


# 2 Tomorrow's world

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**Show what you know!** What transport words can you remember?

**Listening** Listen and repeat the transport words you hear.



**2** Listen again and correct the sentences.

- Shari's making a car. (Shari's making a rocket.)
- Alvin thinks we'll travel by bike.
- The rocket will swim.
- The rocket will go to the stars.
- Shari will get some rocket photos.
- Their next ezine will be about the transport of the past.

**3** Read and order the words.

- the / hit / will / rocket / The / window.
- fly? / Shari's / Will / rocket stars. / won't / to / the / rocket / go / Shari's
- will / hit? / rocket / the / What
- another / won't / rocket / fly / garden. / the / They / in transport / be / of / future. / will / the / Rockets / the

**Grammar**

We'll all travel by air.  
 Will it fly?  
 It won't go very far.

**18** Grammar Predictions: will

## 2 Tomorrow's world

**Grammar Will**

We use **will** to talk about the future.

Affirmative	Negative (won't = will not)	Question
I'll go to the Moon.	You <b>won't</b> travel by car.	<b>Will</b> she fly in a rocket?
It'll go to the Moon.	We <b>won't</b> travel by car.	<b>Will</b> they fly in a rocket?

**1** Read and match.

- People will have a invent a carplane. ☐
- She won't go b will go to the Moon on holiday. ☐
- NASA will send a c computers on their bicycles. ☐
- There won't be any d solar satellite next year. ☐
- Someone will e to school by bus. ☐
- Some people f cars in a hundred years. ☐

**2** Complete the chart. Tick (✓) 'Yes' or 'No'.

Will you ...	Yes	No
1 travel to the Moon?		
2 have the same job as your parents?		
3 have lots of children?		
4 live in the same town as you live in now?		
5 go to university when you're older?		

**3** Now write sentences with 'will' or 'won't'.

I will / won't travel to the Moon.

- 
- 
- 
- 
- 

**4** Read the notes. Complete the sentences.

9.00 Arrive at school.  
 Change clothes for sports lesson.  
 9.15 Play badminton.  
 10.00 Have a shower.  
 10.30 Go to Maths lesson.  
 11.15 Go out to play. Drink some orange juice.

- When Peter arrives at school, he'll change his clothes for sport.
- After he plays badminton, \_\_\_\_\_
- After he has Maths, \_\_\_\_\_
- When he goes out to play, \_\_\_\_\_

**18**

**Objectives:** By the end of the lesson, pupils will have talked about transport and will be able to talk about predictions using *will*.

## Target language

- Key language:** *will* for predictions, *rocket*, *stars*, *bike*, *bicycle*, *transport*, *NASA*, *solar satellite*, *carplane*, *Moon*, *as*, *when*
- Additional language:** *I'm sure (it will)*
- Revision:** transport, character names, future, photos

## Materials required

- Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper
- Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Reinforcement worksheet 1* (pages 22 and 23); Grammar reference Unit 2 *Pupil's Book 6* (page 102) and *Activity Book 6* (page 94)

## Pupil's Book page 18

### Warmer

- Start to draw a means of transport on the board, e.g. a bus. Draw it very slowly to give pupils opportunities to guess. Repeat with another known means of transport. Elicit what they think links the pictures. Write *Transport* on the board.

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

- Draw a circle around the word *Transport* on the board and elicit the words from the Warmer to start the mind map. Say *Show what you know ... about transport*. Brainstorm all the different means of transport that they know and create a mind map on the board. Supply words in English. Include *travel* and *rocket*. Pupils copy the mind map into their notebooks.

### 1 Listen and repeat the transport words 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 (in the garden of a house). Focus pupils on the activity instruction.
- 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, 23

**DAN:** What are you doing, Shari?

**SHARI:** I'm making a rocket. Look, it's almost finished.

**ALVIN:** Wow! That's the transport of the future. Soon there won't be any buses or cars – we'll all travel by air.

**DAN:** Or we'll walk.

**DAN:** Will it fly?

**SHARI:** I'm sure it will. Watch.

**ALVIN:** You only need to put a little of this in the water and it'll fly.

**ALVIN:** How far will it go?

**SHARI:** It won't go very far.

**DAN:** Do you think it'll hit a window?

**SHARI:** Er, sorry, Mum. I think I'll get some more information about rockets next time.

**DAN:** Well, now we've got something to write about for the ezine!

**ALVIN:** Yeah, transport of the future.

### 2 Listen again and correct the sentences.

- Focus pupils on the Activity 2 instruction. Give them time to read the sentences and check any words they don't know. Play the CD again. Pupils listen and correct the sentences. They check in pairs. Check with the class. Write each corrected sentence on the board, underlining the *will* future.
- Focus pupils on the Grammar box. Ask them to read each sentence aloud. Check for each one that pupils realise they're talking about future predictions and that *won't* is the contraction of *will not*. Ask comprehension questions.

**Key:** 2 Alvin thinks we'll travel by air. 3 The rocket will fly. 4 The rocket won't go to the stars. 5 Shari will get some rocket information. 6 Their next ezine will be about transport of the future.

#### CD 1, 24

See previous recording

### Extra activity 1: see page 214 (if time)

#### 3 Read and order the words.

- Focus pupils on Activity 3 and on the instruction. Do the first one with the class. They complete the activity in pairs. Check with the class and write the sentences on the board. Pupils copy them into their notebooks.

**Key:** 1 The rocket will hit the window. 2 Will Shari's rocket fly? 3 Shari's rocket won't go to the stars. 4 What will the rocket hit? 5 They won't fly another rocket in the garden. 6 Rockets will be the transport of the future.

## Activity Book page 18

### 1 Read and match.

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

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

### 2 Complete the chart. Tick (✓) 'Yes' or 'No'.

**Key:** Pupils' own answers

### 3 Now write sentences with 'will' or 'won't'.

**Key:** Pupils' own answers

### 4 Read the notes. Complete the sentences.

**Key:** 2 he'll have a shower. 3 he'll go out to play. 4 he'll drink some orange juice.

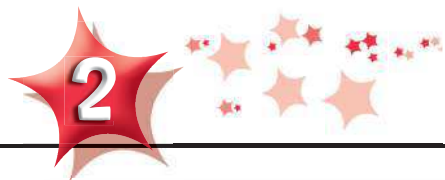
### Extra activity 2: see page 214 (if time)

### Optional activities

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book* (pages 22 and 23).
- Grammar reference Unit 2 from *Pupil's Book 6* (page 102) and *Activity Book* (page 94). See answer key on *Kid's Box Teacher's Book 6* page 201.

### Ending the lesson

- Elicit predictions about the weather the following day, how they'll do in their exams, and results of sports matches.



**5** Will these things happen in 2050? Write sentences with 'will' or 'won't'.

- 1 Children / classes / home *Children won't have classes at home.*
- 2 People / go / Mars \_\_\_\_\_
- 3 People / fly / cars \_\_\_\_\_
- 4 People / use computers \_\_\_\_\_
- 5 Children / have electronic course books \_\_\_\_\_
- 6 People / use more plastic \_\_\_\_\_

**6** Read and complete.

quickly shower won't arms cup will clean

This is my new invention to help children in the future. It's a cross between a (1) shower and a car-wash. It'll have two funny metal (2) \_\_\_\_\_ with big gloves made of rubber. These (3) \_\_\_\_\_ move round and round very (4) \_\_\_\_\_ to wash us with soap and water. One of them will (5) \_\_\_\_\_ our teeth with a toothbrush too. Outside the shower there'll be a machine to dry us. It'll look like a big (6) \_\_\_\_\_ which we'll stand under. We'll have a shower and we (7) \_\_\_\_\_ have a wet towel.

**7** Design and draw an invention to help children in the future.

**8** Write about your invention.

- Extra activity 1: Photocopiable activity 2 (page 203), one copy for each pair of pupils
- Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Song* worksheet (pages 22 and 27); *Kid's Box Interactive DVD 6: The music room*, Unit 2 'Transport of the future' song

## Pupil's Book page 19

### Warmer

- With Pupil's Books closed, elicit some predictions from pupils about the future, either their own ideas, or ones from the previous lesson. Start the activity by saying, e.g. *In the future we won't use cars. What do you think?*
- 4 Read and say the words to complete the song.**
  - Tell pupils to open their Pupil's Books at page 19. Focus them on the Activity 4 instruction. Do the first verse as an example, asking different pupils to read the lines aloud. Pupils then work in pairs, each reading a verse before the other continues. They say the transport word as they say the verse. Pupils help each other if they get stuck.

**Key:** 1 rocket, 2 bus, 3 bike, 4 Lorry, 5 motorbikes, 6 trains, 7 cars, 8 taxi

### 5 Listen and check. Sing the song.

- Focus pupils on Activity 5. Play the CD for them to listen and check. Play the CD again, line by line for pupils to repeat. Then play it again for them to sing at the same time as the CD. When pupils are more competent, ask them to sing the whole song without the CD and possibly record them. Ask pupils what they think about the predictions in the song.

#### CD 1, 25

As in Pupil's Book and key for Activity 4

#### CD 1, 26

Now sing the song again. (Karaoke version)

### 6 Read and say the answers.

- Focus pupils on the Activity 6 text and pictures. Pupils take turns to read the text aloud. Help with any difficult vocabulary. Focus pupils on the questions. Remind them to read the questions before reading the text silently a second time. Pupils work in pairs, taking turns to ask and answer. Check with the class. Pupils write the answers in their notebooks.

