

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed sports vocabulary and will be able to talk about their experience of doing sport.

### ● TARGET LANGUAGE

**Key language:** present perfect to express: experience with *ever, never* / present relevance, following *It's the first time ...* ; *celebrate, obstacle race*, regular and irregular verbs

**Revision:** sports and sports competitions, school, *should*

### ● MATERIALS REQUIRED

Extra activity 1: The CD script from Pupil's Book Activity 1 photocopied for every pupil in the class, the CD script written on a large sheet of paper for display

## Warmer

- Mime one or two sports that pupils know. When they guess, write the sport, e.g. *tennis*, on the board. When there are three or four sports on the board, elicit the headword, *Sports*, and write it in the centre of the board.

**PB72. SHOW WHAT YOU KNOW!** *What sports can you remember?*

- Draw a circle around *Sports* on the board and write the sports from the warmer to start a mind map. Say *Show what you know ... about sports*. Brainstorm with the class in two minutes the sports words they can remember and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

**PB72. ACTIVITY 1.** *Listen and tick (✓) the sports words you hear.*

- Tell pupils to open their Pupil's Books at page 72 and look at the Activity 1 pictures. Elicit the names of the characters and where they are. Remind pupils they do the same as for the Show what you know in the previous units (tick off the words they hear in the Sports mind map 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. Elicit why the friends are so excited (they won the ezine competition).

### CD 3, 25

**HEADTEACHER:** Today's the school prize day. First we're going to have our yearly obstacle race. Then we're going to give the prize to the winners of the ezine competition. Runners should go to the starting line.

**SHARI:** Good luck in the race, Alvin.

**DAN:** Have you ever won a sports prize?

**ALVIN:** I've never won any prizes!

**SHARI:** He's doing really well.

**DAN:** Yeah. He's jumped over the sand and he's crossed the water, but he hasn't climbed over the wall. Come on, Alvin! You've nearly finished!

**DAN:** What's he doing? He's stopping. I can't believe it. He's lost the race.

**SHARI:** He hasn't lost, Dan. He's stopped to help a friend.

**HEADTEACHER:** Well done, Sarah. You've won this year's race. Now, I've got the names of the winners of the ezine competition here. They are Shari, Dan and Alvin for the *Kid's Box ezine*.

**DAN:** Yes! We've done it! We've done it!

**ALVIN:** It's the first time I've won a prize!

**SHARI:** Well, I think we should celebrate. Let's write one more project for the ezine. Let's do it on sport.

**DAN AND ALVIN:** OK.

**PB72. ACTIVITY 2.** *Listen again. Complete the sentences.*

- Focus pupils on Activity 2. In pairs, they try to predict what the missing words are. Play the CD again. Pupils listen for the missing words. They check in pairs.

**Key:** 1 school, 2 Alvin, 3 jumped, 4 wall, 5 race, 6 friend

### CD 3, 26

## Presentation

- Write sentences 3–6 from Pupil's Book Activity 2 on the board. Focus pupils on the new structure (present perfect) in each sentence and underline it. Focus on the form and how the tense is made (auxiliary *have* + past participle). Use concept questions to check pupils understand the meaning of each sentence. Show pupils that, e.g. *He's* in sentence 3 is a contraction of *He has*. Make sure pupils notice that the time, i.e. *when*, is not stated in any of the sentences and that these are things that have only just happened.
- Play the CD from Activity 1 again. When pupils hear the present perfect, they put their hands up. Stop the CD and elicit what was said (question and / or answer). Elicit a story summary.
- Focus pupils on the Look box.

**PB72. ACTIVITY 3.** *Read and choose the right words.*

- Focus pupils on the first sentence of Activity 3. Tell them to choose the right words: *We're* or *We've*. Elicit the answer as a full sentence. Elicit what the full form of each one is (*We are* / *We have*). Pupils complete the activity in pairs, checking with other pairs if necessary. Check with the class by eliciting the full sentence.

**Key:** 1 *We're*, 2 *never*, 3 *You've*, 4 *crossed*, 5 *hasn't*, 6 *done*

**AB72. ACTIVITY 1.** *Are these verbs regular or irregular? Write 'R' or 'I'.*

**Key:** R: believe, stop, play, jump, finish, wash  
I: make, meet, catch, win

**AB72. ACTIVITY 2.** *Make negative sentences.*

**Key:** 2 She hasn't won a prize. 3 They haven't played basketball.  
4 He hasn't climbed the highest mountain. 5 You haven't won the game. 6 We haven't made a kite.

**AB72. ACTIVITY 3.** *Match the pictures with the text.*

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

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

## Ending the lesson

- Elicit from pupils things in their lives they haven't done, but that they would like to. Start with an example, e.g. *I've never visited London, but I'd like to go and see Buckingham Palace.*

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice with the present perfect.

### ● TARGET LANGUAGE

**Key language:** present perfect for recently completed actions and question forms, contrasting uses of *going to* future, present continuous and present perfect

**Revision:** sports, ordinal numbers, action verbs

### ● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Reinforcement worksheet 1* (page 65)

## Warmer

- Ask pupils *What have you done today?* to review present perfect. Provide some examples to help them if necessary. Write some of their responses on the board.

### PB73. ACTIVITY 4. Choose words to talk about the pictures.

- Tell pupils to open their Pupil's Books at page 73. Focus them on the first set of pictures in Activity 4 and on the speech bubbles. Ask three pupils to read them. Check pupils realise they relate to each picture and that the pictures are in a sequence. Pupils work in pairs and make sentences about the other pictures using the words in the box. Check sentences, writing the examples on the board for pupils to copy:

Going to future	Present continuous	Present perfect
<i>They're going to wash the car.</i>	→ <i>They're washing the car.</i>	→ <i>They've washed the car.</i>

- Remind pupils of the meaning of the present perfect: something has just happened (and we can see that it has just happened).

**Key:** 2 a They're going to wash the car. b They're washing the car. c They've washed the car. 3 a He's going to jump over the bar. b He's jumping over the bar. c He's jumped over the bar. 4 a She's going to cook pasta. b She's cooking pasta. c She's cooked pasta. 5 a She's going to paint the wall. b She's painting the wall. c She's painted the wall. 6 a They're going to walk up the mountain. b They're walking up the mountain. c They've walked up the mountain.

### PB73. ACTIVITY 5. Listen and answer the questions.

- Focus pupils on the Activity 5 instruction and on the questions. Give pupils time to read the questions. Play the CD. Pupils listen and write their answers. They check in pairs. Play the CD for them to check. Play the CD, stopping after each section to elicit the sentence.

