

**OBJECTIVES:** By the end of the lesson, pupils will be able to understand and talk about the weather.

### ● TARGET LANGUAGE

**Key language:** *weather, weather report, cloud, cloudy, hot, sun, sunny, rain, rainbow, snow, wet, wind, windy, today*

**Additional language:** *very, no (wind), really*

**Revision:** *characters, comparative adjectives, can, beach, jungle, mountains, picnic, snowman*

### ● MATERIALS REQUIRED

Weather flashcards (103–109) and word cards (see *Kid's Box Teacher's Resource Book 3* page 89)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Reinforcement worksheet 1* (page 65), *Kid's Box 3 Language Portfolio* page 13

## Warmer

- Write the date on the board. Ask *What's the date today?* Pupils respond, e.g. *It's Friday the 14th of May. Say Good. Point to the window. Say Is it hot today? Is it cold? What's the weather like? Provide / elicit the sentence for the weather that day, e.g. It's raining. Pupils repeat. Explain that a weather report is a television or radio broadcast about the weather.*

## Presentation

- Write the question *What's the weather like?* in the centre of the board. Pre-teach / elicit other words to describe the weather using the flashcards (*cloudy, hot, cold, sunny, raining, snowing, wet, windy, rainbow*). Check understanding and concept each time and stick the flashcards on the mind map together with the word cards (or write the words).

### PB72. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 72 and focus them on the pictures. Elicit what they are (*photos*) and elicit one word to describe each one, e.g. *Raining*. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the pictures but not in the postcard texts.

### PB72. ACTIVITY 2. Read and check.

- Pupils read the postcards quickly and silently to find the answers to Activity 1. They check in pairs. Check with the class. Pupils take turns to read the postcards aloud around the class. Check understanding of vocabulary, especially the new weather words. Ask pupils which their favourite postcard picture / type of holiday is.

**Key:** 1 Suzy. 2 In the mountains. 3 Simon and Stella. 4 At the beach.

### PB72. ACTIVITY 3. Listen and say 'yes' or 'no'.

- Focus pupils on the pictures in Activity 3 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the CD. Pupils listen and whisper. Play the CD again. Check after each one. Pupils correct the incorrect sentences.

**Key:** 1 No (It's sunny). 2 Yes. 3 No (It's cloudy). 4 Yes. 5 No (It's raining). 6 Yes.

1. It's cloudy.
2. It's snowing!
3. Oh. It's raining.
4. Look! It's a rainbow.
5. It's very sunny.
6. It's really windy today.

## Practice

- Pupils continue the game in pairs. They take turns. Pupil A says a sentence about the pictures. Pupil B says *yes* or *no* and corrects the incorrect sentences.

### AB72. ACTIVITY 1. Look, read and write. [YLE]

- Tell pupils to open their Activity Book at page 72. Focus them on the pictures, the activity instruction and the example. Check they know what to do. Pupils work individually and complete the activity. They check in pairs. Check with the class. Elicit what class of words these are (nouns).

**Key:** 2 rain, 3 wind, 4 snow, 5 rainbow, 6 cloud

### AB72. ACTIVITY 2. Read and circle the correct answer.

- Focus pupils on Activity 2 and on the activity instruction. Ask a pupil to read the first example. Elicit why *sunny* is circled (adjective). Repeat for the second example (noun). Pupils work in pairs. They read the sentences and circle the correct word in pencil. They can ask their friends if they're not sure. Check with the class by asking pupils to read each correct sentence aloud. Check pupils realise that numbers 5, 7, 9 and 10 are present continuous.

**Key:** 3 cloudy, 4 snow, 5 raining, 6 sunny, 7 raining, 8 dry, 9 raining, 10 snowing

## Extra activities: see page T108 (if time)

## Optional activity

- Unit 8 Reinforcement worksheet 1 from *Teacher's Resource Book 3* (pages 64–65).

## Language Portfolio

- Pupils complete page 13 of *Kid's Box 3 Language Portfolio (A weather report)*. Help with new language as necessary.

## Ending the lesson

- Write some of the weather words as anagrams on the board for pupils to solve. They work in pairs. They write the words on paper. Pairs swap their papers with another pair. Check with the class by eliciting the words and the spelling each time (or display the Unit 8 word cards (from *Kid's Box Teacher's Resource Book 3*) for pupils to check their answers.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about the weather.

### ● TARGET LANGUAGE

**Key language:** *It's (snowing, cold, wet, windy). There's no sun. What's the weather like (at the beach)?*

**Revision:** weather, country, adjectives, *island, city, jungle, mountains, forest, beach, lake, fields*

### ● MATERIALS REQUIRED

Weather flashcards (103–109)

Photocopiable 8 (see page T98) copied onto thin card, one for each pupil, coloured pencils, scissors, sticky tack

Extra activity 2: Weather cards from Photocopiable 8, six for each pupil

## Warmer

- Review the weather words. Stick the flashcards on the board. Number them. Call out the numbers at random, e.g. *Number 2*. Pupils write a sentence, e.g. *It's snowing*. Pupils swap papers to correct.
- Check with the class.

