

OBJECTIVES: By the end of the lesson, pupils will be able to talk about the past, using the past simple and the past continuous.

● **TARGET LANGUAGE**

Key language: past simple and past continuous, *disaster, storm, island, beach, catch fire, lightning*

Revision: the weather, adjectives, spelling for *-ing* endings, *helicopter*

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 5 Unit 4*

Reinforcement worksheet 1 (page 37)

Warmer

- Invent or tell pupils a short story of a disaster that happened to you which is weather-related, e.g. a flood in your house, your house was struck by lightning. At the end, say *It was a disaster / It was terrible*. Elicit if pupils have experienced any similar disasters. Tell pupils the theme of Unit 4 is *Disaster* and write it on the board. Draw a line from *Disaster* and write *Weather*. Tell pupils lots of disasters are caused by the weather.

PB36. SHOW WHAT YOU KNOW! *What weather words can you remember?*

- Draw a circle around *Weather* on the board and write one or two of the words you mentioned in the warmer to start the mind map. Say *Show what you know ... about weather words*. Brainstorm weather words and create a mind map on the board. Pupils copy the mind map into their notebooks.

PB36. ACTIVITY 1. *Listen and tick (✓) the weather words you hear.*

- Tell pupils to open their Pupil's Books at page 36. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 2, 13

SHARI: That was amazing!

ALVIN: It was really scary as well.

ALVIN: Now we've got a great project for our ezine ... Disasters!

SHARI AND DAN: Yeah!

REPORTER: Well, hello, children. Are you getting warm?

SHARI, DAN AND ALVIN: Yes!

REPORTER: Can you tell me what happened?

SHARI: It was hot and sunny this morning, so we decided to sail to the small island for a picnic with my dad.

ALVIN: When we were sailing to the island, the sky went dark.

REPORTER: Were you listening to the weather on the radio?

DAN: The radio was on, but we weren't listening to the weather. We were listening to music.

REPORTER: Why didn't you go back to the beach?

DAN: Because we were very near the island. We decided to wait there for the weather to get better ... but it didn't. A storm started.

SHARI: We were walking up the beach, looking for somewhere safe to stay, when lightning hit the boat and it caught fire.

REPORTER: What a disaster!

SHARI: We couldn't leave the island, so Dad had to phone for help.

ALVIN: At first the phone didn't work. But then he tried again and it was OK. Phew!

REPORTER: Were you afraid?

SHARI, DAN AND ALVIN: Yes!

DAN: But it was really exciting when the helicopter came to get us.

SHARI AND ALVIN: Yeah, that was great!

PB36. ACTIVITY 2. *Listen again. Who said it?*

- Read the sentences through with the class. Play the CD. Pupils write the name in their notebooks. They check in pairs.

Key: 2 Shari, 3 Alvin, 4 Dan, 5 Shari, 6 Dan

CD 2, 14

Presentation

- Write sentence 3 from Pupil's Book Activity 2 on the board. Underline the past simple in one colour and the past continuous in another. Use a timeline to show that the past continuous happened over a period of time and was interrupted by the past simple action. Do the same using sentence 5. Elicit the names of the two tenses. Pupils copy the timeline into their notebooks.
- Play the CD from Activity 1 again. When pupils hear the past continuous, they put their hands up. Stop the CD and elicit what was said. At the end, elicit a story summary from pupils.
- Focus pupils on the Look box.

PB36. ACTIVITY 3. *Read and match.*

- Pupils do the activity in pairs. Check with the class.

Key: 1c, 2e, 3f, 4a, 5b, 6d

AB36. ACTIVITY 1. *Match the pictures with the text.*

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

AB36. ACTIVITY 2. *Write the verbs in the table. Look at the spelling.*

Key:

taking	sailing	running
moving, living waking up, losing	enjoying, shouting cooking, carrying	cutting, stopping swimming, getting

AB36. ACTIVITY 3. *Read and choose the right words.*

Key: 2 climbing, 3 rang, 4 was, 5 when

Extra activities: see page T102 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 37).

Ending the lesson

- Elicit from pupils what they remember about disaster stories from the warmer.

OBJECTIVES: By the end of the lesson, pupils will have had more practice using the past simple and past continuous to talk about interrupted past actions and will have sung a song.