**Key:** 1 She's opened the box. 2 They've closed their suitcase. 3 He's skipped for 32 hours, 23 minutes and 5 seconds / set a new world record. 4 He's answered the question correctly. 5 They've finished their exam. 6 He's climbed to the top of the climbing wall.

## CD 3, 27

1.

**GIRL:** Look at that box. It's old and made of wood. It looks really interesting. Shall we open it?

**BOY:** I don't think we should.

**GIRL:** Well, I'm going to open it.  
Ooh ... It's very difficult.

It's open! Wow! Look what's inside!

2.

**WOMAN:** Can you help me, please? I can't close this suitcase.

**BOY:** Oof! It's very full.

**WOMAN:** I know. Can you sit on it, please?

Great! That's it. We've done it. Now we can go.

3.

**MAN 1:** He's done it. That's a new world record. He's skipped for 32 hours, 23 minutes and 5 seconds. Congratulations! How do you feel?

**MAN 2:** I feel great.

4.

**TEACHER:** Who was the first man to walk on the Moon? Michael?

**MICHAEL:** Er, was it Neil Armstrong?

**TEACHER:** That's right, Michael. Well done!

5.

**TEACHER:** Put your pencils down, please. You've finished your exam.

**BOY AND GIRL:** Yay!

6.

**INSTRUCTOR:** OK, Robert, put your right hand up above your head. Put your left foot on the green rock. You're nearly at the top of the climbing wall. Now, put your left hand up to the top. That's it. Well done!

**ROBERT:** I've done it! I've climbed to the top!

### PB73. ACTIVITY 6. Read and order the words.

- Focus pupils on the Activity 6 instruction. Pupils write the sentences and then check in pairs. Check with the class.

**Key:** 1 He's visited his grandmother this afternoon. 2 Have you ever played basketball? 3 She's never been ice skating before. 4 He hasn't done his homework. 5 We've won first prize! 6 Have they answered the question?

### AB73. ACTIVITY 4. Answer the questions.

**Key:** 2l, 3p, 4h, 5a, 6b, 7e, 8t  
What's the word?: alphabet

### AB73. ACTIVITY 5. Now make your word puzzle.

**Key:** Pupils' own answers

### AB73. ACTIVITY 6. Write the correct form of the verbs in the email.

**Key:** 2 talked, 3 studied, 4 finished, 5 happened, 6 decided, 7 stopped, 8 started, 9 raced, 10 won

### AB73. ACTIVITY 7. Look at the pictures. Write the questions.

**Key:** 2 What has he done? 3 What has he done? 4 What has she done? 5 What have they done? 6 What has she done?

### AB73. ACTIVITY 8. Now answer the questions.

**Key:** 2 He's won a cup. 3 He's dropped some eggs. 4 She's brushed her hair. 5 They've visited the Tower of London. 6 She's cleaned the floor.

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

### Optional activity

- Unit 8 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 65).

### Ending the lesson

- Mime a sequence of actions, along the lines of Pupil's Book Activity 4. Pupils give the sentences as you mime. Pupils take turns to do similar mimes for the class.

**OBJECTIVES:** By the end of the lesson, pupils will have read about sports that people do in different seasons.

● **TARGET LANGUAGE**

**Key language:** sports: *golf, athletics, snowboarding, skiing, sledging, hill, season, spring, summer, autumn, winter, tournament, adult*

**Revision:** weather, months

● **MATERIALS REQUIRED**

Extra activity 2: Reference books / the internet, a large sheet of paper for each pair of pupils, coloured markers  
Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Reinforcement worksheet 2 (page 66)*

**Warmer**

- Elicit some sports onto the board. Ask pupils what time of year they play these sports. Review / Introduce the seasons. Ask pupils if the seasons happen at the same time of year all over the world. Review what they know about seasons in the opposite hemisphere to their own.

**PB74. ACTIVITY 7.** *Read and think. What time of year do people do your favourite sport?*

- Tell pupils to open their Pupil's Books at page 74. Focus them on Activity 7. Tell them to skim the text quickly to find the months for spring in the countries that are mentioned in the text. Elicit from the class. Focus pupils on the activity instruction and on the question. Ask a pupil to read them aloud. Check understanding. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine and that it's about sports for all seasons.
- Focus pupils on the words at the bottom of the webpage, read them through with the class and check understanding. Pupils read the texts silently and think about their answer to the question. They briefly compare their ideas in pairs. Focus on each text in turn. Discuss what the sports are and what time of year people usually do them. Elicit if any of these sports are any pupil's favourite. Finally, give pupils further reading time, check general comprehension and answer any questions they have. Check understanding of *football season*.

**PB74. ACTIVITY 8.** *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 8 instructions and on the example. Play the CD. Pause after each one to give pupils time to find the picture. They point to the picture in the text the first time. Play the CD again. Elicit a choral response each time.

**Key:** 2 Football. That's 'f'. 3 Snowboarding. That's 'd'. 4 Golf. That's 'b'. 5 Athletics. That's 'a'. 6 Sledging. That's 'e.'

**CD 3, 28**

1 skiing, 2 football, 3 snowboarding, 4 golf, 5 athletics, 6 sledging

**PB74. ACTIVITY 9.** *Read and correct the sentences.*

- Focus pupils on the Activity 9 instruction and on the sentences. Check they know what to do. Pupils work individually and correct each sentence. They write the correct version in their notebooks. They check in pairs. Elicit corrections from the class and provide any new vocabulary on the board.

**Key:** 1 At school they do athletics in the summer. 2 Adults usually play golf in the summer. 3 To do winter sports we need snow and ice. 4 People go sledging in the winter. 5 The football World Cup is always in the summer. 6 Spring comes between winter and summer.

**AB74. ACTIVITY 9.** *Choose words from the box to label the pictures.*

**Note:** There are two extra words in the box.

**Key:** 2 snowboarding, 3 sledging, 4 football, 5 athletics, 6 golf

**AB74. ACTIVITY 10.** *Write the seasons.*

**Key:** 2 spring, 3 autumn, 4 winter (Note: This does not apply to the tropics.)

**AB74. ACTIVITY 11.** *Write the sports words in the table.*

**Key:**

winter sports	ball sports	other sports
ice-skating	soccer	sailing
sledging	table tennis	swimming
skiing	basketball	horse-riding
ice hockey	tennis	athletics

**AB74. ACTIVITY 12.** *What are the sports? Write the words in the puzzle.*

**Key:** 2 golf, 3 soccer, 4 skating, 5 sledging  
Mystery sport: hockey

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

**Optional activity**

- Unit 8 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 66).

