

OBJECTIVES: By the end of the lesson, pupils will have read about daily routines and times.

● **TARGET LANGUAGE**

Key language: present simple for routines: statements and questions, *get dressed, get undressed, get up, put on, take off, wash, go to bed / school, have a shower, wake up, have breakfast / lunch / dinner, every day*

Additional language: *a day in the life, bedtime, catches the bus, first, then*

Revision: character names, descriptions, house and home, clothes, *homework*, present continuous

● **MATERIALS REQUIRED**

Daily routine flashcards (44–51)

Extra activity 1: A paper plate, a butterfly clip and card (for the hands) for every pupil, one clock already made with the numbers on the clock face

Optional: *Kid's Box Teacher's Resource Book 3 Unit 3*

Reinforcement worksheet 1 (page 30)

Warmer

- Say, e.g. *Pupils with white socks, stand up. Pupils who like fish, put your hands on your head. Pupils with straight hair, sit down.* Continue, using, e.g. *like / don't like computer games, reading, TV, sleeping, with curly hair, dark hair, fair hair, turn around, point to the board, point to the window.*

Presentation

- Revise / elicit the daily routine words using the flashcards.
- Mime the following story: *wake up, get up, have a shower, get dressed, put on, take off, wash, get undressed, go to bed.*
- Repeat each action from the story. Elicit the word. Mime the story again. Pupils say the words as you mime the actions.

PB28. ACTIVITY 1. *Listen and say the letter.*

- Tell pupils to open their Pupil's Book at page 28. Focus on Stella. Say, e.g. *get dressed.* Pupils point. Say *Stella does these things every day.* Direct pupils to the activity instruction and check understanding. Play the CD. Pupils whisper the answer to their partner. Play the CD again. Pause to elicit the letters. Focus pupils on the words in the box and elicit sentences using the present simple: *First ... Then ...*

Key: g, a, e, h, c, f, b, i, d

CD 1, 35

Stella wakes up at seven o'clock every day.

Stella gets up.

Stella has a shower.

Then Stella gets dressed. She puts on her skirt and her T-shirt.

Stella catches the bus to school.

Stella does her homework.

Before dinner, Stella washes her hands.

Stella gets undressed. She takes off her skirt and her T-shirt.

Stella goes to bed at nine o'clock.

Presentation

- Focus pupils on the clocks in three of the pictures in Activity 1. Elicit / teach the times. Draw six or seven clocks on the board. Ask *What's the time?*
- Focus pupils on the Look box. Remind them to use *at* for times. Practise pronunciation of *o'clock*.

PB28. ACTIVITY 2. *Read and match the sentences to the pictures in Activity 1.*

- Focus pupils on Activity 2. Pupils read and write the sequence of the pictures in their notebooks. They check in pairs. Monitor and help. Tell pupils not to worry about new words. They check in pairs. Check with the class. Ask, e.g. *What time does Stella wake up?* Pupils ask and answer in open pairs.

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

PB28. ACTIVITY 3. *Listen and do the actions.*

- Review the actions from your mime story earlier in the lesson (do a mime, pupils say the action). Focus pupils on the activity instruction and check understanding. Pupils stand up. Play the CD. Pupils listen and do the actions. Repeat.

Note: Pupils can do slightly different actions for each one.

CD 1, 36

Have breakfast. Go to bed. Have lunch. Put on your jacket. Take off your shoes. Wake up. Have a shower. Put on your T-shirt. Get up. Wash your hands. Have dinner. Catch the bus.

AB28. ACTIVITY 1. *Tick and order the sentences. What do you do every day?*

- Tell pupils to open their Activity Book at page 28. Pupils tick the sentences that are true about them. They sequence the activities. Pupils check in pairs. Their sequences will not be the same. Monitor and check. Elicit some sequences from more confident pupils, e.g. *I wake up. Then I have breakfast.*

AB28. ACTIVITY 2. *Look and read and write.* **M** towards

- Focus pupils on Activity 2 and on the instructions. Pupils work individually. They check in pairs. Check with the class.

Key: 1 putting on his socks / getting dressed, 2 woman, 3 He's having a shower, 4 It's seven o'clock, 5&6 e.g. The boy gets up at seven o'clock., The boy is tired.

Extra activities: see page T102 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 1 from *Teacher's Resource Book 3* (pages 29 and 30).

