolta. 3 Footballer. That's Mia Hamm. 4 Journalist. That's George Orwell. 5 Secretary. That's Barbara Blackburn. 6 Pilot. That's John Travolta. 7 Mechanic. That's Steve Matchett. 8 Writer. That's George Orwell.

CD 1, 30

1 cook, 2 actor, 3 footballer, 4 journalist, 5 secretary, 6 pilot, 7 mechanic, 8 writer

10 Read again and answer.

 Check understanding of the Activity 10 instruction. Pupils work in pairs. They take it in turns to ask their partner a question. They don't have to ask them in order. Check using open pairs.

Key: 1 The Women's World Cup. 2 He made school meals healthier. 3 She could type faster than any other typist.
4 Formula 1 cars. 5 John Travolta. 6 Writer and journalist.
7 Two (Jamie Oliver and Steve Matchett).

Extra activity 1: see page 215 (if time)

Activity Book page 20

8 Choose words from the box to label the pictures. Note: There are two extra words in the box.

Key: 2 footballer, 3 secretary, 4 actor, 5 journalist, 6 mechanic

- **9** Complete the table.
- Make sure pupils notice changes in spelling, e.g. doubling of consonant.

Key: driver, dance, skater, writer, singer, painter, photographer, farm, play tennis, run, swimmer

10 Read and write the words in the puzzle.

Key: 2 cook, 3 firefighter, 4 dentist, 5 nurse, 6 pilot, 7 mechanic, 8 artist, 9 actor; Mystery job: scientist

11 Now write a definition for this job.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Optional activity

 Unit 2 Reinforcement worksheet 2 from Kid's Box Teacher's Resource Book 5 (see pages 22 and 24).

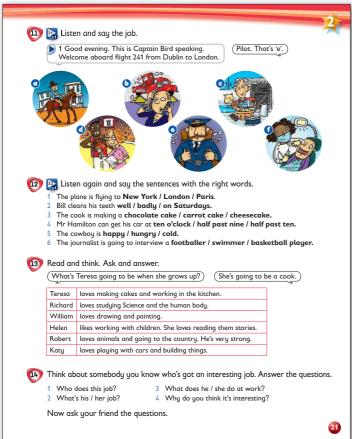
Ending the lesson

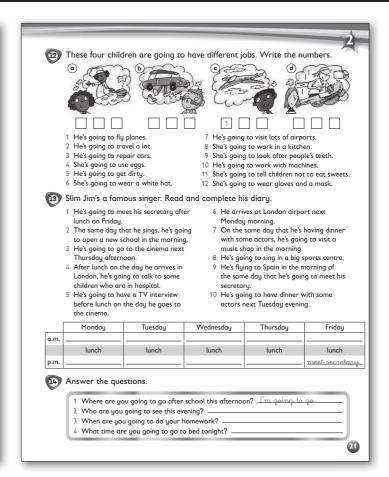
 Pupils look back through the lesson to see how many different jobs they can find which they talked about in the lesson.



More Information







Objectives: By the end of the lesson, pupils will have had further practice using *going to* to talk about people's jobs.

Target language

- Key language: plans, intentions and predictions: going to, present continuous, present simple, jobs, overalls, uniform, mask, lie down
- Revision: days of the week, adverbs, am, pm

Materials required

 Optional: Kid's Box Teacher's Resource Book 5 Unit 2 Extension worksheet 1 (pages 22 and 25)



More Information

Pupil's Book page 21

Warmer

Review jobs by playing a spelling game, e.g.

Teacher: Pupils: Give me a w Give me a r Give me an i Give me a t Give me an e Give me an r What does that spell? writer

11 Listen and say the job.

• Tell pupils to open their Pupil's Books at page 21. Focus them on the pictures and ask pupils to describe what they can see and the job. Check understanding. Play the CD. Pupils listen and whisper. Play the CD again. Elicit answers from the class.

Key: 2 Dentist. That's f. 3 Cook. That's c. 4 Mechanic. That's b. 5 Actor. That's a. 6 Journalist. That's d.

CD 1, 31

- 1 PILOT: Good evening. This is Captain Bird speaking. Welcome aboard flight 241 from Dublin to London.
- 2 DENTIST: Hello, Bill. Please sit down. OK, open your mouth, please. That's good. Lovely. You clean your teeth very well. I can see you always clean your teeth three times a day after meals because they're nice and white. That's fine. No problems there.
- 3 COOK: Now, let me see. Three eggs, 500 grams of flour, half a litre of milk, 250 grams of sugar and some chocolate. I'm going to mix it all together in a bowl and put it in a big cake tin. Then I'm going to cook it for half an hour. It's going to be a lovely chocolate cake.
- 4 MECHANIC: Good evening, Mr Hamilton. This is Jack's Garage here. I looked at your car and I can see why it isn't working. I'm going to repair it now, so you can come and pick it up at half past ten.
- 5 FILM DIRECTOR: Action!

ACTOR: I'm gonna look for a place to stay in this town. I'm tired, I'm hungry and I'm thirsty. I must find a hotel soon. Come on gee gee.

FILM DIRECTOR: Cut! Fantastic! Thank you, everybody. We're going to stop now.