**Ending the lesson**

- Call out the seasons in turn (but not in order). Pupils say what sports they like doing in each season.

**OBJECTIVES:** By the end of the lesson, pupils will have had further practice reading and writing about sports and sung a song.

● **TARGET LANGUAGE**

**Key language:** present perfect (experience), past simple, sports and sports equipment, definitions, *race against the clock*

**Revision:** colours, adjectives, clothes

● **MATERIALS REQUIRED**

Extra activity 1: Small pictures from holiday brochures to enable pupils to make up stories – you will need about five pictures for each group of four

Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Song worksheet (page 69)*

### Warmer

- Give pupils two minutes to think of as many sports as they can which begin with different letters of the alphabet. Elicit from the class.

**PB75. ACTIVITY 10.** Listen and write the words.

- Tell pupils to open their Pupil's Books at page 75. Focus them on the Activity 10 instruction and check they know what to do (write the words as they hear them spelt). Focus them on the example and tell them what the word group is going to be: sports and seasons. Pupils close their books. Play the CD. Pupils listen and write in their notebooks. They check in pairs. Play the CD again. Pupils open their books. Check with the class.

**Key:** 2 skiing, 3 autumn, 4 sledging, 5 athletics, 6 spring

**CD 3, 29**

1 g-o-l-f, 2 s-k-i-i-n-g, 3 a-u-t-u-m-n, 4 s-l-e-d-g-i-n-g, 5 a-t-h-l-e-t-i-c-s, 6 s-p-r-i-n-g

**PB75. ACTIVITY 11.** Listen and order. Check and sing.

- Focus pupils on the first part of the Activity 11 instructions. Give them time to read the lines from the song before they listen. Play the CD. Pupils listen for the order. They check in pairs. Play the CD again. Check with the class. Check general understanding and key vocabulary, e.g. *race against the clock*, before pupils start to sing the song. Play the CD a third time, for pupils to repeat in pairs of lines, and then as a whole. Divide the class into seven groups. Each group sings a pair of lines. Play the first version on the CD and then the karaoke version. Groups change roles and repeat.

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

**CD 3, 30**

As in Pupil's Book and key

**CD 3, 31**

Now sing the song again. (Karaoke version)

**PB75. ACTIVITY 12.** Read and complete. Answer the questions.

- Focus pupils on the pictures for Activity 12. Tell the class these are pictures from Jane's holiday. Elicit where she was and what she did (using the pictures only). Focus pupils on the words in the box and on the text. They read the text silently and put the correct words in the gaps, using the pictures to help them. They check in pairs. Check with the class before they move on to the questions. They write the answers to the questions in their notebooks.

**Key:** 2 skiing, 3 sledging, 4 snowball, 5 snowboarding, 6 hill

**Key:** 1 She went to the mountains. 2 She went with her family. 3 They went skiing every morning. 4 Her older brother Frank went sledging with her. 5 They tried to play volleyball with a snowball. 6 They all went snowboarding together.

**AB75. ACTIVITY 13.** Write the sports.

**Key:** 2 basketball, 3 skiing, 4 sailing, 5 swimming, 6 golf

**AB75. ACTIVITY 14.** Now write definitions for six more sports.

**Key:** Pupils' own answers

**AB75. ACTIVITY 15.** Read and complete the table.

**Key:**

Name	Richard	Sally	Robert
House number	1	2	3
Thing for the snowman	carrot	scarf	hat

**AB75. ACTIVITY 16.** Choose the story. Then draw your snowman in your notebook.

**Key:** Pupils' own answers

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

### Optional activity

- Unit 8 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 69).

### Ending the lesson

- Sing the song from the beginning of the lesson again with the pupils.

**OBJECTIVES:** By the end of the lesson, pupils will have practised rhyming words and past tense forms (regular and irregular). They will also have completed a writing activity.

● **TARGET LANGUAGE**

**Key language:** rhyming words, past participles, present perfect (experience) + short answers, past simple, *find someone who ...*

**Revision:** sports, activities, action verbs

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 5* Unit 8 Extension worksheet 1 (page 67)

### Warmer

- Elicit from pupils some of the things they have done in their lives / today. Write the sentences on the board, putting irregular verbs on one side and -ed past endings on another. Elicit that some of the verbs are irregular, some regular. Focus them on the sounds of the verb endings in the -ed columns (/t/, /d/, /ɪd/).

**PB76. ACTIVITY 13.** *Focus on phonics*

- Tell pupils to open their Pupil's Books at page 76. Focus them on Activity 13. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils say the past forms correctly. In pairs, pupils practise the rhyme.

**CD 3, 32**

As in Pupil's Book

**PB76. ACTIVITY 14.** *Find someone who ...*

- Focus pupils on the Activity 14 questionnaire and on the speech bubbles. Ask a pupil to read the first prompt aloud (*Find someone who has been skiing*) and another to read the question in the speech bubble (*Have you ever been skiing?*). Check pupils' understanding that they have to make and ask a question like this each time. Elicit what the other questions are. Teach short answers: *Yes, I have. / No, I haven't.* Pupils copy the questionnaire into their notebooks. They walk around the classroom, asking the questions. Instead of *Peter and Sally*, they write the names of classmates who have done the activities. Monitor to check pupils are asking full questions.

**PB76. ACTIVITY 15.** *Write a report about your class.*

- Focus pupils on Activity 15 and on the sample report. Elicit some of the information pupils found out, using the formula in the report, e.g. *I spoke to ... people in my class about things they have done. ... of them have ... , ... of them ...*
- Pupils work individually and write their reports in their notebooks.

**PB76. 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 3, 33**

As in Pupil's Book

**AB76. ACTIVITY 17.** *Match the rhyming words.*

- Tell pupils to open their Activity Book at page 76. Check they know the meaning of all the words and elicit the infinitives of the irregular verbs (1 wear, 2 say, 4 fly, 6 catch, 8 hear, 9 win, 11 stand, b buy, c make, l do). Go through the example and make sure pupils know that they have to match numbers 1 to 6 with a to f and 7 to 12 with g to l. Pupils complete the activity in pencil. Tell them to say the words aloud to help and not to focus on the spelling.