Ending the lesson

- Draw ten clocks on the board with different times. Write a letter (a–j) under each one. Pupils draw a 2 x 2 bingo square and write different letters in the squares corresponding to the clocks. Call out the times in random order. Pupils cross out the letters if they correspond to times called. The first to cross out all four shouts *Bingo!* Check by eliciting the times.

OBJECTIVES: By the end of the lesson, pupils will have had further practice talking about routines and times and sung a song.

● TARGET LANGUAGE

Key language: present simple for daily routines: questions, long and short answers, *before*, *after*

Additional language: *on the way*, *lessons start*, *out to play*, *same*, *different*, *routine*

Revision: times, daily actions, *bedtime*

● MATERIALS REQUIRED

Daily routine flashcards (44–51)

Extra activity 2: Clocks from previous lesson Extra activity 1.

If you didn't make them, you need: a paper plate, a butterfly clip and card (for the hands) for every pupil. One clock already made with the numbers on the clock face.

Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Song worksheet* (page 34)

Warmer

- Show the daily routine flashcards in turn and elicit the words. Show them in a different order. Pupils chorus the words.
- Stick the flashcards on the board and number them 1 to 8. Say a sentence about your daily routine using one of the activities. Pupils say the correct number. Repeat with different actions.

PB29. ACTIVITY 4. Listen and match.

- Tell pupils to open their Pupil's Book at page 29. Focus them on the pictures and elicit some of the verbs by asking, e.g. *Tell me something this boy does every day*. Direct pupils to the activity instruction and the example answer. Play the first verse on the CD. Check understanding. Play the rest of the CD. Pupils listen and match the pictures with the appropriate lines in the song. They write the sequence in their notebooks. They check in pairs. Play the CD again. Check with the class. Check understanding of vocabulary.

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

CD 1, 37

As in Pupil's Book

PB29. ACTIVITY 5. Sing the song.

- Play the CD in short sections for pupils to repeat. Pupils sing the song, verse by verse and then right through. Divide the class into four groups. Pupils take turns to sing their verse and to mime the actions. Swap roles.

CD 1, 38

As in Pupil's Book

CD 1, 38

Now sing the song again. (Karaoke version)

PB29. ACTIVITY 6. Answer the questions.

- Focus pupils on the questions and the example answer. Pupils ask and answer them in open pairs around the class. Involve the whole class.
- Pupils ask and answer the questions in closed pairs. Monitor and check they are answering using complete sentences.

Key: 2 He does his homework at eight o'clock. 3 He starts school at nine o'clock. 4 He goes out to play at eleven o'clock. 5 He goes to bed at nine o'clock.

PB29. ACTIVITY 7. Ask and answer.

- Focus pupils on Activity 7 and ask two pupils to read the speech bubbles aloud. Elicit a few more questions from pupils using the table. Other pupils answer them. Check for correct use of *do* in the question. Pupils work in pairs. They take turns to ask and answer. Check by eliciting some questions and answers.

AB29. ACTIVITY 3. Look and match.

- Tell pupils to open their Activity Book at page 29. Direct pupils to the activity instruction and the example answer. Check understanding. Remind them to check the Look box on Pupil's Book page 28 if necessary. Pupils match the times with the clocks. They check in pairs. Check with the class.

Key: Eleven o'clock a, Seven o'clock f, Six o'clock d, Three o'clock e, One o'clock b

AB29. ACTIVITY 4. Write 'before' or 'after'.

- Write the example sentence on the board: *I take off my clothes before I have a shower*.
- Elicit from pupils what happens first (he/she takes off his/her clothes). Write a 1 above *take off my clothes* and a 2 above *have a shower*. Check pupils realise the numbers show the time sequence. Say *Can we say 'I take off my clothes after I have a shower'?* *Is it the same? Why not?* Elicit why it's funny.
- Focus pupils on Activity 4. Elicit the activity instruction.
- Do the activity orally first. Check each one by asking *So, what happens first ... ? And then ... ?* Pupils work in pairs and complete the activity in their books. Monitor pupils as they are working.

Key: 2 before, 3 after, 4 before, 5 after, 6 before

AB29. Now write two more sentences.

- Pupils think of two more sentences using *before* and *after* and write them in their books.

AB29. ACTIVITY 5. Talk to your friend. Is your routine the same or different?

