

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

● **TARGET LANGUAGE**

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

Revision: jobs

● **MATERIALS REQUIRED**

Extra activities 1 and 2: Paper

Optional: *Kid's Box Teacher's Resource Book 5 Unit 2*

Reinforcement worksheet 1 (page 23)

Warmer

- Mime a known job for pupils to guess. Invite one or two pupils to mime jobs for the class. The class can guess using only yes / no questions. Elicit the word *jobs* and write it on the board.

PB18. SHOW WHAT YOU KNOW! *What jobs can you remember?*

- Draw a circle around the word *Jobs* on the board and elicit the ones from the warmer to start the mind map. Say *Show what you know ... about jobs*. Brainstorm jobs in two minutes and create a mind map on the board. Supply words in English where necessary. Pupils copy it into their notebooks.

PB18. ACTIVITY 1. *Listen and tick (✓) the jobs you hear.*

- Tell pupils to open their Pupil's Books at page 18. Focus pupils on the Activity 1 pictures. Elicit the names of the characters and where they are. Preteach / Check *exhibition*. Focus pupils on the activity instruction and check understanding. Remind them they tick off the words they hear in the Job mind maps in their notebooks.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 1, 27

DAN: What are we going to write about for our ezine this week?

SHARI: I don't know. Have you got any ideas, Alvin?

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

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

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

ALVIN: I'm not sure, but I'm going to have an exciting job.

TEACHER: Everybody has to leave the school building now, please. Walk quickly, but don't run.

SHARI: Oh, no! I hope the school isn't going to burn down.

TEACHER: It's OK, everybody. It's only a practice.

ALVIN: That's a really exciting job. I'm going to be a firefighter.

SHARI: Well, now we know what we're going to write about in this week's ezine! Jobs.

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

SHARI AND ALVIN: Yeah!

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

PB18. ACTIVITY 2. *Listen again. Complete the sentences.*

- Focus pupils on the Activity 2 instructions. Give them reading and discussion / prediction time. Play the CD. Pupils complete the sentences. Play the CD again and check with the class.
- Write up on the board two or three example sentences from the audioscript which include *going to*. Focus pupils on the concept, form and use of *going to* in the sentences. Elicit if the people are talking about now or the future. Check understanding, e.g. *Is Dan a nurse now? Does he want to be a nurse in the future?* Elicit pupils' plans for jobs / the future, e.g. *I think I'm going to be (a doctor)*. Focus on the Look box. Practise using open pairs, e.g. ask a pupil *What job are you going to do when you're older?* The pupil answers using *going to*. Ask a third pupil to report on what the pupil said. The third pupil asks a different pupil in the class. Pretend sometimes that you misheard to elicit the negative, e.g. Teacher: *Is Tom going to be a teacher?* Pupil: *No, he isn't going to be a teacher. He's going to be a pilot.*

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

CD 1, 28

PB18. ACTIVITY 3. *Read and order the words.*

- Pupils work in pairs to reorder the sentences. They write the correct sequence in their notebooks. Check with the class.

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

AB18. ACTIVITY 1. *Write the words in the sentences.*

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

AB18. ACTIVITY 2. *Match the questions with the answers.*

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

AB18. ACTIVITY 3. *Look at this code. Write the secret message.*

Key: Are you going to come to my party?

AB18. ACTIVITY 4. *Now write another message for your friend in your notebook.*

Key: Pupils' own answers

Extra activities: see page T100 (if time)

Optional activity

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 22 and 23).

Ending the lesson

- Write a message on the board in the code from Activity Book Activity 3, e.g. *Goodbye*. See you tomorrow.

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

● **TARGET LANGUAGE**

Key language: plans, intentions and present evidence: *going to*, rhyming words, question words: *where, who, when, what time?*, telling the time, *brush (her) teeth, show, good rules, diary*

Additional language: *sold out*

Revision: actions, verbs for daily routines, sports

● **MATERIALS REQUIRED**

Extra activity 1: Paper for display, coloured pens

Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Song worksheet (page 27)*

Warmer

- Play a Bingo game to revise the time. Draw eight clocks on the board showing different times. Write numbers 1–8 under them. Pupils draw a 2 x 2 grid in their notebooks and write one number in each square (to represent a clock). Call out the times at random. If pupils have written the corresponding number, they cross out the square. The first pupil to cross out all four squares shouts *Bingo!* Check by eliciting the times.