- 6 JOURNALIST: That was a great game! I'm going to speak to the man of the match, John Brown. He put the ball through the basket 12 times. Here he comes and he's bouncing a ball.
- 12 Listen again and say the sentences with the right words.
- Focus pupils on the sentences. Allow reading time. Play the CD. Pupils listen and say the sentences. Play the CD again, pausing after each section to check answers.

Key: 1 London, 2 well, 3 chocolate cake, 4 half past ten, 5 hungry, 6 basketball player

See previous recording

13 Read and think. Ask and answer.

• Focus pupils on the table for Activity 13. Pupils predict what the person is going to be from the information. Pupils take turns to talk about the different people, using the question prompt. They guess the possible jobs, using the information given. Discuss as a class. Accept any likely possibilities.

Extra activity 1: see page 215 (if time)

- 14 Think about somebody you know who's got an interesting job. Answer the questions.
- Focus pupils on the instructions and elicit some ideas.

Now ask your friend the questions.

• In pairs, they take turns to ask and answer.

Activity Book page 21

12 These four children are going to have different jobs. Write the numbers.

Key: a: 4, 6, 8; b: 3, 5, 10; c: 1, 2, 7; d: 9, 11, 12

13 Slim Jim's a famous singer. Read and complete his diary.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
am	arrive London	music shop	open school	TV interview	fly to Spain
	lunch	lunch	lunch	lunch	lunch
pm	hospital	dinner with actors	sing in sports centre	cinema	meet secretary

14 Answer the questions.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Optional activity

• Unit 2 Extension worksheet 1 from Kid's Box Teacher's Resource Book 5 (see pages 22 and 25).

Ending the lesson

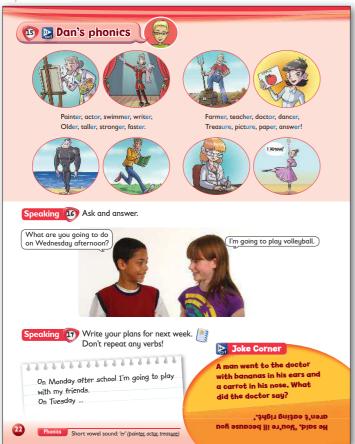
• Elicit from pupils which is their favourite job from today and why.

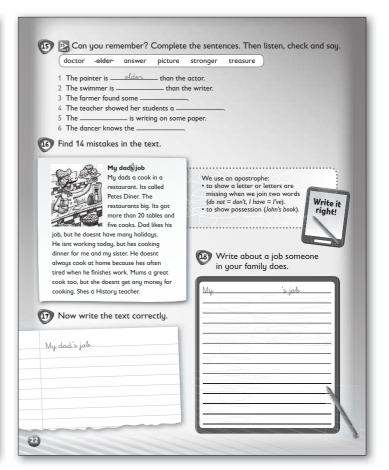
Unit 2 People at work 49



More Information







Objectives: By the end of the lesson, pupils will have practised the phoneme /ə/, and completed a writing activity.

Target language

- **Key language:** the phoneme /ə/, *treasure*, *picture*, *answer*, *apostrophe*
- Revision: going to, jobs, comparatives

- Photocopiable activity 2C (page 205), copied twice and cut up into cards
- Optional: Kid's Box Teacher's Resource Book 5 Unit 2 Extension worksheet 2 (pages 22 and 26)



More Information

Pupil's Book page 22

Warmer

• Write the words teacher, doctor, picture and slower on the board. Ask pupils which sound all four words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words emphasizing the /ə/ sound at the end of each word. Elicit the sound. Underline the sound on the board (teacher, doctor, picture, slower). Tell pupils they will be practising recognising this sound and looking at different spellings for the sound in today's lesson.

15 Dan's phonics

• Tell pupils to open their Pupil's Books at page 22. Focus them on Activity 15. Play the CD. Say the rhyme while pupils follow it silently in their books. Play the CD again for pupils to join in. In pairs, pupils practise the rhyme.

CD 1, 33

As in Pupil's Book

16 Ask and answer.

- Copy Photocopiable activity 2C (see page 205) twice, onto thin card. Cut out the cards before the lesson. Hand out one card to each pupil, making sure that you hand out two copies of each card. For example, if you have a class of 26, you will only need to use 13 of the cards from Photocopiable activity 2C - two copies of each.
- Point out the example speech bubbles and tell pupils they need to find the person who has the same plans as they have on their card. The pupils mingle and ask and answer questions to find out who their partner is. Monitor and make sure they are speaking English and not simply comparing cards. When pupils have found their partner, they check with you and then sit down. They will work together on Pupil's Book Activity 16.
- Pupils then work with their partner. Set a time limit for the class of approximately five minutes. The pairs take it in turns to write their plans for the following week on a shared piece of paper (some sentences should be real and some should be imagined). Pupils can't repeat any of the verbs used. At the end of the set time, the pairs count how many sentences they have written. The pair with the most sentences reads them aloud to the class. The pairs that are listening say whether the sentences are grammatically correct or not and then vote on whether they think they are true. Pairs win a point for each correct guess. The pair with the most points at the end of the activity wins.

17 Write your plans for next week. Don't repeat any verbs!

• Focus pupils on the activity instructions and check understanding. Ask a pupil to read the first sentence and check pupils know to write a sentence for each day of the week, using a different verb each time. Elicit some examples to give pupils ideas. Pupils write their plans in their notebooks. Monitor and help/correct where necessary.