- Focus pupils on Activity 5. Two pupils read the speech bubbles aloud to the class. Practise the activity briefly in open pairs. Check all pupils understand the activity and the word *routine*. In pairs, pupils take turns to ask and answer, responding *Same!* or *Different!* Monitor to help and prompt.

Extra activities: see page T102 (if time)

Optional activity

- Pupils listen to the song again and complete the Unit 3 Song worksheet from *Teacher's Resource Book 3* (pages 29 and 34).

Ending the lesson

- Pupils sing the song from earlier in the lesson as a class. They mime as they sing.

OBJECTIVES: By the end of the lesson, pupils will be able to name the days of the week and will have talked about frequency of routine actions.

● **TARGET LANGUAGE**

Key language: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekend, always, sometimes, never, How often ... ?*

Revision: prepositions, sport and activities, present simple for routines, *before, after, every day*

● **MATERIALS REQUIRED**

School timetable

Optional: *Kid's Box Teacher's Resource Book 3 Unit 3*

Reinforcement worksheet 2 (page 31)

Warmer

- Review time and routines by asking questions around the class, e.g. *What time do you get up? Do you have a shower every day? Do you have breakfast after your shower every day?* Include several questions with *every day*, e.g. *Do you do homework every day?*, following *No* responses with *How many times ... (in a week)?*

Presentation

- Use the school timetable to introduce / review the days of the week. If you always write the day and the date on the board at the start of the lesson, focus pupils on this. Say each day. Pupils repeat. Ask questions, e.g. *When do you have English? (Monday and Wednesday). Is that every day? (No). How often do you have Maths?* Use this activity to raise awareness of *How often ... ?*

PB30. ACTIVITY 8. *Say the chant.*

- Tell pupils to open their Pupil's Book at page 30. Focus them on Activity 8. Pupils stand up. Play the CD. They join in the chant, clapping or snapping their fingers to the rhythm.

CD 1, 39

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

PB30. ACTIVITY 9. *Listen and say the day.*

- Focus pupils on the pictures for Activity 9. Elicit who and what they can see. Point out that Simon isn't in the park in the first picture of pair 'a'. Direct pupils to the activity instruction. Play the CD. Pupils listen for the day. They whisper it to their partner. Play the CD again. Check with the class. Elicit what Simon does on the different days.
- Focus pupils on the Look box. Elicit some things that pupils always, sometimes and never do. Write some of their examples on the board, underline the frequency words and check understanding of the concept with reference to a week. Pupils copy the examples from the board into their notebooks.

Key: a Monday, b Wednesday, c Sunday

CD 1, 40

LENNY: How often do you play in the park, Simon? Do you play every day?

SIMON: Well, no. I never play in the park on Mondays.

LENNY: Yes, we always have lots of homework on Mondays.

SIMON: I sometimes play in the park after school on Wednesdays, but I sometimes go swimming with Dad.

LENNY: And what about at the weekend?

SIMON: I always play in the park on Sundays. It's my favourite day.

LENNY: Simon ... What day is it today?

SIMON: It's Sunday! Let's go to the park!

PB30. ACTIVITY 10. *Listen again. Choose the right words.*

- Focus pupils on Activity 10 and give them time to read the sentences before they listen. They predict the answers in pairs. Play the CD again. Pupils check with their pairs. Check with the class, eliciting a complete sentence for each one. Pupils write the correct sentences in their notebooks.

Key: 2 Simon always does his homework on Mondays.

3 Simon sometimes goes swimming on Wednesdays.

4 Simon always plays in the park on Sundays.

AB30. ACTIVITY 6. *Find and write the words.*

- Tell pupils to open their Activity Book at page 30. Focus them on Activity 6. Check pupils know what to do, directing them to the instruction and the example answer. Individually, they find the words and write them on the lines. They check in pairs. Check with the class. Elicit the spelling for each one.

Key: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

AB30. ACTIVITY 7. *Look, read and write.*

- Focus pupils on the pictures in Activity 7. Elicit some of the activities, e.g. *swimming, basketball*. Ask a pupil to read the first sentence aloud. Point out the example answer (*Monday*). Remind pupils to write the day of the week in the singular. Pupils work in pairs. They take turns to read the sentences and label the pictures. Check with the class.

Key: Thursday, Tuesday, Saturday,

Friday, Monday, Wednesday, Sunday

Extra activities: see page T102 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 2 from *Teacher's Resource Book 3* (pages 29 and 31).

