

Language Summary

Key vocabulary

Key grammar and functions

Phonics

Revision

Hello there!

page 4

Character names
Personal descriptions
Jobs: *farmer, dentist, detective, driver, doctor, teacher*

Comparative adjectives
Present simple
Frequency adverbs: *always, sometimes, never*
have to
like / love + -ing
want to be

short vowel sound 'a' (*man*) and long vowel sounds 'ai' and 'ar' (*say* and *car*)

adjectives, numbers, personal information, hobbies, comparative adjectives, character names, actions, jobs, days of the week, daily routines, *was / were*

1 Back to school

page 10

Adjectives: *boring, busy, careful, difficult, easy, exciting, quick, slow, terrible*

Relative clauses with *who*

short vowel sound 'i' (*quick*) and long vowel sounds 'ee' and 'ie' (*easy* and *fly*)

school, school subjects, comparative adjectives, colours, *like, have got*, prepositions, relative clauses with *who*, present continuous, actions and activities, clothes, food and drink, question forms, numbers, classroom objects, measurements

Maths Measuring

page 16

2 Good sports

page 18

inside, outside
Activities: *climb, dance, fish, ride, run, sail, sing, skate, skip, swim*
Adverbs of manner: *badly, carefully, easily, happily, quickly, quietly, slowly, well*

Relative clauses with *where*
learn to do (something)
Adverbs of manner

silent consonants (*island*)

weather, prepositions, present continuous, adjectives, *can, have got*, sports and activities, jobs, sports equipment, *want to, must, have to, need*, question forms, present simple, action verbs, impersonal *you*, adverbs

Sport Ball games

page 24

3 Health matters

page 28

Health: *dentist, have a dream, have an eye test, hospital, ill, nurse, see the doctor, take some medicine*

Past simple irregular verbs: affirmative, negative, interrogative and short answers
Clauses with *because*

Consonant sounds 'b', 'f' and 'v' (*ball, phone* and *village*)

days of the week, *was / were*, school subjects, illnesses, food, time, town, family, prepositions, adjectives, countable and uncountable nouns, sports and activities, past simple, *have got*, physical descriptions, parts of the body

Music Body percussion

page 34

4 After school club

page 36

Activities: *do a musical, play chess / table tennis*
Ordinal numbers: *first–twentieth*

Past simple regular verbs: affirmative, negative, interrogative and short answers
Spelling of -ed endings

-ed endings 'd', 'id' and 't' (*called, wanted, kicked*)

can / can't, have to, want, activities and actions, houses and flats, adjectives, sports, past simple, animals, food, clothes, prepositions, weather, descriptions

English literature Poems, plays and novels

page 42

Review

3 and 4 page 44

Key vocabulary**Key grammar and functions****Phonics****Revision****5 Exploring our world**

page 46

Exploring: *Antarctica, continents, exhibition, expedition, explorer, ice, make a camp, museum, school trip, ship*Past simple irregular verbs
could / couldn't: ability and short answers
Clauses with *so*
Comparative of two- and three-syllable adjectives
Comparative adverbs
Possessive pronouns*long vowel sound 'er' (nurse)*actions, weather, animals, adjectives, prepositions, connectors, numbers (years), past simple, question forms, days of the week, *must, need, Let's ...*, comparatives**Science Endangered animals** page 52**6 Technology**

page 54

Technology: *button, computer, DVD, email, the internet, mobile phone, mouse, MP3 player, screen, text message, turn on, video*

Past simple irregular verbs

*long vowel sound 'or' (daughter)**have to*, present simple, comparative adjectives, questions, technology, numbers, questions, *have got*, daily routines, prepositions, clothes, past simple, household chores, relative clauses with *which*, parts of the body**Technology Robots** page 60**Review****5** and **6** page 62**7 At the zoo**

page 64

Animals: *bat, bear, bird, blue whale, crocodile, dolphin, elephant, giraffe, kangaroo, lion, lizard, monkey, panda, parrot, polar bear, rabbit, shark, snake, tiger*Superlative of two- and three-syllable adjectives
Past simple irregular verbs
Prepositions: *behind, between, in, in front of, into, next to, on, opposite, out of, under, round**the short vowel sound 'oo' and the long vowel sound 'oo' (look and tooth)*animals, prepositions, adjectives, size, weight, distance, questions, family, *can / can't*, wild animals, definitions, past simple, town, country, *have to*, superlative adjectives, parts of the body, numbers, action verbs**Science Skeletons** page 70**8 Let's party!**

page 72

Containers: *bag, bowl, bottle, box, cup, glass*
Food: *cheese, pasta, sandwich, salad, soup, vegetables*Expressions of quantity: *a cup / bag / bowl / glass / bottle / box of*
Superlative adverbs: *the most quickly*
want someone to do (something)*one-, two- and three-syllable words*food and drink, *Would you like ... ?*, polite requests, containers, parties, colours, adverbs, adjectives, present continuous, question forms, jobs, *have to, need, should, must*, weights and measures, sequencing, relative clauses, describing people, sports and activities, superlative adjectives, present continuous, past tense**Science Food** page 78**Review****7** and **8** page 80**Values 1 & 2 Value others** page 82**Values 3 & 4 Be kind** page 83**Values 5 & 6 Be safe** page 84**Values 7 & 8 Recycle** page 85**Grammar reference** page T86

