

OBJECTIVES: By the end of the lesson, pupils will have read and talked about actions and events in the past.

● **TARGET LANGUAGE**

Key language: *could / couldn't*: ability, past simple irregular: *catch, have (to), find, get, take, go, make, can, lose, come home; explorer, expedition, British, cross, ice, open sea, save, continent*

Additional language: *Antarctica*

Revision: actions, weather, animals, adjectives, prepositions, connectors, numbers (years)

● **MATERIALS REQUIRED**

Warmer: Map of the world to show the Antarctic continent

Note: Check if your school or local resource centre has a copy of the video / DVD *South* or download the film from the internet (check that you can do this legally). *South* was made at the time of the Shackleton expedition and shows Shackleton and his men, his ship *The Endurance*, the small boats and the sea creatures. You could show parts of it at the end of the lessons or at the end of the unit.

Flashcards 64–67 ('continents', 'Antarctica', 'expedition' and 'explorer')

Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Reinforcement worksheet 1* (page 44)

Warmer

- Show the map of the world and elicit how many continents there are and their names. Use the flashcards to teach *continent, Antarctica, expedition* and *explorer*. Ask pupils what they know about the Antarctic continent. Ask pupils if they know the names of any explorers, past or present.

PB46. ACTIVITY 1. *Look at Simon's homework. Think and answer.*

- Tell pupils to open their Pupil's Book at page 46. Focus them on the photograph and the text and elicit / tell pupils that this is part of Simon's project on explorers. Check pupils have read the activity instructions and know what to do. They read the questions in pairs and discuss them together, using the information in the pictures.

PB46. ACTIVITY 2. *Read and check.*

- Pupils read the text. Elicit complete sentences for the answers to the four questions. Read the text again and ask further checking questions, e.g. *What did Shackleton want to do? Why did they camp on the snow? What was the weather like? How did they get water to drink? What did they eat? Did everybody come home? Shackleton didn't cross Antarctica, but was he a hero?* Check understanding of *couldn't*.

Key: 1 He showed his homework to his dad. 2 He wrote about Sir Ernest Shackleton. 3 Shackleton was an explorer. 4 He went to Antarctica by ship.

PB46. ACTIVITY 3. *Find the past of these verbs in the text.*

- Focus pupils on the Activity 3 instruction and check understanding. They work in pairs and underline the past of the verbs in the text. Pairs check with pairs. Check with the class, focusing on pronunciation as well as spelling. Elicit that these are irregular verbs. Pupils write a list of the new verbs (simple infinitive and past simple) in their notebooks.

Key: found, caught, took, went, made, got, couldn't, lost, had to, came

AB46. ACTIVITY 1. *Make sentences.*

- Tell pupils to open their Activity Book at page 46. Check they have read and understand the activity instruction using the example. They work in pairs to make sentences. Check with the class.

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

AB46. ACTIVITY 2. *Make a wordsearch.*

- Focus pupils on the Activity 2 instructions. Tell them to use the past simple of the new verbs (from the Pupil's Book page). They write the past in the wordsearch and the simple infinitives down the side. They fill in the other boxes in the wordsearch with random letters.

AB46. ACTIVITY 3. *Now look at your friend's wordsearch and find the words.*

- Make new pairs. Pupils swap their books and find the words. They check in their pairs.

Extra activities: see page T114 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 43–44).

Ending the lesson

- Review the content of the lesson with pupils. Elicit if they think Shackleton's expedition was exciting and why / why not.

OBJECTIVES: By the end of the lesson, pupils will have talked more about past ability using *could* / *couldn't* and practised connecting clauses with *so*.

● **TARGET LANGUAGE**

Key language: *could* / *couldn't* + short answers, *exhibition*, *diary*, connector: *so*, *school trip*, *polar bear*

Revision: *museum*, *explorers*, *Antarctic*, actions, prepositions, adjectives, *first*, *before*, *after*, *then*

● **MATERIALS REQUIRED**

Flashcards 68–70 ('exhibition', 'museum' and 'school trip')
Photocopiable 5 (page T101), one copy for each pupil. One large piece of paper.