● **TARGET LANGUAGE**

Key language: past simple and past continuous, *feel ill*

Revision: weather vocabulary, telling the time, daily activities

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 5* Unit 4 Extension worksheet 1 and / or Unit 4 Song worksheet (pages 39 and 41)

Warmer

- Review the past continuous by asking different pupils, e.g. *What were you doing at eight o'clock yesterday evening?*

PB37. ACTIVITY 4. Listen and complete. Check and sing.

- Tell pupils to open their Pupil's Books at page 37. Remind them of the unit theme (disasters) and focus them on the questions. Ask different pupils to read them aloud. Check understanding of these questions. In pairs, pupils read the song with gaps and try to predict / guess what the missing words are, using the words in the box. They can compare ideas in pairs. Play the CD for pupils to check. Check with the class. Play the CD again for pupils to follow the complete text in their books. Play it a third time for pupils to repeat, line by line and then verse by verse. Pupils sing it as a class and then in three groups (one for each section). Play the first version on the CD and then the karaoke version. Groups swap roles and repeat.

Key: skating, playing, eating, swimming, sailing, climbing, sitting

CD 2, 15

As in Pupil's Book and key

CD 2, 16

Now sing the song again. (Karaoke version)

PB37. ACTIVITY 5. What were you doing when these things happened? Write three sentences.

- Focus pupils on the Activity 5 instructions. Elicit an example from pupils, using one of the pictures and one piece of text, e.g. *I was making sandwiches when I cut my hand.* Write it on the board with a timeline as in the previous lesson, using the same colours as previously for the two tenses. Ask pupils *What was happening over a longer time?* (making sandwiches). *What happened suddenly / interrupted it?* (cut my hand). Elicit another example if you think pupils need it. Pupils copy the example(s) into their notebooks under the timeline, using the appropriate colours. Check pupils understand the key vocabulary, e.g. the difference between *feel* and *fell*. Pupils work in pairs and orally make as many sentences as they can. Remind them to change the pronouns (*your* to *my*). Monitor and support where necessary. Elicit the sentences from the pairs to check.

- Pupils write at least three sentences in their notebooks. Encourage them to be creative with the matching.

PB37. ACTIVITY 6. Play the game. Guess it in five.

- Focus pupils on the Activity 6 instructions and on the example. Check understanding and demonstrate using open pairs. Make pairs. Pupils play the game, using the sentences they wrote for Activity 5.

AB37. ACTIVITY 4. Write questions and answers about Paul's day.

Key: 2 What was Paul doing at half past four? He was doing his homework. 3 What was Paul doing at quarter past five? He was playing football. 4 What was Paul doing at half past six? He was having a shower. 5 What was Paul doing at eight o'clock? He was having dinner. 6 What was Paul doing at ten past ten? He was brushing his teeth.

AB37. ACTIVITY 5. Read and complete the table.

Key:

Name	David	Betty	Katy	William
Clothes	red sweater, long scarf	short skirt, green shoes	jeans, T-shirt	grey trousers, blue shirt
Where?	playground	playground	classroom	outside
What doing?	talking to friends	reading a book	jumping around	playing football

Who broke the chair? Katy.

Extra activities: see page T102/T103 (if time)

Optional activities

- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 36, 39 and 41).
- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 41).

Ending the lesson

- Pupils sing the song from the beginning of the lesson again in three groups.

OBJECTIVES: By the end of the lesson, pupils will have read about disasters around the world and reviewed ordinals and months of the year.

● **TARGET LANGUAGE**

Key language: ordinals, months, superlatives, *iceberg, hurricane, volcano, erupt, liquid rock, gas, earthquake, destroy, tsunami, in, on* (for dates)

Additional language: *Titanic, Hindenburg*

Revision: weather, past narrative tenses

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 5 Unit 4 Reinforcement worksheet 2 and / or Extension worksheet 2* (pages 38 and 40)

Warmer

- Write *Disasters* on the board. Elicit recent disasters that have happened around the world, giving pupils clues if necessary. Write them on the board, introducing the new vocabulary, if appropriate, e.g. *hurricane, flood, tsunami*. Elicit / Discuss what they know about the disasters.