Ending the lesson

- Do a version of the days of the week chant to end the lesson.
First time: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
Second time: *hum-hum, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
Third time: *hum-hum, hum-hum, Wednesday, Thursday, Friday, Saturday, Sunday*
- Continue until the class are humming all the days. Repeat, but this time a day reappears each time.

OBJECTIVES: By the end of the lesson, pupils will have had more practice reading and talking about routines and frequency.

● **TARGET LANGUAGE**

Key language: questions with *How often ... ?*

Revision: present simple, adverbs of frequency, daily activities, days of the week, holidays, *mountains, family, car*

● **MATERIALS REQUIRED**

Photocopiable 3 (see pages T88 and T92), copied onto card (one for each pair of pupils)

Optional: *Kid's Box Teacher's Resource Book 3* Unit 3 Extension worksheet 1 (page 32)

Warmer

- Say some true and false sentences about yourself using adverbs of frequency, e.g. *I always wear a helmet in class. I always speak English.* Pupils say Yes for the true sentences and correct the false sentences (using *you*), e.g. *No, you never wear a helmet in class!*

PB31. ACTIVITY 11. Look, read and complete the text.

- Tell pupils to open their Pupil's Book at page 31. Elicit what they can see in the pictures and what the ticks and crosses mean. If they can't remember, refer them to the Look box on the previous page. Direct pupils to the activity instruction and check they know what to do. They read the text in pairs and fill in the gaps. Check with the class by asking pupils to read the sentences aloud.

Key: always, never, always, sometimes, sometimes, never, sometimes

PB31. ACTIVITY 12. Listen and say 'yes' or 'no'.

- Play the CD. Tell pupils to do thumbs up (yes) and thumbs down (no) to their partner the first time they listen, and not to speak. Play the statements. Pupils do thumbs up / thumbs down. Play the statements again. Pause after each one for pupils to respond. Elicit corrections for the 'no' sentences.

Key: 1 Yes. 2 No, he never plays the piano in his holidays. 3 No, he always plays tennis on Wednesdays. 4 Yes. 5 Yes. 6 No, he sometimes takes his family to the mountains on Sundays. 7 No, they sometimes sing songs in the car.

CD 1, 41

1. James Flunk is a music teacher.
2. He always plays the piano in his holidays.
3. He never plays tennis on Wednesdays.
4. He sometimes plays football with his daughter Jane.
5. He takes his son to the swimming pool every Saturday morning.
6. He always takes his family to the mountains on Sundays.
7. They never sing songs in the car.

Photocopiable 3 (see pages T88 and T92)

PB31 ACTIVITY 13. Look and make sentences. Use the words in the boxes.

- Focus pupils on Activity 13 and on the pictures. Elicit some of the activities and focus them on the words in the boxes.
- Demonstrate the activity using the example and then in open pairs. Pupils work individually and write sentences in their notebooks. Encourage them to try to make true sentences if they can. Monitor and help / check. Make groups of four. Pupils take turns to say some of their sentences to the group.

AB31. ACTIVITY 8. Use the words to make three sentences.

- Tell pupils to open their Activity Book at page 31. Focus them on the activity. Elicit some of the sentence options from different pupils. Pupils create three more sentences using the bingo board and write them in pencil in the grid. Monitor to check.

AB31. Now play bingo.

- Tell pupils they are going to play bingo with the board they have made. Read out individual words and phrases at random (not whole sentences). Pupils tick them off in their books as they hear them. The first to tick off a horizontal line on their board shouts *Line!* The pupil reads out their sentence for you to check if it is correct / matches the words and phrases called. If it is, they get 5 points. Continue until one pupil has ticked all 12 squares. The pupil shouts *Bingo!* Check their sentences. If they are correct, award 10 points. Repeat if time.

AB31. ACTIVITY 9. Write sentences about you.

- Focus pupils on Activity 9. They write sentences about themselves, using the grid at the top of the page to help. Elicit what happens to the verb when they write about themselves, e.g. *I wake up ...* Monitor and help.

AB31. ACTIVITY 10. Write new words. Use the letters in this sentence.

- Focus on the activity instructions. Use the example to show how the activity works. Pupils use letters from the sentence to make new words. Pupils work in pairs. Give them a time limit to find as many words as they can. Check with the class. Count up the total number of words the class found.