**Key:** 1 We'll drive carplanes in the future. 2 Carplanes will fly three metres above the ground. 3 A carplane will carry six people. 4 A carplane won't have a pilot because a computer will fly it. 5 There'll be a round table. 6 There'll be armchairs inside.

### 7 What do you think? Say 'yes' or 'no'.

- Focus pupils on the Activity 7 instructions and check they remember how to say years. Pupils work individually, saying Yes or No for each one.

### 8 Work in pairs. Talk about what life will be like in 2050.

- Focus pupils on the Activity 8 instructions and prompts. Do the activity first in open pairs, working through all eight sentences in Activity 7. Then pupils work in pairs, taking turns to give their opinion, using their answers for Activity 7. Monitor and help as necessary.

### 9 Imagine it's 2050. Write about your bedroom.

- Focus pupils on the activity instructions. Brainstorm ideas and create a mind map on the board. Then elicit sentences from the mind map, e.g. *robot: There'll be a robot to clean my room.* Pupils write notes about their bedroom, choosing at least six points, before they start the text. When they have written a draft, they swap with a friend and correct each other's work. Then pupils write a final version in their notebooks. If time, they can illustrate their texts.

### Extra activity 1: see page 214 (if time)

## Activity Book page 19

### 5 Will these things happen in 2050? Write sentences with 'will' or 'won't'.

**Key:** Pupils' own answers

### 6 Read and complete. [YLE]

**Key:** 2 arms, 3 will, 4 quickly, 5 clean, 6 cup, 7 won't

### 7 Design and draw an invention to help children in the future.

**Key:** Pupils' own answers

### 8 Write about your invention.

**Key:** Pupils' own answers

### Extra activity 2: see page 214 (if time)

### Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 6* (pages 22 and 27).
- The music room:* Unit 2 'Transport of the future' song from *Kid's Box Interactive DVD 6*. See pages 28–33 of the *Teacher's Booklet*.

### Ending the lesson

- Sing the song with pupils again. Make five groups, one for each verse. Pupils sing in turn.



**Reading 10** Read and imagine. You have lots of money. Where will you travel?

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

**Kid's Box Ezine!** home reports games world email

Our next ezine is about space travel.

**Kid's Box reports Space Travel**

The most famous space agencies in the world are NASA (in the USA), ESA (Europe) and the Russian and Chinese space programs. They build rockets and teach astronauts how to fly them. Rockets take a long time to build and cost a lot of money. They're too expensive to use as normal transport because they can only fly once. The European Space Agency 'spaceplane' launched its first in 2014. This was exciting because it's the way we'll travel in the future. Engineers think their new spaceplane will be cheaper, and easier to build and use.

At the moment space tourists can visit the Russian space station MIR, but it's very expensive. In 2001 an American businessman, Dennis Tito, paid \$20 million to go for ten days. Some people think there will be different spaceplanes for tourists soon. They will fly higher than 100 km above Earth, the line where space starts. Flights will be two and a half hours and there will be a pilot and five or six tourists. The tourists will see Earth from above but they won't go to the Moon. For about five minutes they'll feel like they don't weigh anything and they will float inside the spaceplane. A ride in these spaceplanes will be cheaper than going to the MIR space station. It'll only cost \$200,000!

space air Earth rocket Moon astronaut engineer businessman tourist

**11** Listen. Repeat the word. Is it a job? Say 'yes' or 'no'. **1 Air.** Air – no.

**12** Read again and say the answers.

- Which are the most famous space agencies?
- Name two problems with rockets.
- Who flies rockets?
- What is the ESA trying to build?
- When will the spaceplane be ready?
- Who went into space in 2001?
- How much did it cost him?
- How many people will travel in a spaceplane?

**20** Vocabulary Space travel

**9** Label the photos.

engineer astronaut tourist businessman

1 2 3 4

tourist

**10** Sort and write the words.

1 2 3 4 5

Earth

**11** Complete the sentences.

- Space is the name we give to everything outside Earth's air.
- An \_\_\_\_\_ is a person who designs or makes machines or electrical things.
- We breathe \_\_\_\_\_.
- The planet \_\_\_\_\_ is where we live.
- An \_\_\_\_\_ can travel in space.
- The \_\_\_\_\_ goes round our planet. We can see it at night.
- A \_\_\_\_\_ visits another town or country on holiday.
- A man who works in business is called a \_\_\_\_\_.
- A \_\_\_\_\_ goes very quickly and can take people into space.

**12** Read and answer 'yes' or 'no'.

The Space Race started in 1957 when the Soviet Union sent a satellite into space. It was called Sputnik 1. A satellite is something which goes round Earth. The Soviet Union then sent a dog called Laika into space in Sputnik 2. Next, the USA sent its own satellite, called Explorer 1, into space. In 1958 the USA started their space agency called NASA. Three years later in 1961 the Russian Yuri Gagarin became the first astronaut to orbit Earth in a spaceship. It wasn't until July 1969 that the first person, Neil Armstrong, walked on the Moon.

1 The Soviet Union sent the first satellite into space. yes

2 The first animal in space was a monkey. \_\_\_\_\_

3 The USA started NASA in 1959. \_\_\_\_\_

4 Yuri Gagarin was an astronaut from the USA. \_\_\_\_\_

5 Gagarin flew round Earth. \_\_\_\_\_

6 Neil Armstrong was the first man to walk on the Moon. \_\_\_\_\_

**20**

**Objectives:** By the end of the lesson, pupils will have read and talked about travel in the future.

## Target language

- **Key language:** space, air, Earth, rocket, Moon, astronaut, engineer, businessman, tourist, ESA, MIR, cost, too expensive, once, space station, orbit
- **Additional language:** wish
- **Revision:** numbers, NASA, float, ride

## Materials required

- A CD of relaxing music
- Extra activity 1: If possible, write half of one of the texts from Pupil's Book Activity 10 on a hidden part of the board before the lesson.
- Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Reinforcement worksheet 2* and/or *Extension worksheet 1* (pages 22, 24 and 25)

## Pupil's Book page 20

### Warmer

- Tell pupils to close their eyes and imagine ... Start playing the CD of relaxing music. Tell them to look into the future and to imagine the jobs they'll do. Pupils don't speak – they imagine. Slowly turn down the volume of the CD and tell pupils to open their eyes. Elicit what they imagined and their reasons, e.g. *I think I'll be a doctor because ...*

### 10 Read and imagine. You have lots of money. Where will you travel?

- Tell pupils to open their Pupil's Books at page 20. Focus them on the Activity 10 instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the texts and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary under the texts. Check understanding of these words. Pupils read the texts silently for ideas. Check with the class, asking pupils to read out relevant sections from the texts. Check comprehension of vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves. Check general comprehension by asking, e.g. *How many times can rockets fly? What is a spaceplane? Where does 'space' start?* Discuss if pupils have heard of these space agencies before and what they know about space travel.

### 11 Listen. Repeat the word. Is it a job? Say 'yes' or 'no'.

- Focus pupils on the Activity 11 instructions and example. Play the CD. Pause after each word for pupils to whisper the answer to their partner. Play the CD again. Elicit a choral response each time.

**Key:** 2 Businessman – yes, 3 Rocket – no, 4 Astronaut – yes, 5 Space – no, 6 Tourist – no, 7 Earth – no, 8 Moon – no, 9 Engineer – yes

### CD 1, 27

1 air, 2 businessman, 3 rocket, 4 astronaut, 5 space, 6 tourist, 7 Earth, 8 Moon, 9 engineer

### 12 Read again and say the answers.

- Focus pupils on the Activity 12 instruction. Check understanding. 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 NASA, ESA and the Russian and Chinese space programs. 2 Two of the following: They take a long time to build / cost a lot of money / can only fly once. 3 Astronauts. 4 A 'spaceplane'. 5 In 2015. 6 Dennis Tito. 7 \$20 million. 8 A pilot and five or six tourists.

Extra activity 1: see page 214 (if time)

## Activity Book page 20

### 9 Label the photos.

**Key:** 2 businessman, 3 astronaut, 4 engineer

### 10 Sort and write the words.

**Key:** 2 rocket, 3 Moon, 4 air, 5 space

### 11 Complete the sentences.

**Key:** 2 engineer, 3 air, 4 Earth, 5 astronaut, 6 Moon, 7 tourist, 8 businessman, 9 rocket

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

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

### Extra activity 2: see page 214 (if time)

### Optional activities

- Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (pages 22, 24 and 25).

### Ending the lesson

- Ask pupils about some of the proper names in the lesson, e.g. *Tell me about MIR. Tell me about Neil Armstrong.* Pupils try to remember without looking in their Pupil's Books or Activity Books.

2

**13** Listen and write the words.

**14** Look at the pictures. Say the words to complete the sentences. Use words from Activity 13.

I-space

1 **1** will design and make spaceships.  
 2 **2** will stay in space hotels for their holidays.  
 3 Robots will work on the **3**, but not on the Sun.  
 4 **4** and other transport will use solar energy.

**15** Listen and say the answer. What does the man's shop sell?

**16** Listen again and say the words to complete the form.

Name: **1**  
 Surname: **2**  
 Job: **3**  
 Shop name: **4**  
 Dream holiday: flying **5**  
 Age next birthday: **6**

**17** Ask these questions using 'will'.

1 When / go / space?  
 2 What kind of clothes / wear / space?  
 3 What kind of food / eat / space?  
 4 What / take / photograph of?  
 5 Who / go with?  
 6 What / take / with you?