PB38. ACTIVITY 7. *Read and think. Which was the worst disaster? Why?*

- Tell pupils to open their Pupil's Books at page 38. Focus them on Activity 7 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 *Kid's Box* ezine and that it's about disasters. Focus pupils on the key words at the bottom of the webpage and read them through with the class. Check they can say them correctly. Pupils read the texts silently and think about their answers to the question. Elicit each disaster in turn, when it happened and if pupils have heard about it before (perhaps they have seen a film about it). Discuss their opinions as a class, reminding them to say why they think it is the worst disaster. Take a class vote for which is the worst disaster.
- Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the disaster in detail and their reactions to it.
- To check understanding of years, elicit the sequence of the disasters (which happened first / which most recently).

PB38. ACTIVITY 8. *Listen and say 'yes' or 'no'. Repeat or correct.*

- Focus pupils on the Activity 8 instruction. Play the CD. Pause after each statement to give pupils time to think. They whisper the answer to their partner the first time. Play the CD again. Elicit a choral response each time. Write up two examples to show / remind pupils when to use *in* with dates and when to use *on*, e.g. *on 26 August, in February*.

Key: 2 Yes. The volcano Krakatoa erupted on 26 August. 3 No. The Great Hurricane was in 1780. 4 Yes. The Hindenburg disaster was on 6 May 1937. 5 No. The Titanic hit an iceberg on 14 April 1912. 6 Yes. The Lisbon earthquake was on 1 November.

CD 2, 17

1. The tsunami was on the 28th of December 1908.
2. The volcano Krakatoa erupted on the 26th of August.
3. The Great Hurricane was in 1870.
4. The Hindenburg disaster was on the 6th of May 1937.
5. The Titanic hit an iceberg on the 14th of January 1912.
6. The Lisbon earthquake was on the 1st of November.

PB38. ACTIVITY 9. *Listen and repeat the chant.*

- Focus pupils on the Activity 9 chant. Play the CD. They listen the first time. Play it again for them to join in. Pupils repeat the chant as a class, and in groups. Make sure they pronounce the words correctly.

CD 2, 18

As in Pupil's Book

AB38. ACTIVITY 6. *Choose dates from the box to label the pictures.*

Key: 2: 14 April 1912, 3: 6 May 1937, 4: 10 October 1780, 5: 26 August 1883, 6: 28 December 1908

AB38. ACTIVITY 7. *Read and write the dates.*

Key: 2 the twenty-second, 3 the twenty-fifth, 4 the twenty-ninth, 5 the twenty-fourth, 6 the twenty-seventh

AB38. ACTIVITY 8. *Complete the sentences.*

Key: 2 March, 3 May, 4 July, 5 November, 6 December

AB38. ACTIVITY 9. *Sort and write the months. Put them in order.*

Key: 4 April, 6 June, 9 September, 10 October, 3 March, 12 December, 5 May, 7 July, 1 January, 11 November, 8 August, 2 February

Extra activities: see page T103 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 38).
- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 36 and 40).

Ending the lesson

- Pupils repeat the Months chant from PB Activity 9.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with months, ordinal numbers and narrative past tenses.

● **TARGET LANGUAGE**

Key language: months

Revision: weather, holiday / daily activities, present continuous, past simple, past continuous

● **MATERIALS REQUIRED**

Photocopiable 4 (see page T93), one copy cut in half for each pair

Extra activity: World map or globe

Warmer

- Invite 12 pupils to come to the front of the class. Whisper one different month to each one. They quickly form a line to show the sequence of the months. Each pupil then says their month and the class says if the order is correct. Repeat, but this time pupils must stand in alphabetical order.

PB39. ACTIVITY 10. Listen and say the months.

- Tell pupils to open their Pupil's Books at page 39. Focus them on the pictures for the 12 months. Ask a pupil to read the activity instruction aloud and check understanding. Play the CD. The first time, pupils point to the picture of the month / whisper it to their friend. Play the CD again. Elicit the month in chorus from pupils.
- Discuss with the class what the children are doing in the different pictures to check vocabulary. Ask pupils if this is what they do during the different months. Elicit some other ideas (prompt them to use present simple).