PB19. ACTIVITY 4. *Listen and order. Check and sing.*

- Tell pupils to open their Pupil's Books at page 19. Focus them on the first part of the activity instructions (*Listen and order*). Give them time to read the song and make predictions about the order. Play the CD. Pupils listen and order. They check in pairs. Play the CD again. Stop after each one to check and for pupils to repeat. Play the CD again, with pupils joining in. Pupils repeat the song as a class and then in seven groups, each group singing one section.

Key: a4, b6, c7, d3, e5, f2

CD 1, 29

He's going to do the job,
He's going to work all day.
He's going to do his best,
Then sleep and play. Sleep and play. (x3)
She's going to show the kids,
She's going to teach good rules.
She's going to help them all,
And work in schools. Work in schools. (x3)
They're going to do the job,
They're going to work all day.
They're going to do their best,
Then sleep and play.
They're going to do the job,
Then work all day,
Then sleep and play. (Repeat)

CD 1, 30

Now sing the song again. (Karaoke version)

PB19. ACTIVITY 5. *Look and say. What are they going to do?*

- Focus pupils on the Activity 5 instructions. Elicit what they can see in, e.g. the first frame (a boy carrying his football) and ask *What's he going to do?* Pupils respond, e.g. *He's going to play football.* Pupils do the activity in pairs, taking turns to ask and answer about the pictures. Check with the whole class.

Key (possible answers): a He's going to play football.

- b They're going to go rollerblading. c They're going to buy a computer. d She's going to brush her teeth. e They're going to have lunch. f He's going to go to bed / sleep.

PB19. ACTIVITY 6. *Correct the sentences.*

- Focus pupils on the Activity 6 example. Check they realise the sentences are about the pictures in Activity 5. In pairs, pupils take turns to read out a sentence and correct it. Check with the class. Pupils write the corrected sentences in their notebooks.

Key: 2 No, they aren't going to dance. They're going to go rollerblading. 3 No, they aren't going to turn on a computer. They're going to buy a computer. 4 No, she isn't going to wash her face. She's going to brush her teeth. 5 No, they aren't going to watch TV. They're going to have lunch. 6 No, he isn't going to wake up. He's going to go to bed / sleep.

PB19. ACTIVITY 7. *Ask your friend.*

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

PB19. *Now think of some more questions.*

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

AB19. ACTIVITY 5. *Look at the pictures and answer the questions.*

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

AB19. ACTIVITY 6. *Make negative sentences.*

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

AB19. ACTIVITY 7. *Look at Sam's diary for the weekend. Ask and answer the questions.*

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

Extra activities: see page T100 (if time)

Optional activity

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 22 and 27).

Ending the lesson

- Sing the song again with the class.

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

● TARGET LANGUAGE

Key language: jobs: *teacher, driver, dancer, skater, writer, singer, painter, photographer, farmer, tennis player, runner, swimmer, actor, pilot, journalist, footballer, cook, mechanic, secretary, typist, scientist; novel*, pronunciation: *photograph / photographer*

Additional language: *school meals, repair, typewriter*

Revision: mixed tenses, questions

● MATERIALS REQUIRED

Extra activity 1: If possible, write one of the shorter texts or part of one of the longer texts from Pupil's Book Activity 8 on a hidden part of the board before the lesson.

Optional: *Kid's Box Teacher's Resource Book 5 Unit 2*

Reinforcement worksheet 2 (page 24)

Warmer

- Give pupils one minute to write a list of as many jobs as they can. Pupils stop writing. They make groups of four and write a 'master' list of all the jobs they have. Elicit the jobs from the class onto a mind map on the board. The group with the most jobs is the winner.

PB20. ACTIVITY 8. *Read and think. What's the most exciting job? Why?*

- Tell pupils to open their Pupil's Books at page 20. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a webpage for the *Kid's Box* ezine. Make sure they notice the jobs at the bottom of the webpage. They read the texts silently and think about their answers to the question. Elicit the people's different jobs from pupils and discuss their ideas as a class, reminding them to say why the job they chose is the most exciting. Check comprehension of vocabulary by referring pupils back to the texts. Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the person and the job(s) they do.
- Pupils compare their lists from the warmer with the jobs mentioned in Activity 8.

PB20. ACTIVITY 9. *Listen. Repeat the word and say the name of the person.*

- Focus pupils on the Activity 9 instructions and the example. Elicit the names of the six people, helping pupils with pronunciation. Play the CD. Pause after each one for pupils to find the name in the text. They point to the name the first time. Play the CD again and elicit choral responses.