**AB76. ACTIVITY 18.** *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:** 1d, 2e, 3f, 4a, 5c, 6b, 7j, 8k, 9l, 10i, 11g, 12h

**CD 3, 34**

1 wore – four, 2 said – head, 3 skated – waited, 4 flew – through, 5 played – made, 6 caught – bought, 7 laughed – craft, 8 heard – word, 9 won – done, 10 spelt – belt, 11 stood – should, 12 smiled – child

**AB76. ACTIVITY 19.** *Find and circle information about what, when, where and why. Make four circles in total.*

- Before pupils do the activity, focus them on the Write it right box and check they understand how to write emails and how they are different in layout and tone from letters.

**Key:**

When: at the weekend  
Where: in Cambridge  
Why: They love football.

**AB76. ACTIVITY 20.** *Now write your email about something that happened at the weekend.*

**Key:** Pupils' own answers

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

### Optional activity

- Unit 8 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 67).

### 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, *invent*, *handball*

**Revision:** language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Extension worksheet 2* (page 68)

### Warmer

- Review the whole Diggory Bones story so far with the class. Give them clues about each episode, e.g. *Where was Diggory in the first episode? Do you remember what the bones were?* If pupils can't remember, let them open their Pupil's Books to look. Tell them this is the last episode. Elicit their ideas for how the story is going to end.

### PB77. STORY. *Diggory Bones*.

- Tell pupils to open their Pupil's Books at page 77. Focus them on the story. Tell them to look quickly to see if their predicted endings of the story are in fact what happens. Set the questions: *How do they get out of the butterfly room? Why did the Ancient Egyptians paint sports on the walls? Does Brutus get the treasure?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class. (They go through a door. They loved sport. / They're trying to tell people something. No, he loses it all.) Check understanding of *invent* and *handball*. Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check comprehension by asking: *Why does Diggory tell Brutus to close his mouth? What sports did the Ancient Egyptians invent? How does Sir Doug know how to find Diggory and Emily? Why did Brutus lose the treasure?*

### CD 3, 35

As in Pupil's Book

### AB77. ACTIVITY 21. *Read and answer.*

**Key:** 2 No, he hasn't. 3 hockey and handball, 4 from the snake bowl, 5 It says that you can't take the treasure and live.

### AB77. ACTIVITY 22. *Who said it? Read and match.*

**Key:** b3, c4, d1, e1, f2

### AB77. 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 won, 3 played, 4 Summer, 5 Pupils' own answers, 6 Bye

### AB77. 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 things they've done. 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 different sports. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they remember about writing an email.
- *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 T108 (if time)

### Optional activity

- Unit 8 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 68).

### 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 the Olympic Games and completed a project.

● **TARGET LANGUAGE**

**Key language:** *Olympic Games, Paralympics, disability, logo, design, numbers, definitions*

**Additional language:** *Beijing, London, Rio, Brazil*

**Revision:** sports

● **MATERIALS REQUIRED**

A large sheet of paper for each pair of pupils, coloured markers and pens

Optional: *Kid's Box Teacher's Resource Book 5 Unit 8 Topic worksheet (page 70)*

### Warmer

- Draw the Olympic logo (five circles) on the board and elicit if pupils know what it stands for. If not, tell them it's the logo of the Olympic Games. Teach *logo*. Briefly elicit what they know about the Olympic Games, e.g. the most recent games, winter and summer games, some of the sports.

**PB78. FACT**

- Tell pupils to open their Pupil's Books at page 78. Ask a pupil to read the Fact to the class. Elicit their responses to the facts, in particular the number of sports events in the games.

**PB78. ACTIVITY 1. Read and match.**

- Focus pupils on the Activity 1 instruction and on the pictures.
- Don't explain words at this stage. Pupils read the text quickly (and silently) to match the pictures with the paragraphs. They check and discuss their answers in pairs. Check with the class.
- Read the first paragraph through with the class, with pupils taking turns to read parts aloud. Discuss the information in the paragraph and check understanding of key vocabulary. Elicit any other information they know about anything mentioned in the paragraph. Repeat the procedure for the other three paragraphs.

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

**PB78. ACTIVITY 2. Ask and answer.**

- Focus pupils on the Activity 2 instruction and on the questions. Pupils cover the text with a piece of paper. They take turns to ask and answer the questions. When they have finished all the questions, they take away the paper and look at the text again to check their answers. Check briefly with the class.

**Key:** 1 a picture, 2 five, because they represent the five continents, 3 The person's dancing. 4 London, 5 green, yellow and blue, They are the colours of the Brazilian flag. 6 Pupils' own answers

**PB78. PROJECT 1. Design your Olympic logo.**

- Focus pupils on the project and confirm that they are going to design an Olympic logo for their nearest big city. Brainstorm what is important and / or special about their city and its history to help them with planning their designs. Read the project information through with the class and check understanding of the procedure. Pupils work in pairs to design their logos. Monitor and help where necessary. Hand out the large sheets of paper only when pupils have produced a design. Pairs present and display their logos, giving reasons for the elements in the design. The class votes for the best logo.

**AB78. ACTIVITY 1. Choose words from the box to complete the text.**

**Note:** There are two extra words in the box.

**Key:** 2 always, 3 athletes, 4 well, 5 started, 6 countries

**AB78. ACTIVITY 2. Invent a sport for the next Olympics.**

**Key:** Pupils' own answers

**AB78. ACTIVITY 3. Now use the information in your mind map to write a letter to the Olympic Committee telling them about your sport.**

- Pupils can also draw their Olympic sport if time.

**Key:** Pupils' own answers

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

### Optional activity

- Unit 8 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 64 and 70).

### Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, pupils will have read more about the Olympic Games and completed a project.

● **TARGET LANGUAGE**

**Key language:** *medal, silver, gold, bronze, front, back, 24-carat gold, % (per cent), dragon, must*

**Additional language:** *Nike, stadium, jade, precious stone, compass*

● **MATERIALS REQUIRED**

For each pupil, a piece of card, a compass, a ruler, a pencil and pens, glue, scissors, string or ribbon, reference materials, the internet

Extra activity 1: Paper for each pupil, coloured pencils

## Warmer

- Review with pupils what they learnt about in the previous lesson and what they remember about the different logos.

### **PB79. ACTIVITY 3.** *Read and answer.*

- Tell pupils to open their Pupil's Books at page 79. Focus them on the text. Ask a pupil to read the title aloud and check understanding. Elicit what the pupils can see in the photos. Pre-teach *gold, silver, bronze, medals* and *front and back*. Focus on the Activity 3 instruction and on the questions. Pupils work in pairs. They read the questions and then read the text silently. They try to answer the questions together. Tell them not to worry if they can't answer them all. Check with the class. Ask pupils to take turns to read each paragraph of the text aloud and then focus on the questions for that paragraph, checking key vocabulary and pronunciation as you do so.