**18** Ask and answer.

When will you go into space? Well, I think I'll go next year.

**13** Match the ideas about life on Zeron, the space city. Write sentences.

1 telescopes in the windows	a to build new houses
2 satellites	b to get energy
3 solar panels	c to travel into space
4 robots	d to look at the stars
5 rockets	e to receive signals from space

1 We'll have telescopes in the windows to look at the stars.  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

**14** Read and answer the riddles.

1 The beginning of Earth, the end of space. The beginning of every end, the end of every place. What am I? 'e'  
 2 What comes once in a minute, twice in a moment and never in a thousand years?  
 3 Which letter will come next in this sequence? M, A, M, J, J, A, S, O ... ?  
 4 How will you use the letters in NEW DOOR to make one word?  
 5 Harry was an engineer. His mother had four children. The first was April, the second was May and the third was June. What was the name of her fourth child?  
 6 A man's looking at a photo of a famous astronaut and he says, 'I have no brothers and sisters, but that man's father is my father's son.' Who's he looking at?

**15** Read and complete the circle with names and jobs.

There are three girls and two boys. They're talking about the jobs they think they will (✓) and won't (X) do in the future.

1 Sarah's sitting between Dave and Mike.  
 The person on Mike's left thinks she'll be an actress but she won't be a painter.  
 2 The boy who says he'll be a dentist won't be an actor.  
 3 The person on Mary's left won't be a photographer but she thinks she'll be a mechanic.  
 4 The girl next to Lucy loves cameras so she'll be a photographer, but she won't be a cook.  
 5 The boy next to Lucy loves rockets but he won't be an astronaut. He thinks he'll be a rocket engineer.

**Objectives:** By the end of the lesson, pupils will have had further practice using *will* to make predictions.

## Target language

- **Key language:** spelling out, *telescope*, *solar panel*, *surname*, *riddle*
- **Revision:** space, *What kind of ... ?*, *will* for predictions, past simple

## Materials required

- Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Extension worksheet 2* (pages 22 and 26)

## Pupil's Book page 21

### Warmer

- Play the class game from Extra activity 2 (page 214) in the previous lesson to review use of *will*. One pupil thinks of a job they'll have in the future. The class take turns to ask ten different questions to guess what the job is. Write useful questions on the board if necessary, e.g. *Will you wear a uniform?*

### 13 Listen and write the words.

- Tell pupils to open their Pupil's Books at page 21. Tell them to write the words in their notebooks. Play the CD. Pupils listen and write. They check in pairs. Play the CD again. Pupils spell out the words as you write them on the board.

#### CD 1, 28

1 s-p-a-c-e, 2 a-s-t-r-o-n-a-u-t, 3 a-i-r, 4 t-o-u-r-i-s-t,  
 5 e-n-g-i-n-e-e-r, 6 M-o-o-n, 7 b-u-s-i-n-e-s-s-m-a-n,  
 8 r-o-c-k-e-t, 9 E-a-r-t-h

### 14 Look at the pictures. Complete the sentences. Use words from Activity 13.

- Focus pupils on the Activity 14 pictures and elicit some of the things they can see. Check they have read the instructions and know what to do. Pupils complete the sentences in their notebooks and then they check in pairs. Check with the class.

Key: 1 Engineers, 2 Tourists, 3 Moon, 4 Rockets

### 15 Listen and say the answer. What does the man's shop sell?

- Focus pupils on Activity 15. Play the CD. Pupils listen for the answer. They check in pairs. Check with the class.

Key: Toy rockets

#### CD 1, 29

**MR SMITH:** Hello. My name's John Smith. Welcome to the European Space Agency. Could you tell me your name, please?

**MR WINDSOR:** Certainly. My name's Robert Windsor.

**MR SMITH:** Windsor?

**MR WINDSOR:** Yes. W-i-n-d-s-o-r.

**MR SMITH:** Er, thank you. And what can we do for you, Mr Windsor?

**MR WINDSOR:** I'm interested in one of your special holidays. You see, when I was a boy, I wanted to be an astronaut, but I'm a businessman now. I have a small shop that makes and sells toy rockets.

**MR SMITH:** Toy rockets? What's the name of your shop?

**MR WINDSOR:** It's called My Space. So, you see, flying to the Moon is my dream holiday. I couldn't be an astronaut, but I'd like to be a space tourist.

**MR SMITH:** Of course, Mr Windsor. Now, there's one thing I need to ask ... How old will you be on your next birthday?

**MR WINDSOR:** I'll be 59. It's my birthday next week!

**MR SMITH:** That's fine. Now, I also need some information from you about your health. Can you tell me ... ?

### 16 Listen again and say the words to complete the form. [YLE]

- Focus pupils on the Activity 16 instruction. Play the CD again. Pupils listen and write the information. They check in pairs. Play the CD again. Check with the class.

Key: 1 Robert, 2 Windsor, 3 businessman, 4 My Space, 5 to the Moon, 6 59

#### CD 1, 30

See previous recording

### 17 Ask these questions using 'will'.

- Focus pupils on the Activity 17 instruction. They write the questions in their notebooks.

Key: 1 When will you go to space? 2 What kind of clothes will you wear in space? 3 What kind of food will you eat in space? 4 What will you take a photograph of? 5 Who will you go with? 6 What will you take with you?

### 18 Ask and answer.

- Pupils work in pairs. They imagine they are Robert Windsor and John Smith. They role play a conversation using the questions from Activity 17. Pupils swap roles.

### Extra activity 1: see page 214 (if time)

## Activity Book page 21

### 13 Match the ideas about life on Zeron, the space city. Write sentences.

Key: 2e We'll have satellites to receive signals from space.  
 3b We'll have solar panels to get energy. 4a We'll have robots to build new houses. 5c We'll have rockets to travel into space.

### 14 Read and answer the riddles.

Key: 2 'm', 3 N, 4 one word, 5 Harry, 6 his own son

### 15 Read and complete the circle with names and jobs.

Key (answers clockwise round from Sarah):

Sarah will be an actress. She won't be a painter.

Dave will be a dentist. He won't be an actor.

Mary will be a photographer. She won't be a cook.

Lucy will be a mechanic. She won't be a photographer.

Mike will be a rocket engineer. He won't be an astronaut.

### Extra activity 2: see page 214 (if time)

### Optional activity

- Unit 2 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (pages 22 and 26).

### Ending the lesson

- Play the CD from Pupil's Book Activity 15 again. Pause the CD mid sentence for pupils to complete, e.g. *Toy rockets? What's the name of your shop? It's called ... (pause) ... My Space.*



2

**19 Dan's phonics**

In the future **we'll** live on Mars,  
**We'll** drive around in flying cars.  
**I'll** have a robot that cooks and plays;  
**I'm** sad **I don't** have that robot today!

**20** Listen to these sentences. Say 'now' or 'the future'.

1 We'll use rockets to travel. The future.

**Speaking 21** Ask and answer about the year 2050.

How old'll you be in 2050? I'll be 45.

- How old / be?
- Where / live?
- Who / live with?
- Where / work?
- What job / do?
- How / go to work?
- How / talk to your friends?
- Where / go for your holidays?

**Writing 22** Write about your future.

In 2050 I'll be 45 years old. I'll ...

**Joke Corner**

Where'll you find a space rocket?

The place where you lost it!

**22** Phonics Contractions: 'll, 'm, 're, 's, n't

**16** Match the rhyming words.

1 a	I'll	a feel	6 g	I'm	f rule
2 _	she'll	b knees	7 _	who's	g time
3 _	they're	c smile	8 _	who'll	h don't
4 _	we're	d near	9 _	won't	i choose
5 _	he's	e air	10 _	let's	j gets

**17** Listen, check and say.

**18** Read the Tourist Space Programme and answer.

**Holidays in Space**  
 Friday 17 July 2047

7.00 Meet at the Earth Space Station, Houston, Texas, USA.  
 8.00 Leave Earth in a spaceplane.  
 8.30 Stop at The Milky Way star café for breakfast (hot chocolate and cake pills).  
 9.30 Put on spacesuits. Get on the KB6 Adventurer space rocket.  
 12.00 Arrive on the Moon. Walk around and take photos.  
 12.30 Go to The Armstrong Moon restaurant for lunch (chicken salad in an envelope). Take off spacesuits to eat.  
 1.30 Catch a Moon bus to go to the space port.  
 2.00 Get on the KB6 Adventurer again. Fly to The Galactica Hotel.

- How will they leave Earth?  
*In a spaceplane.*
- Where will they stop for breakfast?
- What will they have for breakfast?
- What will they put on?
- What will they do on the Moon before lunch?
- Why will they take off their spacesuits?

**Connectors**  
 Remember to use some of these words to join your sentences and sequence them:  
**when, then, after that, because, before.**

**Write it right**

*The tourists will meet at the Earth Space Station at seven o'clock. Then they'll leave Earth in a spaceplane at eight o'clock. Before they get on the KB6 Adventurer space rocket, they'll stop ...*

**19** Practise saying your answers with the 'll' form correctly.

**20** Use your answers to write the Space Programme in your notebook.

**22**

**Objectives:** By the end of the lesson, pupils will have practised the pronunciation of contractions and completed a communication activity.

## Target language

- Key language:** contracted 'll, 'm, 't, 're, and 's, *will* future contrasted with present simple, *pill*, *spacesuit*, connectors: *when*, *because*, *then*, *after that*, *before*
- Revision:** question forms, space travel

## Pupil's Book page 22

### Warmer

- Ask a question about the future, e.g. *What job'll you do in the future?* Get pupils to repeat it and focus them on the pronunciation of *job'll*. Ask them what the apostrophe and letters *ll* stand for (*will*). Tell pupils they will be practising this and other contracted forms in today's lesson.