Introduction

Kid's Box introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. All seven levels develop pupils' abilities in the four skills – listening, speaking, reading and writing – as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits! Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that **'The mind is not a vessel to be filled, but a fire to be ignited'** and this concept of learning underpins *Kid's Box*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. **'The art of teaching is the art of assisting discovery'**, Mark Van Doren.

The language syllabus of *Kid's Box* has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units are based around the Star family and their friends. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

Cambridge English: Young Learners (YLE) Tests

In *Kid's Box* we have followed the syllabus for the Young Learners tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for the Starters test, cycle 2 with the Movers test, and cycle 3 with Flyers. *Kid's Box* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task-types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each Young Learners test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge Assessment. They provide a gentle introduction to public exams and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge English exams, as the highest level test, Flyers, is roughly equivalent in language level to Key (KET) for Schools.

The Young Learners tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: www.cambridgeenglish.org/exams/

Common European Framework of Reference for Languages – Learning, Teaching, Assessment

Kid's Box has been written taking into account the proposals included in the Common European Framework of Reference (CEFR).

The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of Cambridge English: Young Learners tests.

Flyers	(at around Level A2 of the CEFR)
Movers	(at Level A1)
Starters	(below Level A1)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the self-evaluation sections.

The Language Portfolio is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

Course components

Levels one to six of *Kid's Box* include a Pupil's Book, Activity Book, Class Audio CDs, Teacher's Book, Teacher's Resource Book, Presentation Plus, Online Resources, Interactive DVD, Language Portfolio, Tests CD-ROM and Posters. There are also Flashcards for Levels 1 to 4. The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, Teacher's Book, Teacher's Resource Book, Presentation Plus, Interactive DVD and Posters.

Pupil's Book

This 104-page full-colour book consists of nine units. Each unit is six pages in length, with each page providing sufficient material for one lesson. After each unit there is a Content and Language Integrated Learning (CLIL) spread to learn about other subjects through English. The Review sections cover language from the previous two units. There is a phonics section within every unit. There are four Values pages at the end of the book to develop pupils' social awareness. Lessons include a variety of interesting and motivating activities such as pair work, role plays, craft activities, guessing games, songs and chants. The series' strong cast of characters appears throughout the book. The antics of the popular Lock and Key are played out in a picture story at the end of each unit. At the end of the book there is a Movers practice test covering the Listening, Reading and Writing parts for the test.

Activity Book

This 88-page book is designed to give pupils further practice with the new language and to help them consolidate their understanding. The pupils will have fun doing the activities and you will find that they stimulate their creativity too. The Activity Book materials are designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. This edition also features a full-page Young Learners test practice activity for each unit.

Class Audio CDs

The Class Audio CDs contain all of the listening material for the Pupil's Book and Activity Book, including all of the songs and stories. The songs are available in both sung and karaoke versions.

Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two reinforcement and two extension worksheets for every unit, as well as song and story worksheets for further exploitation. The Teacher's Resource Book also includes extra Young Learners-type tests with listening content online. The book also features word cards to reinforce target vocabulary.

Language Portfolio

In accordance with CEFR guidelines, there is a Language Portfolio of individual competencies to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years.

Interactive DVD

As you navigate your way through the Star family house on our interactive DVD, you will find animated versions of the stories in Suzy's room, the songs with animation and video in Mr Star's music room, video documentaries in the living room, interactive games in Simon's room and a quiz in Stella's room.

Teacher's Book

This 232-page interleaved Pupil's and Teacher's Book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities, photocopiable pages and extra project ideas.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a *Warmer* and finishes with an *Ending the lesson* activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. There are two *Extra activities* provided for each lesson for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. Activities which are similar to the task-types in Young Learners tests have the icon 'YLE'. In the teacher's notes you will see phonemic script. It is important to note that phonics and the IPA complement each other and can be used, especially with higher levels, to create a better understanding of English pronunciation and sound-spelling patterns.

Photocopiable pages

There is at least one photocopiable page for each unit in the back of the Teacher's Book. These pages provide you with a range of manual activities to use with your pupils: for example, there are crosswords, a survey and an information-gap activity. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

Presentation Plus

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Pupil's Book and Activity Book, digital versions of the Teacher's Book and Teacher's Resource Book, a multimedia library including video from the DVD, Class Audio and access to online teacher training support. This pack enables you to plan and deliver your lessons 'paper-free' from a tablet or a computer.

Online Resources

The online platform includes games and extra grammar, vocabulary and writing activities for every single unit, providing plenty of extra practice. All the pupils' online work can be tracked and reviewed by the teacher.