**Key:** 1 They must be at least 68 mm across and 3 mm thick.  
2 There is at least 92.5% silver. 3 Nike, the Greek goddess of winning, 4 the city where the games are that year,  
5 a circle of jade, 6 green

### **PB79. PROJECT 2.** *Design an Olympic medal.*

- Focus pupils on the project and confirm that they are going to design an Olympic medal to go with the logo they designed for their city in the previous lesson. Remind them that the medal and the logo shouldn't be the same, but that they should reflect similar ideas about the city and its history. Read the project information through with the class and check understanding of the procedure. Hand out the project materials. Pupils work individually. First they draw the front of their medals. Then they produce a design for the back of the medals, using reference materials / the internet. Monitor and help where necessary. Pupils make their medals and display them in front of their logos from the previous lesson. If time, individuals present their medals to the class and the class decides on the best medal for each logo.

### **AB79. ACTIVITY 4. FLYERS 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 79. 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 These, 2 the, 3 skiing, 4 people, 5 race, 6 third,  
7 exciting, 8 of, 9 more

### **Extra activities: see page T108 (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 7 and 8 and done speaking, reading and listening activities.

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from Units 7 and 8, describing pictures: *in the foreground, in the background, in the centre, on the left, on the right, on the left of, on the right of*

**Revision:** descriptions, people, clothes, activities, food, directions

● **MATERIALS REQUIRED**

Warmer: Key vocabulary from Units 7 and 8, each word written on a small piece of paper, enough for each pupil in the class

Photocopiable 8 (see page T97), one photocopy for each pair, cut into two parts

### Warmer

- Make groups of six. Hand out a paper with a word on to each pupil. They take turns to provide a definition of their word for the other pupils in their group to guess. Regroup pupils and repeat.

**PB80. ACTIVITY 1.** *Look at the picture. Talk about it in pairs.*

- Tell pupils to open their Pupil's Books at page 80. Focus them on the picture. Tell them to ignore the people's names around the picture for the moment. Use this to pre-teach / review language for picture description, e.g. *I can see ... in the foreground, in the background, in the centre, on the left (of), on the right (of)*. Write the key language on the board. Elicit some sentences from different pupils to demonstrate the activity. Pupils work in pairs and talk about the picture. Monitor and give ideas where necessary. Elicit the description of the picture from the whole class.

**PB80. ACTIVITY 2.** *Listen and draw lines. There is one example. [YLE]*

- Focus pupils on the Activity 2 instructions and on the names. Play the CD and do the example with the class. Play the rest of the CD in one go. Pupils listen and draw lines. They check in pairs. Play the CD again. Check with the class.

**CD 3, 36**

**Boy:** What are you looking at, Uncle Paul?

**Man:** It's a photo of me when I was younger.

**Boy:** Who are you?

**Man:** I'm the little boy, playing with the plastic car.

**Boy:** Is that Aunt Daisy riding the bike?

**Man:** That's right. Daisy loved her bike.

**Boy:** Who are the people sitting at the table next to you?

**Man:** Well, the man who's eating the piece of bread is your grandfather, Jack, when he was younger. He's wearing a yellow T-shirt.

**Boy:** Is the woman who's drinking water my grandmother?

**Man:** No, that's your grandfather's sister, Sally.

**Boy:** Who's the other man? The one who's putting butter on his bread?

**Man:** He was a friend of Sally's, but I can't remember his name.

**Boy:** Is my mum in the photo?

**Man:** No, she wasn't born when this photo was taken.

**Boy:** Do you know the names of the other people, Uncle Paul?

**Man:** Well, yes, I do, or at least three of them. Can you see the man in the uniform?

**Boy:** The policeman standing on the corner?

**Man:** Yes. His name's Fred. He was one of your grandad's school friends.

**Boy:** Oh! Really?

**Man:** Yes. And the waiter with the striped T-shirt is John. He lived in the house next to us.

**Boy:** And who is the third person you know?

**Man:** Well, John, the waiter, is talking to a woman with long hair. She's called Vicky. She's a teacher. She taught Maths to me and your mum and your Aunt Daisy.

**Boy:** Wow! You know them all.

**PB80. ACTIVITY 3.** *Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. [YLE]*

- Ask a pupil to read the instructions aloud. Do the example with the class by asking another pupil to read the first three lines of the story aloud. Briefly review how pupils know this word is correct (verb following I). Remind pupils to think carefully about which words to use by looking at the words around each gap. Give a time limit for pupils to complete the activity individually. Pupils check in pairs. Check with the class.

**Key:** 1 water, 2 Have, 3 dangerous, 4 shouldn't, 5 sandwiches

**PB80.** *Now choose the best name for the story. Tick (✓) one box.*

- Focus pupils on the second part of the activity. Give them thinking time before they tick one of the boxes. Check opinions around the class, eliciting reasons for their answers.

**Key:** A day at the beach

### Photocopiable 8 (see pages T89 and T97)

**AB80. ACTIVITY 1.** *Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. [YLE]*

**Note:** There are five extra words in the box.

**Key:** 2 ride, 3 were, 4 skis, 5 sledge, 6 snowman

**AB80. ACTIVITY 2.** *Choose a title for this episode of Friendly.*

**Key:** b) Snowy disaster!

**AB80. ACTIVITY 3.** *Match the questions with the answers.*

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

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

### Ending the lesson

- Describe someone in the class for the other pupils to guess, e.g. *This pupil's got dark hair and is wearing ...* Pupils can then take turns to give descriptions for the class to guess.

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

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from *Kid's Box 5*

**Revision:** language for playing games

● **MATERIALS REQUIRED**

Warmer: The following questions on a large sheet of paper, each one in jumbled order:

- 1 What do they look like?
- 2 When did you go skiing?
- 3 What does it feel like?
- 4 What do they sound like?
- 5 What should we do with them?
- 6 What would you like?
- 7 How many times a week do you go to school?
- 8 What's the name of the fifth month?

Board game: Dice, red and blue counters

**Warmer**

- Display a large sheet of paper with jumbled questions. Pupils work in pairs to unjumble them and write them in their notebooks. Elicit the questions from pupils and write them on the board. Elicit one or more possible answers.