### 19 Dan's phonics.

- Tell pupils to open their Pupil's Books at page 22. Focus them on the Activity 19. Remind them that this is the pronunciation activity. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct pronunciation of the contractions. Repeat the rhyme once or twice more as a class. In pairs, pupils practise the rhyme.

CD 1, 31

As in Pupil's Book

### 20 Listen to these sentences. Say 'now' or 'the future'.

- Focus pupils on the Activity 20 instructions. Give them an example for 'now', e.g. *I am a teacher*. Play the CD. Pupils point to the words the first time. Play the CD again. Pupils write *now* and *the future* in their notebooks. Elicit the answers from pupils. Check that they understand why each time.

Key: 2 Now, 3 The future, 4 Now, 5 The future, 6 The future, 7 Now, 8 The future, 9 The future, 10 The future, 11 Now, 12 The future, 13 Now, 14 Now

CD 1, 32

- We'll use rockets to travel.
- I walk to school.
- What'll they do next week?
- I'd like some water, please.
- It'll be hot tomorrow.
- He wants to be an engineer.
- That bottle's open.
- I'll do it tomorrow.
- We'll make a rocket next week.
- When'll you be home?
- They've got a metal box.
- We'll see you at the cinema.
- I'd like a little salt, please.
- The purple skirt's eleven pounds.

### Extra activity 1: see page 214 (if time)

### 21 Ask and answer about the year 2050.

- Focus pupils on Activity 21 and on the example. Pupils work in pairs or small groups, asking and answering the questions. Encourage them either to tell the truth, or to use their imagination. Monitor and help. Check by asking pupils to tell the class about their partner. Listen for correct use pronunciation of *will*.

### 22 Write about your future.

- Focus pupils on the Activity 22 instruction. They write a first draft of their text in their notebooks, using ideas from Activity 21. They swap with a friend and check each other's work. Pupils then write a final version in their notebooks.

### 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, 33

As in Pupil's Book

## Activity Book page 22

### 16 Match the rhyming words.

- Tell pupils to open their Activity Book at page 22. Make sure they understand they need to match the rhyming words which are in columns next to each other.
- Pupils work in pairs. They match the rest of the words by saying them out loud.

Note: Since contractions are not a feature of many languages, pupils often want to pronounce them as the two words (e.g. instead of 'I'm' they say 'I am'). Using rhyming words helps pupils hear and say the contractions correctly.

Key: 2a, 3e, 4d, 5b, 6g, 7i, 8f, 9h, 10j

### 17 Listen, check and say.

- Play the CD for pupils to listen and check their answers. Check with the class. Play the CD again for pupils to listen and repeat.

CD 1, 34

- I'll, smile; 2 she'll, feel; 3 they're, air; 4 we're, near;
- he's, knees; 6 I'm, time; 7 who's, choose; 8 who'll, rule;
- won't, don't; 10 let's, gets

### 18 Read the Tourist Space Programme and answer.

Key: 2 They'll stop at The Milky Way star café. 3 They'll have hot chocolate and cake pills. 4 They'll put on spacesuits. 5 They'll walk around and take photos. 6 They'll take them off to eat.

### 19 Practise saying your answers with the 'll' form correctly.

### 20 Use your answers to write the Space Programme in your notebook.

- Before pupils do the activity, focus them on the Write it right box and check they understand how to use connectors.

### Extra activity 2: see page 214 (if time)

### Ending the lesson

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

2

**23** Listen to the story.

This is the last call for flight MYC 155 to Mexico City. Will passengers please go quickly to Gate 16.

Come on, Emily. That's our plane. We'll have to run.

Why did Iyam Greedy send us tickets to Mexico City?

It was the most important Aztec city and there are legends about Aztec gold.

The Sun, Moon and stars were very important to both the Aztecs and the Mayas.

Like us, they used them to measure time, but they had two different calendars.

One with months and seasons for their work, and one for their mythology.

The Pleiades. The Aztec new year started when they could see these stars in the early morning, before the Sun.

21 June will be the longest day of the year ... that was also very important in Aztec mythology.

It's 15 June now! Do you think the secret of the Aztec gold's in their calendar, Dad?

But they called them 'The Market Place'. What a strange name!

I don't know, but you should try to sleep now.

Yes, I will. I'll see about ten hours to get there.

We won't stay in Mexico City tonight, Emily. We must get to Teotihuacan before Greedy!

What's at Teotihuacan, what's there, Dad?

I don't know, but even it's the longest day of the year.

**24** How many calendars did the Maya have?

**23**

**21** Read and answer.

1 Why did Iyam Greedy send them tickets to Mexico City?  
These are legends about Aztec gold.

2 What did the Aztecs and the Mayas use to measure time? \_\_\_\_\_

3 When did the Aztec new year start? \_\_\_\_\_

4 What will be the longest day of the year? \_\_\_\_\_

5 What's the date now in the story? \_\_\_\_\_

6 Will they stay in Mexico City tonight? \_\_\_\_\_

**22** Read and order the text. Write the story in your notebook.

technology and their ancient Maths system. Iyam Greedy, who's a pirate and \_\_\_\_\_

phone number for Diggory in a letter. When Diggory phoned the number, Iyam \_\_\_\_\_

Diggory Bones is an archaeologist who teaches at City University. He had the \_\_\_\_\_

man from the plane got into a car with Iyam Greedy and followed their bus. \_\_\_\_\_

talked about Aztec mythology. Then he sent him two plane tickets in an email. \_\_\_\_\_

notebook and talked about a group of stars. There was a man sitting next to them. He \_\_\_\_\_

only wants to get the Aztec gold and be rich, stole the Sun Stone and left a \_\_\_\_\_

On the plane to Mexico City, Diggory and his daughter, Emily, looked at a \_\_\_\_\_

listened to them talking. When Diggory and Emily caught a bus to Teotihuacan, the \_\_\_\_\_

Sun Stone. This is the name for the Aztec calendar, which he had to talk about Mayan (and Aztec) \_\_\_\_\_

**Do you remember?**

1 In the future there will be spaceplanes.

2 That's not a very good paper plane. It \_\_\_\_\_ fly very far.

3 \_\_\_\_\_ are people who fly in space in their job.

4 Our planet is called \_\_\_\_\_

5 In the question 'When'll they arrive?', 'll' is a contraction of \_\_\_\_\_

6 \_\_\_\_\_ they build a spaceplane for tourists, we'll fly round Earth on our holiday.

**Can do**

I can talk about what will happen.

I can talk about travel in the future.

I can write about space travel.

**23**

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

Target language

- **Key language:** language from the story, *measure, months, seasons*
- **Additional language:** *the last call, The Pleiades, Teotihuacan*
- **Revision:** language from the unit

Materials required

- Extra activity 1: A video recorder if possible
- Optional: *Kid's Box Interactive DVD 6: 'A day at the Space Centre' episode (The school hall); the animated version of the Unit 2 story from Kid's Box Interactive DVD 6 (The school library); Playscript 2 from Kid's Box Teacher's Resource Book 6 (pages 76 and 79)*



## Pupil's Book page 23

### Warmer

- Make groups of four. Give each group a character from the story: Emily, Sir Doug, Diggory, Iyam. Without looking at the Pupil's Book, they brainstorm the story so far from the point of view of their character. Elicit and check.

### Story

#### 23 Listen to the story.

- Tell pupils to open their Pupil's Books at page 23. Focus them on the story and elicit who they can see in the first picture, where they are going and why. Set the gist questions: *Who sent them the tickets to Mexico? How many calendars did the Maya have? What is special about 21 June?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Iyam Greedy, Two, It's the longest day).
- 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 are The Pleiades? Describe the man sitting next to Diggory. Do you think he's really asleep? What's he doing? Are they going to stay in Mexico City? Where do they want to get to before Iyam?*

#### CD 1, 35

As in Pupil's Book

#### 24 How many calendars did the Maya have?

- Focus pupils on Activity 24 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 three).

**Key:** They had two different calendars.

### Extra activity 1: see page 214 (if time)

## Activity Book page 23

### 20 Read and answer.

**Key:** 2 The Sun, the Moon and stars. 3 When they could see The Pleiades in the early morning, before the Sun. 4 It'll be 21 June. 5 It's 18 June. 6 No, they won't.

### 21 Read and order the text. Write the story in your notebook.

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

Diggory Bones is an archaeologist who teaches at City University. He had the Sun Stone. This is the name for the Aztec calendar, which he had to talk about Mayan (and Aztec) technology and their ancient Maths system. Iyam Greedy, who's a pirate and only wants to get the Aztec gold and be rich, stole the Sun Stone and left a phone number for Diggory in a letter. When Diggory phoned the number, Iyam talked about Aztec mythology. Then he sent him two plane tickets in an email. On the plane to Mexico City, Diggory and his daughter, Emily, looked at a notebook and talked about a group of stars. There was a man sitting next to them. He listened to them talking. When Diggory and Emily caught a bus to Teotihuacan, the man from the plane got into a car with Iyam Greedy and followed their bus.