**Note:** There may be more than one possible correct answer, e.g. *It's raining. / It's wet.*

- Point to the window. Say *What's the weather like today?* Pupils respond. A pupil comes and writes it on the board under the date, e.g. *It's hot and sunny*. Teach other weather words if necessary, e.g. *foggy*.

### PB73. ACTIVITY 4. Listen and match.

- Tell pupils to open their Pupil's Book at page 73. Focus them on the large picture. Elicit what they can see (*island, mountains, etc.*). Elicit the weather in the icons at the top of the page. Direct them to the activity instruction and the example answer. Check understanding. Pupils write numbers 2 to 6 in their notebooks. Play the CD. Pupils write the letters next to the numbers in their notebooks in pencil. They check in pairs. Check with the class. Elicit a sentence for each one, as well as the match, e.g. *2 – c, It's raining in the forest.*

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

### CD 3, 14

**WOMAN:** It's time for today's weather report.

**MAN:** Hello. Here in the mountains, it's snowing.

The birds aren't singing in the forest today because it's raining.

There's no sun on the island today. It's very cloudy.

At the lake, it's hot and sunny, so a lot of children are swimming.

It's a bad day for a picnic at the beach. It's very windy.

If you go to the fields, you can see a rainbow.

Have a good day, wherever you are.

**WOMAN:** Thank you, Thomas. Next, we are ...

### PB73. ACTIVITY 5. Ask and answer. Use the words in the box.

- Focus pupils on Activity 5. Elicit the places in pictures a to e (*beach, mountains, city, jungle, country*). Focus on the speech bubbles. Pupils read them aloud. Elicit the picture for the example question and answer (a). Write the speech bubbles on the board. Underline the sections to change: *What's the weather like at the beach? It's windy*. Remind pupils to use the words in the box.
- Pupils work in pairs. They take turns to ask and answer about the pictures. They choose pictures at random. Check by doing the activity in open pairs. Check for correct phrases, e.g. *at the beach, in the mountains*.

**Key:** b What's the weather like in the mountains? It's snowing. c What's the weather like in the city? It's cloudy. d What's the weather like in the jungle? It's raining. e What's the weather like in the country? It's sunny.

## Photocopiable 8 (see pages T89 and T98)

### AB73. ACTIVITY 3. Listen and draw the weather.

- Tell pupils to open their Activity Book at page 73. Focus them on the activity instruction and check understanding. Elicit the weather in the symbols at the top of the activity. Play the first item on the CD and draw attention to the example 'windy' symbol in the circle on the mountains in the large picture. Play the rest of the CD. Pupils listen. They don't draw. Play the CD again. Pause after each one to give pupils time to draw. They check in pairs. Play the CD again. Check with the class.

### CD 3, 15

1. In the mountains, it's windy today.
2. It's raining at the beach.
3. It's cloudy in the forest.
4. It's sunny and windy in the city.
5. It's snowing in the countryside today. It's very cold.
6. It's hot and sunny at the lake.

**Key:** beach picture a, forest picture d, city picture f, countryside picture b, lake picture c

### AB73. ACTIVITY 4. Now complete the sentences.

- Focus pupils on the example completed sentence. Check they realise it's about the picture in Activity 3. They do the activity orally in pairs. Elicit the sentences from the class. Pupils complete the sentences in their Activity Books.

**Key:** 2 it's sunny and windy. 3 it's cloudy. 4 it's (hot and) sunny. 5 it's snowing (and very cold). 6 it's raining.

## Extra activity: see page T108 (if time)

### Ending the lesson

- Make six groups. Allocate a type of weather to each group. Start a chain by chanting *What's the weather like today?* Invite a group to reply. They chant, e.g. *It's cloudy, it's cloudy*. This group then repeats the question for another group to answer. Encourage pupils to ask groups randomly around the class. Direct the questioning if appropriate.

**OBJECTIVES:** By the end of the lesson, pupils will be able to talk about the past using *was* and *were*.

### ● TARGET LANGUAGE

**Key language:** past simple affirmative and negative: *was, wasn't, were, weren't; yesterday, last weekend, sweater, scarf*

**Additional language:** *at home, all morning*

**Revision:** weather, present continuous, clothes, *today, country, have fun, cool, code, secret message*

### ● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Reinforcement worksheet 2 and Extension worksheet 1 (pages 66 and 67)*

Extra activity 1: The following sentences cut into sections as indicated by //, one set for each pair:

*It wasn't // very windy // yesterday.*

*It is // hot and sunny // today.*

*They were // at school // yesterday.*

*She is // at home // today.*

## Warmer

- Review clothes. Demonstrate the activity. Two pupils stand facing each other for 30 seconds. They stand back to back and take it in turns to describe their partner's clothes, e.g. *You're wearing blue jeans*. Pupils repeat in pairs.