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.

As in Pupil's Book

Activity Book page 22

15 Can you remember? Complete the sentences. Then listen, check and say.

• Play the CD for pupils to listen and check. They compare answers in pairs. Check with the class. Elicit the words in each sentence with the /ə/ sound. Play the CD again for pupils to listen and repeat.

Key: 2 stronger, 3 treasure, 4 picture, 5 doctor, 6 answer

- 1 The painter is older than the actor.
- 2 The swimmer is stronger than the writer.
- 3 The farmer found some treasure.
- 4 The teacher showed her students a picture.
- 5 The doctor is writing on some paper.
- 6 The dancer knows the answer.

16 Find 14 mistakes in the text.

• Before pupils do the activity, focus them on the Write it right! box and check they understand how, where and why apostrophes are used in English.

Key: See Activity 17 key

17 Now write the text correctly.

Key: My dad's a cook in a restaurant. It's called Pete's Diner. The restaurant's big. It's got more than 20 tables and five cooks. Dad likes his job, but he doesn't have many holidays. He isn't working today, but he's cooking dinner for me and my sister. He doesn't always cook at home because he's often tired when he finishes work. Mum's a great cook too, but she doesn't get any money for cooking. She's a History teacher.

18 Write about a job someone in your family does.

Key: Pupils' own answers

Extra activity: see page 215 (if time)

Optional activity

• Unit 2 Extension worksheet 2 from Kid's Box Teacher's Resource Book 5 (see pages 22 and 26).

Ending the lesson

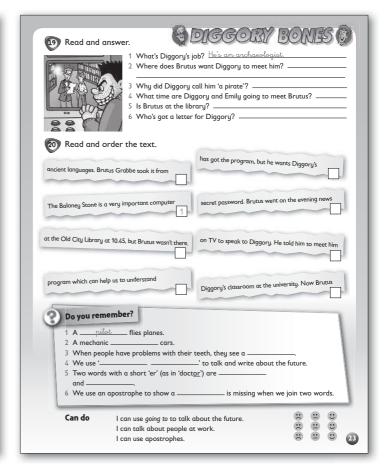
• Do the rhyme again from the beginning of the lesson.



More Information







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 in the story, *pirate, must, secretary*
- Additional language: dentistry
- Revision: character names, language from the unit

- Extra activity 2: Sheets of paper
- Optional: The animated version of the Unit 2 story from Kid's Box Interactive DVD 5 (The school library); Playscript 2 from Kid's Box Teacher's Resource Book 5 (pages 76 and 79)



More Information

Pupil's Book page 23

Warmer

 Review the story so far with pupils. Write the character names on the board. Pupils suggest adjectives which apply to them. If the class doesn't agree with any adjective, the pupil has to give the reason why he/she chose it.

Story

18 Listen to the story.

- Tell pupils to open their Pupil's Books at page 23. Focus them on the story. Tell them to read quickly and find evidence of any of the adjectives suggested for the characters in the warmer. Set the gist questions: What did Brutus study? What was Diggory's mistake at the end?
- Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Dinosaurs' teeth, He went to the wrong library).
- 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. What does he love? What time's the meeting? Who's got the letter? What does it say?

CD 1. 36

As in Pupil's Book

Extra activity 1: see page 215 (if time)

19 Was Brutus a good student?

• Focus pupils on Activity 19 and the question, and check they understand it. Tell them that this is a general comprehension question of the story. Pupils read the story again to find the answer. Elicit the frame which contains the answer (frame one).

Key: No, he wasn't. He was very clever but he was very bad.

Activity Book page 23

19 Read and answer.

Key: 2 At the Old City Library. 3 Because he only loves money. 4 At 10.45 (quarter to eleven). 5 No, he isn't. 6 The secretary.

20 Read and order the text.

Key: From left to right: 3, 5, 1, 6, 8, 7, 2, 4

Extra activity 2: see page 215 (if time)

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 repairs, 3 dentist, 4 going to, 5 Pupils' own answers, 6 letter

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 used going to. 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 people at work. Pupils circle the appropriate face. Repeat for the third sentence, eliciting examples of words with apostrophes.
- 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.

Optional activities

- The school library: the animated version of the Unit 1 story from Kid's Box Interactive DVD 5. See pages 38-45 of the Teacher's Booklet.
- Pupils might like acting out the story from Pupil's Book page 23. Hand out a copy to each student of Playscript 2 from Kid's Box Teacher's Resource Book 5 (page 79). See notes on page 76.

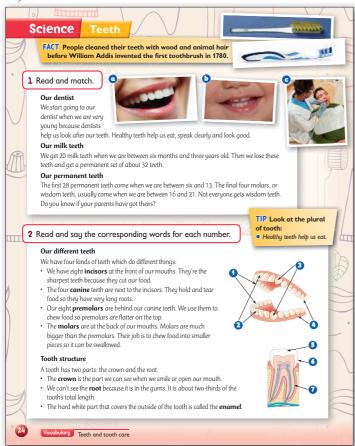
Ending the lesson

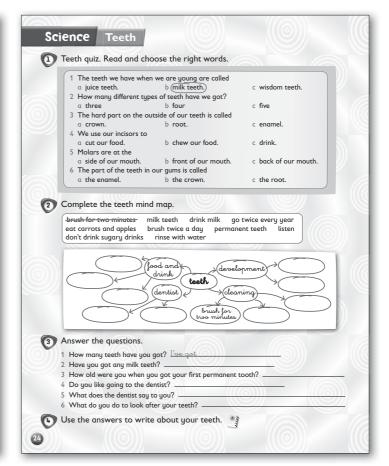
Ask pupils which rhyme/song they'd like to do again from the unit. Do it together to end the lesson.



