

OBJECTIVES: By the end of the lesson, pupils will be able to understand and talk about common illnesses.

● TARGET LANGUAGE

Key language: *What's the matter (with you)? I'm not very well, ill, cold, cough, stomach-ache, headache, temperature, toothache, back, shoulder*

Additional language: *My head hurts, degrees*

Revision: food, body parts, *have got, must, Let's ... , a lot, want, Don't (eat), Who ... ? hot, happy*

● MATERIALS REQUIRED

Illness flashcards (63–70)

Extra activity 1: The dialogue from Pupil's Book page 46

Activity 2, copied on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 3 Unit 5*

Reinforcement worksheet 1 (page 44)

Warmer

- Review body vocabulary. Pupils stand up. Say *Touch your ears*. Pupils touch their ears. Give other instructions quickly one after another to keep pupils moving. Include *head, eye, nose, mouth, foot / feet, tooth / teeth, face, hair, hand, leg, arm*. Present the new body parts *stomach, back, shoulder* by miming / pointing. Continue the game, including the new words.

Presentation

- Teach / elicit the illnesses using the flashcards and mime if necessary. Show the cards and say the words. Pupils repeat. Teach *ill* as the opposite of *well*. Use mime. *How are you? I'm very well, thank you. How are you? I'm not very well. I'm ill.*

PB46. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 46. Focus them on the pictures and elicit who / what they can see (Stella and Simon with Aunt May at the doctor's, a doctor's bag, etc.). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the picture.

PB46. ACTIVITY 2. Listen and check.

- Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Elicit complete sentences for the answers. Play the CD again. Pupils listen. Check understanding of *sweets, cold, cough, temperature*. Present *hurt (My stomach hurts)*. Pupils repeat for correct pronunciation. Focus pupils on the Look box at the bottom of the page. Check comprehension. Explain that *My stomach hurts* and *I've got a stomach-ache* mean the same thing.

Note: When referring to aches, it is also possible to say *I've got backache, I've got toothache, I've got stomach-ache, I've got earache* without using the article *a*. However it is essential to use the article in *I've got a headache* and with other illnesses and symptoms (not aches), e.g. *I've got a cough, I've got a temperature*.

Key: 1 At the doctor's. 2 Aunt May. 3 Yes, she is. 4 No, he isn't.

CD 2, 16

AUNT MAY: Good morning. How are you today, Stella?

STELLA: Oh, I'm not very well. I've got a cold.

AUNT MAY: And you've got a cough. Have you got a headache?

STELLA: Oh, yes. My head hurts a lot, and I'm very hot.

AUNT MAY: OK. Put this under your arm. Oh, yes. 39 degrees.

You've got a temperature. So you must drink lots of water and orange juice. Now, what's the matter with you, Simon?

SIMON: My stomach hurts a lot and I don't want to eat.

AUNT MAY: Have you got a toothache?

SIMON: No.

AUNT MAY: I see, so ... you've got a stomach-ache. Well, go to bed and don't eat any cake, sweets or chocolate today.

SIMON: I think I'm OK now. Can I go and play?

AUNT MAY: Hmm ...

PB46. ACTIVITY 3. Listen and do the actions.

- Review the actions from the presentation for the different illnesses. Teach actions for *temperature* (draw the back of your hand across your forehead), *cough* (mime coughing into hands), and *cold* (mime sneezing). Pupils stand up. Play the CD. Pupils mime in chorus. Divide the class into six groups. Play the CD again. Point to a group each time for them to mime.
- Do further practice in open pairs. One pupil says the problem, e.g. *You've got a headache*. Another pupil mimes.

CD 2, 17

You've got a headache. You've got a temperature. You've got a toothache. You've got a stomach-ache. You've got a cough. You've got a cold.

AB46. ACTIVITY 1. Write the words.

- Tell pupils to open their Activity Book at page 46. Point to the example answer. Check pupils know what to do. Pupils work individually and write the words from the box in pencil on the lines. Point to a body part and say *What's it called?* Elicit the spelling each time.

Key: 2 eye, 3 nose, 4 tooth, 5 hand, 6 stomach, 7 leg, 8 hair, 9 ear, 10 mouth, 11 shoulder, 12 arm, 13 back, 14 foot

AB46. ACTIVITY 2. Complete the sentences.

- Focus pupils on the pictures and speech bubbles for Activity 2. Direct them to the activity instruction and the example and elicit what they have to do. Pupils work individually and complete the sentences in pencil. They can check with their partner and / or look back at the Pupil's Book page. Check with the class. Listen for correct pronunciation of *cough*.