**PB81. ACTIVITY 4. Play the game.**

- Tell pupils to open their Pupil's Books at page 81 and clean the board. Elicit that this is a board game. Focus pupils on the instructions and check understanding. If they land on a circle that is their colour, they ask a related question. Their partner decides if the question is correct or not. If it is correct, the questioner receives 3 points. If not, he / she loses a point. Pupils play in pairs. They take turns to throw the dice and move around the board, asking the questions. Be ready to give your verdict in any disputes. Encourage pupils to be inventive with their questions – there are many different possibilities.
- Monitor pupils as they are playing the game. At the end of the game, the player with the most points in each pair is the winner.
- Fast finishers can play again, changing colour.

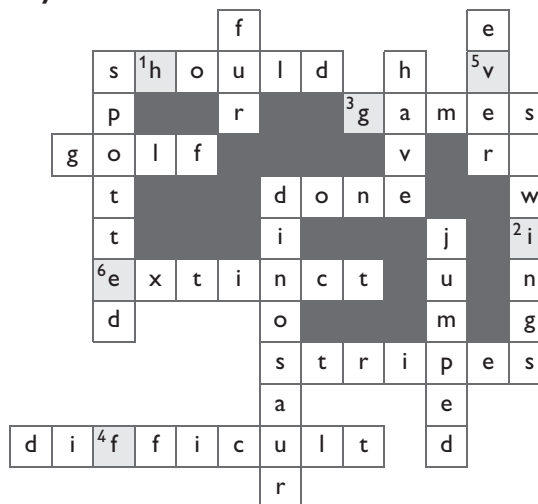
**Key (possible questions):** 1 What time / When do you go to bed? 2 What does a lime look like? 3 What should we do with plastic, glass bottles, etc.? 4 What did you have for breakfast? 5 What does it feel like? 6 What's (the name of) the eighth month? 7 How old is he? 8 How many books are there in your bag / on the table, etc.? 9 How often / many times a day do you brush your teeth? 10 Where did you go yesterday? 11 What does it taste like? 12 What colour are the socks? 13 How do you go to school? 14 Why did you phone me / leave me a message? 15 What does it sound like? 16 Can I help you? / Which book would you like? 17 Who's that / this? / your favourite teacher? 18 Who did you have lunch with yesterday? 19 How many days are there in a year? 20 How many medals have you won?

**AB81. ACTIVITY 4. Complete the sentences. Count and write the letters.**

**Key:** 2 ever 4, 3 extinct 7, 4 done 4, 5 spotted 7, 6 have 4, 7 should 6, 8 dinosaur 8, 9 wings 5, 10 jumped 6, 11 Games 5, 12 stripes 7, 13 fur 3, 14 golf 4

**AB81. ACTIVITY 5. Now complete the crossword. Write the message.**

**Key:**



Message: high five

**AB81. ACTIVITY 6. Quiz time!**

**Key:** 1 They should recycle it. 2 a Banggai Cardinalfish, 3 because an asteroid hit the earth, 4 He hasn't won any races. 5 in the winter, 6 in Athens, in Greece

**AB81. ACTIVITY 7. Write questions for your quiz in your notebook.**

**Key:** Pupils' own questions and answers

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

**Optional evaluations**

- Quiz 4 from *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 7–8 from *Kid's Box Teacher's Resource Book 5* (see pages 121–135) [YLE]

**Ending the lesson**

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 7 and 8 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.

**OBJECTIVES:** By the end of the lesson, pupils will have read and talked about appropriate behaviour in the classroom.

● **TARGET LANGUAGE**

**Key language:** *values, respect, classroom, What do you think is wrong?*

**Revision:** classroom objects, past simple, adjectives: *worried, late, hungry, angry, tired, happy, unhappy; should / shouldn't, never, sometimes, always, because, better, before, during, after, contract, must / mustn't, correctly*

● **MATERIALS REQUIRED**

Extra activity 2: The following sentence halves written on separate pieces of paper (one set of 14 pieces of paper for each pair of pupils): *I should arrive / on time. / I shouldn't forget / the things I need for class. / I should eat / a good breakfast. / I should listen / to the teacher. / I shouldn't / talk to my friends. / I should go to bed / early on school nights. / I shouldn't eat / in class.*

**Warmer**

- Stand at the front and yawn as if you are very tired. Look around for the things you need (bags, book, board pen), saying *Where's my pen? Did I forget my books today?* etc. as if you are not ready for class. Try to make this seem serious. Stop and ask pupils in L1 what they think about your behaviour. Elicit that it isn't the right way for the teacher to start the class. Say *There are things a teacher should do before class and in the class. And there are things pupils should do, too.* Tell pupils they are going to talk about these things in today's lesson.

**PB82. ACTIVITY 1.** *Look at the picture. What's wrong? Talk to your friends.*

- Tell pupils to open their Pupil's Books at page 82. Focus on the heading *Values* and elicit the meaning. Read the lesson title and check that pupils understand *respect*. Elicit things pupils can see in the picture, e.g. *pencil case, bag, ruler* and what the pictures in the thought bubbles show, e.g. an angry face, someone texting in bed late at night.
- Ask volunteers to read the speech bubbles. Ask how the girl who's forgotten her book feels (*unhappy*). Pupils work in pairs or small groups to talk about the rest of the children marked by letters. Do not confirm answers.

**PB82. ACTIVITY 2.** *Listen and check. Say the letter.*

- Play the CD. Pupils listen and check their answers to Activity 1. Play the CD again, pausing after each sentence for pupils to say the letter (as in the model speech bubble). Play the CD again and check comprehension. Ask, e.g. *How does girl 'a' feel? (unhappy) Why? (because she forgot her book).*

**Key:** 1d, 2a, 3j, 4b, 5h, 6i, 7f, 8g, 9e, 10c

**CD 3, 37**

1. He's worried because he's late.
2. She's unhappy because she forgot to bring her book.
3. He's hungry because he didn't have breakfast.
4. He's angry because they're playing with his pencil case.
5. He's angry because his friend's eating in class.
6. He's tired because he went to bed late.
7. She's happy because she's talking to her friend.
8. They're unhappy because the girls are talking.
9. She's unhappy because her school bag's untidy.
10. They've got his pencil case and they think it's funny.

**PB82. ACTIVITY 3.** *Ask and answer.*

- Read the activity instruction and the questions. Pupils work in pairs. They take turns to answer each question. Elicit ideas and have a brief class discussion. Elicit / Explain that even if each person only does one wrong thing, put together this makes it difficult for everyone to learn. Behaving well in class is about respect for the teacher and for the other pupils.