More Information







Objectives: By the end of the lesson, pupils will have read about teeth and their structure.

Target language

- **Key language:** toothbrush, teeth, milk teeth, permanent, molars, wisdom teeth, incisors, canines, premolars, chew, tear, flat(ter), swallow, crown, root, gum, enamel
- **Revision:** *healthy, dentist,* numbers, adjectives

Materials required

 Extra activity 2: Reference books on animals, the Internet, large sheet of paper, coloured markers



More Information

Pupil's Book page 24

Warmer

• Ask pupils to count the number of teeth they have got. They check with their partners to see if they have the same number. Tell them how many teeth you have got.

Fact

• Tell pupils to open their Pupil's Books at page 24. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit their reactions. Elicit what pupils' own toothbrushes are made of.

1 Read and match.

• Focus pupils on the Activity 1 instruction and on the pictures. If pupils try to guess before they read, don't tell them if they are right or wrong. Pupils read the text quickly (and silently) to match the pictures with the headings in the text. They check in pairs. Check with the class.

Key: a Our permanent teeth, b Our milk teeth, c Our dentist

- 2 Read and say the corresponding words for each number.
- Focus pupils on the Activity 2 instruction and on the diagrams. They read the text to check which teeth are which and the parts of a tooth, and then say the answers. They check in pairs. Check with the class and review what the functions of these different kinds of teeth is.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check pronunciation of new words, e.g. incisor, enamel, gums, crown root and understanding of key vocabulary, e.g. swallow. Elicit what kinds of food the different types of teeth help us eat.

Key: 1 premolars, 2 incisors, 3 canines, 4 molars, 5 crown, 6 enamel, 7 root

Extra activity 1: see page 215 (if time)

Activity Book page 24

1 Teeth quiz. Read and choose the right words.

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

2 Complete the teeth mind map.

Note: Pupils will not be able to complete this activity until they have read both pages 24 and 25 of the Pupil's Book.

Key: See below

3 Answer the questions.

Key: Pupils' own answers

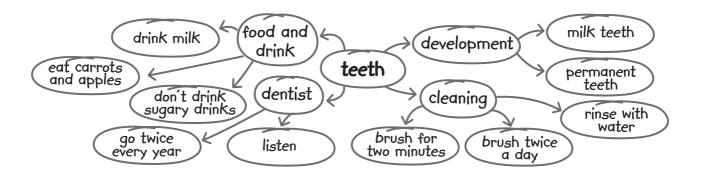
4 Use the answers to write about your teeth.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Ending the lesson

• Review with pupils what they have done and what they have learned about in today's lesson.

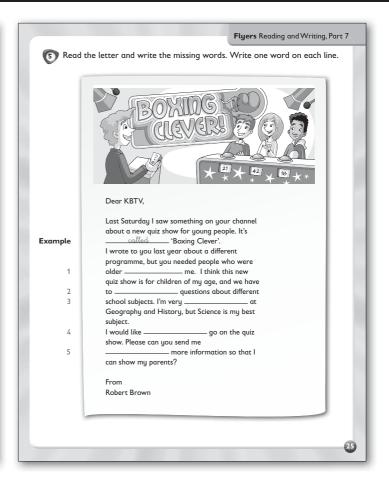




More Information







Objectives: By the end of the lesson, pupils will have learned more about teeth and oral hygiene and completed a project.

Target language

- **Key language:** tooth care, sugary, healthy, between, diet, rinse, cavity (cavities), circular, fluoride, experiment, tongue, then, lastly, next, vinegar, hard boiled eggs, minerals, acid, bubble
- Revision: food

- Extra activity 1: If possible, a watch with a timer or alarm
- Project: For each group of four: two hard-boiled eggs, two clear glasses or plastic cups. For the class: one tube of toothpaste with fluoride, two to four toothbrushes, two bottles of vinegar
- Optional: Kid's Box Teacher's Resource Book 5 Unit 2 Topic worksheet (pages 22 and 28); Extra project idea, Unit 2 'Find out what's good for your teeth' from Kid's Box Teacher's Book 5 (page 226)



More Information

Pupil's Book page 25

Warmer

- With books closed, review some of the facts pupils learned about teeth in the previous lesson, e.g. How many teeth have babies got? What about young children? What are their teeth called? How many teeth have adults got? What are the four different kinds of teeth called and what do they do?
- 3 Read and say the words to complete the text.
- Tell pupils to open their Pupil's Books at page 25. Focus them on the Activity 3 title (Tooth care). Elicit what pupils think this means. Ask a pupil to read the introduction aloud (To have healthy teeth and gums, you must:).
- Pupils work individually. They read the text and say the words to complete the text. They check in pairs. Check with the class by asking different pupils to read parts of the text aloud. Check understanding of each section by asking, e.g. So what is it OK to eat? Give me an example of a sugary food. Is it good for our teeth?