## Presentation

- Point to the day and date on the board. Say *What day is it today?* Pupils respond, e.g. *It's Thursday*. Say *What's the weather like today?* Pupils respond. Elicit and write the days of the week on the board. Point to whatever day it is today and say, e.g. *Today's Thursday. It's (cloudy). We're in school. Point to Wednesday. Say Yesterday was Wednesday. It was (raining). We were in school.*
- Ask *What was the weather like?* for other days, e.g. Monday, Tuesday. Pupils respond. Say the sentences for pupils to repeat. Make sure they use the weak form of *was / were*.

### PB74. ACTIVITY 6. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 74. Elicit who / what they can see in the pictures (Alex, Alex's aunt and Simon). Elicit / teach *sweater* and *scarf*. Ask a pupil to read the activity instruction and others to read the questions. Pupils compare their answers / predictions in pairs, looking for clues in the pictures.

### PB74. ACTIVITY 7. *Listen and check.*

- Play the CD. Pupils listen and check. They check in pairs. Play the CD again. Check with the class.

**Key:** 1 He's talking to Simon. 2 He's with his aunt. 3 He's in the country. 4 No, it isn't cold.

### CD 3, 16

**ALEX:** Hello?

**SIMON:** Hello, Alex. Where are you?

**ALEX:** Simon, hi! I'm at my aunt's house in the country.

**SIMON:** The country. Cool. Are you having fun?

**ALEX:** Yeah, it's great. Yesterday I was out all day. In the morning the weather was really bad. It was wet, cloudy and windy.

**SIMON:** What was the weather like in the afternoon?

**ALEX:** It was better in the afternoon, but it was cold. I've got a new sweater and scarf.

**SIMON:** That's nice.

**ALEX:** Yeah. They were a present from my aunt, but it isn't cold today and now I'm really hot.

### PB74. ACTIVITY 8. *Listen and say 'yesterday' or 'today'.*

- Point to the days of the week on the board. Elicit, e.g. *It's Thursday today. It was Wednesday yesterday.*
- Focus pupils on the Look box and elicit which sentences are about the present and which are about the past.
- Direct pupils to the instruction for Activity 8. Play the first one as an example. Elicit the answer (*yesterday*). Play the rest of the CD. Pause after each one for pupils to whisper the answer to their partner. Play the CD again. Check with the class.

**Key:** yesterday, today, yesterday, today, yesterday, today, yesterday

### CD 3, 17

In the morning the weather was really bad.

He's at his aunt's house.

It was wet, cloudy and windy.

It isn't cold.

He was out all day.

He's really hot.

The weather was better in the afternoon.

### AB74. ACTIVITY 5. *Read and complete the sentences.*

- Teach / review *wasn't* and *weren't* using the Grammar reference section of the Pupil's Book (see page 87).
- Tell pupils to open their Activity Book at page 74. Pupils do the activity in pairs.

**Key:** 2 were, 3 was, 4 wasn't, 5 scarf, 6 sweater

### AB74. ACTIVITY 6. *Look at the code. Write the secret message.*

- Focus pupils on Activity 6. Pupils work individually and write the secret message. Check with the class.

**Key:** We were in the jungle last week. It wasn't wet and windy and we weren't cold. It was fun.

## Extra activities: see page T108 (if time)

## Optional activity

- Unit 8 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 3* (see pages 64, 66 and 67).

## Ending the lesson

- Review use of the past simple by asking pupils about the listening from the beginning of the lesson, e.g. *Where was Alex yesterday?* Pupils answer using full sentences.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice using *was* and *were* and sung a song.

● **TARGET LANGUAGE**

**Key language:** *coat, ready*

**Additional language:** *much better, wasn't any sun, weren't many children, wasn't much fun*

**Revision:** past simple affirmative and negative: *was, wasn't, were, weren't*; clothes, weather, prepositions, *park, home, Grandpa*

● **MATERIALS REQUIRED**

If appropriate, recording equipment for the song

Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Song worksheet* (page 69)

Extra activity 2: Questions and statements from different parts of the lesson using *was / were / wasn't / weren't*. Cut each sentence into single words. Include the question mark on a separate piece of paper, e.g. *Where // were // you // on // Sunday // evening // ?*

**Warmer**

- Review the past with pupils. Make statements. Pupils write *T* (true) or *F* (false) in their notebooks for each one. Check with the class and elicit the corrections for the false ones. Use *was, wasn't, were, weren't*, e.g. *1 It wasn't sunny yesterday. 2 We were in the mountains yesterday morning. 3 There weren't any pupils in the school yesterday. 4 It was Monday yesterday.*

**PB75. ACTIVITY 9. Read and complete. Then listen and check.**

- Tell pupils to open their Pupil's Book at page 75. Focus them on the two pictures. Tell them the text is in the past. Elicit what they can see (people, place, objects, weather). Elicit pupils' responses to the pictures, e.g. *Was it a nice day? Were they happy in the park? Do you like weather like this?* Focus pupils on the words in the box and on the activity instructions. Check understanding of *coat*. Pupils look at the song and substitute the right word for each picture. They check in pairs.
- Play the CD. Pupils listen and check their answers. Play the CD in verses and elicit the lines from pupils. Check understanding of vocabulary as you go.