Key: 2 April, 3 March, 4 August, 5 May, 6 November, 7 February, 8 June, 9 December, 10 July, 11 January, 12 October

CD 2, 19

1. It's sunny and windy. There are a lot of red apples on the trees. They're falling and there are some on the ground.
2. It's sunny and windy. The children are flying their kites in a field. There are a lot of small, yellow flowers.
3. It's sunny and raining. There are a lot of big, yellow flowers in the field and there's a rainbow in the sky.
4. It's hot and sunny. The children are having a picnic next to the river and there are some apples on the blanket.
5. It's sunny, but there are some clouds and a rainbow in the sky. The children are in a field. They're reading comics on a blanket.
6. It's grey and foggy. The children are playing in the garden. They're jumping in the leaves. There's a fire because their father's burning leaves. He's wearing an old brown hat.
7. It's grey and foggy. Outside we can see that there aren't any leaves on the trees in the garden. The children are reading comics next to the fire in the living room.
8. It's sunny, but there are some clouds in the sky. Some boats are sailing on the lake.
9. The children are eating sandwiches next to the fire in the living room. Outside we can see it's foggy and snowing heavily.
10. It's sunny. The children are having a picnic at the beach. Some boats are sailing on the sea.

11. The children are playing in the garden. There's a lot of snow and they're making a snowman. It's got a carrot for a nose and an old brown hat on its head.
12. It's cloudy and windy. There are a lot of leaves on the trees in the garden. They're red, orange and yellow. They're falling on the ground.

PB39. ACTIVITY 11. Ask and answer.

- Focus pupils on the Activity 11 instruction and on the example. They play the game in pairs, using the prompts as an example.

PB39. ACTIVITY 12. Cross out the extra word.

- Focus pupils on the Activity 12 instruction. Do the first one as an example with the class. Check they know what to do. Pupils work individually and cross out the incorrect word in each one. They check in pairs. Check with the class.

Key: 1 to, 2 many, 3 was, 4 do, 5 the, 6 the, 7 did, 8 very

PB39. ACTIVITY 13. Read the notes and write about what happened.

- Focus pupils on Activity 13 and read the introduction. Ask a pupil to read the prompts for the first line of the story aloud. Ask another to read the first line of text (at the bottom of the page) and check pupils understand that this is made from the line of prompts. Pupils work in pairs and orally complete the story first. Elicit the story from pairs around the class. Pupils then write the complete story in their notebooks. Monitor and help if necessary. Elicit from pupils if they think Friday 13 is a lucky or an unlucky day.

Key: She fell down and broke her leg. An ambulance came and took her to hospital. When the nurses were carrying Jane into hospital, they dropped her. Now Jane is in hospital with a broken leg and a broken arm.

Photocopiable 4 (see pages T88 and T93)

AB39. ACTIVITY 10. Answer the questions.

Key: Pupils' own answers

AB39. ACTIVITY 11. Match the words with the pictures.

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

AB39. ACTIVITY 12. Now match the words and pictures with the definitions.

Key: b3, c5, d8, e7, f6, g2, h4

AB39. ACTIVITY 13. Keep a weather diary.

Key: Pupils' own answers

Extra activity: see page T103 (if time)

Ending the lesson

- Elicit from pupils what their favourite month of the year is and why. Find out which is the class's favourite month.

OBJECTIVES: By the end of the lesson, pupils will have practised weak forms (unstressed syllables) and strong forms (stressed syllables) and completed a writing activity.

● **TARGET LANGUAGE**

Key language: weak forms (unstressed syllables), strong forms (stressed syllables), disasters, weather, *eruption*, past simple, past continuous, *diary*

Revision: telling the time

Warmer

- Elicit what one of the pupils wrote under the timeline for Pupil's Book page 37 Activity 5. Write it on the board. Say it naturally (with the appropriate unstressed and stressed syllables and words). Ask pupils what they notice about the way you say it. Repeat it several times. If they find the activity difficult, focus them on one part of the sentence, e.g. the auxiliary *was* (/wəz/) or *were* (/wə/), and ask them to notice how it sounds (weak / unstressed). Do the same for the strong / stressed words and syllables.

PB40. ACTIVITY 14. Focus on phonics

- Tell pupils to open their Pupil's Books at page 40. Focus them on Activity 14. Check comprehension of *blow* and *shake* and teach / review *eruption*. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils say the weak / unstressed and strong / stressed parts of the sentences correctly. In pairs, pupils practise the rhyme.

CD 2, 20

As in Pupil's Book

PB40. ACTIVITY 15. Complete the questions. Ask and answer.