Key: 1 before, 2 mustn't, 3 between, 4 hungry, 5 brush, 6 finish, 7 dentist, 8 better, 9 healthy

- 4 Read and say the text in the correct order.
- Focus pupils on the Activity 4 instruction and check understanding. Pupils work alone on this problem-solving activity. Remind them to use the sequencing words to help them. Don't hurry them, but give them plenty of time to think and reread. They can ask you or their partner if there is anything they don't understand. Check the sequence with the class. Ask a pupil to read paragraph 1 aloud. Then elicit from pupils what they think paragraph 2 is and ask one pupil to read it aloud. Ask the class if it sounds right and if they agree.
- Check general comprehension and also the meaning of any key vocabulary. Draw pupils' attention to the sequencing words, eg. Then, Next, Lastly. Pupils write their answers in their notebooks. Finally write the number sequence on the board to confirm the order.
- Show the pupils how long two minutes are by using the alarm on your watch or a clock.

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

Extra activity 1: see page 215 (if time)

Project Do a dentist's experiment.

- Show pupils the materials you have brought for the project (toothpaste, toothbrushes, cups, vinegar, eggs). Tell them they are going to be dentists today! Read the project information through with the class, showing the materials as they are mentioned. Elicit their predictions for the final question (Which egg do you think is going to start to bubble?). Check pupils understand what to do.
- Divide pupils in groups of four and hand out the materials. Pupils do the experiment in their groups, following the instructions. Monitor and check/help where necessary. Elicit what actually happened and if they were correct about their predictions. Discuss why that egg bubbled first and how the result is connected with teeth, the dentist and fluoride.

Activity Book page 25

Flyers Reading and Writing, Part 7.

- 5 Read the letter and write the missing words. Write one word on each line.
- Tell pupils to open their Activity Books at page 25. Read the activity instructions and make sure pupils realise they need to use just one word in each space. Pupils read and complete the text individually, then compare answers in pairs. Check with the class. Go through any new vocabulary.

Key: 1 than, 2 answer, 3 good, 4 to, 5 some

Extra activity 2: see page 215 (if time)

Optional activities

- Unit 2 Topic worksheet from Kid's Box Teacher's Resource Book 5 (pages 22 and 28).
- Extra project idea, Unit 2 'Find out what's good for your teeth'. See notes on Kid's Box Teacher's Book 5 (page 226)

Ending the lesson

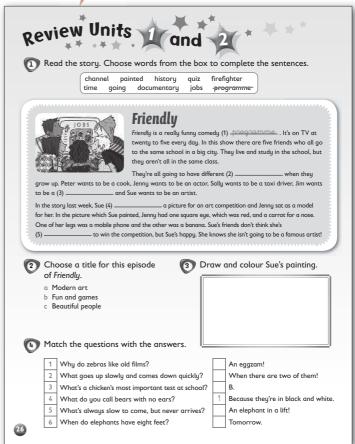
• Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.



More Information







Objectives: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and told and written a story.

Target language

 Key language: vocabulary and language from Units 1 and 2

Materials required

• Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each pupil in the class.



More Information

Pupil's Book page 26

Warmer

- Make groups of six. Hand out a word from Unit 1 or 2 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.
- 1 Sarah is talking to her mother, Mrs Smith. Read the conversation and say the sentences that correspond to each number. [YLE]
- Tell pupils to open their Pupil's Books at page 26. Focus them on the Activity 1 instructions. Ask a pupil to read them aloud. Check that pupils know what to do (complete the conversation). Remind pupils that not all letters are needed. Pupils work individually to read the conversation and whisper their answers to their partner. They check in pairs. Check with the class by asking pairs to read sections of the conversation aloud. Focus them on the key words which give them clues for the answers each time. Teach some techniques for this kind of activity, e.g. looking at the line that comes after the gap, looking at nouns, verbs, pronouns, etc. to check for cohesion.

Key: 1a, 2g, 3b, 4e, 5f

- 2 Tell your friend the story.
- Focus pupils on Activity 2 and on the pictures. Give them time to look at the pictures and work out what is happening in the story. Elicit useful words for each picture as well as several sentences to describe what is happening in each picture. Encourage pupils to bring the story to life by giving the characters names, and to 'fill in' the story between the pictures, e.g. Peter runs out of the house. He is thinking about his homework. Divide pupils into pairs. They take turns to tell the story (one picture each), saying at least two sentences for each picture and one sentence for in between the pictures. Remind them to use adjectives and adverbs to make the story more interesting. Go around the class, monitoring and listening in to the storytelling.

Key: Pupils' own answers

- 3 Now write the story.
- Focus pupils on the activity instruction and check understanding. They write a draft of their story on paper or in their notebooks. Remind them to give the story a title, to give the people names, to write at least two sentences for each picture, to fill in between the pictures, and to use adjectives and adverbs to make it more interesting. Pupils write their first draft individually. They swap their work with a partner. They suggest corrections and improvements for each other's work. Pupils then write a final draft in their notebooks.

Extra activity 1: see page 216 (if time)

Activity Book page 26

1 Read the story. Choose words from the box to complete the text. [YLE]

Note: There are five extra words in the box.