**Key:** Hat, windy, coat, cold, snow, scarf, sweater, hat, windy

**CD 3, 18**

As in Pupil's Book

**PB75. ACTIVITY 10. Sing the song.**

- Play the CD in sections. Pupils repeat. Play the CD again for pupils to repeat the whole song. Pupils sing the song again as a class and then in groups. If appropriate, record pupils singing the song and play it back to them.

**CD 3, 19**

As in Pupil's Book

**CD 3, 19**

Now sing the song again. (Karaoke version)

**PB75. ACTIVITY 11. Make sentences.**

- Focus pupils on Activity 11 and on the pictures. Ask a pupil to read out the sentences in the speech bubble. Elicit which pictures it is about (1 and b). Focus pupils on the use of *in* (for clothes). Elicit other sentences from pupils around the class. Pupils work in pairs. They take turns to say sentences and to identify the pictures. Pupils can write the sentences in their notebooks. After checking, ask pupils to rephrase the answers in single sentences with *because*, e.g. *She was in a T-shirt because it was hot and sunny.*

**Key:** 2 a It was cold and snowy. She was in a sweater and a scarf. 3 c It was wet and rainy. She was in a coat and a hat.

**AB75. ACTIVITY 7. Ask and answer. Choose words from the box.**

- Tell pupils to open their Activity Book at page 75. Focus them on the box. Pupils read the phrases aloud. Ask two pupils to read the speech bubbles. Demonstrate the activity on the board by drawing a grid and filling it in as pupils ask questions. Check they understand that it's about last Monday, etc.
- Pupils fill in the column headed *Me* with their name and using words from the box or other words if they were in other places. Pupils move around the class and find four other pupils to ask. Remind them to use the question *Where were you on ... ?* and to write the information in their grid. Pupils reply using the information they've already written in their grids (from the *Me* column). Monitor closely.

**AB75. ACTIVITY 8. Write about your weekend.**

- Prepare pupils for this activity by discussing their weekends as a class. Ask questions about where they were, the weather, etc. to help them with ideas. Write a clear plan for a model answer on the board. Pupils work individually. They write a draft in their notebooks. They swap with their friends and check each other's work. Circulate and monitor at the same time. When you've checked their work, pupils can write it in their Activity Books.

**Extra activities: see page T108 (if time)**

**Optional activity**

- Hand out copies of the Song worksheet from *Teacher's Resource Book 3* (pages 64 and 69). Pupils replace the words in capitals with the correct words.

**Ending the lesson**

- Sing the song again as a whole class to end the lesson.

**OBJECTIVES:** By the end of the lesson, pupils will be able to identify and say the sound /w/ in words spelt with *wh* or *w*. They will also have exchanged information about *Kid's Box 3*.

● **TARGET LANGUAGE**

**Key language:** the phoneme /w/

**Additional language:** *watermelon, woman*

**Revision:** *Wh-* question words, *whale, wait, waterfall*, wild animals, weather, clothes, past simple: *was, were*; language and vocabulary from *Kid's Box 3*

### Warmer

- Say *Look and think*. Write the following words at random across the board: *Why? Where? Who? When? What?* Say *Think about the sounds. Which one is the odd one out?* Give pupils time to think. They discuss together. Check by asking pupils to say each word so that they notice which one is different (*Who*). Say the words clearly so they can hear and repeat them. Write the phoneme /w/ on the board. Say the sound for pupils to repeat.

### PB76. ACTIVITY 12. *Stella's phonics.*

- Tell pupils to open their Pupil's Book at page 76. Elicit what they can see in the picture. Revise / present *watermelon* and *woman*. Tell pupils to point the first time they listen and to say the sounds and sentences quietly to themselves. Play the CD. Pupils point and quietly repeat the sounds and sentences. Play the CD again, pausing for pupils to repeat. The second sentence is a tongue twister, so it is quite difficult!
- Remind pupils that in English there can be more than one spelling pattern for some consonant sounds. Remind them of the two spellings for the sound /f/, which they practised in Unit 7 (*f* and *ph*). Note that very occasionally the letters *wh* are pronounced /h/ (*who, whole*).

### CD 3, 20

**STELLA:** Hi, I'm Stella! Repeat after me!

/w/, /w/, whales

/w/, /w/, woman

Why are the whales waiting?

Why are the whales waiting?

They're waiting for the woman with the watermelons!

They're waiting for the woman with the watermelons!

Why are the whales waiting?

They're waiting for the woman with the watermelons!