Key: 2 toothache, 3 headache, 4 temperature, 5 stomach-ache, 6 cough

Extra activities: see page T104 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 1 from *Teacher's Resource Book 3* (pages 43–44).

Ending the lesson

- Pupils close their books. Dictate the new words for pupils to write in their notebooks. They swap notebooks and check each other's work. Check with the class and elicit the spellings. Pupils award marks and give a comment on their friend's work.

OBJECTIVES: By the end of the lesson, pupils will have had further practice talking and writing about common illnesses.

● **TARGET LANGUAGE**

Key language: *What's the matter (with him / her / them / you)?* *backache, earache, hurt, Good morning.*

Revision: illnesses, body, *have got, can't* (lack of ability), *read, eat, kick the ball, ride a bike, play tennis, catch the ball, basketball*

● **MATERIALS REQUIRED**

Illness flashcards (63–70)

Warmer

- Revise illnesses using the flashcards. Show the flashcards. Elicit the words. Stick the flashcards on the board and number them 1 to 8. Say a word and pupils say the correct number. Say a number. Pupils chorus the correct word. Review the new parts of the body: *stomach, shoulder, back*. Point and elicit the words. Pupils repeat.
- Write gapped words on the board for pupils to guess and complete. Do the activity orally, e.g. write *stomach-ache* like this: *_t _ _ _ _ -a_ h _*. Include *temperature, cough, cold, toothache, headache*.

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

- Tell pupils to open their Pupil's Book at page 47. Focus them on the pictures of the illnesses and on the activity instruction. Remind them to whisper the letter the first time to their friend (or they can write it in their notebooks). Play the CD. Pupils listen and whisper / write and compare. Play the CD again. Check with the class. They say the letter each time and repeat the illness, e.g. *cough*.

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

CD 2, 18

GIRL: What's the matter?

BOY: Oh, I've got a headache.

BOY: What's the matter with you?

TWO GIRLS: We've got colds.

MAN: What's the matter with him?

GIRL: He's got a cough.

MAN: What's the matter with them?

GIRL: They've got a temperature.

WOMAN: What's the matter with your grandfather?

BOY: He's got a backache.

WOMAN: What's the matter with your dad?

BOY: He's got a toothache.

MAN: What's the matter with your grandmother?

GIRL: She's got a stomach-ache.

WOMAN: What's the matter with your sister?

BOY: She's got an earache.

Practice

- Invite ten pupils to the front. Tell them to bring their Pupil's Books. Explain that they are going to mime being the people in the pictures in Activity 4. Secretly whisper a letter (a–h) to each pupil / pair of pupils (corresponding to the pictures). Pupils mime appropriately (e.g. the pupil with letter f mimes having toothache, the pupils with letter b mime having a temperature). Ask a pupil *What's the matter with you?* He / she responds *I've got ...* Ask the class *What's the matter with him / her?* The class responds *He's / She's got ...* Repeat with the other pupils and pairs, involving the class in the questioning. Use *What's the matter with them?* *They've got ...* as well as singular *you*.

PB47. ACTIVITY 5. *Make sentences. Say the letter.*

- Focus pupils on Activity 5. Invite two pupils to read the speech bubbles aloud. One makes a sentence; the other says the letter for the picture in Activity 4. Do a few more examples around the class. Pupils work in pairs, taking turns to make sentences and to say the letter. Check as a class.

Key: a She's got a stomach-ache. b They've got a temperature. c He's got a cough. e He's got a backache. f He's got a toothache. g They've got a cold. h He's got a headache.

PB47. ACTIVITY 6. *What's the matter? Act it out.*

- Demonstrate the activity first. Mime an illness, e.g. headache. Say *My head hurts*. Elicit the response from pupils, e.g. *You've got a headache*. Check understanding of *hurts* and practise pronunciation. Focus pupils on the Activity 6 instructions and check understanding. Review the eight illnesses from Activity 4 using mime. Pupils work in pairs, taking turns to act out an illness and to respond, as in the speech bubble. Monitor and help with language.

AB47. ACTIVITY 3. *Read and circle.*

- Tell pupils to open their Activity Book at page 47. Focus on the activity instruction and on the example. Review *hurts*. Elicit how they work out the answer each time (focus on the statement at the end and then look at the options). Pupils work individually. They circle the best answer in pencil. They check in pairs. Check with the class.

Key: 2 tooth, 3 foot, 4 leg, 5 arm, 6 hand

AB47. ACTIVITY 4. *Look at Activity 3. Write.*

- Focus pupils on the pictures and elicit that some text is missing. Check they understand that each picture needs a question and answer. Pupils use the information in the pictures and the text in Activity 3 to help them write the sentences. Check with the class.