Key: 2 jobs, 3 firefighter, 4 painted, 5 going

2 Choose a title for this episode of Friendly.

Key: a Modern art

- 3 Draw and colour Sue's painting.
- 4 Match the questions with the answers.

Key: (from top to bottom) 3, 6, 4, 1, 2, 5

Extra activity 2: see page 216 (if time)

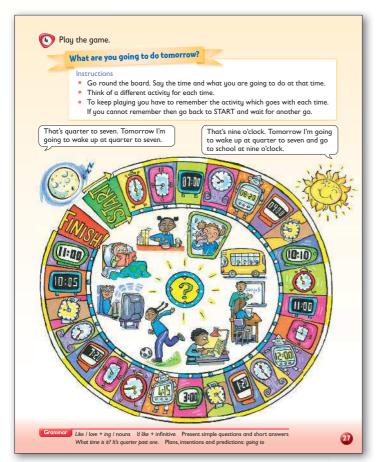
Ending the lesson

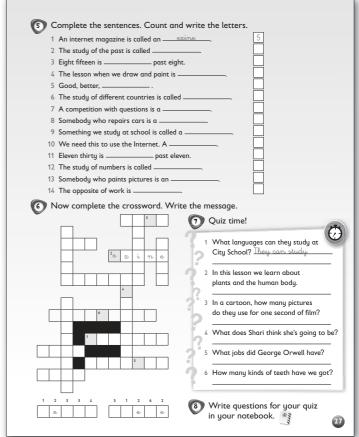
• Review *going to* by asking around the class what pupils are going to do that evening and at the weekend.



More Information







Objectives: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and played a board game.

Target language

- Key language: vocabulary and language from Units 1 and 2
- Revision: language for playing games

- Board game: dice, coloured counters
- Optional: Kid's Box Interactive DVD 5:
 The classroom Quiz 1; Evaluation 2 from Kid's Box Teacher's Book 5 (page 233);
 Test Units Welcome-2 Kid's Box Teacher's Resource Book 5 (pages 86-100)
- Kid's Box Language Portfolio 5 (page 3)



More Information

Pupil's Book page 27

Warmer

Review telling the time with the class. Pupils make pairs.
 One sits with their back to the board, holding their notebook and a pencil. The other faces the board. Draw six numbered clocks on the board showing different times. Pupils whisper the number of each clock and then the time to their friend. The friend draws the time on the clock in their notebook. Pupils look and check. Pairs swap roles. Draw six more numbered clocks on the board showing different times.

4 Play the game.

- Tell pupils to open their Pupil's Books at page 27. Elicit that this is a board game. Focus them on the instructions and check understanding.
- Pupils play in groups of three. One member of the group is the secretary and the other two are the players.
- Pupils take it in turns to throw the dice and move around the board. When they land on a square, they say the time and what they're going to do at that time, as in the first example. The secretary makes a secret note of what is said. The next time it is their turn, they have to say the new time and then remember what they have planned to do the next day before adding the new activity, as in the second example.
- If they make a mistake or cannot remember the activity
 which goes with each time, they have to go back to the
 start. (Pupils can write down the phrases if they want to,
 but have to say them back in a chain.) After the game, the
 players swap roles so that there is a new secretary.

Extra activity 1: see page 216 (if time)

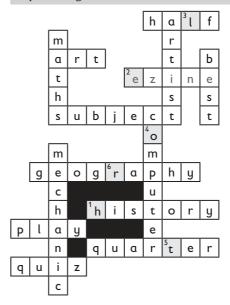
Activity Book page 27

5 Complete the sentences. Count and write the letters.

Key: 2 History 7, 3 quarter 7, 4 Art 3, 5 best 4, 6 Geography 9, 7 quiz 4, 8 mechanic 8, 9 subject 7, 10 computer 8, 11 half 4, 12 Maths 5, 13 artist 6, 14 play 4

6 Now complete the crossword. Write the message.

Key: Message: hello there



7 Quiz time!

Key: 1 They can study French, German or Spanish, 2 Science, 3 twelve, 4 a dentist, 5 writer and journalist, 6 four

8 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 216 (if time)

Optional evaluations

- The classroom: Quiz 1 from Kid's Box Interactive DVD 5.
 This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet.
- Evaluation 2 from *Kid's Box Teacher's Book 5* (page 233). See notes on page 230.
- The test for Units Welcome-2 from *Kid's Box Resource Book 5* (pages 86-100).

Language Portfolio (online)

• Pupils complete page 3 of *Kid's Box Language Portfolio* 5 (*I can ...* Units 1–2).

Ending the lesson

- Pupils work in groups of three. They find the Can do
 Activity Book sections for Units 1 and 2 (pages 15 and
 23) and write the six statements on a large piece of paper.
 They discuss and give examples for each Can do statement,
 checking back in the Pupil's Book, the Activity Book or their
 notebooks if necessary. Elicit some examples from volunteer
 pupils in the class for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.