Optional: *Kid's Box Teacher's Resource Book 4 Unit 5*
Reinforcement worksheet 2 (page 45)

Warmer

- Elicit places pupils like to visit in their town / city. Review *museum* using the flashcard. Talk about the museums and galleries in nearby cities. Write their names on the board. Elicit what types of museums there are and what people can see inside. Ask pupils which is the best museum they've visited.

PB47. ACTIVITY 4. *Read and say the letter.*

- Tell pupils to open their Pupil's Book at page 47. Explain that the boy is called David and that he's on a school trip. Use the flashcard to check *school trip*. Present *exhibition* using the flashcard. Check pupils have read and understand the activity instruction and the example answer. They read the text quickly to match the numbers with the pictures. They check in pairs.

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

PB47. ACTIVITY 5. *Listen and answer the questions.*

- Focus pupils on the Activity 5 instruction and speech bubbles. Play the CD. Pause after each question for pupils to find the answer and to say it to a partner. Play the CD again, pausing after each one again to elicit answers. Review irregular past tense forms using the Unit 5 word cards, if time.

Key: 2 First they walked round an exhibition about explorers.
3 They made a poster about famous explorers. 4 They went to the museum shop after lunch. 5 He got a toy polar bear for his sister. 6 In the afternoon they went to an exhibition about sea animals. 7 David took a photograph of his friends.
8 They caught the bus at three o'clock.

CD 2, 13

1. When did David's class go to a museum?
2. What did they do first?
3. What did they make?
4. When did they go to the museum shop?
5. Who did David get a toy polar bear for?
6. Where did they go in the afternoon?
7. Who did David take a photograph of?
8. What time did they catch the bus?

PB47. ACTIVITY 6. *Make sentences.*

- Focus pupils on the Activity 6 instruction and on the example. Check understanding of *so*. Pupils work individually and make sentences. They check in pairs. Check with the class.

Key: 2 They didn't take water with them so they were thirsty.

3 The exhibition was really good so they had a great time.

4 It was his sister's birthday so he got a toy from the shop.

5 The children had to wait for the bus so they came home late.

6 They lost their map so they couldn't find the museum.

AB47. ACTIVITY 4. *Ask and answer.*

- Review *could*. Ask, e.g. *Could you walk / talk / swim when you were two?* Ask about other pupils, e.g. *Could (name) run when he was two?* to check *Yes, he / she could* and *No, he / she couldn't*.
- Tell pupils to open their Activity Books at page 47. Focus them on Activity 4. Pupils read the examples aloud. They work in pairs, taking it in turns to ask and answer about Vicky. Check, using open pairs.

AB47. ACTIVITY 5. *Ask your friends and tick or cross the boxes.*

- Introduce / check short answers *Yes, I could* and *No, I couldn't*.
- Focus pupils on Activity 5. Make groups of four. Each pupil writes the names of three friends on the left. They take turns to ask each other the questions and tick or cross in the boxes. Finally, they answer about themselves.

Photocopiable 5 (see pages T91 and T101)

AB47. ACTIVITY 6. *Match and say.*

- Focus pupils on the Activity 6 instruction and example. Pupils match the sentences individually. Check with the class.

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

Extra activity: see page T114 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 43 and 45).

Ending the lesson

- Say and clap *Could you swim when you were three?* The pupils that could, say *Yes, I could*. (Clap, clap, clap). The pupils that couldn't, say *No, I couldn't*. (Clap, clap, clap, clap). Repeat for other skills / actions. More confident pupils can take turns to ask the questions.

OBJECTIVES: By the end of the lesson, pupils will have used comparative adjectives to talk about different explorers.

● TARGET LANGUAGE

Key language: comparative of two- and three-syllable adjectives and adverbs

Revision: explorers, adjectives, past simple, actions and activities, question forms, *Why ... ?*, *because*, *so*

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 4* Unit 5 Extension worksheet 1 (page 46)

Warmer

- Draw two faces on the board, one smiling, one sad. Elicit names for each person. Elicit, e.g. *Victor is happier than Harry*. Using classroom objects, elicit other sentences to review comparative of one- and two-syllable adjectives, e.g. *This ruler's longer than that one. This book's thinner than that one*. Elicit the name of the structure and write it on the board (comparatives).