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

CD 1, 31

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

PB20. ACTIVITY 10. *Read again and answer.*

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

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

AB20. ACTIVITY 8. *Choose words from the box to label the pictures.*

Note: There are two extra words in the box.

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

AB20. ACTIVITY 9. *Complete the table.*

- Make sure pupils notice changes in spelling, e.g. doubling of consonant.

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

AB20. ACTIVITY 10. *Read and write the words in the puzzle.*

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

AB20. ACTIVITY 11. *Now write a definition for this job.*

Key: Pupils' own answers

Extra activities: see page T100 (if time)

Optional activity

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: plans, intentions and predictions: *going to*, present continuous, present simple, jobs, *overalls, uniform, mask, bounce, repair, dirty, airport, machine*

Revision: days of the week, *gloves, sweets, am, pm*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 5* Unit 2 Extension worksheet 1 (page 25)

Warmer

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

Teacher:	Pupils:
Give me an s	s
Give me a k	k
Give me an a	a
Give me a t	t
Give me an e	e
Give me an r	r
What does that spell?	skater

PB21. ACTIVITY 11. Listen and match. Say the job.

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

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

CD 1, 32

- PILOT:** Good evening. This is Captain Bird speaking. Welcome aboard flight 241 from Dublin to London.
- DENTIST:** Hello, Bill. Please sit down. OK, open your mouth, please. That's good. Lovely. You clean your teeth very well. I can see you always clean your teeth three times a day after meals because they're nice and white. That's fine. No problems there.
- COOK:** Now, let me see. Three eggs, 500 grams of flour, half a litre of milk, 250 grams of sugar and some chocolate. I'm going to mix it all together in a bowl and put it in a big cake tin. Then I'm going to cook it for half an hour. It's going to be a lovely chocolate cake. Mmm!
- MECHANIC:** Good morning, Mr Hamilton. This is Jack's Garage here. I looked at your car and I can see why it isn't working. I'm going to repair it now, so you can come and pick it up at half past ten.
- FILM DIRECTOR:** Action!
ACTOR: I'm gonna look for a place to stay in this town. I'm tired, I'm hungry and I'm thirsty. I must find a hotel soon. Come on, gee gee.
FILM DIRECTOR: Cut! Fantastic! Thank you, everybody. We're going to stop now.
- JOURNALIST:** That was a great game! I'm going to speak to the man of the match, John Brown. He put the ball through the basket 12 times. Here he comes and he's bouncing a ball.

PB21. ACTIVITY 12. Listen again and choose the right words.

- Focus pupils on the sentences. Give them reading time before they listen. Play the CD. Pupils listen and choose. They check in pairs. Play the CD again, pausing to check pupils' answers.

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

CD 1, 33

PB21. ACTIVITY 13. Play the game. Guess it in ten.

- Demonstrate the game. Think of a job, e.g. *journalist*. Pupils take turns to ask *yes / no* questions. Remind them they can only have ten guesses. Help them focus their questions.
- Pupils play in pairs. Pupil A secretly writes a job and Pupil B asks questions. If B guesses in ten, he / she wins a point. Pupils take turns.

PB21. ACTIVITY 14. Read and think. Ask and answer.

- Focus pupils on the table. Elicit that this is information about what these people like to do now. Pupils predict what the person is going to be. Pupils take turns to talk about the different people, using the prompt. They make guesses about the possible jobs, using the information given. Discuss their predictions as a class.

Key: Pupil's own answers

PB21. ACTIVITY 15. Think about somebody you know who's got an interesting job. Answer the questions.

- Focus pupils on the instructions and elicit ideas. Pupils write the answers in their notebooks. Supply the job in English.

Key: Pupil's own answers

PB21. Now ask your friend the questions.

- In pairs, pupils take turns to find out about the interesting job their partner wrote about. Discuss as a class.

AB21. ACTIVITY 12. These four children are going to have different jobs. Write the numbers.

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

AB21. ACTIVITY 13. Slim Jim's a famous singer. Read and complete his diary.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
am	Arrive London	Music shop	Open school	TV interview	Fly to Spain
	lunch	lunch	lunch	lunch	lunch
pm	Hospital	Dinner with actors	Sing in sports centre	Cinema	Meet secretary

AB21. ACTIVITY 14. Answer the questions.