**AB82. ACTIVITY 1.** *Read and choose the answer.*

- Tell pupils to open their Activity Book at page 82. Focus on Activity 1. Point out that this is a quiz. Go through the questions and options, reviewing the meaning of *never, sometimes, always, before* and *after*. Pupils choose their answer individually by circling a, b or c. They compare answers in pairs. Elicit recommended answers without judging or being too authoritarian and have a brief class discussion.

**Key:** Pupils' own answers

**AB82. ACTIVITY 2.** *Write a class contract.*

- Focus pupils on Activity 2. Read the activity instruction and check comprehension of *contract*. Ask a pupil to read the example sentence. Elicit / Explain why we use *must* or *mustn't* in a contract (these are rules, not advice). Work together with the class to agree on and elicit rules 2 to 5, e.g. *We must speak English, ... listen to the teacher, ... come to class with the right things*. Point out that for sentence 6 you need to agree on the rewards pupils will get if they keep to the contract. Discuss these, agree and write them on the board, e.g. *We can play a game. We can sing the song again*. Pupils copy the sentences for the contract into their Activity Books.

**Key:** Pupils' own answers

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

**Ending the lesson**

- Books closed. Write the title *Respect in the classroom* in the centre of the board. Elicit the things pupils should / shouldn't do to show respect in class and make a mind map.

**OBJECTIVES:** By the end of the lesson, pupils will have read and talked about the role of the emergency services.

● **TARGET LANGUAGE**

**Key language:** *break (her) leg, hit (her) head, fall off (my bike), hero(es)*

**Additional language:** *emergency services, dark, lights, clearly, hill, suddenly, thanks to them, operate, ambulance, accident, save (someone's) life, team, on fire, catch thieves, robbery*

**Revision:** past simple and past continuous, *help, hospital, helmet, driver, doctor, nurse*

● **MATERIALS REQUIRED**

Extra activity 1: Five pieces of paper (A5 size) for each pupil

### Warmer

- Write *emergency services* and *999* on the board. Elicit / Explain what emergency services are (police, fire, ambulance) and that *999* is the emergency phone number in the UK. Ask pupils if there is a similar system in their country / what number they should call in an emergency. Ask who helps us in an emergency. Elicit *police / police officers, firefighters, doctors, nurses, ambulance drivers*.

**PB83. ACTIVITY 1.** *Read and answer the questions.*

- Tell pupils to open their Pupil's Books at page 83. Direct them to the article and the photograph. Elicit that the girl is being interviewed. Choose pupils to read the title and the introduction. Check comprehension of *heroes*. Read through the questions and make sure pupils understand *break her leg* and *hit her head*. Tell them not to worry about new vocabulary, but to focus on answering the questions. Pupils read the text, then talk about the questions in pairs. Check with the class and explain any new words.

**Key:** 1 She fell off her bike, 2 because she wasn't wearing a helmet, 3 a car driver, ambulance drivers, doctors and nurses

**PB83. ACTIVITY 2.** *Listen and say 'firefighter', 'doctor', 'police officer' or 'ambulance driver'.*

- Choose a pupil to read the activity instruction. Check comprehension of the four jobs and practise pronunciation. Talk briefly in English about where each person works and the things they do. Tell pupils that there may be more than one answer for each sentence. Play the CD. Pupils whisper the answer(s) to a partner. Play the CD again, pausing to elicit ideas.
- If time, organise a discussion in small groups. Write some of the following questions on the board: *When did you last see a doctor? What do police officers do? Would you like to be a firefighter? Why? / Why not? Do you know anyone who has had an accident? What happened?*

**Key: (possible answers):** 1 doctor, 2 firefighter, 3 police officer, 4 doctor / nurse, 5 ambulance driver, 6 police officer, 7 police officer, 8 doctor

### CD 3, 38

1. She works with a team of nurses.
2. She carries people out of buildings on fire.
3. He looks for and catches thieves.
4. When she works at night, she has to sleep at the hospital.
5. He has to drive people to hospital quickly and safely.
6. He goes to schools to teach young people to use the internet safely.
7. When there is a robbery at a bank, he arrives quickly.
8. She has to operate to save people's lives.

**AB83. ACTIVITY 1.** *Read and order the text.*

- Tell pupils to open their Activity Book at page 83. Focus on Activity 1. Pupils work in pairs to order the lines. Check with the class. Ask, e.g. *Who is Harry? What happened to him? What did the firefighters have to do? What did the police officers do? How long did he stay in hospital?*

**Key:** 4, 8, 14, 2, 11, 6, 13, 3, 7, 10, 9, 12, 1, 15, 5

**Completed text:** Last week William's dad, Harry, / had a bad car accident. His car hit a / lorry and he couldn't get out of / his car. Firefighters had to cut the car door / and pull Harry out. Police / officers phoned the hospital and / told the nurses about Harry and his / accident. The police officers drove Harry / to the hospital with the ambulance / to help stop the traffic. At / the hospital a team of doctors and / nurses worked together to save / Harry's life. Now, two weeks later, Harry is / much better. He's going to leave / hospital and go home to his family.

**AB83. ACTIVITY 2.** *Write a letter to thank the firefighters.*

- Focus on Activity 2. Check comprehension of the instructions and the words in the box. Pupils write a first draft of their letter in their notebooks. Monitor and help as necessary. Pupils compare letters. When you have checked their drafts, pupils copy them into their Activity Books.

**Key:** Pupils' own answers

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

### Ending the lesson

- Review what pupils have learned in the lesson. Ask if there are any other people / professions they think are heroes and why.

**OBJECTIVES:** By the end of the lesson, pupils will have read and talked about telling the truth / telling white lies.

● **TARGET LANGUAGE**

**Key language:** *tell the truth / tell a lie, hurt someone's feelings*

**Additional language:** *haircut, make a face, shower gel, deodorant, tell a little white lie, kind, unkind*

**Revision:** *look (great / horrible), smell (bad)*

● **MATERIALS REQUIRED**

Extra activity 1: Paper for each pair of pupils

Extra activity 2: White chalk or white tape (for making a line on the floor)

### Warmer

- Say *Listen and do 'thumbs up' for 'true' and 'thumbs down' for false*. Tell pupils some things about yourself, some true, some false, e.g. *I went on holiday to London last year. I'm really good at playing volleyball. I've got five children*. Make sure the false things are not too obvious. Pupils respond to each sentence with 'thumbs up' or 'thumbs down'. See if they all agree / if they can tell when you are lying. Reveal which sentences were false.