Tests CD-ROM

The Level 3 and 4 Tests CD-ROM and Audio CD allows you to regularly assess your pupils in different ways. You can choose the unit tests, review tests and end-of-level tests, as customisable Microsoft Word documents. If you are preparing pupils for the Young Learners tests you can additionally select the Cambridge English: Young Learners (YLE)-style unit tests, review tests and end-of-level tests, as Adobe PDFs.

Posters

These colourful and appealing posters aid revision by giving pupils the chance to practise unit language in a different and fun context. They can be added to the classroom wall as you progress through the course to aid revision. This pack includes eight posters with clear teaching notes available online.

Flashcards

There are 103 flashcards to accompany level 4. These colourful flashcards illustrate the key vocabulary items of each unit on one side and have the words on the other. They are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

What does *Kid's Box* offer?

'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully', Tyron Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box* have been designed to do just that. Here's how and why it works:

- **Humour through the characters and the stories**
'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn', John Lubbock.

For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.

- **Creativity and learning through action and activity**
‘I hear and I forget. I see and I remember. I do and I understand’, Chinese proverb.

Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid’s Box* there is plenty of ‘hands on’ practice. Drawing, colouring, ‘make and do’, songs, games and chants are all activity types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It’s only through repeated practice that skills, awareness and understanding can be developed.

- **Connecting to the world outside the classroom**
‘A child educated only at school is an uneducated child’, George Santayana.

The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

‘I like a teacher who gives you something to take home to think about besides homework’, Lilly Tomlin (Edith Ann).

- **Discovery and the development of learner autonomy**
‘The object of teaching a child is to enable him to get along without his teacher’, Elbert Hubbard.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid’s Box* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher’s role is as a guide and facilitator. In this instance we should stand back a little from the activity and monitor and assist when necessary.

- **Promoting tolerance and respect**
‘The highest result of education is tolerance’, Helen Keller.

The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid’s Box* and in particular in the Values sections of the Pupil’s Book and the Activity Book.

Learning styles / Multiple intelligences

‘If a child can’t learn the way we teach, maybe we should teach the way they learn’, Ignacio Estrada.

We now understand that people learn in different ways. We don’t talk about ‘intelligence’ any more, we talk about ‘intelligences’. The activities in *Kid’s Box* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages.

It is a core element of any language course, and in *Kid’s Box* this is exploited in combination with the other intelligences.

- **Interpersonal intelligence:** effective communication with others.

Communication activities have been incorporated from the Starter Level onwards. It is a vital aspect of language learning and is essential in making younger learners aware that language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop important communication strategies.

- **Intrapersonal intelligence:** expression of inner thoughts and feelings.

Throughout the course there are various reflective activities. For example, ‘Do you remember?’ and ‘Can do’ sections help pupils become more aware of themselves.

- **Musical intelligence:** appreciation of rhythm and music.

This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of *Kid’s Box* includes a song as well as occasional raps, rhymes and chants.

- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body.

This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid’s Box* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever-restless young learner.

- **Logical-mathematical intelligence:** problem solving and logical thought.

There is a range of different activity types for this intelligence in *Kid’s Box*. These activities help develop logical reasoning, problem solving and the detection of patterns. We feel they are vital and extremely motivating.

- **Visual-spatial intelligence:** expression and understanding through the visual world.

This intelligence is one of the key ways that children learn. In *Kid’s Box* there is a range of ways in which pupils’ visual-spatial intelligence is supported and developed, such as the full colour illustrations in the Pupil’s Books, the flashcards, the colouring activities and the content from the interactive DVD.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pairwork activities, choose an individual pupil to help you. Do the first question of the pairwork task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil and say, for example, A–B, A–B, A–B and so on, so they are in no doubt what their role is. You can follow this up with As, *put up your hands*. Bs, *put up your hands* as a further check. Try to give simple, clear instructions in English. Say, for example, As ask the question and Bs answer the question: A–B,

A–B, A–B. Then Bs ask the question and As answer the question: B–A, B–A, B–A.

- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

Classroom dynamics

‘A good teacher, like a good entertainer, first must hold his audience’s attention, then he can teach his lesson’, John Henrik Clarke.

- Try to move around the classroom while explaining or doing the activities. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

Noise

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. You should ensure, however, that only English is used for the completion of tasks and for correction at the end of the activity.

Teaching and learning

‘Mistakes are the portals of discovery’, James Joyce.

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.

- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don’t. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn’t hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.

‘A teacher is a person who never says anything once’,

Howard Nemerov.

- Recycling is an important part of the learning process. Don’t expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid’s Box* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves if it really interests them.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs. If you can do this, then you will be better able to support them in their learning.

Assessment and evaluation

- With pupils of this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil. With young children, we should assess and monitor their social and emotional development, as well as their learning of English. This means we should praise effort, and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

Discipline

'No life ever grows great until it is focused, dedicated, disciplined', Harry Emerson Fosdick.

- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and demotivation, all of which lead to problems with discipline. By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. *Kid's Box* has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for them to enjoy.
- It is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely. This makes for an ordered, busy classroom, rather than an anarchic one.

Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept. It is important then, at this stage, not to spend precious class time on lengthy and complicated explanations of specific words.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously-used material for revision or further exploitation and want to avoid your pupils' reaction of 'We've already done this!'
 - Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.
 - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
 - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again.
- It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your pupils, make sure you get written permission from parents or guardians first.

Competition

- An element of competition can make many pupils try harder. However, while a competition can be a good incentive for an otherwise unenthusiastic pupil, it can sometimes be demotivating for a less able but ordinarily hard-working one. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

Display

- Pupils find it extremely motivating to have their work displayed and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils (not in every display, but over a period of time) and to change the displays regularly.

Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopyable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it.

Caroline Nixon and Michael Tomlinson, Murcia 2014.

OBJECTIVES: By the end of the lesson, pupils will have reviewed introductions and how to ask for and give personal information.

● **TARGET LANGUAGE**

Key language: greetings, jobs (*teacher, doctor, dentist, farmer, detective*), family, comparative adjectives (*older than*), *want to be*

Additional language: character names

Revision: adjectives, numbers, personal information, hobbies (*go fishing, play table tennis*)

● **MATERIALS REQUIRED**

Warmer: Star family flashcards (1–9) and nine sticky labels with the names of the Star family characters, sticky tack
Star family flashcards (1–9) and flashcards of Lock and Key (13–14)

Extra activity 1: The following scrambled questions written on a large piece of paper:

*name your what's? old you how are? you where do live?
got pet you have a? want be to you dentist a do?
your food what's favourite?*

Extra activity 2: CD of quiet music

Optional: *Kid's Box Teacher's Resource Book 4* Hello there!

Unit Reinforcement worksheet 1 (pages 8 and 9), *Kid's Box 4 Language Portfolio* pages 1 and 2

Warmer

- Introduce yourself and greet the class. Show the Star family flashcards (1–9) and say the names. Hand out the flashcards and the name labels. Say each character, e.g. *Suzy*. The two pupils with *Suzy's* picture and her name label stick them on the wall. Repeat for the other characters.

PB4. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 4 and to look at the picture. Elicit where the characters are. Ask a pupil to read the activity instruction and others to read the four questions. Pupils compare their predictions in pairs, looking for clues in the picture.
- Ask pupils to point out the *grown ups* and the *children* in the picture.

PB4. ACTIVITY 2. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences for the answers. Let pupils provide more information if they can, e.g. about Lock and Key. Use flashcards 13 and 14 to present / revise the characters.

Key: 1 Stella wants to be a doctor. 2 Uncle Fred's a farmer.
3 Simon's reading a comic (*Lock and Key*). 4 Grandpa Star's riding *Suzy's* bike.

CD 1, 02

MR STAR: Hello there, everybody. We're the Stars.

STELLA: Hello. I'm Stella and I'm ten. This is my Aunt May. She's a doctor, and I want to be a doctor too.

SIMON: Hi. I'm Simon and I'm nine. This is my Uncle Fred. He's my mum's brother. He's a farmer. This is my favourite comic, *Lock and Key*. It's about two detectives. I want to be a detective.

Suzy: Hello. I'm Suzy. I'm six. This is my grandfather, Grandpa Star. He's funny. He knows lots of good games. I want to be funny too!

PB4. ACTIVITY 3. Listen again. Choose the right words.

- Focus pupils on Activity 3. Play the first part of the CD and go through the example. Play the rest of the CD. Pupils work individually and then check in pairs. Play the CD again. Check with the class. Check understanding of question 2 by asking how old *Suzy* is (six), and of question 5 by asking why Grandpa Star is funny (he's riding *Suzy's* bike). Check understanding of *dentist*. Focus pupils on the Look box and use it to review comparative adjectives.
- In pairs, pupils write two more sentences with options. They swap with another pair, answer each other's and then check together.

Key: 2 *Suzy*, 3 uncle, 4 detective, 5 funny, 6 older

AB4. ACTIVITY 1. Read and circle.

- Tell pupils to open their Activity Book at page 4. Focus on Activity 1. They read the instruction. Check they know what to do, using the example. Pupils do the activity individually and then check in pairs. Check with the class.

Key: 2 older, 3 taller, 4 longer, 5 bigger, 6 happier

AB4. ACTIVITY 2. Complete the sentences.

- Focus pupils on the pictures. Elicit the sports / hobbies and tell pupils to choose *go / play*. Go through the example. Make sure pupils realise they need to provide more parts of the sentences as they go along. They complete the sentences individually and then compare in pairs. Check with the class.