Key: Answers may include: book, foot, cook, late, break, go, hat, cat, take, bag, big, shop, table.

Extra activity: see page T102 (if time)

Optional activity

- Unit 3 Extension worksheet 1 from *Teacher's Resource Book 3* (pages 29 and 32).

Ending the lesson

- Invite seven pupils to the front of the class. Whisper a day of the week to each one. They stand in alphabetical order.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the sound /ɔ:/ and they will recognise that the phoneme can be spelt in different ways. They will also have done a survey.

● TARGET LANGUAGE

Key language: the phoneme /ɔ:/, *horse, story*

Additional language: *morning*

Revision: family, numbers, adjectives, home, toys, *before, after, shower, kitchen*

● MATERIALS REQUIRED

Extra activity 1: Pieces of paper, two for each pupil (for writing 'true' and 'false')

Optional: *Kid's Box Interactive DVD 3: The living room 'At the fire station' episode*

Warmer

- Say *Look and think*. Write words on the board, underlining some of the letters as shown: *horse, four, daughter, ball*. Say *Do all these parts of the words sound the same or different?* Say the words for pupils to repeat. Pupils say them to each other in pairs. Make sure they are making the sound /ɔ:/, not pronouncing 'r' in *horse* and *four*. Check with the class and confirm that the letters all represent the same sound.
- Say each word again, emphasising the vowel sound. Pupils repeat. Write /ɔ:/ on the board. Elicit why the two lines // are important (they show it's a sound, not a letter).

PB32. ACTIVITY 14. *Stella's phonics.*

- Tell pupils to open their Pupil's Book at page 32. Elicit what they can see in the picture (a horse, a story, four o'clock). Listen for the correct vowel sound. Tell pupils to listen and point the first time. Play the CD. Pupils listen and point.
- Play the CD again. Pupils join in. Check pupils are saying the words and sounds correctly. Pupils repeat the chant, quickly and then in groups.
- Point out to your pupils that there is often more than one spelling pattern for the same sounds, especially vowel sounds.

Note: Other examples of alternative spellings of the /ɔ:/ sound are: *a* in words with double 'l' (*small, tall, called*); *au* (*August, autumn*) and *aw* (*awful, saw*). Be careful – the letters *or* in *work, word* and *world* are pronounced /ɜ:/. More work will be done on this important phoneme and its alternative spelling patterns in later levels of the course.

CD 1, 42

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

/ɔ:/, /ɔ:/, horse

/ɔ:/, /ɔ:/, story

A horse reading a story at four in the morning.

A horse reading a story at four in the morning.

A horse reading a story at four in the morning.

PB32. ACTIVITY 15. *Ask and answer.*

- Focus pupils on Activity 15. Say *We're going to do a survey*. Talk them through the questionnaire on the Pupil's Book page and explain what they have to do using the speech bubbles. Pupils walk around the class and choose five different pupils. They ask the questions, and note the friend's name and the answers (*every day / sometimes / never*). Monitor and help.

- Pupils write sentences about three of their friends in their notebooks, using information from the survey, e.g. *Sally never watches TV*.

AB32. ACTIVITY 11. *Listen and say. Circle the odd word out.*

- Tell pupils to open their Activity Book at page 32. Tell pupils just to listen and repeat the first time. Play the CD. Pupils listen and repeat.
- Ask a volunteer to read the words in row 1 aloud. Focus on the example and elicit why it is circled (because it has a different vowel sound from the others (/ʊ/, not /ɔ:/). Tell pupils to say the rest of the words again themselves and decide which is the odd one out. They circle the odd word out in pencil. Pupils compare their answers in pairs. Check with the class.

Key: 2 box, 3 down, 4 old, 5 you, 6 house, 7 doll

CD 1, 43

As in Activity Book

AB32. ACTIVITY 12. *Read and complete the story.*

- Focus pupils on Activity 12. Elicit what they can see in the pictures and do the first one together as an example. Pupils work in pairs. They read the text and say the missing words. Pairs check with pairs. Check with the class by asking pupils to take turns to read the sentences. Pupils write the words in the gaps. Encourage them to use their dictionaries / check with each other for spellings. Check understanding by asking *What does Paul do at eight o'clock? What does he do after his shower? Where does he go for breakfast? What does he put on after breakfast? What does he catch to school? What does he play on after dinner?, etc.*

Key: 1 eight o'clock, 2 shower, 3 kitchen, 4 jacket, 5 bus, 6 school, 7 four o'clock, 8 computer, 9 bed, 10 nine o'clock

Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

Extra activities: see page T103 (if time)

Optional activity

- 'At the fire station' episode from *Kid's Box Interactive DVD 3* (*The living room* section). See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils repeat the chant from the beginning of the lesson. If time, play the Disappearing chant game. Clap as the class says the chant. Each time they repeat it, they miss out one word, but continue to clap. When all the words are missing, they start to reintroduce them one at a time.