Key:

- 2 What's the matter? My leg hurts. I can't ride my bike.
- 3 What's the matter? My tooth hurts. I can't eat.
- 4 What's the matter? My hand hurts. I can't catch the ball.
- 5 What's the matter? My foot hurts. I can't kick the ball.
- 6 What's the matter? My arm hurts. I can't play tennis.

Extra activities: see page T104 (if time)

Ending the lesson

- Review the illnesses with mime. Call them out at random for pupils to mime, using the actions from the previous lesson.

OBJECTIVES: By the end of the lesson, pupils will have talked about obligations using *must* and *mustn't*.

● TARGET LANGUAGE

Key language: positive and negative obligations, *must*, *mustn't*, permission, *can't*, clauses with *when*, *get*, *pick up*

Additional language: *How often ...? medicine, blanket, meal*

Revision: illnesses, daily routines, activities, food

● MATERIALS REQUIRED

Photocopiable activity 5 (see page T95), photocopied onto thin card, one copy for each pupil, plus one set already made for demonstration

Optional: *Kid's Box Teacher's Resource Book 3 Unit 5*

Reinforcement worksheet 2 and Extension worksheet 1 (pages 45 and 46)

Warmer

- Review some of the classroom rules with *must* from Unit 4, e.g. *You must speak English in class. You must do your homework.* Elicit others that pupils remember. They can also talk about what they must do at home to help their parents.

Presentation

- Write the following on the board at random: *eat in class, talk in the library, run in the classroom, shout the answers.* Say a sentence with *must*, e.g. *You must eat in class.* Pupils respond *No, that's not right. You mustn't eat in class!* Ask the class to help you with the other sentences. Help pupils with pronunciation of *mustn't*. Focus pupils on the Look box. Elicit other things they mustn't do in class and / or at home.

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

- Tell pupils to open their Pupil's Book at page 48. Elicit who and what they can see in the picture (Stella, Mrs Star and Grandpa Star. Stella's in bed. She isn't well, she's ill). Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the picture.

PB48. ACTIVITY 8. Listen and check.

- Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Answer any questions about new language (e.g. *medicine, blanket, meal*).

Key: 1 She's in bed. 2 Grandpa Star. 3 She's got a temperature. 4 No, she can't.

CD 2, 19

GRANDPA: Oh, dear. What's the matter with Stella?

MRS STAR: Hmm. She's got a temperature. Look, 39 degrees!

STELLA: Can I go to school, Mum?

MRS STAR: No, you can't go to school today.

GRANDPA: Go to school! She mustn't go out!

STELLA: Can I get up?

MRS STAR: No, sorry, Stella. You mustn't get up.

GRANDPA: You must stay in bed and put this blanket on you.

STELLA: Can I read?

MRS STAR: Yes, you can read. And you must take this.

GRANDPA: Oh, how often must she take it?

MRS STAR: She must take it after every meal for a week.

STELLA: A week? ... Oh, no!

PB48. ACTIVITY 9. Complete the sentences.

- Focus pupils on the Look box. Point out the negative form *mustn't*. Practise pronunciation. Make sure pupils are not pronouncing the first 't'.
- Draw attention to Activity 9. Elicit the things Stella must and mustn't do. Pupils say the sentences to one another in pairs.

Key: Stella must take the medicine. Stella mustn't go out.

Photocopiable 5 (see pages T89 and T95)

AB48. ACTIVITY 5. Listen and write the number.

- Tell pupils to open their Activity Book at page 48. Focus them on the pictures, the activity instruction and the example. Check they know what to do and where to write the numbers. Play the CD. Pupils listen and number. They check in pairs. Check with the class. Elicit the sentences from the pupils each time.

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

CD 2, 20

1. You mustn't play tennis in the kitchen.
2. You mustn't play football in the classroom.
3. You mustn't talk in the cinema.
4. You mustn't wear shoes by the swimming pool.
5. You mustn't eat in bed.
6. You mustn't sing in the library.

AB48. ACTIVITY 6. Write 'must' or 'mustn't'.

- Focus pupils on the Class rules. Read out the example and check they understand what to do. Pupils work in pairs.
- They write *must* or *mustn't* in pencil to complete the sentences. Pairs check with pairs. Check with the class.

Key: 2 mustn't, 3 must, 4 must, 5 must, 6 mustn't, 7 must, 8 mustn't

Extra activity: see page T105 (if time)

Optional activity

- Unit 5 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 3* (pages 43, 45 and 46).