### PB76. ACTIVITY 13. *Make a quiz. Ask and answer.*

- Focus pupils on Activity 13. Elicit that these are questions about *Kid's Box 3* and elicit the answer to the second question (*They were at Mrs Potts's house*). Make pairs. Pupils look back through *Kid's Box 3* and write six questions for a quiz in their notebooks, similar to the examples. They write the answers on a different page of their notebooks too.
- Make groups of four (two pairs). Pairs take turns to ask the other pair a question. The pair can look back through the book, but they should have a time limit. At the end of the quiz, find out which pair got the most answers right. Pairs can ask some of their questions of the whole class, if time.

### AB76. ACTIVITY 9. *Listen and say. Complete the sentences.*

- Tell pupils to open their Activity Book at page 76. Focus them on the activity instructions. Ask a pupil to read it aloud. Play the CD. Pupils listen and repeat the questions and answers. Then they work in pairs, adding the missing words from the box in pencil. Check with the class. Encourage pupils to notice the two spellings for this sound.

**Key:** 1 windy, 2 wearing, 3 waterfall, 4 whale

### CD 3, 21

1. What's the weather like?  
It's wet and windy.
2. Why are you wearing a sweater?  
Because it's cold today.
3. Where were you on Friday?  
I was at the waterfall.
4. What's your favourite wild animal?  
It's a whale.

### AB76. ACTIVITY 10. *Choose the words. Draw the picture.*

- Focus pupils on Activity 10. Direct pupils to the activity instructions and check understanding. First pupils choose the words they want and circle them. Remind them that the text must make sense, e.g. if it's hot, they don't need a sweater. Pupils choose and circle and then take turns to read out their texts in groups of four. The other pupils in the group check if each text makes sense.
- Pupils draw a picture to illustrate their text.

### Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Explain the joke by checking the double meaning of *catch a cold*. Use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

### Extra activities: see page T108 (if time)

### Ending the lesson

- Pupils repeat the tongue twister from the beginning of the lesson. In pairs, they take turns to say it as fast as they can. Select different pairs at random to say the tongue twister.

**OBJECTIVES:** By the end of the lesson, pupils will have read a story and reviewed language from the unit.

### ● TARGET LANGUAGE

**Key language:** language from the unit

**Additional language:** *At what time ... ?*

**Revision:** Lock and Key story, telling the time, *police station, episode, Let's go ... , ask some questions*

### ● MATERIALS REQUIRED

Weather flashcards (103–109)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Extension worksheet 2 (page 68)* and / or animated version of the Unit 8 story from *Kid's Box Interactive DVD 3 (Suzy's room section)*

Extra activity 2: Photocopiable 8 (see page T98). If you didn't use this activity before, you need one copy on thin card for each pupil. Sticky tack, scissors, coloured pencils, glue.

## Warmer

- Write *Lock and Key* in the centre of the board. Elicit what pupils remember about the story so far and about the characters. Ask them if the detectives have any special things they say, e.g. *No problem*, and who says it. Elicit what happened in the previous episode and the name of the car thief (*Robin Motors*).

## Story

### PB77. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 77. Elicit which episode this is (nine). Set the pre-listening questions: *Where's Robin Motors? What's the weather like? Where was Robin Motors last Thursday morning?* Play the CD. Pupils look and listen. They check in pairs. Check with the class (at the police station, it's raining, at the police station). Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *Where are they?* (in the detective agency). *Are they hot or cold?* (cold). *What does Lock ask Robin Motors?* (Where were you last Thursday morning?).

### CD 3, 22

As in Pupil's Book

### AB77. DO YOU REMEMBER?

- Write the words *Weather report* in the centre of the board. Elicit the weather words from the unit using the flashcards. Stick the flashcards on the board to make a mind map. Ask pupils to come and label the flashcards (the class can help with the spelling). Accept other words from the unit and add them to the mind map.

- Tell pupils to open their Activity Book at page 77. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They fold the page down the middle so that they can see the pictures and the gaps for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'rainbow'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

### AB77. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they talked about the weather. 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 when they wrote weather words. Pupils circle a face. Repeat for the third sentence and elicit some responses to the question, e.g. *Where were you yesterday morning?* Pupils circle a face.
- 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.

**Extra activities: see page T109 (if time)**

## Optional activities

- Unit 8 Extension worksheet 2 from *Teacher's Resource Book 3* (pages 64 and 68).
- The animated version of the story from *Kid's Box Interactive DVD 3 (Suzy's room section)*. See pages 38–45 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, pupils will have read about orchestras and identified the four 'families' of musical instruments.

● **TARGET LANGUAGE**

**Key language:** *instrument, orchestra, musician, brass, percussion, strings, woodwind, blow, shake, hit*

**Additional language:** *bow, What kind of ... ? names of musical instruments to illustrate instrument 'families', e.g. violin, flute, drum*

**Revision:** *play (an instrument), mouth, hands*

● **MATERIALS REQUIRED**

Warmer: CD of gentle orchestral classical music

Extra activity 2: Four CDs of different types of music (e.g. salsa, rock, folk music from your pupils' country / region, opera)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 8 Topic worksheet (page 70)*

**Warmer**

- Play the CD of classical music quietly in the background. Say *Listen to the music. What pictures does it make in your mind?* Let pupils listen for a few minutes, with their eyes closed and their heads on their desks. Tell them to open their eyes and elicit some of their 'pictures'.