Presentation

- Provide sentences using known adjectives with more than one syllable and *more*, e.g. *Watching TV is more exciting than doing homework. Maths is more difficult than English. (Actor) is more famous than (actor)*. Repeat the sentences and write them on the board. Underline the comparative sections, e.g. *more interesting than*, and elicit how these are different from adjectives like *easier than*. Help pupils notice the number of syllables (two or more) and that adjectives ending in *-y* (e.g. *happy*) have *-ier*.

PB48. ACTIVITY 7. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 48 and focus on Activity 7. Pupils take turns to read the questions aloud. Ask who / what they think Cousteau is. In pairs, pupils discuss / predict the answers to the questions.

PB48. ACTIVITY 8. *Listen and check.*

- Pupils listen and check. Check with the class. Play the CD again and check comprehension by asking, e.g. *What nationality was Cousteau? According to Alex, whose adventures were more difficult? Whose work is more famous? Whose life was more exciting? Whose homework was more boring?*
- Focus pupils on the Look box to remind them of the comparative adjectives. Elicit other examples from pupils using these adjectives.

Key: 1 They are talking about Shackleton and Cousteau. 2 His ship was called the Calypso. 3 Alex wrote about Jacques Cousteau. 4 Cousteau explored sea life.

CD 2, 14

ALEX: Hi, Simon. Did you finish your homework yesterday?

SIMON: Yeah, I wrote about Shackleton. Who did you write about?

ALEX: Jacques Cousteau. He was a French explorer.

Shackleton's adventures were more difficult than Cousteau's, but I think Cousteau is more famous.

SIMON: Really? What did he do?

ALEX: He sailed in his ship, the Calypso, and explored sea life.

SIMON: But Shackleton's life was more exciting. Why was Cousteau famous?

ALEX: Because he helped us to understand our world. He made 120 TV programmes and films and he was one of the first people to tell us to be more careful with the sea.

SIMON: Yeah, that's true. We have to look after our world.

STELLA: Huh, our homework was more boring than theirs.

LENNY: Yes, but ours was easier than theirs, so I had time to watch TV after I finished mine.

STELLA: Yeah!

PB48. ACTIVITY 9. *Complete the text.*

- Focus pupils on the Activity 9 instruction and check understanding using the example. Pupils work individually. They check and compare in pairs. Check with the class by asking pupils to take turns to read sentences aloud.

Key: than, more, more, more, than, more

AB48. ACTIVITY 7. *Read and complete.*

- Tell pupils to open their Activity Book at page 48. Focus them on Activity 7. Make sure pupils understand that they need to find the opposites, and then write the connecting word spelt out by the letters running vertically. Pupils solve the crossword individually, and then compare answers in pairs. Check with the class.

Key: 2 easy, 3 bad, 4 curly, 5 dirty, 6 right, 7 first, 8 loud, 9 old
The secret word is *beautiful*.

AB48. ACTIVITY 8. *Read and match.*

- Focus pupils on Activity 8. Pupils match the pictures with the text. They check in pairs. Check with the class. Pupils read the sentences aloud.

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

Extra activities: see page T114 (if time)

Optional activity

- Unit 5 Extension worksheet 1 from *Teacher's Resource Book 4* (pages 43 and 46).

Ending the lesson

- Play the CD from Pupil's Book Activity 8. Elicit some of the things that Alex and Simon said about Cousteau and Shackleton, to review comparatives.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with comparative adjectives and given their opinions.

● **TARGET LANGUAGE**

Key language: comparative adjectives

Revision: adjectives, exploration, days of the week

● **MATERIALS REQUIRED**

Extra activity 2: Large piece of paper for each group of four pupils and materials for making a poster about a school trip (e.g. photographs of places to cut out, glue, scissors, coloured pencils or crayons)

Warmer

- Provide prompts for pupils to make comparative sentences, e.g. *famous* / (name of footballer / name of teacher). Include -y ending, one-, two- and three-syllable adjectives from the previous lesson.

PB49. ACTIVITY 10. Order the words.

- Tell pupils to open their Pupil's Book at page 49 and focus on Activity 10. Check they have read the activity instruction and know what to do. In pairs, they order the words and write the sentences correctly in their notebooks. To check, pupils come to the board and write the sentences in the correct order.

Key: 1 My book on explorers is more interesting than yours. 2 Shackleton's adventures were more difficult than Jacques Cousteau's. 3 Crossing Antarctica is more difficult than climbing trees. 4 Christopher Columbus is more famous than Jacques Cousteau. 5 Simon writes more carefully than Suzy. 6 Sailing is more exciting than walking.