Ending the lesson

- See how much pupils can remember about Stella. Say, e.g. *Stella's got a cough. Stella must take her medicine after breakfast.* Pupils correct you. (e.g. *Stella's got a temperature. Stella must take her medicine after every meal.*)

OBJECTIVES: By the end of the lesson, pupils will have had more practice reading and talking about obligations using *must* and *mustn't*.

● **TARGET LANGUAGE**

Additional language: *says*


Revision: obligations, *must / mustn't, do / don't ...*, illnesses, daily routines, activities and actions

● **MATERIALS REQUIRED**

Illness flashcards (63–70) and (optional) word cards (see *Kid's Box Teacher's Resource Book 3* page 86)

Warmer

- Review the illnesses using the flashcards. Show the flashcards and elicit the words. Stick the flashcards on the board in a column, with the word cards at the bottom of the board in random order. Pupils come to the front in turn and match a word card with a flashcard.
- Remove the flashcards from the board. Mime having a headache to elicit the sentence *You've got a headache* from the class. When they guess correctly, show them the flashcard to confirm. Call a pupil to the front. Give him / her a different illness flashcard. The pupil mimes for the class to guess. The pupil who guesses correctly has the next turn at the front. Repeat until all the flashcards have been used.

PB49. ACTIVITY 10. Read the story. Look at the pictures. Write the correct word next to numbers 1–6.  towards

- Elicit from pupils who they go to with a stomach-ache, and who they go to with a toothache.
- Tell pupils to open their Pupil's Book at page 49. Focus them on the picture. Elicit the boy's name (Paul) and some things about him from the picture. Focus pupils on the activity instruction and check understanding, using number 1 as an example. Pupils complete the sentences with the correct words.

Key: 1 school, 2 cough, 3 doctor, 4 sleep, 5 swimming, 6 bed

PB49. ACTIVITY 11. Listen and complete the sentences. Say 'must' or 'mustn't'.

- Focus pupils on the Pupil's Book text in Activity 10. Elicit the things the doctor says Paul mustn't do. Write them on the board like this:
*Paul mustn't get up.
run.
play.
go swimming.*
- Draw a doctor with two speech bubbles coming from his mouth. One reads *You mustn't get up!* The other reads *Don't get up!* Check pupils understand that the meaning is similar. Elicit pairs of similar sentences for the other three prompts about Paul on the board.

- Focus pupils on Activity 11. Direct them to the activity instructions. Check understanding. Play the first one on the CD as an example. Play the rest of the CD. Pause after each one for pupils to say the sentence quietly to their friend. Play the CD again. Pause and elicit a sentence from pupils. Check with the rest of the class. Check understanding of vocabulary.

Key: 3 mustn't, 4 mustn't, 5 mustn't, 6 mustn't, 7 must, 8 must

CD 2, 21

1. When you've got a cough you [beep] go out.
2. When you've got a headache you [beep] go to bed.
3. When you've got a backache you [beep] do sport.
4. When you've got a temperature you [beep] go to school.
5. When you've got an earache you [beep] listen to music.
6. When you've got a stomach-ache you [beep] eat sweets.
7. When you've got a toothache you [beep] go to the dentist.
8. When you've got a cold you [beep] drink a lot of orange juice.

AB49. ACTIVITY 7. Look and match.

- Tell pupils to open their Activity Book at page 49. Focus them on the pictures and the text. Elicit the problem in 1 (a stomach-ache) and what you mustn't do from the text (eat burger and chips). Point out the example line. Pupils work individually and draw lines in pencil to match the rest of the pictures and phrases. They check in pairs. Check with the class, using the model sentence in Activity 8.

Key: 2 pick up a big bag, 3 listen to music, 4 play computer games, 5 eat cakes, biscuits or chocolate, 6 go swimming

AB49. ACTIVITY 8. Now write sentences.

- Focus pupils on Activity 8. They write the information from Activity 7 in sentences, following the example. They check their work in pairs. Check with the class by eliciting full sentences each time. Encourage pupils to notice use of impersonal *you*.

Key: 2 When you've got a backache you mustn't pick up a big bag. 3 When you've got an earache you mustn't listen to music. 4 When you've got a headache you mustn't play computer games. 5 When you've got a toothache you mustn't eat cakes, biscuits or chocolate. 6 When you've got a cold you mustn't go swimming.