**PB78. ACTIVITY 1. Look, read and answer.**

- Elicit from pupils the type of music they heard in the warmer (classical). Ask *Who plays this kind of music?* Tell pupils to open their Pupil's Book at page 78. Focus them on the biggest photograph and elicit / teach the word *orchestra*. Use the other photographs to teach *instrument*. Say *Look at the different groups of instruments in the orchestra*. Draw pupils' attention to the way the musicians are sitting together in groups in the large photograph, according to the instruments they play.
- Ask a pupil to read the activity instruction and others to read the questions. Check comprehension of *hit, shake* and *strings* (use the photograph of the girl with the violin to teach *bow* and *string*). Pupils read the text and compare their answers / predictions in pairs, using the photographs to help them.

**PB78. ACTIVITY 2. Listen and check.**

- Focus pupils on Activity 2. Tell pupils the answers to Activity 1 are on the CD, but they are not in the same order as the questions. Play the CD. Pupils check their ideas. Play the CD once or twice more so pupils have the opportunity to find the answers. Check with the class. Check pupils understand the four instrument families by giving / eliciting examples (using the photographs in Activity 1) and confirming the instrument families in LI.

**Key:** 1 Percussion, 2 Brass and woodwind, 3 Strings

**CD 3, 23**

Brass. You blow air into the instruments with your mouth.  
[Sound of tuba and trumpet]

Percussion. You hit or move the instruments quickly.  
[Sound effect of cymbals and tambourine]

Strings. You move a bow or your fingers across the strings.  
[Sound of violin and double bass]

Woodwind. You blow air into or across the opening of the instrument.  
[Sound of flute and oboe]

**PB78. ACTIVITY 3. Listen. Say 'brass', 'woodwind', 'strings' or 'percussion'.**

- Focus pupils on Activity 3 and say *Let's listen to some different instruments*. Direct them to the activity instructions and check understanding (pupils have to listen and choose the correct family for the instrument they hear). Play the first instrument on the CD. Pupils whisper the instrument family to their partner. Elicit the answer (brass). Play the rest of the CD. Pupils work in pairs and write the answers in their notebooks. Check with the class.

**Key:** 1 brass, 2 woodwind, 3 strings, 4 woodwind, 5 percussion, 6 strings, 7 percussion, 8 brass

**CD 3, 24**

- |                        |                           |
|------------------------|---------------------------|
| 1. [Sound of trumpet]  | 5. [Sound of triangle]    |
| 2. [Sound of flute]    | 6. [Sound of double bass] |
| 3. [Sound of violin]   | 7. [Sound of drum]        |
| 4. [Sound of clarinet] | 8. [Sound of trombone]    |

**AB78. ACTIVITY 1. Join.**

- Tell pupils to open their Activity Book at page 78. Ask a pupil to read the activity instruction. Point out the example. Pupils work in pairs to match the instruments with their families. Pairs check with pairs. Check with the class. Elicit / teach words for the new instruments (*trumpet, tambourine, double bass, clarinet, triangle, trombone*).

**Key:** b percussion, c string, d string, e woodwind, f woodwind, g percussion, h brass

**AB78. ACTIVITY 2. Music quiz.**

- Focus pupils on Activity 2 and review *quiz*. Pupils do the quiz individually, and then check answers in pairs. Check with the class.

**Key:** 1 b, 2 a, 3 c, 4 c, 5 b, 6 a

**Extra activities: see page T109 (if time)**

**Optional activity**

- Unit 8 Topic worksheet from *Teacher's Resource Book 3* (pages 64 and 70).

**Ending the lesson**

Review with pupils what they learnt about in today's lesson and which music they liked best.

**OBJECTIVES:** By the end of the lesson, pupils will have talked more about music and musical instruments and completed a project.

● **TARGET LANGUAGE**

**Key language:** *piece of music, weather*

**Additional language:** *describe, What happens if ... ?, make the same sound*

**Revision:** music and musical instruments, weather

● **MATERIALS REQUIRED**

Project: Rice, beans or similar, plastic bottles of different sizes with lids (one for each pupil) for the instruments

Extra activity 1: Three rolled up newspapers

Extra activity 2: Word train materials from previous units, a piece of paper for the 'carriage' for the words for this lesson

## Warmer

- Divide the class into four groups: *string, brass, percussion, woodwind*. Mime playing different instruments from the four instrument families, e.g. a cello, then a trombone, then a drum, then an oboe. When you play one of their instruments, the pupils from that group copy you and say, e.g. *Percussion*. The others stay still. At the end, elicit the names of some of the instruments you 'played'.