PB49. ACTIVITY 11. What do you think? Make sentences.

- Focus pupils on Activity 11 and on the pictures. Elicit what they can see in each one. Check they have read the activity instructions and know what to do. Demonstrate, using the example. Pupils work in pairs and take turns to make sentences about the pictures, as in the example. Monitor and help / prompt / support. Check by eliciting sentences from different pairs and responding to the content of what they say (as well as the grammar). Personalise the discussion in preparation for the next activity, e.g. ask pupils which sport they think is more exciting than table tennis.

PB49. ACTIVITY 12. Now write sentences.

- Focus pupils on the Activity 12 instruction and check understanding. They write at least six sentences in their notebooks, using the model from Activity 11. They write about their own opinions. Monitor and support, e.g. with spelling. Make groups of four. Pupils take turns to read the sentences to the other members of the group and find out if their friends have similar opinions.

AB49. ACTIVITY 9. Make sentences.

- If pupils did Extra activity 2 in the previous lesson, refer them to their tables with the comparative forms. Tell pupils to open their Activity Book at page 49. Focus them on the pictures and the example. Check they have read and understand the activity instruction. Pupils complete the activity on their own and then check in pairs. Check with the class, eliciting the different options.

Key: 2 Mr Star's more famous than Grandma Star. 3 The dog is dirtier than the cat. 4 The horse is thirstier than the dog. 5 The monkey is happier than the panda. 6 The elephant is stronger than the dog. 7 The girl is more careful than the boy.

AB49. ACTIVITY 10. Compare Tom's days. Choose words from the box. [YLE]

- Focus pupils on Activity 10 and on the two pictures. Elicit descriptions of each picture: what pupils can see, what the weather was like, etc. Pupils spend about five minutes looking for the differences. In pairs, they then take turns to tell each other the differences they have found. Remind them to use the past tense, as in the example. Elicit differences from pupils to check.

Note: *Tired* and *bored* are exceptions to the rule, being one-syllable adjectives that take *more*.

Key: The weather was better on Sunday than on Wednesday. The weather was worse on Wednesday than on Sunday. It was sunnier on Sunday than on Wednesday. Tom was happier on Sunday than on Wednesday. Tom was more tired on Wednesday than on Sunday. The lesson was more exciting on Sunday than on Wednesday. The lesson was more boring on Wednesday than on Sunday. The lesson was more difficult on Wednesday than on Sunday.

Extra activities: see pages T114–T115 (if time)

Ending the lesson

- Make a statement, e.g. *I'm hungry*. Prompt a pupil to respond, e.g. *I'm hungrier than you!* Continue with other adjectives, letting more confident pupils make the opener with different adjectives, e.g. *I'm / We're clever*.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the long vowel sound /ɜ:/ in many common words. They will be aware of the three main spellings for the sound (*er*, *ur* and *ir*). They will also have performed a rap.

● **TARGET LANGUAGE**

Key language: words with the phoneme /ɜ:/ (e.g. *nurse*, *shirt*, *work*)

Additional language: *make mistakes*

Revision: adjectives, *the world*, *must*, *need*, *Let's ...*, *look after*, word families

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Song worksheet* (page 48)

Warmer

- Write six words which have the vowel sound /ɜ:/ on the board, e.g. *world*, *nurse*, *purple*, *skirt*, *burger*, *Earth*. Tell pupils to look for the sound that all the words have in common. Help by saying the words aloud, emphasising the vowel sound. Remind pupils to focus on the sound, not the spelling. Explain that they will be focusing on the sound /ɜ:/ in this lesson.

PB50. ACTIVITY 13. Stella's phonics

- Tell pupils to open their Pupil's Book at page 50. Elicit what they can see in the pictures (a nurse, a dirty shirt, a purple shirt). Tell pupils to listen only the first time. Play the CD. Tell pupils to listen and repeat. Play the CD again for pupils to join in with the sound sentences.

Note: This can be a difficult sound for learners, as they tend to pronounce words as they are spelt, rather than recognising that there are alternative spellings for the same sound.