Key: 2 fishing, 3 go cycling / go for a bike ride, 4 play hockey, 5 to fly a kite, 6 want to play table tennis, 6 wants to go swimming / wants to swim

Extra activities: see page T108 (if time)

Optional activity

- Hello there! Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 8 and 9).

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box 4 Language Portfolio* (*About me and My English language skills*).

Ending the lesson

- Say *Goodbye* or *Bye* to different pupils. Add *See you on* (day of next lesson). Pupils do the same to you and say *Goodbye* to each other.

OBJECTIVES: By the end of the lesson, pupils will have reviewed personal descriptions.

● **TARGET LANGUAGE**

Key language: personal description, *have got*, *wear*, adjectives, definitions

Revision: comparative adjectives, adjectives, character names, personal information

● **MATERIALS REQUIRED**

Star family flashcards (1–9)

Extra activity 1: The following adjectives, each written on a small piece of card / paper: *funny, hungry, thirsty, loud, quiet, happy, clever, tired, young, old, beautiful, sad*

Extra activity 2: A blank sticker or piece of paper and safety pin for each pupil, CD of quiet music

Optional: *Kid's Box Teacher's Resource Book 4 Hello there! Unit Reinforcement worksheet 2* (pages 8 and 10)

Warmer

- Revise personal descriptions. Describe someone in the class using the language in Pupil's Book page 5 Activity 4. The other pupils guess who it is. Repeat for another two or three pupils.

PB5. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 5. Elicit who the people are in the pictures by asking, e.g. *Who's c?* Use the Star family flashcards to review some of the names if necessary. Check pupils have read and understand the activity instruction. Do number 1 as in the example with the class. Pupils work in pairs. They take turns to read the sentences quietly to each other and match them with the person. They say the name of the person. Elicit answers from pairs. They read the sentences and then say the letter and who it is. Check understanding of the final adjectives by eliciting an appropriate mime / definition.

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

PB5. ACTIVITY 5. Listen and say the name.

- Focus pupils on the activity instruction and the example and check understanding. Review the character names again. Tell pupils to whisper the name to their partner the first time they listen. Before listening, pupils make sure they remember the names of all the characters in the pictures. Play the CD. Pupils listen and whisper. Play the CD again. Pause after each question to elicit the answer from the class.

Key: 2 Simon, 3 Mrs Star, 4 Mr Star, 5 Suzy, 6 Grandpa, 7 Aunt May, 8 Grandma, 9 Stella

CD 1, 03

1. Who smiles a lot?
2. Who's happy?
3. Who's quiet?
4. Who's hungry?
5. Who's loud?
6. Who's funny?
7. Who's tired?
8. Who's thirsty?
9. Who's clever?

PB5. ACTIVITY 6. Play the game.

- Focus pupils on Activity 6 and tell them this is a game. Demonstrate the activity first. Tell pupils you're thinking of one of the characters. They ask questions like the ones in the speech bubbles to try to guess. They can only ask three questions. Pupils then play the game in pairs. Pupil A writes a letter from a to i in a secret place (the letter of the person). Pupil B then asks three questions to guess. Help with appropriate questions.

AB5. ACTIVITY 3. Sort and write the words.

- Focus pupils on Activity 3 and elicit what this is (a crossword) and that the words are anagrams. Point out the example answer written below the picture of the clever girl. First pupils solve the anagrams and write the words correctly underneath the pictures. Elicit answers. Then, in pairs, pupils work out where the words go (point out the example answer in the grid). Check with the class.

Key:

		c	l	e	v	e	r		
		h	u	n	g	r	y		
q	u	i	e	t					
	c	o	l	d					
l	o	u	d						
t	h	i	r	s	t	y			
t	i	r	e	d					
		n	a	u	g	h	t	y	

AB5. ACTIVITY 4. Kid's Box File.

- Focus pupils on the Kid's Box File. Elicit words to complete the first two or three lines of the file. Remind pupils that they need to complete the sentences with information about themselves. Pupils write in pencil first. Check around the class as they are doing this and help / suggest / prompt if there are problems. Supply English words if pupils need them. Pupils complete the fact file. They then draw a picture in the box to illustrate one piece of information in the fact file. They make groups of four and take turns to read out their fact files. The other pupils listen for two things they have in common with the reader, e.g. age / number of people in the family.

Extra activities: see page T108 (if time)

Optional activity

- Hello there! Unit Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 8 and 10).

Ending the lesson

- Pupils open their Pupil's Books and cover the page with paper so that they can see only the pictures of the characters at the top. Say, e.g. *Tell me about Suzy*. Pupils describe her from the picture.

OBJECTIVES: By the end of the lesson, pupils will have reviewed using the present simple to talk about daily routines.