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

● TARGET LANGUAGE

Key language: language from the unit, *show, Everybody knows ... , reporter*

Additional language: *follow, tell, pyjamas*

Revision: the Lock and Key story, adjectives (*quiet, clever*), *episode*

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 3 Unit 3 Extension worksheet 2 (page 33)* and / or animated version of the Unit 3 story from *Kid's Box 3 Interactive DVD (Suzy's room section)*, *Kid's Box 3 Language Portfolio page 10*

Warmer

- Review the story. Teach pupils to respond *Oh, yes, they are! / Oh, no, they're not!* as the audience do in pantomimes. Say some statements to review the story. The class respond in chorus accordingly, e.g. *Lock and Key are doctors (Oh, no, they're not!)*.

Story

PB33. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 33. Say *This is episode four*. Use the pictures to teach the words *reporter, follow, pyjamas*. Set the pre-listening questions: *What's the reporter's name? What time do Lock and Key get up? Do Lock and Key always follow people?* Play the CD. Pupils look and listen. They check in pairs. Check with the class (Johnny Talkalot, Never before ten o'clock, No, sometimes). Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *What questions is Johnny going to ask? (about Lock and Key's work). What time does he think they get up? (before you and me / early). What's Key wearing? (pyjamas). Is he working? (no). Are the detectives clever? Why / Why not?* Ask pupils for their answers to the questions that appear in the final frame.

CD 1, 44

As in Pupil's Book

AB33. DO YOU REMEMBER?

- Write the words *A day in the life* in the centre of the board. Brainstorm the words from the unit with pupils and write them as a mind map. Elicit the spelling from the class. Include: *wake up, get up, have a shower, get dressed, catch the bus, do my homework, wash my hands, get undressed, go to bed*.
- Tell pupils to open their Activity Book at page 33. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They fold the page down the middle so that they can see the pictures and the gaps for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'undressed'?* They don't look at the words on

the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's.

AB33. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they talked about their daily routines. Review what the three faces mean (not very well / OK / very well). Tell pupils they circle the one they think is true for them.
- Repeat for the second sentence, eliciting / reminding them of when they talked and read about how often they do things in the unit. Pupils circle a face. Repeat for the third sentence, eliciting the days of the week from pupils and asking questions, e.g. *Which day comes before Sunday?* Pupils circle a face.
- 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)

Optional activity

- Unit 3 Extension worksheet 2 from *Teacher's Resource Book 3* (pages 29 and 33).

Language Portfolio

- Pupils complete page 10 of *Kid's Box 3 Language Portfolio (My school day)*. Help with new language as necessary.
- The animated version of the story from *Kid's Box Interactive DVD 3 (Suzy's room section)*. See pages 38 – 45 of the Teacher's Booklet for the DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read and learnt about the heart and how it works. They will have done an experiment.

● **TARGET LANGUAGE**

Key language: *heart, heartbeat, quick, slow, blood, oxygen*

Additional language: *Science, jump up and down, minute, again, move, pick up, take, do sport, more*

Revision: parts of the body, activities, *body, different, because, need, water*

● **MATERIALS REQUIRED**

Stopwatches or similar devices for measuring one minute (e.g. egg timers), one per pair or small group of pupils

Warmer

- Review parts of the body (*arm, eye, hand, head, leg, mouth and body*). Say, e.g. *Point to your arm*. Repeat for each word.
- Pupils stand up. Give instructions, speeding up as you go, e.g. *Close your eyes. Open your eyes. Wave your arms. Shake your body. Show me one hand. Stand on one leg. Touch your head*. When pupils have got the idea, repeat the game, but this time make it competitive. Pupils who make a mistake are 'out'. Continue until only a few pupils remain.

PB34. ACTIVITY 1. Listen and say 'quick' or 'slow'.