**PB79. ACTIVITY 4.** *Listen and say the letter.*

- Tell pupils to open their Pupil's Book at page 79. Elicit what they can see in the photographs (rain, wind, sunshine and lightning). Direct pupils to the activity instruction and the sentence below. Check understanding. They point / whisper the letter to their partner the first time. Play the CD. Pupils check in pairs. Play the CD again. Pause after each one to elicit the letter. Note: Pupils' answers may vary. Encourage them to give reasons for their answers in LI.

**Key:** 1 b, 2 d, 3 a, 4 c

**CD 3, 25**

1. Extract from Smetana – My Fatherland: Bohemian Fields and Groves
2. Extract from Richard Strauss – Also Sprach Zarathustra
3. Extract from Debussy – Estampes: Jardins sous la pluie
4. Extract from J Strauss Jr – Waltz Op. 410 Voices of Spring

**PB79. PROJECT.** *Make a percussion instrument.*

- Focus pupils on the project. Elicit what they can see in the first photograph (*plastic bottles, beans, scissors, glue, etc.*). Focus on the finished instruments in the second photograph. Hand out the materials and help pupils make an instrument step by step. They each put some rice or beans in their bottle and put on the lid. They decorate their instrument. Show pupils the different ways of playing, e.g. shaking, slow gentle tipping movement.
- Write the following questions on the board: *What happens if you put more or less in the bottle? Do rice and beans make the same sound?* Check understanding of the two questions. Pupils experiment with the rice / beans in their bottles and discuss their answers to the questions in pairs.
- In small groups, pupils choose a song from *Kid's Box 3*. They play their instruments in time with the song.

**AB79. ACTIVITY 3. MOVERS Reading and Writing, Part 6.** *Read the text. Choose the right words and write them on the lines.*

- Tell pupils to open their Activity Book at page 79. Focus them on the activity instructions and the example and check understanding. They complete the text by choosing from the words at the bottom of the page. They check in pairs. Elicit answers and encourage pupils to explain how they chose their answer (in LI).

**Key:** 1 it's, 2 a, 3 raining, 4 got, 5 to

**Extra activities: see page T109 (if time)**

## Ending the lesson

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



**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and played a game.

### ● TARGET LANGUAGE

**Key language:** vocabulary and language from Units 7 and 8

**Revision:** weather, wild animals, city, country, language for games, adjectives

### ● MATERIALS REQUIRED

Dice and four different coloured counters for each group of four pupils

Warmer: Four large pieces of paper with *weather* written on one, *wild animals* on another, *city* on another and *country* on another, word cards from Units 4, 6, 7 and 8 (*Kid's Box Teacher's Resource Book 3* pages 85, 87, 88 and 89) each with sticky tack on the back, Flashcards city (53–62), country (71–78), wild animals (91–99) and weather (103–109)

## Warmer

- Display the four pieces of paper with the topics written on them around the room. Mix up the word cards from Units 4, 6, 7 and 8 and hand one to each pupil in the class. Pupils stand up and stick their word card on the correct piece of paper. Fast finishers come and collect another word card from you.
- Pupils sit down again. Ask volunteers to read the words in each category. Check if the words are in the correct place with the class.
- Hand out flashcards from Units 4, 6, 7 and 8 (one for each pupil). Pupils stand up again. They stick each flashcard next to the appropriate word cards.

**Note:** If you do not have word cards or flashcards, call out words from the different topics at random. Pupils all point to the piece of paper with the appropriate topic. Volunteers write the words on the paper.

### PB80. ACTIVITY 1. *Play the game.*

- Pupils open their Pupil's Book at page 80. Elicit what they can see (a game). Ask what number the game looks like (8). Say *Can you remember some of the language we use in games?* Elicit / prompt, e.g. *Whose turn is it? Pass the dice. I'm red. What does ... mean? You've won. That's not fair.* Remind pupils to use English. Say *You speak* (their mother tongue), *you miss a turn!* Check understanding of *miss a turn*.
- Focus pupils on the Instructions box. Read the instructions aloud and check comprehension of the topics. Check pupils know how to play and demonstrate the game. They play in groups of four. Each pupil has one group of words to collect, e.g. animals. They write their topic in their notebook, find the seven words for their topic in the game and write them in their notebooks as well. Pupils take it in turns to throw the dice and go around the board. When they land on a word from their word group, e.g. *parrot*, they must say it and then tick it in their notebooks.

- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from Start to square 28. The first pupil in each group to collect all their seven words is the winner.

### AB80. ACTIVITY 1. *Read, colour and draw.*

- Tell pupils to open their Activity Book at page 80. Focus them on the activity instruction and check understanding. Ask pupils to read the first three sentences of the story. Mime colouring the thinner bear grey as an example and elicit what they have to do in the rest of the activity (read and colour). Tell them they also have to draw something – they will find out as they read the story. Pupils work individually. They read the text and colour the picture / draw as instructed. Remind them to check with their partner if they're not sure. Monitor as pupils are working.
- Elicit from the class what they drew (the information in the final paragraph).