● **TARGET LANGUAGE**

Key language: present simple, adverbs of frequency: *always, sometimes, never, like / love + -ing*, routine activities

Revision: actions, jobs, *during the day, at night, in the morning / afternoon / evening, at work, white coat, hospital, days of the week, weekend, work, wear, listen to music, take photos, get up, farm, cow, sheep, flat, city, country*

● **MATERIALS REQUIRED**

Extra activity 2: 15 pieces of paper, each with one of the following phrases written on it: *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to the park, go to sleep*
Optional: *Kid's Box Teacher's Resource Book 4 Hello there! Unit Extension worksheet 1 (pages 8 and 11), Kid's Box 4 Language Portfolio page 7*

Warmer

- Draw a circle on the board and write *Jobs* in the centre. Elicit the jobs pupils know and build up a mind map. Ask which job(s) they want to do. Leave the mind map on the board (see *Ending the lesson*).

PB6. ACTIVITY 7. Read and answer.

- Tell pupils to open their Pupil's Books at page 6 and to look at Activity 7. Use the pictures to elicit Aunt May's and Uncle Fred's jobs (doctor and farmer). Ask a pupil to read the instruction aloud and two others to read the questions. Pupils read silently and find the answers. They check in pairs. Check with the class. Pupils take turns to read the texts aloud around the class. Ask other questions about the texts to check understanding, e.g. Aunt May: *Does she always work at night?* Uncle Fred: *When does he have to work?* Review *always, sometimes* and *never* using the Look box at the bottom of the page.

Key: 1 She works in a hospital. 2 She likes listening to music and taking photos. 3 He lives on a farm in the country. 4 He gets up at five o'clock.

PB6. ACTIVITY 8. Correct the sentences.

- Focus pupils on Activity 8 and on the activity instruction. Check understanding, particularly of *bus driver*. They do the task orally first in pairs. Check with the class. Pupils write the corrected sentences in their books, following the model.

Key: 2 She works in a big hospital. 3 She sometimes works at night. 4 She doesn't like working at the weekend. 5 Uncle Fred lives on a farm in the country. 6 He's got twenty-seven cows. 7 He always gets up at five o'clock. 8 He sometimes works at night.

AB6. ACTIVITY 5. Ask your friend. Complete the questionnaire.

- Tell pupils to open their Activity Book at page 6. Focus them on the questionnaire and on the instructions. They take turns to ask and answer and to mark the correct box with their friend's answer.

AB6. ACTIVITY 6. Write about your friend.

- Focus pupils on Activity 6. Elicit sentences from pupils about their friends. Tell them to refer to the completed questionnaire from Activity 5. Write a few examples on the board, writing the third person *s* in a different colour to remind pupils to use it. Elicit why they need to write the *s*. Draw a square around each adverb too to highlight to pupils where it goes in the sentence. Pupils write five sentences about their partner using the information from Activity 5.

AB6. ACTIVITY 7. Read and match.

- Ask two pupils to read the example question and answer. Pupils work individually to complete the activity. Check with the class.

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

Extra activities: see page T108 (if time)

Optional activity

- Hello there! Unit Extension worksheet 1 from *Teacher's Resource Book 4* (pages 8 and 11).

Language Portfolio

- Pupils complete page 7 of *Kid's Box 4 Language Portfolio (Learning English)*. Help with new language and elicit sentences (e.g. *I sometimes like working in pairs and groups. I don't like doing tests*). Pupils compare their completed pages in pairs.

Ending the lesson

- Go back to the jobs elicited at the beginning of the lesson. Elicit some ideas from pupils about the jobs, using sentences like the ones in the texts about May and Fred, e.g. (Detective) *He works in an office. He sometimes works at night. He wears a hat and always carries a magnifying glass.*

OBJECTIVES: By the end of the lesson, pupils will have written about their daily routines using *before* and *after* and sung a song.

● TARGET LANGUAGE

Key language: present simple, *must*, imperatives, routine, *before / after*

Additional language: *no time to lose*

Revision: daily routines, word families

● MATERIALS REQUIRED

Warmer and Practice: Cards with the following actions written on them (large enough to be read by the class): *wake up, get up, have a wash, get dressed, run to the kitchen, sit on a chair, eat your breakfast, comb your hair, get your bag*

Optional: *Kid's Box Teacher's Resource Book 4 Hello there! Unit Song worksheet (page 13), Kid's Box Interactive DVD 4 booklet (pages 28–33), Kid's Box Interactive DVD 4: Simon's room 'The Memory Game'*

Warmer

- Display the word cards on the board. Point to each one and elicit / say the instruction, e.g. *Run to the kitchen*. Write a number under each one. Mime one of the actions. Pupils answer with the number and the verb and then say, e.g. *It's number 1. Sit on a chair*.

Note: Make sure pupils don't use the present continuous.

PB7. ACTIVITY 9. *Look at the song and order the pictures. Listen and check.*

- Tell pupils to open their Pupil's Book at page 7. Ask what they can see in some of the pictures. Ask a pupil to read the activity instructions aloud. Focus on the example speech bubble and check pupils know what to do. Pupils work in pairs to try to order the activities. Remind them to check in the song text. Point out that there isn't a picture for every phrase in the text. Monitor pupils and prompt them to think (e.g. point to a picture), but don't tell them the answers.
- Play the CD for pupils to check their answers. Elicit answers. Explain any new vocabulary in the song text. Check understanding of the different actions. Ask pupils which ones they do in the morning.