Key: Pupil's own answers

Extra activities: see page T100 (if time)

Optional activity

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

Ending the lesson

- Elicit which is the favourite job from today and why.

OBJECTIVES: By the end of the lesson, pupils will have practised words ending in /ə/ and completed a writing activity.

● TARGET LANGUAGE

Key language: The phoneme /ə/, *treasure, picture, answer, apostrophe*

Revision: *going to, jobs, comparatives*

● MATERIALS REQUIRED

Photocopiable 2 (page T91), copied twice and cut up into cards

Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Extension worksheet 2 (page 26)*

Warmer

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

PB22. ACTIVITY 16. Focus on phonics

- Tell pupils to open their Pupil's Books at page 22. Focus them on Activity 16. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more. In pairs, pupils practise the rhyme.

CD 1, 34

As in Pupil's Book

Photocopiable 2 (see pages T88 and T91 and the notes for Activity 17 below)

PB22. ACTIVITY 17. Ask and answer.

- Copy Photocopiable 2 (see page T91) twice, onto thin card. Cut out the cards for the number of pupils in your class before the lesson. For example, if you have a class of 26, you will only need to use 13 of the cards from Photocopiable 2 – two copies of each. Hand out one card to each pupil. On the board write in example speech bubbles, *What are you going to do on ... ?* and, *I'm going to ...*. Tell pupils they need to find the person who has the same plans as they have on their card. The class mingle and ask and answer questions to find out who their partner is. Monitor and make sure they are speaking English and not simply comparing cards. When pupils have found their partner, they check with you and then sit down.

PB22. ACTIVITY 18. Write your plans for next week. Don't repeat any verbs!

- Focus pupils on the activity instructions. Ask a pupil to read the first sentence. Check pupils know to write a sentence for each day of the week, using a different verb each time (some sentences should be real and some should be imagined). Elicit some examples to give pupils ideas.
- Pupils then work with their partner from Activity 17. Set a time limit for the class of approximately five minutes. The pairs take it in turns to write their plans for the following

week on a shared piece of paper. Pupils can't repeat any of the verbs used. At the end of the set time, the pairs count how many sentences they have written. The pair with the most sentences reads them aloud to the class. The pairs that are listening say whether the sentences are grammatically correct or not and then vote on whether they think they are true. Pairs win a point for each correct guess. The pair with the most points at the end of the activity wins.

PB22. JOKE CORNER

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 1, 35

As in Pupil's Book

AB22. ACTIVITY 15. Can you remember? Complete the sentences.

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

AB22. ACTIVITY 16. Listen, check and say.

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

Key: See audioscript below

CD 1, 36

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

AB22. ACTIVITY 17. Find 14 mistakes in the text.

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

Key: See Activity 18 key

AB22. ACTIVITY 18. Now write the text correctly.

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

AB22. ACTIVITY 19. Write about a job someone in your family does.

Key: Pupils' own answers

Extra activity: see page T101 (if time)

Optional activity

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

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: language in the story, *pirate, must, secretary*

Revision: character names, language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Paper for each pupil

Warmer

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

PB23. STORY. *Diggory Bones.*

- Tell pupils to open their Pupil's Books at page 23. Focus them on the story. Tell them to read quickly and find evidence of any of the adjectives suggested for the characters in the warmer. Set the questions: *What does Brutus Grabbe want to be? Where must Diggory go to meet Brutus? What is Diggory's mistake?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class. (Brutus wants to be very rich. To the Old City Library at 10.45. He goes to the wrong library.) Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check comprehension by asking, e.g. *Was Brutus a good student? What did he study? What does he love? What time's the meeting? Who's got the letter? What does it say?*

CD 1, 37

As in Pupil's Book

AB23. ACTIVITY 20. *Read and answer.*

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

AB23. ACTIVITY 21. *Read and order the text.*

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

AB23. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 repairs, 3 dentist, 4 going to, 5 Pupils' own answers, 6 letter

AB23. CAN DO

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they used *going to*. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about people at work. Pupils circle the appropriate face. Repeat for the third sentence, eliciting examples of words with apostrophes.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T101 (if time)

Ending the lesson

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

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

● **TARGET LANGUAGE**

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

Revision: *healthy, dentist, numbers, adjectives*

● **MATERIALS REQUIRED**

Extra activity 2: Reference books on animals, the internet, large sheets of paper, coloured markers

Warmer

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

PB24. FACT

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

PB24. ACTIVITY 1. Read and match.