- Focus pupils on Activity 15 and on the table. Say the prompt (*What were you doing at ...*) and tell pupils they are going to ask their friends some questions for a class survey. They copy the table into their notebooks and write in times and days in the left column. Demonstrate the activity with one or two pupils to check that they know what to do, that they use the unstressed form of *were* in the question and that they answer correctly using the past continuous. Pupils go around the class and ask the questions of three friends. They note their answers on the table.

PB40. ACTIVITY 16. Write your diary for last week.

- Draw five large circles on the board. Write *Monday* in one, *Tuesday* in another, etc. Elicit from pupils by asking, e.g. *Paul, tell us about last Monday. What were you doing in the evening? Did anything happen?* Continue, eliciting ideas and experiences from other pupils in the class and noting ideas in the circles if appropriate. Focus pupils on the Activity 16 instruction and on the example. Check understanding of *diary*. In their notebooks, pupils write a few sentences for each school day of the previous week. Monitor and give suggestions / help where necessary.

PB40. 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 2, 21

As in Pupil's Book

AB40. ACTIVITY 14. Write the words in the columns.

- Tell pupils to open their Activity Book at page 40. Check they know the meaning of all the words in the box. Copy the dots from the column headings on the board and make sure pupils realise that the large dots represent strong (stressed) syllables and the small dots weak (unstressed syllables). Elicit / Write some example words with the stress patterns below each set of dots on the board (e.g. *yes*, *father*, *yesterday*, *volcano*). Pupils complete the activity in pencil. Tell them to say the words aloud again to help.

AB40. ACTIVITY 15. Listen, check and say.

- 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: See audioscript below

CD 2, 22

1. storm, stopped
2. story, wanted
3. terrible, dangerous
4. disaster, decided

AB40. ACTIVITY 16. Find the 22 past simple and past continuous verbs and 4 sequencing words in this story.

- Before pupils do the activity, focus them on the Write it right box and check they understand the three points discussed with reference to telling a story.

Key: Verbs: was, happened, were running, had to, jumped, was, got, started, was, wasn't, was, was trying, jumped, were fighting, went, pushed, stopped, hit, called, pulled, said, laughed
Connecting and sequencing words: Then, After that, Next

AB40. ACTIVITY 17. Answer the questions.

Key: 2 He was on a really high building. 3 The driver and Hard were fighting. 4 The driver of the motorbike. 5 Hard told a joke and everybody laughed.

AB40. ACTIVITY 18. Write about a scene from your favourite film.

Key: Pupils' own answers

Extra activities: see page T103 (if time)

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, *is called, too dangerous, New Year*

Additional language: *Canis Major, Sirius*

Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Paper, sticky tack. One large piece of paper. Draw the largest circle you can on the paper. Draw a small circle in the centre and write *Birthdays* inside it. Connect the inner to the outer circle with 12 lines (making 12 segments). Label each of these on the outer edge with the name of a month.

Warmer

- Review the story so far with pupils. Elicit which city they were in in the last episode (Alexandria) and which country that city is in (Egypt). Elicit who was there and what job Brutus was doing. Ask what pupils remember about the secret cave. Ask pupils if they think Brutus is going to find it in this episode.

PB41. STORY. *Diggory Bones.*

- Tell pupils to open their Pupil's Books at page 41. Focus them on the story. Tell them to read quickly and find out if they get to the secret cave (Yes, they do). Set the questions: *What's the date? What is special about the date? What disaster happened in Ancient Alexandria?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (21 July. It's the beginning of the Ancient Egyptian year. A volcanic eruption and a tsunami). Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What is Sirius? What time of day is it? What's the weather like? Why was it hot in the cave, do you think? What happened at the end of the episode?*

CD 2, 23

As in Pupil's Book

AB41. ACTIVITY 19. *Read and answer.*

Key: 2 It's called Sirius. 3 21 July, 4 when they were looking at the stars, 5 a volcanic eruption, 6 a tsunami

AB41. ACTIVITY 20. *Complete the sentences from the story. Match them with the pictures.*

Key: 2 storm, 3 dangerous, 4 secret, 5 hot, 6 light
From left to right: 5, 2, 1, 3, 6, 4

AB41. 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 lightning, 3,4 and 5 Pupils' own answers, 6 then, After that

AB41. 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 talked about the weather and disasters. 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 things that were happening in the past. Pupils circle the appropriate face. Repeat for the third sentence, eliciting parts of the stories they told.
- 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 T103 (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 volcanoes, tsunamis and earthquakes.