You can help by making pupils aware of the three main alternative spellings for the sound (*er*, *ur* and *ir*). There are also specific words which contain the sound, which pupils will become familiar with (*Earth*, *world*, *word*).

CD 2, 15

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

/ɜ:/, /ɜ:/, nurse

/ɜ:/, /ɜ:/, shirt

The nurse got a shirt for her birthday.

The nurse got a shirt for her birthday.

On Thursday the shirt got dirty.

On Thursday the shirt got dirty.

The nurse worked in her purple shirt.

The nurse worked in her purple shirt.

The nurse got a shirt for her birthday.

On Thursday the shirt got dirty.

The nurse worked in her purple shirt.

PB50. ACTIVITY 14. Complete the rap. Listen and check.

- Focus pupils on Activity 14 and on the pictures. Review use of *my / mine*, etc., using classroom objects, e.g. pick up a pen and ask *Is it yours? Is it your pen?* The pupil responds *Yes, it's mine* or *No, it's his / hers*. Pupils read the rap before they listen and, in pairs, try to guess what goes in the gaps.

- Play the CD. Pupils listen and check / complete. Play the CD again. Check with the class. Check understanding by asking, e.g. *What's the problem with the world? What must we do?*

Key: his, ours, strong, trees, green

CD 2, 16

As in Pupil's Book

PB50. ACTIVITY 15. Sing the song.

- Play the rap line by line. Pupils listen and repeat.
- Pupils stand up. They perform the rap, using gesture to communicate *mine / ours*, etc. If appropriate, record pupils and let them watch their performance

CD 2, 16

As in Pupil's Book

CD 2, 17

Now sing the song again. (Karaoke version)

AB50. ACTIVITY 11. Write. Listen, check and say.

- Tell pupils to open their Activity Book at page 50. Focus them on the pictures and the gapped words. Explain that they all have the sound /ɜ:/, but this sound is spelt using different letters. Go through the example. Pupils then work in pairs to complete the words. Check with the class. Write the correct spelling for each word on the board.
- Play the CD for pupils to listen, check and repeat.

Key: See CD script below

CD 2, 18

1 shirt, 2 person, 3 world, 4 burger, 5 nurse, 6 skirt, 7 work, 8 learn

AB50. ACTIVITY 12. Match and colour the squares.

- Focus pupils on Activity 12. Check they have read the activity instruction and elicit what they have to do, using the example (they colour the boxes which refer to the same person in the colour given in one of the pairs of boxes, e.g. *my / mine*). Pupils complete the activity in pairs. Check with the class. Call out a colour. Pupils provide both sentences.

Key: It's mine. – green; They're yours. – purple; It's ours. – red; They're his. – pink; They're hers. – blue

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. If pupils don't get the joke the first time, tell it again.

Extra activities: see page T115 (if time)

Optional activities

- Pupils complete the Unit 5 Song worksheet from *Teacher's Resource Book 4* (pages 43 and 48).

Ending the lesson

- Perform the rap from the lesson again with pupils.

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

● **TARGET LANGUAGE**

Key language: language in the story, *text message*, *protect (the environment)*

Additional language: *adventure holiday*

Revision: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Extension worksheet 2 (page 47)* and / or animated version of the Unit 5 story from *Kid's Box Interactive DVD 4 (Suzy's room section)*

Warmer

- Put pupils into groups of four, with books closed. Give them about five minutes to try to remember what happened in the last episode of *Lock and Key*. Elicit information from the groups by asking, e.g. *Where did Lock and Key go? What was the name of the play?*

Story

PB51. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 51. Focus them on the first frame and elicit what's on the computer screen (*Explore Adventure Holidays*). Elicit some examples of adventure holidays and what kind of places people can explore. Set the gist questions: *What does it say in the brochure about places to explore? Where do Lock and Key go? Why? What text message does Lock get on his phone?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (forests, rivers and beaches; to the adventure holiday camp; because Nick Motors was there the day before; 'Look behind you!').
- Play the CD again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *How did Nick Motors get to the adventure holiday camp? What did he do there? Can you see Nick Motors in the fourth picture? Where is he? What does Miss Rich ask them? Can you see Nick Motors in the last picture? What is he doing?*

CD 2, 19

As in Pupil's Book

AB51. DO YOU REMEMBER?