### Extra activity 2: see page 214 (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 won't, 3 Astronauts, 4 Earth, 5 'will', 6 When

#### 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 'I'. 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 travel in the future. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they wrote about space travel.
- 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 hall:* the 'A day at the Space Centre' episode from *Kid's Box Interactive DVD 6*. See pages 5-6, 8-11 of the *Teacher's Booklet*.
- *The school library:* the animated version of the Unit 3 story from *Kid's Box Interactive DVD 6*. 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 6* (page 79). See notes on page 76.

#### Ending the lesson

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





ScienceThe solar system

FACT On Jupiter a day lasts only 9 hours and 55 minutes!

1 Read and say the title for each paragraph.

The SunDays and yearsThe planetsMoons

1

We live on a planet, called Earth. There are seven other planets that go round, or orbit, the Sun in our solar system. The Sun is the star at the centre of our solar system. It is made of very hot gases which give us all our natural light and heat. It is about five billion years old and about 145 million km from Earth!

2

The eight planets in our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Pluto is a smaller planet, called a dwarf planet. There are two other dwarf planets: Ceres and Eris. You can use a sentence to help you remember the order of the planets from the Sun.

Michael's Very Exciting Monster, Jorgut, Sometimes Understands Newspapers.

MercuryVenusEarthMarsJupiterSaturnUranusNeptune

CeresEris

Dwarf planets

2 Say the answers to these questions.

1 How many planets are there?

2 Does the Sun orbit Earth?

3 How old is the Sun?

4 How long is a day on Saturn?

5 What's at the centre of our solar system?

6 Which planet is nearest the Sun?

7 Are there more moons or planets?

8 Which is longer: a day on Earth or a day on Venus?

24

Vocabulary Planets, orbits and moons

ScienceThe solar system

1 Write the planets in order (1 = closest to the Sun).

SaturnEarthNeptuneMercuryJupiterVenusUranusMars

1 Mercury2345678

2 Read and complete the factfile.

Mars is the fourth planet from the Sun and is often called the Red Planet. Mars takes 687 days to go round the Sun, so on Mars a year is 687 days long.

Mars has two moons. It also has the biggest volcanic mountain in the solar system. This is called Olympus Mons. It is 27 km high and it has a diameter of 600 km. There are no rivers or lakes on Mars so scientists think there is no life there, but they think it's possible that there's water under the ground.

FACTFILE – PLANETS

Planet: Mars

Position from the Sun:

Other name:

Orbits the Sun every:

How many moons:

Interesting facts:

3 Write about Neptune.

Neptune is the eighth planet from the Sun.

FACTFILE – PLANETS

Planet: Neptune

Position from the Sun: eighth

Other name: Big Blue Planet

Orbits the Sun every: 165 years

How many moons: eight

Interesting facts: • strongest winds (2,000 km/h)• has five rings• coldest planet

**Objectives:** By the end of the lesson, pupils will have read about the stars and the planets.

Target language

- **Key language:** *star, planet, orbit, solar system, gases, made of, billion, dwarf, speed, spin, daytime, facing the sun, large numbers*
- **Additional language:** *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Ceres, Eris, planetary year*
- **Revision:** present simple

Materials required

- Extra activity 2: Dictionaries
- Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Topic worksheet (pages 22 and 28)*

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## Pupil's Book page 24

### Warmer

- Ask pupils what the name of our planet is (Earth). Brainstorm with pupils the names of any other planets they know. Supply the English names.

### 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 how long a day lasts on Earth. Ask pupils if they know why a day on Jupiter is shorter. (They can find out from reading the texts on the Pupil's Book page.)

### 1 Read and say the title for each paragraph.

- Focus pupils on the Activity 1 pictures. Elicit what the names of all the planets are (from the diagram). Focus pupils on the activity instruction and check they know what to do. Tell pupils to read quickly and silently to do the matching task. They check in pairs. Check with the class. Elicit reasons for their choices.
- Read the texts through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words and the numbers. Elicit how the sentence helps them remember the order of the planets. In pairs, pupils practise the sentence until they can say it without looking.

**Key:** 1 The Sun, 2 The planets, 3 Moons, 4 Days and years

### 2 Say the answers to these questions.

- Focus pupils on the Activity 2 instruction. Pupils work in pairs. They read the questions and then re-read the texts to find the answers. Pairs check with pairs. Check with the class. Pupils write the answers in their notebooks.

**Key:** 1 There are eight planets in our solar system. 2 No, it doesn't. 3 The Sun is about five billion years old. 4 A day is 18.2 hours on Saturn. 5 The Sun is at the centre of our solar system. 6 Mercury is nearest the Sun. 7 There are more moons than planets. 8 A day on Venus.

**Extra activity 1: see page 214 (if time)**

## Activity Book page 24

### 1 Write the planets in order (1 = closest to the Sun).

**Key:** 2 Venus, 3 Earth, 4 Mars, 5 Jupiter, 6 Saturn, 7 Uranus, 8 Neptune

### 2 Read and complete the factfile.

**Key:** Position from the Sun: Fourth  
 Other name: The Red Planet  
 Orbits the Sun every: 687 days  
 How many moons: Two  
 Interesting facts: Has the biggest volcanic mountain: Olympus Mons. No rivers or lakes but possibly water under the ground.

### 3 Write about Neptune.

**Key:** Pupils' own answers

**Extra activity 2: see page 214 (if time)**

### Optional activity

- Unit 2 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (pages 22 and 28).

### Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.



**3** Listen and say the figures to complete the table.

2,871   579   12,104   142,796   149.6   1,427

Planet	How far is it from the Sun?	What is the diameter?
Mercury	1 million km	4,878 km
Venus	108.2 million km	2 km
Earth	3 million km	12,756 km
Mars	227.9 million km	6,787 km
Jupiter	778.3 million km	4 km
Saturn	5 million km	120,660 km
Uranus	6 million km	51,118 km
Neptune	3,674.5 million km	48,600 km

**4** Ask and answer. Check your answers.

How far is Mercury from the Sun?

Fifty-seven point nine million kilometres.

**5** Write some quiz questions for a 'Class Planet Quiz'.

Which is the biggest planet?

Is Venus bigger than Mars?

**Project** Make a solar system mobile.

**You need:**

- Card (thin and thick)
- Scissors
- Colours
- String
- Sticky tape

**How to make the solar system mobile:**

- Look at the chart in Activity 3 which tells you how big the planets are.
- Cut circles of thin card for each planet (and the Sun). Colour them the same as on page 24.
- Cut a big circle from the thick card.
- Make a hole in the middle and knot a piece of string through it.
- Use string and sticky tape to hang the Sun and the planets from the big circle, with the Sun in the centre.
- Hang the planets in the correct order with Mercury nearest the Sun. Use the whole circle. Don't put them all in a line because your mobile won't balance!

**4** Look and read. Choose the correct words and write them on the lines. There is one example.

rockets	monkey	theatre	stars
camera	1 You use this to take photos. It isn't a mobile phone.	_____ <i>camera</i>	lion
	2 Astronauts use these to fly into space.	_____	
	3 The person who flies a plane.	_____	
mouse	4 This day comes after Wednesday.	_____	island
	5 This animal is a very big cat. It's called 'The King of the Beasts'.	_____	
planets	6 This is a piece of land in the sea. There's water all around it.	_____	driver
	7 This is the place where you go to see a play.	_____	
	8 There are a lot of these in the sky. You can see them clearly at night.	_____	
gold	9 There are eight of these in our solar system.	_____	sports centre
	10 This yellow metal is very expensive. People make rings from it.	_____	
pilot	Thursday	trees	plane

**Objectives:** By the end of the lesson, pupils will have read more about the stars and the planets and completed a project.

Target language

- Key language: stars and planets, large numbers with decimal points, *diameter*

Materials required

- Project: For each pupil, thin and thick card, string, sticky tape; for the class, scissors, colours. Make a solar system mobile before the lesson to use as an example. Follow the instructions in the Pupil's Book.
- Optional: Extra project idea, Unit 2 'The planets in the solar system' from *Kid's Box Teacher's Book 6* (page 224)

## Pupil's Book page 25

### Warmer

- With books closed, review the mnemonic for the planets.
- Play a quick bingo game to review large numbers, some with decimal points.

### 3 Listen and say the figures to the table. [YLE]

- Tell pupils to open their Pupil's Books at page 25. Focus them on the instruction. Give them time to read the table and the numbers. Play the CD. Pupils listen and say the figures. They check in pairs. Play the CD again.

Key: 1 57.9, 2 12,104, 3 149.6, 4 142,796, 5 1,427, 6 2,871

### CD 1, 36

**PRESENTER:** Welcome to tonight's *Solar System Quiz*. Tonight we've got three players and they will answer my questions about the planets and moons in our solar system. We gave them the numbers. They looked at them. But can they remember them? Let's see, shall we? Don't forget – press the button to answer the questions. Here's our first question. Can you tell me how far Earth is from the Sun?

**PETER:** Er, a very long way. Er, I think it's a hundred and forty-nine point six million kilometres.

**PRESENTER:** That's right, Peter. Well done. Two points. Next question. Which is the nearest planet to the Sun?

**KATY:** That one's easy. Mercury is closest to the Sun, and it's fifty-seven point nine million kilometres away.

**PRESENTER:** Good. Two points to Katy. Now, can you tell me which is the biggest planet?

**MICHAEL:** I think that's Jupiter.

**PRESENTER:** That's right, Michael. Two points. And that's an extra point question! So, can you tell me how big it is?

**MICHAEL:** Well, I think the diameter of Jupiter is a hundred and forty-two thousand seven hundred and ninety-six kilometres. Is that right?