● **TARGET LANGUAGE**

Key language: *solid, layer, crust, plates, plate boundary, seismometer*

Additional language: *Richter Scale*

Revision: *disasters, Earth, measure, outside*

● **MATERIALS REQUIRED**

Map of the world and reference books

Optional: *Kid's Box Teacher's Resource Book 5 Unit 4 Topic worksheet (page 42), Extension worksheet 2 (page 40)*

Warmer

- Write *volcanoes, tsunami, earthquakes* on the board. Ask pupils to discuss in pairs how they think these three types of disaster are connected. Elicit and discuss their ideas and prompt them to make connections.

PB42. FACT

- Tell pupils to open their Pupil's Books at page 42. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit if they know any other words that come from the names of ancient gods or places. Ask pupils what this tells us about the Romans and their beliefs.

PB42. ACTIVITY 1. Read and answer.

- Focus pupils on the Activity 1 instruction and on the pictures. Elicit what each picture is (volcano, earthquake, tsunami). Focus pupils on the four questions and ask volunteers to read them aloud. If pupils try to guess the answers before they read, don't tell them if they are right or wrong. Pupils read the text quickly (and silently) to see if they can find the answers. They check in pairs. Check with the class.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class. Pupils don't need to understand all the words, but they do need to understand key vocabulary. If appropriate, ask if anyone has personally experienced any of these phenomena.

Key: 1 The crust. 2 They are different parts of the crust. 3 How strong an earthquake is. 4 In the Pacific Ocean.

PB42. ACTIVITY 2. Read again and choose a title.

- Focus pupils on the Activity 2 instruction and on the three titles. They re-read the text silently and then, in pairs, choose the best title. They find evidence in the text to support their choice. Discuss choices and reasons with the class.

Key: b) Natural disasters

PB42. ACTIVITY 3. Complete the sentences.

- Focus pupils on Activity 3 and check they know what to do. They cover the text with a piece of paper and try to complete the sentences without re-reading the text. Then they look at the text and check in pairs. Check with the class.

Key: 1 earthquakes, 2 outside, 3 plates, 4 measure, 5 tsunami, 6 nine

AB42. ACTIVITY 1. Disasters quiz. Read and choose the right words.

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

AB42. ACTIVITY 2. Choose words from the box to complete the text.

Note: There are four extra words in the box.

Key: 2 earthquake, 3 underwater, 4 Ocean, 5 hundred, 6 dangerous

AB42. ACTIVITY 3. Find out about a volcano, tsunami or earthquake. Make notes about it.

Key: Pupils' own answers

AB42. ACTIVITY 4. Now use the information to write your report.

Key: Pupils' own answers

Extra activities: see page T103 (if time)

Optional activity

- Unit 4 Topic worksheet and Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 36, 40 and 42).

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 read about volcanoes and completed a project.

● **TARGET LANGUAGE**

Key language: *magma, liquid rock, lava, crater, vent, flour*

Revision: disaster vocabulary, present simple, past simple, past continuous

● **MATERIALS REQUIRED**

Project: For each pair: one empty plastic water bottle, tape, card, newspaper, flour, a bowl, paint, scissors

Warmer

- With books closed, review with pupils what they learnt about in the previous lesson. Review some of the key words and concepts.

PB43. ACTIVITY 4. Read and label the diagram.

- Tell pupils to open their Pupil's Books at page 43. Focus them on Activity 4 and on the instruction. Elicit what the diagram is of (a volcano). Read the text through with the class. They don't label the diagram at this point. Pupils work in pairs and label the diagram in pencil. They check with another pair. Check with the class.

Key: 1 lava, 2 magma, 3 crater, 4 vent

PB43. ACTIVITY 5. Listen. What is Mount Saint Helens?

- Focus pupils on the Activity 5 instructions. If any pupils think they know, tell them not to say anything until after they have listened to the CD. Play the CD. Pupils listen for the answer. They check in pairs. Check with the class.

Key: A volcano in the USA.

CD 2, 24

NICK: Today our programme is coming from the USA. Good morning, Dr Brosnan. Welcome to our series on world disasters.