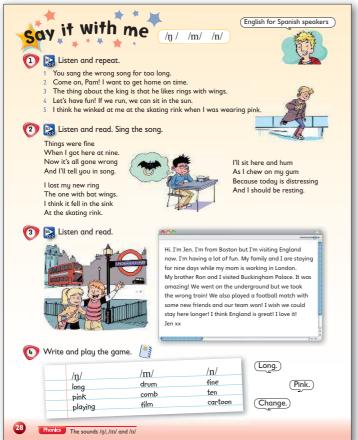
Review Units 1 and 2 61

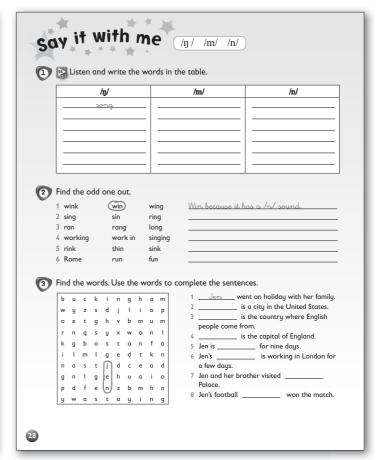


More Information



Say it with me





Objectives: By the end of the lesson, pupils will have reviewed the $/\eta$ / sound as well as /m/ and /n/ sounds.

Target language

- **Key language:** wrong, song, sing, ring, wing, sink, skating, hum, qum
- Additional language: resting, distressing, chew, amazing, the underground
- **Revision:** present continuous, *I'm* visiting ... , *I'm having ... , is working,* past simple, visited, played, went



More Information

Pupil's Book page 28

Spanish specific

• In English the sound /ŋ/ is said when an 'n' is followed by 'g'. In Spanish the 'n' and 'g' are two sounds and in English they are one, but both languages pronounce 'n' as /ŋ/ when followed by 'g'. Spanish speakers tend to over-pronounce the 'g' in words such as song or not say the 'g' at all. In English the /ŋ/ sound is also said when an 'n' precedes a 'k' for example in pink. In this case the /ŋ/ might not be said clearly enough. It's important to practise this sound in connection with /n/ and /m/ to avoid confusing the three sounds.

Warmer

- Write /ŋ/, /m/, and /n/ in three columns on the board. Demonstrate the sound and also the position of the mouth where necessary.
- Write sing, mother and nine on the board. Ask pupils to say the words aloud. Ask pupils to think of other words they know with these sounds.
- 1 Listen and repeat.
- Tell pupils to open their Pupil's Books at page 28. Play the CD, stopping after each sentence for pupils to repeat. Say *Which sentences have different sounds?* Elicit answers. Play the CD again for pupils to practise pronunciation.
- Ask volunteers to say the sentences three times, as fast as they can. Praise correct pronunciation.

CD 2, 02

As in Pupil's Book

- 2 Listen and read. Sing the song.
- Focus pupils on the picture. Check understanding. Ask Where is he? Is he happy? What is he thinking about? Elicit answers.
- Tell pupils to listen for all of the /ŋ/ sounds. Play the CD. Elicit words the pupils have found (song, things, wrong, ring, wings, sink, skating, rink, resting, distressing). Play the CD again. Ask pupils to find words with the /m/ and /n/ sounds. Elicit the words (hum, gum; fine, nine).
- Play the CD again. Pupils sing. Let them have fun with the silly song and experiment with the sounds.

CD 2, 03

As in Pupil's Book

- 3 Listen and read.
- Focus pupils on the picture. Elicit what they can see. Play the CD. Pupils listen out for words with the target sounds.
- Pupils practise reading the email to each other.

CD 2, 04

As in Pupil's Book

- 4 Write and play the game.
- Focus pupils on the activity. Invite a volunteer to read the words. Pupils work in pairs and brainstorm other words for each sound and they write them in their notebooks.

• Divide the class in groups of four to six. One pupil says *long* and the next one in the groups says a word with the same sound, e.g. *pink*. If a pupil can't think of a word, they say *change* and say a word with a different sound. Each group must say at least two words of the sound before saying *change*.

Activity Book page 28

- 1 Listen and write the words in the table.
- Tell pupils to open their Activity Books at page 28. Play the CD. Pupils write the words they hear in the correct column. Check with the class.

Key: /ŋ/ wrong, wing, sink, thing, think, /m/ home, some, time, ham, programme, come, /n/ nine, fun, fine, son, competition, cartoon

CD 2, 05

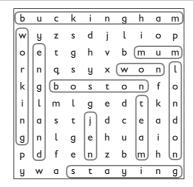
Song, song; nine, nine, wrong, wrong; wing, wing: home, home; fun, fun; sink, sink; fine, fine; some, some; son, son; time, time; ham, ham; competition, competition; cartoon, cartoon; programme, programme; thing, thing, come, come; think, think

- 2 Find the odd one out.
- Focus pupils on the words. Check understanding. Pupils work individually. Check with the class.

Key: 2 sin, 3 ran, 4 work in, 5 thin, 6 Rome

- **3** Find the words. Use the words to complete the sentences.
- Focus pupils on the wordsearch. Explain that there are 10 words and they all come from Jen's email. The pupils use the words to complete the sentences.

Key: 2 Boston, 3 England, 4 London, 5 staying, 6 mum, 7 Buckingham, 8 team, 9 won



Ending the lesson

In groups or with the whole class, brainstorm words using /ŋ/, /m/ and /n/, and then try to add 2 new lines to the song, e.g. Sing a song of things gone wrong, I thought things were fun and exams were done.