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

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

PB24. ACTIVITY 2. Read and label the diagram.

- Focus pupils on the Activity 2 instruction and on the diagram. They read the text to check which teeth are which and then label the diagram. They check in pairs. Check with the class and review what the functions of these different kinds of teeth are.
- Read the first two parts of the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check pronunciation of new words, e.g. *incisor*, and understanding of key vocabulary, e.g. *swallow*. Elicit what kinds of food the different types of teeth help us eat.

Key: 2 incisors, 3 canines, 4 molars

PB24. ACTIVITY 3. Match the sentences with the picture.

- Check pupils understand what to do for Activity 3. They read the text and try to match the sentences with the picture, first on their own. Then they check with their partner. Draw the diagram on the board and check with the class. Check understanding and pronunciation of key words, e.g. *enamel, gums, crown, root*.

Key: 1 enamel, 2 crown, 3 root

AB24. ACTIVITY 1. Teeth quiz. Read and choose the right words.

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

AB24. ACTIVITY 2. Complete the teeth mind map.

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

Key: (see below)

AB24. ACTIVITY 3. Answer the questions.

Key: Pupils' own answers

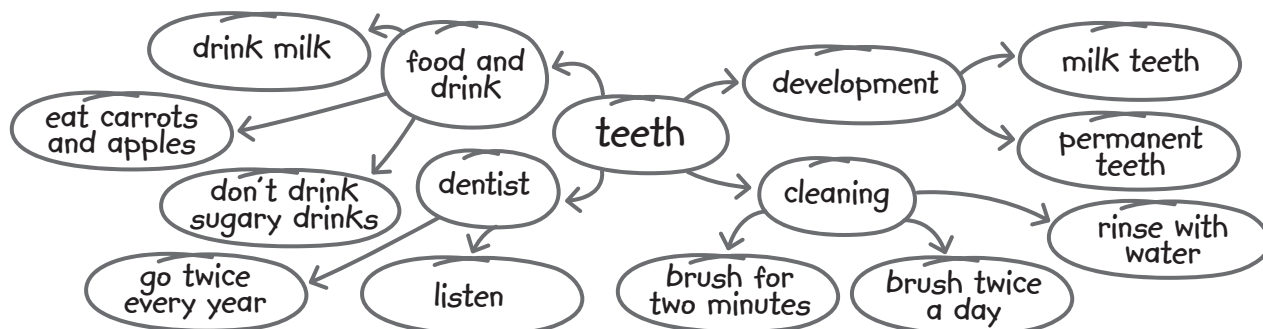
AB24. ACTIVITY 4. Use the answers to write about your teeth.

Key: Pupils' own answers

Extra activities: see page T101 (if time)

Ending the lesson

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



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

● **TARGET LANGUAGE**

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

Revision: food

● **MATERIALS REQUIRED**

For each group of four: two hard-boiled eggs, two clear plastic cups. For the class: one tube of toothpaste with fluoride, two to four toothbrushes, two bottles of vinegar.

Extra activity 1: If possible, a watch with a timer or alarm

Optional: *Kid's Box Teacher's Resource Book 5 Unit 2 Topic worksheet (page 28)*

Warmer

- With books closed, review some of the facts pupils learnt about teeth in the previous lesson, e.g. *How many teeth have babies got? What about young children? What are their teeth called? How many teeth have adults got? What are the four different kinds of teeth called and what do they do?*

PB25. ACTIVITY 4. Read and complete.

- Tell pupils to open their Pupil's Books at page 25. Focus them on Activity 4 and on the title (Tooth care). Elicit what pupils think this means. Ask a pupil to read the introduction aloud (*To have healthy teeth and gums, you must:*). Pupils work individually. They read the text and complete it with the words. They check in pairs. Check with the class by asking different pupils to read parts of the text aloud. Check understanding of each section by asking, e.g. *So what is it OK to eat? Give me an example of a sugary food. Is it good for our teeth?*

Key: 1 before; 2 mustn't, between, hungry, brush, finish; 3 dentist, better, healthy

PB25. ACTIVITY 5. Read and order the text.

- Focus pupils on the Activity 5 instruction and check understanding. Pupils work alone on this problem-solving activity. Remind them to use the sequencing words to help them. Don't hurry them, but give them plenty of time to think and re-read. They can ask you or their partner if there is anything they don't understand. Check the sequence with the class. Ask a pupil to read paragraph 1 aloud. Then elicit from pupils what they think paragraph 2 is and ask one to read it aloud. Ask the class if it sounds right and if they agree. Repeat for the other paragraphs. Finally, write the number sequence on the board to confirm the order. Check general comprehension and also the meaning of any key vocabulary. Draw pupils' attention to the sequencing words, e.g. *Then, Next, Lastly*.
- Show the pupils how long two minutes are by using the alarm on your watch or a clock.