DR BROSAN: Good morning, Nick.

NICK: Now, today's programme is about volcanoes. Which volcano are you going to tell us about first?

DR BROSAN: Well, today I'm going to tell you about Mount Saint Helens here in the USA.

NICK: Was that the worst volcano eruption ever?

DR BROSAN: No, it wasn't. The worst eruption was in Tambora in Indonesia in 1815. It was 100 times worse than the eruption at Mount Saint Helens.

NICK: So, why is Mount Saint Helens important?

DR BROSAN: Well, it wasn't the worst eruption in the world, but it was the worst eruption in the USA.

NICK: When was it?

DR BROSAN: On 18 May 1980.

NICK: How did it start?

DR BROSAN: Well, scientists were watching the mountain because one side of it was growing by two metres a day. At half past eight in the morning, it erupted. There was no noise, so it was a big surprise for all the people there.

NICK: What happened?

DR BROSAN: The sky turned black and there was lightning. A big cloud of hot gas went 19 km into the sky.

NICK: Did you say 19 km?

DR BROSAN: That's right, and in two days, the cloud of gas arrived in New York.

NICK: Was that the last time Mount Saint Helens erupted?

DR BROSAN: No, but 1980 was by far the worst eruption.

PB43. ACTIVITY 6. Listen again and choose the answer.

- Focus pupils on Activity 6 and on the questions. Give them reading and thinking time before they listen again. Some pupils may want to try to guess the answers. Play the CD. Pupils listen and choose the answers. They check in pairs. Play the CD again. Check with the class. Ask pupils which fact surprised them most about the volcano.

Key: 1 USA, 2 the USA, 3 18 May 1980, 4 8.30, 5 19 km

CD 2, 25

PB43. PROJECT. Make a volcano.

- Tell pupils that they are going to make a volcano. Show and name the materials you have brought for the project (water bottle, tape, card, newspaper, flour, bowl, paint). Read the project information through with the class before handing anything to the pupils, showing the materials as they are mentioned. Make sure they notice that they will not be able to complete the project in this lesson. Check pupils understand what to do. Put pupils in pairs and hand out the materials. Pupils work in their pairs, carefully following the instructions. Monitor and check / help where necessary. Show pupils where to put their volcano shapes (step 5) to dry. They need to be in a safe place for several hours. They will paint their volcanoes in the next lesson.

AB43. ACTIVITY 5. FLYERS Reading and Writing, Part 3
Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 43. Direct them to the activity instructions and check understanding. Go through the example. Pupils work in pairs. They read the lines of dialogue and write the letter of the correct response. Monitor pupils as they work. Check with the class. Ask pupils how they worked out the correct answer.

Key: 1B, 2E, 3A, 4C

Extra activities: see page T103 (if time)

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 3 and 4 and listened to a story.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 3 and 4
Additional language: *Manchester, Manchester United, Liverpool, Lowry Museum, LS Lowry*

● **MATERIALS REQUIRED**

Key vocabulary from Units 3 and 4, each word written on a small piece of paper, enough for each pupil in the class
Extra activity 1: The project from the previous lesson to finish, paint, paintbrushes

Warmer

- Make groups of six. Hand out a word from Unit 3 or 4 to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils to guess. If time, regroup pupils and repeat.

PB44. ACTIVITY 1. Read the letter and write the missing words. [YLE]

- Tell pupils to open their Pupil's Books at page 44. Elicit that this is a letter. Ask pupils who wrote it (Jamie) and who he wrote it to (Aunt Petra). Tell pupils to read the letter quickly to find out which football teams were playing, which team won and the name of the museum. Pupils check in pairs. Check with the class (Manchester United and Liverpool, Manchester United won, Lowry Museum). Tell pupils that LS Lowry is an artist and ask them to point to his painting on the page.
- Focus pupils on the activity instruction and check understanding. They silently re-read the letter and fill in the missing words. Remind them to look at the words before and after the gaps to help them. They check in pairs. Check with the class, reading the whole letter aloud. Check general comprehension of the text.

Key: 1 were, 2 lost, 3 map, 4 directions, 5 artist

PB44. ACTIVITY 2. Listen and tick (✓) the box. [YLE]

- Focus pupils on the activity instruction and check understanding. Give pupils time to look through the pictures before they listen. Play the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class.