**PB84. ACTIVITY 1.** *Read and choose answers.*

- Tell pupils to open their Pupil's Books at page 84. Focus on the lesson title and check comprehension. Explain that they are going to do a quiz about telling the truth. Pre-teach new vocabulary from the quiz questions and options, e.g. *haircut, make a face, shower gel*. Ask the pupils to read and answer the questions on their own by writing a letter for each question in their notebooks.
- Monitor as pupils read, and help as necessary but do not go through the answers at this stage.

**PB84. ACTIVITY 2.** *Talk about your answers with your friend. Are they the same or different?*

- Pupils re-read the quiz in pairs and compare their answers for each question. Encourage them to give reasons for their choice.

**PB84. ACTIVITY 3.** *Discuss these questions.*

- Focus on Activity 3. Choose three pupils to read the questions. Check comprehension of *situation* and *hurt someone's feelings*. Pupils discuss the questions in small groups, then have a class discussion. Ask pupils which words / actions are *kind* and *unkind* and remind them to think about other people's feelings. Teach the expression (*tell a*) *little white lie*.

**AB84. ACTIVITY 1.** *Read and answer the questions.*

- Tell pupils to open their Activity Book at page 84. Focus on Activity 1. Read the activity instruction and the questions. Pupils answer individually then compare answers in pairs. Check with the class.

**Key:** 1 It can make them feel bad or unhappy. 2 because we don't want to hurt someone, 3 and 4 Pupils' own answers

**AB84. ACTIVITY 2.** *Imagine a situation and write about telling a little white lie.*

- Focus pupils on Activity 2 and on the activity instruction. Remind pupils of the situations in the quiz in the Pupil's Book and the language used to describe them. Point out that they need to imagine a situation in the past when someone told a little white lie. Brainstorm other possible situations when it would be better to tell a white lie than tell the truth. Write notes on the board if necessary. Pupils write about their chosen situation in their notebook. Monitor and help with new vocabulary. They copy their ideas into the Activity Book individually, then compare in pairs or small groups.

**Key:** Pupils' own answers

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

### Ending the lesson

- Write the following phrases from the lesson on the board, split into two halves and mixed up, as shown:

1 tell the	a) face
2 tell a	b) truth
3 tell a little	c) feelings
4 hurt someone's	d) lie
5 make a	e) white lie

Pupils copy and match the phrases in pairs. Check with the class. Elicit an example sentence for each phrase.

**Key:** 1 tell the truth, 2 tell a lie, 3 tell a little white lie, 4 hurt someone's feelings, 5 make a face



**OBJECTIVES:** By the end of the lesson, pupils will have read problem letters and advice. They will have discussed moral dilemmas and given advice with *should / shouldn't*.

● **TARGET LANGUAGE**

**Key language:** *value (v), friendship, marks, cheat (v)*

**Additional language:** *fail / pass (an exam), out of ten, make a mistake, steal, shopping centre*

**Revision:** *the best, should / shouldn't, You (don't) have to ... , It's better to ... , It's a good idea to ... , going to, imperatives, past simple, present perfect, adjectives*

● **MATERIALS REQUIRED**

Warmer: Example of a 'problem page' from a magazine or newspaper (in English or LI)

Extra activity 2: Large pieces of paper, coloured markers

## Warmer

- Show the class an example of a 'problem page' from a magazine or newspaper. Ask pupils if they ever read these pages and point out that they are usually made up of letters and replies. Explain / Remind pupils that in English the experts who answer such letters are often called Agony Aunts (or Uncles). Tell pupils they are going to read some letters from a problem page in today's lesson.

**PB85. ACTIVITY 1.** *Read the letters and answer the questions.*

- Tell pupils to open their Pupil's Books at page 85. Focus on the lesson title and elicit a translation of *Value your friendships*. Point to the picture of Betty and Robert and explain that they are an agony aunt and agony uncle. Read the activity instruction and questions 1 to 3 aloud. Check comprehension of *marks* and *cheat*. Pre-teach *fail (an exam)* and *out of ten*. Pupils read the problem letter and answer the three questions in pairs. Check with the class. Repeat the process with questions 4 and 5.

**Key:** 1 Yes, he does. 2 No, he doesn't. 3 She takes photos of the book on her mobile. 4 If you cheat, you learn very little. 5 No, they don't.

**PB85. ACTIVITY 2.** *Discuss these questions.*

- Focus pupils on Activity 2. Choose two pupils to read the paragraphs of the letter aloud. Check comprehension of new vocabulary (*make a mistake, popular, unkind*). Read through the questions with the whole class and make sure they know that they need to give their own opinions. They discuss in pairs or small groups. Monitor and encourage pupils to speak in English. Elicit ideas from pairs / groups and have a class discussion about loyalty, friendship and forgiveness. Pupils can write Betty and Robert's answer to Katy for homework.

**AB85. ACTIVITY 1.** *Write the sentences and questions.*

- Tell pupils to open their Activity Book at page 85. Read the activity instruction and go through the example. Pupils work in pairs to reorder the rest of the sentences and questions. Check with the class.

**Key:** 2 I didn't tell the truth. 3 Who should he speak to? 4 My best friend cheats in exams. 5 I've made a really big mistake. 6 What should I do?

**AB85. ACTIVITY 2.** *Read the letter and answer the questions.*

- Focus on Activity 2. Read the activity instruction. Pre-teach *shopping centre*. Check comprehension of *steal*. Pupils read the letter individually and answer the questions. They compare answers in pairs. Elicit ideas and have a class discussion, if time.

**Key:** Pupil's own answers

- Ask the following questions: *Is there a difference between stealing big and little things? Why shouldn't we steal? Are cameras the only reason for not stealing, or should the 'camera' be inside us?*

**AB85. ACTIVITY 3.** *Write a reply to Daisy.*

- Focus on Activity 3. Read the activity instruction. Remind pupils of the reply letter from Betty and Robert to Richard in the Pupil's Book. Give them time to re-read this letter and write useful phrases on the board (e.g. *You (don't) have to ... , It's better to ... , I'm sorry that ... , It's (not) a good idea to ... , You should / shouldn't ... , Don't worry about ... , This situation is difficult.*). Pupils write a reply in their notebooks first. They compare with a partner. When you have checked their work, they copy their reply into the Activity Book.

**Key:** Pupils' own answers

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

## Ending the lesson

- Ask pupils if they would ever write a letter to a problem page. Elicit reasons for their answer. Ask who they talk to if they have problems like the ones they have read about in the lesson.