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

CD 1, 04

As in Pupil's Book

PB7. ACTIVITY 10. *Sing the song.*

- Play the CD. Pupils listen. Play the CD again. Pupils join in with the song, miming the actions if they want to. They can clap their hands or click their fingers in time with the rhythm of the rap if they prefer. Divide the class into 12 groups. Each group sings a pair of lines and mimes as they sing.

CD 1, 04

As in Pupil's Book

CD 1, 05

Now sing the song again. (Karaoke version)

- Ask questions about the song using *before* and *after*, e.g. *What do we do before we eat breakfast? What do we do after we get up?* Check pupils understand the sequence. Use the word cards to help. Place two word cards next to each other on the board and make two sentences, one with *before* and one with *after*. Write the two model sentences underneath. Personalise the activity by asking pupils, e.g. *What do you do after you eat breakfast? What do you do before you have a shower?*

PB7. ACTIVITY 11. *Write about your day.*

- Focus pupils on the activity instruction and the model text. Pupils work individually to write sentences about their daily routine in their notebooks using *before / after*. Monitor and support if necessary. This activity can be completed for homework.

AB7. ACTIVITY 8. *Look. Write 'before' or 'after'. Match.*

- Tell pupils to open their Activity Book at page 7. Ask a pupil to read the activity instruction aloud. Go through the example. Pupils work individually and complete the activity. Check the activity carefully with the class, making sure pupils understand the sequence of the actions.

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

AB7. ACTIVITY 9. *Circle the odd one out. [YLE]*

- Focus pupils on Activity 9. Ask a pupil to read the activity instruction and the first line. Elicit from pupils why *trousers* is different (clothes). Pupils complete the activity individually and then check in pairs. Check with the class, eliciting reasons for the answer each time.

Key: 2 bus, 3 lorry, 4 rock, 5 blanket, 6 cold, 7 driver, 8 island, 9 comic, 10 teacher

Extra activities: see page T108 (if time)

Optional activities

- Hello there! Unit Song worksheet from *Kid's Box Teacher's Resource Book 4* (see pages 8 and 13)
- Extra activity for Hello there! Unit Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.
- Play 'The Memory Game' from the *Simon's room* section of the *Kid's Box Interactive DVD 4*. See page 34 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the Pupil's Book again.

OBJECTIVES: By the end of the lesson, pupils will have practised identifying the phonemes /æ/, /eɪ/ and /ɑː/ and recognising alternative spellings for these sounds. They will also have completed a communication activity.

● TARGET LANGUAGE

Key language: Words with the phonemes /æ/, /eɪ/ and /ɑː/ (e.g. *cat, snake, farmer*), family, routines, questions and short answers

Revision: Pronunciation of words with the target phonemes from *Kid's Box* Levels 1–3

Warmer

- Say *Look and think*. Make three groups. Write these words on the board: *sad, last, dad, name, dance, say, make, bag, start*. Say the words aloud, emphasising the vowel sounds. If pupils still can't do it, write down one of the groups (*sad, dad, bag*). Elicit the other groups and write them on the board (*last, dance, start* and *name, say, make*). Say the words in groups. Pupils repeat.

PB8. ACTIVITY 12. Stella's phonics

- Tell pupils to open their Pupil's Book at page 8. Elicit Stella's name. Explain that the Stella's phonics activities help with pronunciation. Focus on the smaller pictures. Elicit *cat, bag, snake, rain, farmer* and *car*. Focus on the larger picture and ask, e.g. *What animals can you see?* Review *market*.
- Point to the sentences. Say *Listen and read*. Play the CD for pupils to listen only. Play the CD again. Pupils repeat the sentences.

Note: Distinguishing between the /æ/ and /ɑː/ phoneme can be difficult when words with the /ɑː/ phoneme don't follow the spelling pattern (e.g. *father* and *aunt* in this unit).

Pupils need help recognising spelling patterns for the /eɪ/ phoneme (*ay* and *a_e*), as well as irregular spellings (e.g. *eight, straight*).

CD 1, 06

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

/æ/, /æ/, cat

/eɪ/, /eɪ/, snake

/ɑː/, /ɑː/, farmer

A cat in a bag.

A cat in a bag.

A snake in the rain.

A snake in the rain.

A farmer in his car.

A farmer in his car.

The farmer's taking the cat and the snake to the market today.

The farmer's taking the cat and the snake to the market today.

PB8. ACTIVITY 13. Make questions. Ask and answer.

- Focus pupils on Activity 13. Practise the questions and answers in the speech bubbles. Check pupils know how to form questions, as in the examples, and to give the short answers. If necessary, write all the questions on the board. Pupils work in pairs. A asks all the questions for B to answer, and then they swap. Pupils tell the class about their partner, e.g. *Claude doesn't catch the bus to school*.