**PRESENTER:** Yes, it is. So you now have three points, Michael. OK. Now, which planet has a diameter of twelve thousand one hundred and four kilometres across?

**KATY:** I think that's the second planet. That's Venus.

**PRESENTER:** Well done, Katy. Two more points for you. OK. Next question. Which planet is one thousand four hundred and twenty-seven million kilometres from the Sun?

**PETER:** Is that Uranus?

**PRESENTER:** No, I'm sorry. It isn't, Peter.

**KATY:** Then it's ... it's Saturn!

**PRESENTER:** Well done, Katy. You're on six points! Now another distance question. How far is Uranus from the Sun?

**MICHAEL:** Is that eight thousand two hundred and ... No, sorry. I can't remember.

**PRESENTER:** Anyone else?

**PETER:** I think it's two thousand eight hundred and seventy-one million kilometres from the Sun.

**PRESENTER:** You're quite right, Peter. Two more points. Now, the results at the end of ...

### 4 Ask and answer. Check your answers.

- Focus pupils on the prompts. Also model the question *What is the diameter?* Demonstrate the activity using open pairs. Pupils take turns to ask and answer.

### 5 Write some quiz questions for a 'Class Planet Quiz'.

- Focus pupils on the instruction. Use the two examples to give them some ideas. Suggest other ideas: *What colour ... ? How many moons ... ?* Pupils must know the answers to their questions.
- In pairs, pupils write at least four questions. Make four teams. Teams pool their questions. They have to answer in a given time limit. Teams get a point for a correct answer.

### Project Make a solar system mobile.

- Tell pupils that today's project is making a solar system mobile. Show them the one you have made. Read the project information through with the class, showing the materials. Hand out the materials. Monitor and help where necessary.

### Extra activity 1: see page 215 (if time)

## Activity Book page 25

### Flyers Reading and Writing, Part 1.

### 4 Look and read. Choose the correct words and write them on the lines. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 25. Focus them on the activity instructions and the example. They write the word to match each definition by choosing from the words around the edges of the box. Make sure they realise they do not need to use all the words. They check in pairs. Elicit answers. Ask pupils to explain their choices.

Key: 1 mouse, 2 rockets, 3 pilot, 4 Thursday, 5 lion, 6 island, 7 theatre, 8 stars, 9 planets, 10 gold

### Extra activity 2: see page 215 (if time)

### Optional activity

- Extra project idea, Unit 2 'The planets in the solar system'. See notes on *Kid's Box Teacher's Book 6* (page 224).

### Ending the lesson

- Review with pupils what they read about and which activities they liked best from this and the previous lesson.



Review Units 1 and 2

**Review Units 1 and 2**

1 Read the text and say the right words to complete the text.

The Moon is **1** Earth's only natural satellite. That means that the Moon **2** round Earth once every 27 days. It is **3** than Earth and **4** diameter is 3,474 km.

The first visit to the Moon was **5** 21 July 1969. **6** Neil Armstrong, an American astronaut, **7** the first man to walk on the Moon. The USA sent rockets with astronauts to the Moon over three years but they stopped in 1972 because it was very expensive.

Now different space agencies **8** they will send astronauts to the Moon again. The American, the Russian, the Chinese, the Indian and the European Space Agencies all have plans for missions to the Moon. NASA **9** to build a camp at one of the lunar poles. They are doing tests in Antarctica to see how well it **10**. They want astronauts to visit the Moon again so they can plan to fly to Mars!

2 Read and say the complete jokes.

1 What's green and smells like paint?  
2 How does a monster count to 13?  
3 Which side of an eagle has the most feathers?  
4 What do you get if you cross a blue cat with a red parrot?  
5 Which animal can jump higher than a house?  
6 Where can you find a sea without water?  
7 Why don't mother kangaroos like rainy days?  
8 What goes through towns and up and over hills, but doesn't move?

a The outside.  
b All of them can. A house can't jump.  
c A purple carrot!  
d Green paint.  
e On its fingers!  
f A road.  
g On a map!  
h Because their children have to play inside!

26 Vocabulary Technology Theatre and Myths and legends Transport and space travel

**Review Units 1 and 2**

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

tomorrow engineer food will future museum favourite drive rocket picture

**Friendly**

Friendly is the kids' *fantasy* TV programme. It's a comedy and it's very funny. It's about five friends who all live and study in the same school. Last week the friends had an interview with a special teacher to talk about their (1) \_\_\_\_\_ jobs. They had to think about which school subjects they were good at, and where they wanted to work.

Sue wants to study Art at university. Jim loves sport and keeping fit and wants to be a firefighter. Peter loves (2) \_\_\_\_\_ and he says he'll be a cook. Sally says she'll be a taxi driver. Jenny's good at English and drama and wants to be an actor. She says that when she's famous, Sally (3) \_\_\_\_\_ drive her to the film studio, Peter will cook her lovely meals and Sue will paint her (4) \_\_\_\_\_ and put it in a big, important (5) \_\_\_\_\_. When Jim asks what he'll do for her, Jenny says her house will never catch fire so he'll have to change his job!

2 Now choose the best name for the story.

Tick one box. Past and present ☐ After-school club ☐ Future plans ☐

3 Listen and colour and draw and write.

26

**Objectives:** By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and completed a reading and a listening activity.

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
- Twenty pieces of paper, each with half a joke from Pupil's Book page 26 Activity 2

## Pupil's Book page 26

### Warmer

- Make groups of six. Hand out a word 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 Read the text and say the right words to complete the text. [YLE]

- Tell pupils to open their Pupil's Books at page 26. Focus them on the Activity 1 text and instructions. Check they know what to do. Do the example first with the class. Remind pupils to read the words around the gap to help them choose the correct word each time. Pupils complete the text individually in their notebooks and then check in pairs. Check with the class by asking pupils to read the text aloud in turn around the class.

**Key:** 2 goes, 3 smaller, 4 its, 5 on, 6 when, 7 was, 8 say, 9 want, 10 works

#### 2 Read and say the complete jokes.

- Focus pupils on the Activity 2 instruction. Check they know what to do. Elicit the meaning of 'joke' and tell them to look for three 'jokes' in previous units (Joke Corner, pages 8, 14 and 22). Pupils work in pairs and match the jokes. Check with the class by asking pupils to read the question and the answer in turn.

**Key:** 1d, 2e, 3a, 4c, 5b, 6g, 7h, 8f

### Extra activity 1: see page 215 (if time)

## Activity Book page 26

#### 1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. [YLE]

**Key:** 1 future, 2 food, 3 will, 4 picture, 5 museum

#### 2 Now choose the best name for the story.

**Key:** Future plans

### Extra activity 2: see page 215 (if time)

#### 3 Listen and colour and draw and write. [YLE]

- Focus pupils on the Activity 2 picture. Tell pupils to read the activity instruction. Check understanding. Pupils need colours for this activity. Play the CD once through. Pause to give pupils time to quickly check with their partner before playing the CD again. Check with the class.

### CD 1, 37

**WOMAN:** Can you see this picture of a space museum?

**BOY:** Yes. It looks great.

**WOMAN:** Well, I'm going to ask you to colour some of it for me.

**BOY:** Of course. What would you like me to colour?

**WOMAN:** Can you see the Sun on the poster? Can you start by colouring it yellow, please.

**BOY:** The Sun in yellow? OK.

1 **WOMAN:** Now, can you colour the astronaut's uniform, please?

**BOY:** Do you mean all of it?

**WOMAN:** That's right, from his head to his feet. Colour it grey, please.

2 **BOY:** OK. What next?

**WOMAN:** Now, can you write the word 'astronaut' at the bottom of his uniform?

**BOY:** Here, below his feet?

**WOMAN:** That's right.

3 **BOY:** What else?

**WOMAN:** Look at the poster again.

**BOY:** The one with Earth, the Moon and the Sun?

**WOMAN:** Yes. Colour Earth blue and green, please.

**BOY:** Blue and green. I'll use blue for the sea and green for the land.

**WOMAN:** Yes!

**BOY:** Finished.

4 **WOMAN:** Good, and now draw a rocket between Earth and the Moon, please.

**BOY:** Would you like me to colour it?

**WOMAN:** Yes. Colour your rocket red, please.

**BOY:** Red. OK.

5 **WOMAN:** Do you want to do some more colouring?

**BOY:** Yes. What shall I colour?

**WOMAN:** Can you see the boy looking at the poster? He's with his mother, on the right. Colour her jumper purple.

**BOY:** His jumper?

**WOMAN:** No, his mother's jumper. Colour her jumper purple.

**BOY:** Finished.

**WOMAN:** Perfect. Well done.

### Ending the lesson

- Hand out the pieces of paper with jokes and punch lines at random to pupils. Ask a pupil with a question to start. He/She stands up and reads the first part of the joke, e.g. *How does a monster count to 13?* Encourage them to use appropriate intonation. The class replies in chorus *I don't know. How does a monster count to 13?* The pupil with the correct punch line stands up and says it, again with appropriate intonation, e.g. *On its fingers!* Repeat for all the jokes.

3

Play the game.

Rocket launch

Instructions

English is the international language of space. USE it or MISS a turn!

Throw a dice and move round the board. First collect a rocket, fuel and food on Earth.

When you have all three, continue to the LAUNCH square and fly to the Moon.

When you reach the LAUNCH square, fly to Mars. How will **you** help the planet?

Read and follow all the instructions as you move round the board. Race to the END!