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

PB25. PROJECT. Do a dentist's experiment.

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

AB25. ACTIVITY 5. FLYERS Reading and Writing, Part 7. Read the letter and write the missing words. Write one word on each line. [YLE]

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

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

Extra activities: see page T101 (if time)

Optional activity

- Unit 2 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 22 and 28)

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1 and 2

● **MATERIALS REQUIRED**

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

Warmer

- Make groups of six. Hand out a word from Unit 1 or 2 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.

PB26. ACTIVITY 1. *Sarah is talking to her mother, Mrs Smith. Read the conversation and choose the best answer. You do not need to use all the letters. [YLE]*

- Tell pupils to open their Pupil's Books at page 26. Focus them on the Activity 1 instructions. Ask a pupil to read them aloud. Elicit what *best answer* means and check that pupils know what to do (complete the conversation). Pupils work individually to read the conversation and complete it. They check in pairs. Check with the class by asking pairs to read sections of the conversation aloud. Focus them on the key words which give them clues for the answers each time. Teach some techniques for this kind of activity, e.g. looking at the line that comes after the gap, looking at nouns, verbs, pronouns, etc. to check for coherence.

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

PB26. ACTIVITY 2. *Tell your friend the story. [YLE]*

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

Key: Pupils' own answers

PB26. ACTIVITY 3. *Now write the story.*

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

AB26. ACTIVITY 1. *Read the story. Choose words from the box to complete the sentences. [YLE]*

Note: There are five extra words in the box.

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

AB26. ACTIVITY 2. *Choose a title for this episode of Friendly.*

Key: a) Modern art

AB26. ACTIVITY 3. *Draw and colour Sue's painting.*

AB26. ACTIVITY 4. *Match the questions with the answers.*

Key: 3, 6, 4, 1, 2, 5

Extra activities: see page T101 (if time)

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1 and 2

Revision: language for playing games

● **MATERIALS REQUIRED**

Board game: Dice, coloured counters

Optional: *Kid's Box Interactive DVD 5: The classroom Quiz 1*, *Kid's Box Teacher's Resource Book 5 Test Units Welcome–2* (pages 76–90), *Kid's Box 5 Language Portfolio* page 3

Warmer

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

PB27. ACTIVITY 4. Play the game.

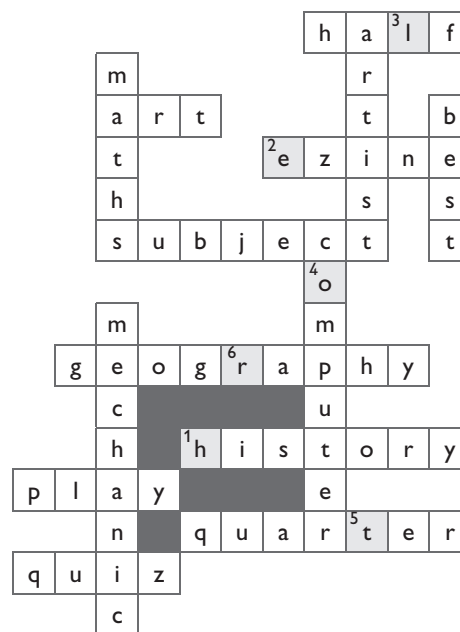
- Tell pupils to open their Pupil's Books at page 27. Elicit that this is a board game. Focus them on the instructions and check understanding. Pupils play in groups of three. One member of the group is the secretary and the other two are the players. The players take it in turns to throw the dice and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

AB27. ACTIVITY 5. Complete the sentences. Count and write the letters.

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

AB27. ACTIVITY 6. Now complete the crossword. Write the message.

Key:



Message: hello there

AB27. ACTIVITY 7. Quiz time!

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

AB27. ACTIVITY 8. Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activities: see page T101 (if time)

Optional evaluations

- Quiz 1 from *Kid's Box Interactive DVD 5 (The classroom section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units Welcome–2 from *Kid's Box Teacher's Resource Book 5* (see pages 76–90) [YLE]

Language Portfolio

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

Ending the lesson

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