- Write *past verbs* on one side of the board and one example, e.g. *found*. Brainstorm the new past verbs (check the simple forms) from the unit. Write *comparatives* on the other side of the board and one example, e.g. *more exciting*. Brainstorm other comparatives from the unit.
- Tell pupils to open their Activity Books at page 51. Check they have read the activity instructions and know what to do. They study the spellings on the right in silence. Then they fold the page down the middle so that they can see only the words on the left and the lines to write the words on. They write the words in pencil. They check in pairs, asking, e.g. *What's this one? / How do you spell 'found'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books and check their partner's.

AB51. 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 events in the past. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they made comparisons between people and things in the unit. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about when they talked about possession.
- 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 T115 (if time)

Optional activities

- Unit 5 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 43 and 47).
- The animated version of the Unit 5 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.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about endangered animals.

● **TARGET LANGUAGE**

Key language: *endangered, Arctic, polar bear, society, hero(es), seal, ice cap, habitat*

Additional language: *get hotter*

Revision: animals (*kangaroo, panda, whale, tiger, goat, whale*), adjectives, comparatives, *look after, parents, body (bodies)*

● **MATERIALS REQUIRED**

Warmer: Pictures of an endangered animal not featured on Pupil's Book page 52, e.g. elephant, rhino.

Map of the world

Copies of the reordered text from Activity Book page 52, Activity 2 (see Key below)

Warmer

- Display the picture of the endangered animal. Elicit its name and what pupils know about it. Direct the discussion to species which are in danger and pre-teach *endangered*. Elicit in LI reasons why some animals are endangered (e.g. people cutting down forests, people catching animals for body parts, global warming).

PB52. FACT

- Tell pupils to open their Pupil's Book at page 52. Focus them on the lesson heading and explain that they will be learning more about endangered animals in the next two lessons. Show the map of the world and point to the Arctic. Elicit the name in LI and write *Arctic* on the board. Ask a pupil to read the fact to the class. Check they know the meaning of *Greek*. Elicit which kind of bears live in the Arctic (point to the photograph in Activity 1). Pre-teach *polar bear*.

PB52. ACTIVITY 1. *Look. Which animals do you think are endangered?*

- Draw attention to the photographs. Direct pupils to the activity instructions and check understanding. Pupils work in pairs. They decide if the animal in each photograph is endangered or not. Elicit ideas and confirm answers. Show the location of Siberia on the map. Focus on the polar bear and have a short discussion in LI. Ask *What kind of problems do polar bears have?* Try to touch on the fact that the world is hotter than it was before and oceans are getting bigger, so the polar bear's habitat is disappearing.

Key: The endangered animals are: polar bear, Siberian tiger, panda.

PB52. ACTIVITY 2. *Read. Correct the sentences.*

- Focus pupils on Activity 2. Read the activity instructions. Point to the photograph of the girl and explain that her name is Lily. Ask a volunteer to read aloud the text on the left. Check comprehension of *get hotter, society* and *hero* (plural *heroes*). Ask pupils if they belong to any societies.
- Go through sentences 1 to 5 and check the meaning of key language, e.g. *catch, look after, parents*. They read the text in the speech bubble individually and correct the sentences in pairs. Check answers as a class. Ask pairs to read out correct sentences. Teach *seal* and *habitat*.

Key: 1 Polar bears live on the ice and swim in the sea. 2 They catch and eat other animals like seals, fish and small whales. 3 The world is hotter than it was before. 4 It's more difficult for polar bears to fish for food. 5 It's more difficult for polar bears to look after their babies.

AB52. ACTIVITY 1. *Read and match.*

- Tell pupils to open their Activity Book at page 52. Focus them on the activity instruction and check understanding. They read the sentence halves in pairs and then try to match them. They check with another pair. Check by asking different pairs to read out complete sentences. They write the complete sentences in their notebooks.

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

AB52. ACTIVITY 2. *Colour the boxes and put the text in order.*

- Focus pupils on the activity instruction and check understanding. Pupils reorder the text in pairs. They colour the boxes first and then follow the colours. If they are having difficulty, do the first three or four sentences together as a class. Elicit the correct order and hand out copies of the completed text if possible.