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

CD 2, 26

1. Where did Paul go yesterday?

GIRL: Hi, Paul. How are you?

PAUL: Fine, thanks.

GIRL: Where were you yesterday? I didn't see you.

PAUL: No, I was in London visiting my grandad.

GIRL: Wow!

2. What did they do first?

GIRL: What places did you visit?

PAUL: Well, the first place we went to was the Natural History Museum.

GIRL: Really?

PAUL: Yeah. It's great. It's got things from all over the world.

3. What did they do in the park?

GIRL: Then where did you go?

PAUL: Well, after the Natural History Museum, we went to a park. Hyde Park.

GIRL: What did you do there?

PAUL: I flew my kite because it was really windy.

4. What did they have for lunch?

GIRL: Did you go to a restaurant for lunch?

PAUL: No. We had a picnic in the park. My grandad makes lovely sandwiches.

5. What was the film about?

GIRL: Did you stay in the park all afternoon?

PAUL: No. It started to rain so we went to Grandad's to watch a film.

GIRL: Oh! What was it about?

PAUL: It was about the Titanic disaster, when a big boat hit an iceberg. It was very sad.

6. How did Paul get home?

GIRL: Did you get a taxi home?

PAUL: No. I went to the bus station with Grandad and we caught the bus. He's staying at our house for the weekend.

GIRL: That's great!

AB44. 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 restaurant, 3 quarter, 4 left, 5 wasn't, 6 walking

AB44. ACTIVITY 2. Choose a title for this episode of *Friendly*.

Key: c) What a disaster!

AB44. ACTIVITY 3. Find the odd one out.

Key (possible answers): 2 Taxi because it's a vehicle / it isn't a place or building. 3 Park because it's a place / it isn't a direction. 4 Tsunami because it's a disaster / it isn't weather. 5 Help because it's in the present / it isn't in the past. 6 Thursday because it's a day / it isn't a month.

Extra activities: see page T103 (if time)

Ending the lesson

- Play a spelling bee. Write the months of the year on 12 pieces of card and stick them face down on the board. Write numbers at random on the back. Make two teams. Teams take turns to choose a number. Read out the month on the card. The team have ten seconds to spell it aloud (without looking in their books).

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and played a board game.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 3 and 4

Additional language: *Find your way home*

Revision: language for playing games

● **MATERIALS REQUIRED**

Board game: Dice, coloured counters

Optional: *Kid's Box Interactive DVD 5: The classroom Quiz 2, Kid's Box Teacher's Resource Book 5 Test Units 3–4 (pages 91–105), Kid's Box 5 Language Portfolio page 4*

Warmer

- Revise directions with the class. Draw a simple map on the board. Ask pupils to come up in turn and follow your directions with their finger on the map.

PB45. ACTIVITY 3. Play the game.

- Tell pupils to open their Pupil's Books at page 45. Elicit that this is a board game. Check comprehension of *Find your way home*. Focus them on the instructions and check understanding. Review game language with the class, e.g. *Move 2 squares, Go back*. Pupils play in groups of three. They take turns to throw (roll) the dice and move around the board. The other pupils decide if the pupil has spelt the word correctly or not. They can help each other with interpreting the instructions.
- Monitor pupils as they are playing the game. The first player in each group to reach Home is the winner.

AB45. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 hit 3, 3 outside 7, 4 October 7, 5 fire 4, 6 airport 7, 7 fog 3, 8 August 6, 9 storm 5, 10 museum 6, 11 map 3, 12 corner 6, 13 bridge 6, 14 January 7

AB45. ACTIVITY 5. Now complete the crossword. Write the message.

Key:

Message: streets ahead!

AB45. ACTIVITY 6. Quiz time!

Key: 1 The busiest airport is Heathrow. 2 It was built more than 4,000 years ago. 3 He was listening to music on the radio. 4 The Hindenburg caught fire. 5 The Richter Scale measures the size of an earthquake.

AB45. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activities: see page T103 (if time)

Optional evaluations

- Quiz 2 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 3–4 from *Kid's Box Teacher's Resource Book 5* (see pages 91–105) [YLE]

Language Portfolio

- Pupils complete page 4 of *Kid's Box 5 Language Portfolio* (I can ... Units 3 and 4).

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections (on pages 33 and 41) for Units 3 and 4 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.