Grammar

Present tenses going to who, where, which will Connectors

27

4

Complete the sentences. Count and write the letters.

1

Space is the place outside Earth's air, where the Moon and planets are.

5

2

A griffin's nest is made of

6

3

In text language, 'technlgy' means

7

4

We breathe when it moves over Earth.

8

5

Somebody who works in space is an

9

6

Eagles have got lots of on their wings.

10

7

A small, light computer that we can carry easily is a

11

8

'What you do?' 'I'll ask Michael to help me.'

12

9

The Sun is the only in our solar system.

13

10

The is the part of the computer which has the letters which we use to write.

14

11

A space station uses a to send astronauts into space.

15

12

An designs cars and motorbikes.

16

13

We use a to see our friends when we're chatting on the internet.

17

14

are at the end of a dragon's leg.

18

5

Write the words in the crossword. Write the message.

1

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6

Quiz time!

1

What toy animal did Dan have in the audition? He had

2

What was the name of Jason's boat?

3

Who fought the Minotaur?

4

How will tourists fly into space in the future?

5

Which planet is 'the Red Planet'?

6

How many moons has Saturn got?

7

Write questions for your quiz in your notebook.

27

**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:** language and vocabulary from Units 1 and 2, *fuel, launch*
- **Additional language:** *Always travel clockwise!*
- **Revision:** language for playing games

Materials required

- Board game: dice, coloured counters
- Optional: *Kid's Box Interactive DVD 6: The classroom Quiz 1; Evaluation 2 from Kid's Box Teacher's Book 6 (page 231); Test Units High technology-2 Kid's Box Teacher's Resource Book 6 (pages 86–100)*
- *Kid's Box Language Portfolio 6 (page 3)*

Pupil's Book page 27

Warmer

- Review the names of the planets and their order with the class (using the mnemonic if they remember it). Elicit *rocket* and pre-teach *fuel* and *launch*.

3 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. Read them through aloud with the class and check pupils know what to do. Check understanding of *Always travel clockwise!* Pupils play in groups of three. They take turns to throw the dice and move around the board following the instructions. Monitor pupils as they are playing the game. If a pupil doesn't throw the correct number or launch from the correct square, he/she misses a turn. On the Mars landing square, pupils have to say something good they will do (or something bad they won't do) for the planet. They must not repeat a verb someone else has used. The first player in each group to finish is the winner.

Extra activity 1: see page 215 (if time)

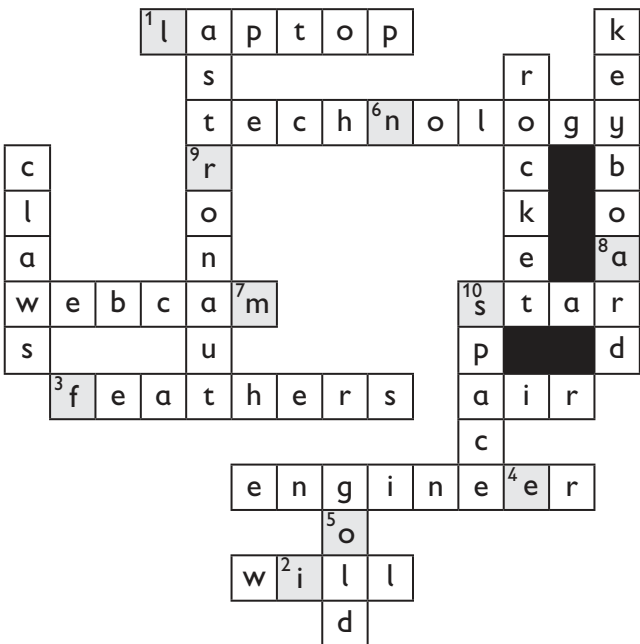
Activity Book page 27

4 Complete the sentences. Count and write the letters.

Key: 2 gold (4), 3 technology (10), 4 air (3), 5 astronaut (9), 6 feathers (8), 7 laptop (6), 8 will (4), 9 star (4), 10 keyboard (8), 11 rocket (6), 12 engineer (8), 13 webcam (6), 14 Claws (5)

5 Write the words in the crossword. Write the message.

Key: Message: life on Mars



6 Quiz time!

Key: 1 a lion. 2 The Argo. 3 Theseus. 4 In spaceplanes. 5 Mars. 6 More than 60.

7 Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activity 2: see page 215 (if time)

Optional evaluations

- The classroom:* Quiz 1 from *Kid's Box Interactive DVD 6*. 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 6* (page 231). See notes on page 228.
- The test for Units High technology-2 from *Kid's Box Teacher's Resource Book 6* (pages 86-100).

Language Portfolio (online)

- Pupils complete page 3 of *Kid's Box Language Portfolio 6* (*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 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.



# Say it with me

say it with me

D' y' wanna ... ?

English for Spanish speakers

1 Listen, clap and say.

1 If you gimme a call at a quarter past four,

2 At five o'clock I'm gonna knock on your door.

3 But where'll we go and what'll we do?

4 We can play at your house and ride our bikes too.

5 Robbie'd come too, if only he could

6 But he's got to work. He's gotta be good.

7 So, where'll we go then and what'll we do?

8 I wanna play football 'n' do something new!

2 Find and say the contracted forms.

1 would

2 going to

3 where will

4 and

5 'd — line 5.

6 what will

7 give me

8 want to

5 got to

3 Listen. Do you hear the words the same as you see them?

Hi, I'm Dylan.

Do you want to see something? Look! This is my project on mythology. I'm going to use my new laptop to make a slide show for the presentation on Monday. Nick's going to make a model of a centaur and my aunt's going to give me all her books about mythology. She's had them in her attic for years. I've got to read as many of them as I can before Monday. Wish us luck!

4 Say the answers to the questions using the contracted forms.

1 What's Dylan's question?

2 What's Dylan going to use to prepare his presentation?

3 What's Nick going to do?

4 What's Dylan's aunt going to give him?

5 What does Dylan say about the books?

6 What does Dylan have to do before Monday?

D' y' wanna see something?

28 Phonics Contracted forms

say it with me

D' y' wanna ... ?

1 Read and write the contracted forms.

1 When are you going to be there? *When're y' gonna be there?*

2 How will they get to the party?

3 How are you going to get to school?

4 I want to go to the cinema later.

5 What is Nick going to do about his Science project?

6 Do you want to go out later?

7 Dylan told her he didn't want to go shopping.

8 Where will you go when you meet?

2 Listen, say and tick (✓).

1 D' y' wanna see something?

2 Wait 'til y' see my project on mythology.

3 My aunt's gonna gimme all 'er books.

4 She's had 'em in 'er attic for years.

5 I've gotta read 'em before Monday.

6 Why don't y' gimme a call on Saturday?

3 Write four messages to your friends using contracted forms.

1

2

3

4

28

**Objectives:** By the end of the lesson, pupils will have learnt more about elision and had practice in asking and answering questions with correct syllable timing.

## Target language

- **Key language:** contracted forms of: *would ('d), going to (gonna), where will (where'll), and ('n'), got to (gotta), what will (what'll), give me (gimme), want to (wanna), he ('e), her ('er), them ('em), you (y')*
- **Additional language:** *meet up, laptop, a slide show, a presentation, a centaur, attic, Wish us luck!*

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## Pupil's Book page 28

### Spanish specific

- Most pupils of this age will recognise typical contractions of English verbs in their written form (*I'm, don't, etc.*) and they may also be aware of some spoken contractions (e.g. *gonna* and *wanna*) from songs. However, Spanish speakers tend not to use these contractions in their own speech and may also find it difficult to identify full phrases when they are listening because their own language does not contract in the same way.
- Remind pupils that spoken contractions such as *gonna* or *wanna* are not usually acceptable in written English.

### Warmer

- Say *Do you want to hear some music? Do you like Abba?* Elicit answers and ask if they understood the question easily or with difficulty. Now say *D' y' wanna hear some music? D' y' like Abba?* Say *Was the second time I asked the question more difficult or less difficult to understand than the first time?* Write both forms of the questions on the board.

### 1 Listen, clap and say.

- Tell pupils to open their Pupil's Books at page 28. Focus them on the picture and elicit what the boys are thinking. Tell pupils to read the chant while they listen. Play the CD. Say *Are the boys friends? How do you know?* Play the CD twice more and invite pupils to first clap to the rhythm of the verses and then chant it.

#### CD 1, 38

As in Pupil's Book

### 2 Find and say the contracted forms.

- Focus pupils on the list of words in Activity 2. Tell pupils to find the contracted form of these words in the chant in Activity 1.

**Key:** 2 gonna (line 2), 3 where'll (lines 3 and 7), 4 'n' (line 8), 5 gotta (line 6), 6 what'll (lines 3 and 7), 7 gimme (line 1), 8 wanna (line 8)

### 3 Listen. Do you hear the words the same as you see them?

- Tell pupils to read the text in Activity 3 silently. Play the CD and pupils listen and look for the words that sound different from the written text. Pause the CD and give pupils time to compare the two versions. Check with the class.
- Play the CD again. Pupils repeat. Check pronunciation.

#### CD 1, 39

**BOY:** Hi! I'm Dylan. D' y' wanna see something? Look! This is my project on mythology. I'm gonna use my new laptop to make a slide show for the presentation on Monday. Nick's gonna make a model of a centaur and my aunt's gonna gimme all 'er books 'bout mythology. She's had 'em in 'er attic for years. I've gotta read as many of 'em as I can before Monday. Wish us luck!