Key: 6, 4, 11, 5, 10, 13, 9, 12, 3, 7, 1, 8, 2

Complete text:

Look at what happens when we use cars. Cars make the air dirty and dirty air makes our world hotter. A hotter world changes the ice in the Arctic and Antarctic to water. Polar bears and other Arctic animals have a smaller habitat because the ice cap is smaller. The water in our seas is also hotter. Some small fish and sea animals can't live in hotter water so it's difficult for the bigger fish or sea animals to find food. We can help by using bikes or walking. What other things can we do to help?

Extra activities: see page T115 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have listened to an interview about environmental issues and completed a project.

● TARGET LANGUAGE

Key language: *protect, public transport, cut down (trees)*

Additional language: *litre*

Revision: *animals, comparatives, endangered, ice cap, society, heroes, habitat*

● MATERIALS REQUIRED

Project: Large sheet of paper for each pupil, coloured pencils, photographs or pictures of endangered animals, reference materials / internet access

Optional: *Kid's Box Teacher's Resource Book 4 Unit 5 Topic worksheet (page 49)*

Warmer

- Review with pupils what they remember about endangered animals. Ask if they can remember the name of the society Lily belongs to.

PB53. ACTIVITY 3. *Listen. Read and say 'yes' or 'no'.*

- Tell pupils to open their Pupil's Book at page 53. Focus them on the activity instruction and on the description of the listening text. Explain that pupils are going to listen to an interview. Give them time to read the sentences and check comprehension of *get colder* and *cut down*. Elicit / explain the meaning of *public transport*.
- Play the CD, pausing after each sentence. Pupils whisper *yes* or *no* to their partner. Play the CD again. Check with the class. Elicit correct sentences for the 'no' answers. Ask which endangered animal Lily talked about at the end (the Siberian tiger) and if pupils would like to be in a society like the Green Heroes. Elicit other ways we can protect the world.

Key: 1 yes, 2 no, 3 no, 4 no, 5 yes, 6 yes, 7 yes

CD 2, 20

PAUL: Can I ask you some questions about the Green Heroes and your project called 'Help the world'?

LILY: Yes, of course, Paul. The Green Heroes is a society for young people who want to protect endangered animals.

PAUL: Oh, good. We know now that the Earth is hotter than it was before, the weather is changing and animals are endangered. Why is this?

LILY: Well, there are a lot of answers to that question. Today more people drive cars, so the air in big cities is dirtier.

PAUL: So, is it a good idea to walk and ride bikes?

LILY: Yes, it is. We can also use public transport, like buses and trains.

PAUL: Is the problem only in cities?

LILY: No, in the forests people are cutting down trees to get more wood to make tables, chairs and paper, but the world needs trees and forests to clean the air.

PAUL: Oh, what other problems does this give us?

LILY: Well, when people cut down trees in our forests, animals like Siberian tigers lose their habitat.

PAUL: What does that mean?

LILY: Well, when forests get smaller it's more difficult for tigers to live there. It's difficult for them to get food to eat and look after their babies.

PAUL: Oh, dear. So, what can we do to help the world?

LILY: Well, we can do a lot of things. We can use less paper ...

PB53. PROJECT. *Make a poster about 'endangered animals'.*

- Focus pupils on the project and on the photographs. Elicit what the poster is about (Endangered animals) and read through the instructions. Point out the key words in the boxes and explain that pupils need to write about where their animals live and why they are endangered. If they want they can also write about what we can do to help. Direct them to what Lily says on Pupil's Book page 52 as a model.
- Pupils work in pairs or small groups. They write the article in their notebooks first, using reference books or the internet to do research. Check / help as necessary. Once you have checked their work, pupils rewrite their article for the poster and add photographs or pictures. Display the posters.

AB53. ACTIVITY 3. MOVERS Reading and Writing, Part 6

Read the text. Choose the right words and write them on the lines. [YLE]

- Tell pupils to open their Activity Book at page 53. Focus them on the activity instructions and the example. They complete the text by choosing from the words at the bottom of the page. They check in pairs. Elicit answers. Ask pupils to explain their choices.

Key: 1 eat, 2 Their, 3 got, 4 the, 5 than

Extra activities: see page T115 (if time)

Optional activities

- Unit 5 Topic worksheet from *Teacher's Resource Book 4* (pages 43 and 49).

Ending the lesson

- Review with pupils what they did in today's lesson and what they liked best from this and the previous day's lesson and why.