- With books closed, say *Listen. What can you hear?* Play the first sound effect on the CD. Elicit / teach *heart* and *heartbeat*.
- Tell pupils to open their Pupil's Book at page 34. Explain that they are going to learn more about what the heart does. Read the lesson title and check comprehension of *Science*. Direct pupils to the activity instruction and check understanding of *quick* and *slow*. Play the CD again, from the beginning to 'It's quick'. Make sure pupils know the difference between the speeds of the heartbeats.
- Play the rest of the CD. Pupils whisper *Quick* or *Slow* to their partner. Play the CD again. Pause after each numbered sound effect and elicit the response from the class.

Key: 1 quick, 2 slow, 3 slow, 4 quick

CD 2, 02

[slow heartbeat] This is a heartbeat. It's slow.

[quick heartbeat] This is a heartbeat. It's quick.

Now listen and say 'quick' or 'slow'.

1. [quick heartbeat] 3. [slow heartbeat]
2. [slow heartbeat] 4. [quick heartbeat]

PB34. ACTIVITY 2. Read and do.

- Focus pupils on Activity 2. Direct them to the first photograph. Ask a pupil to read the first sentence. Pupils stand up and follow the instruction. Check that pupils have their hands in the correct position (centre-left of their chest). Ask *Can you find your heartbeat?* Go round and help pupils. Read the question *Is your heartbeat quick or slow?* Pupils may give different answers, but point out that when they are standing still their heartbeat should be slow.

Note: You will need space for the next part of the activity. If there isn't enough space for everyone to take part in your classroom, call two volunteers to do the activity at the front of the class.

- Ask two pupils to read the instructions for the next two photographs. Check everyone knows what to do. Ask *How many seconds in a minute?* (Pupils respond 60). Pupils work in pairs or small groups. Hand a stopwatch or timer to each pair / group (if available). They decide who will jump and who will time the minute. Tell the pupils who are timing to say *Start* at the beginning of the minute and *Stop* when the minute is finished. If you don't have timers, time the minute yourself.
- Pairs / groups do the activity. Monitor and check pupils are jumping as high as they can. When all the pupils have finished jumping, ask them *Is your heartbeat quick or slow?* Help them position their hands centre-left of their chest again. Elicit the answer (*It's quick*).
- Pupils repeat the activity, swapping roles.

PB34. ACTIVITY 3. Read and say 'yes' or 'no'.

- Focus pupils on Activity 3. Use the diagram to teach *blood* and *oxygen*. Direct pupils to the activity instruction and check understanding. Read through the sentences with the whole class. Remind pupils to whisper the answer to their partner first. Pupils read the text in pairs and decide if the sentences are true or false. Check with the class.

Key: 1 No. (Your heart moves blood.) 2 No. (Blood sends oxygen to different parts of your body.) 3 No. (Your heartbeat is slow when you are sleeping.) 4 No. (Your heartbeat is quick because your body needs more oxygen.)

AB34. ACTIVITY 1. Write the words.

- Tell pupils to open their Activity Book at page 34. Focus them on Activity 1 and elicit what they can see (*a heart*). Pupils work individually. They check / discuss their answers in pairs. Check with the class.

Key: a blood from the body, b blood to the body, c blood to the lungs, d oxygen

AB34. ACTIVITY 2. Complete the chart. Write sentences.

- Ask a pupil to read the list of activities and ask the class to mime each thing. Pupils complete the chart in pairs. Check with the class. Then pupils write sentences individually. Elicit the sentences from different pupils.

Key: Sleeping X, Reading X, Jumping ✓, Dancing ✓
3 Your pulse isn't quick when you sleep. 4 Your pulse isn't quick when you read. 5 Your pulse is quick when you jump. 6 Your pulse is quick when you dance.

AB34. ACTIVITY 3. Read. Write 'yes' or 'no'.

- Check understanding of the activity instructions. Go through the example with the class. Pupils read the sentences individually and write *yes* or *no* in pencil. They check in pairs. Check with the class. Ask one pupil to read a sentence and the class to respond *Yes* or *No*. Elicit the correction for 'no' responses.

Key: 2 yes, 3 yes, 4 no (Your blood sends oxygen to your heart.), 5 no (Your heartbeat is quick when you jump.) 6 yes

Extra activities: see page T103 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read and learnt about their pulse, done an experiment and completed a project.