**Extra activity: see page T109 (if time)**

## Ending the lesson

- Do a spelling chant to finish the lesson, e.g.  
Teacher: *Give me a 'c'.*  
Pupils: *c*  
Teacher: *Give me an 'l'.*  
Pupils: *l*  
Teacher: *Give me an 'o'.*  
Pupils: *o*  
Teacher: *Give me a 'u'.*  
Pupils: *u*  
Teacher: *Give me a 'd'.*  
Pupils: *d*  
Teacher: *Give me a 'y'.*  
Pupils: *y*  
Teacher: *What have you got?*  
Pupils: *Cloudy!*
- Pupils can take turns to lead other chants.

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and done a listening activity.

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from Units 7 and 8, *crying*

**Revision:** vocabulary and language from *Kid's Box 3*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 4*, Test Units 5–8 from *Kid's Box Teacher's Resource Book 3* (pages 113–136), *Kid's Box 3 Language Portfolio* page 6

**Warmer**

- Play a game of *I can see ...* Say, e.g. *I can see someone. This pupil's wearing green socks.* Pupils take turns to guess. Vary the game by describing objects as well as pupils.

**PB81. ACTIVITY 2. Listen and match. [YLE]**

- Tell pupils to open their Pupil's Book at page 81. Focus them on the picture and elicit some of the actions the children are doing. Teach *crying* using the picture of the little boy with the balloon. Play the CD. Pupils listen and write the names and the letters in their notebooks. They check in pairs. Play the CD again. Check with the class.

**Key:** Daisy a, Mary c, Sally d, Fred e, John b

**CD 3, 26**

Look at the picture. Listen and look. There is one example.

Hello. What are you all doing today?

We're playing in the park.

What's that boy's name? I don't know him.

That's Jack.

Why's he jumping on one leg?

Oh, he's hopping because he's playing a game.

1. What's Mary doing?

Mary? She's over there. She's skipping with Sally.

Oh, yes. I can see her. She's wearing a long purple scarf.

That's right, and the one with the big green sweater is Sally.

2. Look at Daisy. She's having fun. She's flying her kite.

Yes, but it's very windy and her hair's in her eyes.

3. Who's climbing the tree?

That's Fred. He's better at climbing than me.

4. What's the matter with that little boy in the red sweater?

He's crying because he can't catch his balloon.

Do you know him?

Yes, he's Jack's younger brother. His name's John.

Let's go and say hello.

OK.

**PB81. Quiz!**

- Say *Now let's do a quiz.* Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers. They discuss them in groups of four. Check with the class.

**Key:** 1 The bat. 2 A whale. 3 They go to a café in town.  
4 A rainbow. 5 He was with his aunt. 6 He was at the police station.

**AB81. ACTIVITY 2. Circle the odd one out.**

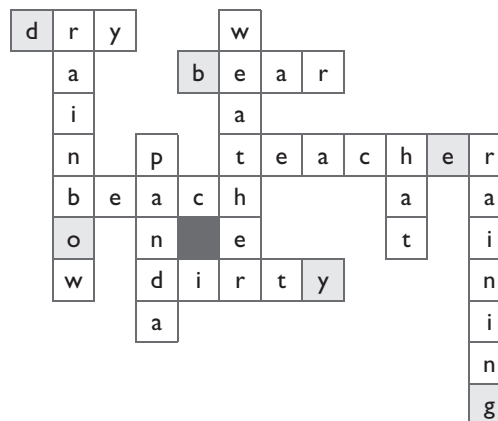
- Tell pupils to open their Activity Book at page 81. They find and circle the odd one out in each line. Pupils work in pairs. Check the odd ones out with the class.

**Key:** 2 rainbow, 3 beach, 4 dry, 5 bear, 6 hat, 7 dirty, 8 weather, 9 teacher, 10 raining

**AB81. ACTIVITY 3. Now complete the crossword. Write the message.**

- Focus pupils on the first part of the activity instructions. Pupils work in pairs and complete the crossword, using the words from Activity 2. Monitor and help pupils as they are working. Remind them to check with other pairs too.
- Focus on the second part of the activity instructions. Pupils find the secret message and write it in the box. Check the answer with the class (goodbye!).

**Key:**



**Extra activity: see page T109 (if time)**

**Optional evaluations**

- Quiz 4 from *Kid's Box Interactive DVD 3 (Stella's room section)*. 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 for the Interactive DVD.
- The test for Units 5–8 from *Teacher's Resource Book 3* (see pages 113–136).

**Language Portfolio**

- Pupils complete page 6 of *Kid's Box 3 Language Portfolio (I can ... Units 7–8)*.

**Ending the lesson**

- Pupils work in groups of four. They need one *Do you remember?* between three. Two pupils (A) use a book (or paper) to cover the words from Unit 7. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 8.
- Talk about the *Can do* statements from Units 7 and 8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites. If this is your last class, say *Goodbye. See you next year!*