AB8. ACTIVITY 10. Write. Listen, check and say.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words in the box. Point out the words at the top of each column. Say the words, emphasising the vowel sounds. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.
- Play the CD for pupils to listen and check. They compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key:

s <u>a</u> d	r <u>a</u> in	c <u>a</u> r
b <u>a</u> g	n <u>a</u> me	s <u>a</u> rt
s <u>a</u> nd	p <u>a</u> yl	f <u>a</u> rmer
h <u>a</u> ve	s <u>tr</u> aight	d <u>a</u> nce
c <u>a</u> ch	g <u>r</u> ey	f <u>a</u> ther
m <u>a</u> n	t <u>a</u> ke	a <u>u</u> nt

CD 1, 07

/æ/, bag, stand, have, catch, man

/eɪ/, name, play, straight, grey, take

/ɑː/, start, farmer, dance, father, aunt

AB8. ACTIVITY 11. Change one letter to make new words.

- Write *book, boot, foot* on the board. Show pupils how only one letter has changed each time. Point out the two examples and solve the second with the class. Pupils do the activity in pairs. Check on the board.

Key: 2 bed, 3 bad, 4 bat, 5 cat, 6 car, 7 ear, 8 eat

Extra activities: see page T108 (if time)

Ending the lesson

- Write the long sentence from Pupil's Book Activity 12 on the board. Say it as a tongue twister. Pupils repeat and then practise in pairs.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed numbers.

● **TARGET LANGUAGE**

Key language: language in the story, numbers, *joke box*

Revision: functional language, *was / were, Lock and Key, magnifying glass*

● **MATERIALS REQUIRED**

A simple but striking poster which reads:

Lock and Key Detective Agency.

We're here to help you, night and day.

Call us on 01449 228000. Email: lockandkey@detectives.com

Flashcards of Lock and Key (13–14)

Word cards from *Kid's Box Teacher's Resource Book 4* pages 88–89

Optional: *Kid's Box Teacher's Resource Book 4* Hello there!

Unit Extension worksheet 2 and Topic worksheet (pages 12 and 14), animated version of the Hello there! Unit story from *Kid's Box Interactive DVD 4* (*Suzy's room* section)

Warmer

- Display the Lock and Key poster you have made on the wall and the flashcards of Lock and Key. Ask pupils to read the poster and to tell you what it is (an advert for the Lock and Key Detective Agency). Check understanding of *detective agency*. Ask who Lock and Key are (pupils point to the flashcards) and for examples of the things they do. If pupils didn't study *Kid's Box 3*, use these examples: *look for lost cats, find lost paintings, find car thieves*. Ask pupils how you can contact the detectives (by phone / email). Ask pupils if they think Lock and Key use a magnifying glass. Check comprehension by drawing one on the board.

Story

PB9. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 9. Elicit who the story is about (Lock and Key). Tell pupils to point to Lock and then to Key in the pictures (using the flashcards as reference). Set the gist listening / reading questions: *What's today's problem for Lock and Key? Do they find the answer?* Play the CD. Pupils listen and read. They don't shout out the answers, but check quietly with their partner at the end of the CD. Check with the class (a picnic thief; yes, it's a bird). Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling relevant to each character.
- Check comprehension by holding up your book and asking, e.g. *What's the little boy's name?* (Peter). *Who's the woman with him?* (His aunt). *Are Lock and Key in their car?* (No, on a motorbike). *Where are they?* (In the park). *What's Key holding?* (A magnifying glass).
- Elicit Key's favourite phrase (No problem).

CD 1, 08

As in Pupil's Book

AB9. ACTIVITY 12. Write the numbers and join the dots.

- If time, revise numbers with the word cards on Teacher's Resource Book pages 88 and 89. Cut out the cards and hand out one to each pupil randomly (make sure you hand out matching pairs of numbers and words). Pupils stand up and walk around the class. Clap your hands. Pupils find a partner and say their number. When they find a classmate with the same number as themselves, they come and show you. Stick the matching cards on the board. Repeat until all the cards have been matched.
- Tell pupils to open their Activity Book at page 9. Ask a pupil to read the activity instructions aloud and check understanding. Pupils do the task individually and then check in pairs. Check with the class, asking what the numbers are each time and what they found to link the pictures. Elicit what they drew when they joined the dots (shark).

Key: 39 tree 74, 74 balcony 53, 53 bike 95, 95 cloud 47, 47 rainbow 21, 21 blanket 82, 82 trainers 19, 19 scarf 33, 33 rock 15, 15 cave 98

Extra activities: see page T108 (if time)

Optional activities

- Hello there! Unit Extension worksheet 2 and Topic worksheet from *Teacher's Resource Book 4* (pages 8, 12 and 14).
- The animated version of the story from *Kid's Box Interactive DVD 4* (*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.