● TARGET LANGUAGE

Key language: *heart, quick, slow, heartbeat, pulse, minute*

Additional language: *number, take your pulse, finger, ride on a rollercoaster, hold a spider*

Revision: parts of the body, activities, present continuous, numbers 1–100, days of the week, daily routines

● MATERIALS REQUIRED

Project: Large sheets of paper, one for each pupil, coloured pens

Extra activity 1: Two board pens in different colours

Extra activity 2: Word train materials from Pupil's Book pages 17 and 25 Extra activity 2, a piece of paper for the 'carriage' for the words for this lesson

Warmer

- Draw a heart on the board and elicit the word. Ask pupils about the previous lesson, e.g. *Where is your heart? Put your hand on your heart. What does your heart do? Is your heartbeat quick when you sleep? Is your heartbeat quick when you jump?* Tell pupils they are going to do another Science experiment.

PB35. ACTIVITY 4. Read, look and answer.

- Tell pupils to open their Pupil's Book at page 35. Focus them on the text on the right first. Check comprehension of *pulse, number* and *minute*.
- Focus pupils on the activity instructions and on photographs 1–6. Elicit what is happening in each photograph (pupils respond using the present continuous, e.g. *She's sleeping*). Teach new items as necessary (e.g. *riding on a rollercoaster, holding a spider*). Pupils work in pairs. Elicit answers.

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

PB35. ACTIVITY 5. Take your pulse.

- Tell pupils they are going to try to find their pulse. Focus them on Activity 5, the instructions and the photograph. Pupils stand up. Read the text aloud line by line. Circulate to help pupils locate their pulse.
- Once pupils have found their pulse, time one minute so they can calculate it. Say *Start!* at the beginning of the minute and *Stop!* at the end. Tell pupils that their pulse rate will be different from their friends so each person has to count their own. Ask pupils to write down the number they get to at the end of the minute. Elicit some of the pupils' results (the range for a pulse rate for this age group is between 70 and 110).

PB35. PROJECT. Make your pulse chart.

- Focus pupils on the photographs. Elicit what the girl has got (a chart showing her pulse rate when she is doing different things). Tell pupils they are going to make a similar chart. Write the list of activities on the board (*sitting, jumping, reading, dancing, running*). Pupils copy the list in their notebooks. Then they do each of the activities for a minute and take their pulse at the same time. They write the number for each activity in their notebooks. Time each minute for the whole class to do the activity together.

- Copy the axes of the chart on the board, writing the numbers from 50 to 110 in fives on the vertical axis, as shown in the photograph and the activities on the horizontal axis. Pupils copy the chart in their notebooks. They transfer the numbers from the list in their notebooks to the chart and colour the bar for each activity in a different colour. Explain / elicit the meaning of the title of the girl's chart (*I love my heart* – the heart symbol means *love*). Pupils write the same heading for their own project. They compare their charts in pairs or small groups. Display the charts around the class.

AB35. ACTIVITY 4. MOVERS Listening, Part 3. **M** towards *What food does Lily have in these places? Listen and write a letter in each box. There is one example.*

- Tell pupils to open their Activity Book at page 35. Play the CD. Pupils complete the activity individually. They compare answers in pairs. Play the CD again. Check with the class.

Key: ice cream B, cake C, sweets D, banana E, sandwich A

CD 2, 03

Listen and look. There is one example.

What's your favourite food, Lily?

Mmm... I love pancakes!

Where do you eat those?

I always have them when we go to a café for breakfast.

Can you see the letter H? Now you listen and write a letter in each box.

1. Ice-cream is my favourite food.
I love it too.
I love having an ice-cream on the beach.
Me too. When it's really hot.
2. What about cake? Do you like that?
Yes! But I don't eat it very often. I only have it at parties.
Oh? Do you know how to make them?
Yes. We're learning to cook at school.
That's good.
3. Does your mum buy you sweets?
Only sometimes. She buys them when we go to the cinema.
That's nice.
Yes but she never buys them for me in the supermarket.
4. What's your favourite fruit?
Bananas. I eat one every day.
Really?
Yes. I have one on the bus when I come home from school. I'm very hungry then.
5. Do you like having picnics?
Yes, I do.
Do you have sandwiches on your picnics?
Yes, I like egg ones and my sister likes cheese ones.

Extra activities: see page T103 (if time)

Ending the lesson

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