Say it with me 63

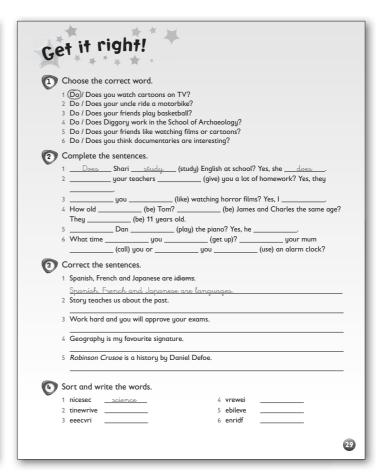


More Information



Get it right!





Objectives: By the end of the lesson, pupils will have had practice making questions with *do/does* and questions with the verb *be.* They will also have learned about *false friends* and how to spell words with 'ie' and 'ei'.

Target language

- **Key language:** Do you ... ? Does he/she ... ? history, story, languages, subject, pass an exam, piece, receive
- Additional language: believe, idioms, approve, alarm clock
- **Revision:** *story, eight, painting, science, How many ...* ?



More Information

Pupil's Book page 29

Warmer

Point to yourself and say I watch TV. Write it on the board.
 Ask a pupil to come to the front and say Do you watch TV?
 Elicit answer and write the question on the board. Ask another pupil Does he/she watch TV? Elicit answer and write the question on the board.

Grammar

- 1 Look and say the answers.
- Tell pupils to open their Pupil's Books at page 29. Focus them on the Grammar box. Ask pupils to read the first two questions. Review *do* and *does* with the class.
- 2 Ask your friend.
- Do the example with the class by asking one pupil to read the speech bubble. Check pupils know what to do. Pupils work in pairs. They ask and answer using do/does and the prompts. Encourage full answers. Monitor and help/correct.

Key: 2 Does your mother cook? 3 Do your friends speak English? 4 Does your brother ride a bike?

Vocabulary

- 3 Look and say the answers. Test your friend.
- Focus pupils on the Vocabulary box. Elicit answers to the
 questions. Explain that the words are confusing with regards
 to their language. Write some word pairs on the board:
 history/story; languages/idioms; pass/approve; subject/
 signature. Invite pupils to guess what the words mean and
 then give them the correct meaning.
- Focus pupils on the speech bubbles. Pupils work in pairs, taking turns to think of a sentence. Pupil A says the beginning of a sentence and Pupils B finishes it. They swap and repeat.

Spelling

- 4 Look and spell. Test your friend.
- Write *friend* on the board and ask pupils to spell it. Now write *receive* on the board and ask pupils to spell it.
 Underline 'ie' in *friend* and 'ei' in *receive*. Elicit the different sounds of *ie* and *ei*.
- Focus pupils on the rhyme in their Pupil's Books. Elicit which of the words on the board has letters that rhyme with *me* (*receive*). Pupils say the rhyme two or three times.
- Focus pupils on the Spelling box. Demonstrate how the rhyme works by spelling one or two of the words in the box aloud. In pairs pupils take turns to spell the other words on the page.

Activity Book page 29

Grammar

- 1 Choose the correct word.
- Tell pupils to open their Activity Books at page 29. Write do and does on the board. Say When do we use 'do'? When do we use 'does'? Elicit answers. Pupils work individually to complete the task and then check with a partner. Check with the class. Pupils work in pairs to ask and answer the questions. Monitor and help/correct where necessary.

Key: 2 Does, 3 Do, 4 Does, 5 Do, 6 Do

- 2 Complete the sentences.
- Focus pupils on Activity 2. Ask one pupil to ask the question and another to answer. Say *Why do we write 'Does ... study'?* (*Shari = she, so the subject is 3rd person singular*).
- Pupils work individually and complete the sentences. Check with the class. Ask individual pupils to read the questions and others to read the answers.

Key: 2 Do your teachers give you a lot of homework? Yes, they do. 3 Do you like watching horror films? Yes, I do. 4 How old is Tom? Are James and Charles the same age? They are 11 years old. 5 Does Dan play the piano? Yes, he does. 6 What time do you get up? Does your mum call you or do you use an alarm clock?

Vocabulary

- **3** Correct the sentences.
- Remind pupils about false friends. Focus pupils on the first sentence. Pupils work individually to rewrite the sentences using the correct word. Check the answers by asking one pupil to read out a sentence and another to write the correct word on the board. Repeat with the other sentences.

Key: 2 <u>History</u> teaches us about the past. 3 Work hard and you will <u>pass</u> your exams. 4 Geography is my favourite <u>subject</u>. 5 *Robinson Crusoe* is a <u>story</u> by Daniel Defoe.

Spelling

- 4 Sort and write the words.
- Focus pupils on the jumbled words. Pupils work individually.
 Set a time limit of 5 minutes. Then pupils work in pairs and check their answers.

Key: 2 interview, 3 receive, 4 review, 5 believe, 6 friend

Ending the lesson

Pupils work in pairs to ask and answer the questions.
 Monitor and help/correct where necessary. Give extra vocabulary if required. Suggested questions: Do you like watching TV? Why? / When do you watch TV? / What programmes do you like best? Why? What days are they on?

Get it right! 65