### 4 Say the answers to the questions using the contracted forms.

- Pupils read the text in Activity 3 again. Pupils work in pairs and ask and answer the questions. Encourage pupils to answer using the contracted forms. Monitor and help/correct where necessary.

**Key:** 2 He's gonna use his new laptop. 3 He's gonna make a model. 4 She's gonna give 'im all of 'er books about mythology. 5 She's had 'em in her attic for years. 6 He's gotta read as many of 'em as 'e can.

## Activity Book page 28

### 1 Read and write the contracted forms.

- Pupils decide which word/words can be contracted and write the question/sentence on the line provided. Pupil A reads the full form and pupil B reads the contracted form of each sentence/question. Check with the class.

**Key:** 2 How'll they get to the party? 3 How are y' gonna get to school? 4 I wanna go to the cinema later. 5 What's Nick gonna do 'bout 'is Science project? 6 D' y' wanna go out later? 7 Dylan told 'er 'e didn't wanna go shopping. 8 Where'll y' go when y' meet?

### 2 Listen, say and tick (✓).

- Play the CD. Pupils listen to the sentences. They repeat, using the correct sentence stress and contracted forms. Check pronunciation and practise the sentences around the class. Play the CD again if necessary. They then practise saying the sentences in pairs. They tick the box if they think they were able to say the sentence correctly. Then they say the full form of the sentence.

#### CD 1, 40

As in Activity Book

### 3 Write four messages to your friends using contracted forms.

- Pupils read Dylan's note (Pupil's Book Activity 3) again. Tell pupils to write four notes using short forms. Prompt if necessary, e.g. making plans for the weekend, what to play at break time, etc. They practise reading their notes aloud to a partner or group to see if others can easily understand them. Encourage pupils to correct each other's mistakes.

### Ending the lesson

- Pupils work in pairs. Pupil A writes a question correctly and pupil B writes the question in the contracted form and answers it. Repeat several times. Monitor and help/correct.



# Get it right!

**Get it right!** English for Spanish speakers

**1** Look and say the answers.

**Grammar**

- We **haven't got** a cat. We **don't** get a dog.
- Has** Alvin **got** a ball? Alvin **got** a ball?
- King Arthur **had** a round table. King Arthur **had** got a round table.

1 How do you say these sentences/questions in your language?  
 2 Is it the same or different in English?

**2** Ask your friend.

1 your mum / a car? 3 you / a skateboard?  
 2 your brother / a computer? 4 your friends / new school bags?

(Has your mum got a car?) (Yes, she has, but she hasn't got a bike.)

**3** Look and say the answers. Then test your friend.

**Vocabulary**

legend (x 2) myth keep folder save guard carpet

1 How do you say these words in your language?  
 2 Do they mean the same?  
 3 Can you think of words which are similar in your language?

a An invented ancient story usually used to explain natural events.  
 b An old story about a famous person.  
 c A type of container made of cardboard used to keep documents.  
 d Continue to have in your possession.  
 e Put something away for future use, usually money or on a computer.  
 f Watch over or protect something or someone.  
 g A thick material used for covering floors.  
 h A person who is very famous and admired by many.

An invented ancient story usually used to explain natural events.  
 A myth.

**4** Look and spell. Test your friend.

**Spelling**

recycle mythology mythical type typical  
 system dynamite crystal bicycle

(R-E-C-Y-C-L-E) (Recycle. At home we always recycle plastic.)

**Grammar** have got **Vocabulary** False friends **Spelling** The letter 'y'

29

**Get it right!**

**1** Complete the sentences. Use the correct form of 'have got'.

1 Dan is at the doctor's because he is got an earache.  
 2 \_\_\_\_\_ you \_\_\_\_\_ a computer in your bedroom?  
 3 I \_\_\_\_\_ a TV but I \_\_\_\_\_ a computer.  
 4 \_\_\_\_\_ your brother \_\_\_\_\_ brown eyes or blue eyes?  
 5 Last night I watched a film about King Arthur who \_\_\_\_\_ a sword called 'Excalibur'.  
 6 When my dad was young he \_\_\_\_\_ a record player but now he \_\_\_\_\_ an MP3 player.

**2** Correct the mistakes with 'have got'.

Bob: You've got any exams today?  
 1 Have you got any exams today?  
 Kate: Yes, I have got.  
 2 \_\_\_\_\_  
 Bob: Me too. Which subjects?  
 Kate: This morning I've got Maths. But I don't have got any exams tomorrow.  
 3 \_\_\_\_\_  
 Bob: Do you and your brother want to come to the cinema on Friday?  
 Kate: Sorry, I got my dance class and my brother's football practice.  
 4 \_\_\_\_\_  
 Bob: Oh, OK. Maybe next time.

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

1 My school bag fell off the table onto the **folder** / **carpet** and all my homework came out of my carpet / folder.  
 2 In Greek mythology the Sphinx **guarded** / **saved** the door to the city of Thebes. People entering the city could be **guarded** / **saved** by answering a question.  
 3 The **myth** / **legend** of King Arthur and his knights is famous in Great Britain.  
 4 My favourite Greek **myth** / **legend** is the story about Prometheus stealing fire from Zeus.  
 5 Martin Luther King has become a **legend** / **myth**.

**4** Complete the sentences.

1 The stomach is part of the digestive system.  
 2 Snowflakes are made of ice \_\_\_\_\_.  
 3 \_\_\_\_\_ makes a dangerous explosive.  
 4 My little brother can ride his \_\_\_\_\_.  
 5 Everyone should \_\_\_\_\_ paper and plastic.

29

**Objectives:** By the end of the lesson, pupils will have had practice using *have got* (present) and *had* (past). They will also have learnt about *false friends* and the correct spelling of words with *y* in English and *i* in Spanish.

## Target language

- Key language:** *legend, myth, keep, folder, save, guard, carpet, have got, dynamite, crystal*
- Additional language:** *a type of ... , container, cardboard, an earache, a sword, a record player, the Sphinx, steal, the stomach, snowflakes, ice*

## Pupil's Book page 29

### Warmer

- Play a question chain game. Ask a pupil a question with *Have you got ... ?* and a possession beginning with 'a' (an aunt). The pupil answers and then asks the next pupil a question with the letter 'b'. Continue around the class with the letters of the alphabet and encourage pupils to be imaginative with their words.

### 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 sentences. Discuss questions 1 and 2 as a class, referring to the sentences in the box. Compare with the pupils' own language. Point out that the combination *don't got* doesn't exist in English; we have to change *have to has* for the third person singular; we use *have/has got* in the present and *had* in the past.

#### 2 Ask your friend.

- Do the example with the class by asking two pupils to read the speech bubbles. Check that pupils know what to do.
- Pupils work in pairs to ask and answer using *have/has got* and the prompts. Encourage pupils to respond as in the example. Monitor and help/check.

**Key:** 2 Has your brother got a computer? 3 Have you got a skateboard? 4 Have your friends got new school bags?

### Vocabulary

#### 3 Look and say the answers. Then test your friend.

- Focus pupils on the Vocabulary box. Remind them about *false friends*, i.e. words that look the same as one in their language but which have a different meaning. Ask questions 1–3. Elicit answers. Point out that the following words can be confused: *keep/save/guard, myth/legend, carpet/folder*.
- Read through the definitions with the class. Check understanding of any new words. Then pupils work in pairs. Pupil A reads the definitions and pupil B says the correct words. They swap and repeat. Check with the class by asking volunteers to read and answer. They write sentences in their notebooks using the words in the Vocabulary box.

**Key:** b a legend, c a folder, d keep, e save, f guard, g a carpet, h a legend

### Spelling

#### 4 Look and spell. Test your friend.

- Focus pupils on the Spelling box. Read the words and pupils repeat. Check understanding. Point out the spelling pattern *y* in English and *i* in Spanish. Pupils work in pairs and test each other on the words. Pupil A spells a word from the box. Pupil B identifies the word and puts it in a sentence.

## Activity Book page 29

### Grammar

#### 1 Complete the sentences. Use the correct form of 'have got'.

- Remind pupils about *have/has got* in the present and *had* in past. They work individually to complete the sentences. Check answers.

**Key:** 2 Have, got, 3 have got, haven't got, 4 Has, got, 5 had, 6 had, has got

#### 2 Correct the mistakes with 'have got'.

- Pupils work individually to complete the dialogue. Check answers with the class. Pupils practise the dialogue in pairs.

**Key:** 2 Yes, I have. 3 But I haven't got any exams tomorrow. 4 Sorry, I've got my dance class and my brother's got football practice.

### Vocabulary

#### 3 Read and choose the right words.

- Remind pupils about *false friends*. They work individually and circle the correct word. Check answers with the class by asking pupils to read their answers aloud.

**Key:** 2 guarded, saved, 3 legend, 4 myth, 5 legend

### Spelling

#### 4 Complete the sentences.

- Tell pupils that all the missing words look very similar to words in their language. Pupils read the sentences and fill in the gaps making sure they spell the words correctly. Check with the class.

**Key:** 2 crystals, 3 Dynamite, 4 bicycle, 5 recycle

### Ending the lesson

- Divide pupils into two groups. Each group works separately. They play a game using *have/has got*. The first pupil in the group says something everyone has got *We've got Kid's Box Pupil's Books*. The second pupil repeats that sentence, but adds something the first pupil has got. *We've got Kid's Box Pupil's Books and he/she has got glasses/black hair ...* The third pupil repeats all and adds something else. They continue around the group. Pupils are out when they can't remember part of the chain.