Extra activities: see page T105 (if time)

Ending the lesson

- Mime an illness, e.g. a cough. Elicit some responses from different pupils using *mustn't / don't / must*, e.g. *You mustn't go swimming. You mustn't talk a lot. You must drink orange juice. Don't go out. Say Thank you.* Repeat with pupils coming to the front in turn to mime another illness.

OBJECTIVES: By the end of the lesson, pupils will recognise that words that sound the same can be spelt differently.

● TARGET LANGUAGE

Key language: rhyming words, *zoo, bear, chair, snake*

Revision: illnesses, *must / mustn't, can't, What's the matter with ...?*

● MATERIALS REQUIRED

Extra activity 2: 24 pieces of paper, each with a word from Activity Book page 50 Activity 9 written on it.

Optional: *Kid's Box Interactive DVD 3: The living room 'Let's do sport!'* episode

Warmer

- Say *Look and think*. Write the following words at random across the board: *see, boot, cake, fruit, key, ache*. Say *Can you make pairs? Think about the sounds*. Give pupils time to think. They discuss together. Check by eliciting each rhyming pair and asking pupils to say the words (*see – key, boot – fruit, cake – ache*). Say the words clearly again so pupils can hear and repeat them. Point out that the words rhyme, but that they are spelt differently.

PB50. ACTIVITY 12. *Stella's phonics*.

- Tell pupils to open their Pupil's Book at page 50. Elicit what they can see in the pictures (a zoo, a bear, a chair, a snake). Ask *What's the matter with the snake? (It's got a toothache)*. Tell pupils to listen only the first time. Play the CD. Tell pupils to listen and repeat. Play the CD again, pausing as necessary. Play the CD again for pupils to join in with the sound sentences.
- Explain to pupils that they can remember how a word is pronounced by rhyming it with a word they know (e.g. if they think of a snake with toothache they will remember that *ache* has the same final sound as *snake*).

CD 2, 22

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

/u:/, /u:/, Sue

/eə/, /eə/, bear

ache, ache, snake

Sue is at the zoo.

Sue is at the zoo.

There's a bear on a chair ...

There's a bear on a chair ...

... and a snake with a toothache!

... and a snake with a toothache!

Sue is at the zoo.

There's a bear on a chair ...

... and a snake with a toothache!

PB50. ACTIVITY 13. *Say and answer 'true' or 'false'.*

- Focus pupils on Activity 13. Invite two pupils to read the speech bubbles aloud. Elicit other *must / mustn't* statements from the pupils for the class to respond to. Pupils work in pairs, taking turns to say a true or false sentence. Monitor and help as necessary. Elicit some of the sentences at the end of the pairwork.

AB50. ACTIVITY 9. Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Book at page 50. Focus them on the first part of the instructions and the four columns of words. Go through the example and check pupils know that they need to match the words 1–6 with a–f and 7–12 with g–l. They work in pairs, saying the words aloud and writing the answers in pencil.
- Focus on the second part of the activity instructions. Play the CD. Pupils listen and check. Check with the class. Play the CD again. Pupils listen and repeat.

Note: Many words follow spelling patterns in English (e.g. *ai, ay* and *a_e* are all spellings for the same phoneme), but there are also words that don't follow the patterns (e.g. *rain, day* and *cake* follow the pattern, but *grey* doesn't). For the exceptions, we must learn to pronounce the whole word. We can remember how to pronounce these words by rhyming them with other words.

Key: 2 e, 3 f, 4 b, 5 c, 6 a, 7 h, 8 j, 9 g, 10 k, 11 l, 12 i

CD 2, 23

1 see key, 2 hurt shirt, 3 cake ache, 4 off cough, 5 one fun, 6 four door, 7 fly buy, 8 can't aunt, 9 two do, 10 time climb, 11 late straight, 12 wear hair

AB50. ACTIVITY 10. Read and order the words. Make sentences.

- Direct pupils to Activity 10 and the activity instructions. Remind them that they did an activity like this on Activity Book page 44. Check understanding by writing the first jumbled sentence on the board and showing them how it becomes the example. Pupils work in pairs. They unjumble each sentence and write it on a line in pencil. Pairs check with pairs. Check with the class.
- Discuss with pupils what the different parts of the sentences are and how they know what the order is.

Key: 2 We mustn't sleep in class. 3 Vicky must stay in bed because she's got a temperature. 4 Daisy mustn't carry big bags because she's got a backache. 5 We must clean our teeth with toothpaste. 6 What's the matter with Jack?

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, draw a hot dog on the board, check comprehension and tell it again.

Extra activities: see page T105 (if time)

Optional activity

- The 'Let's do sport!' episode from *Kid's Box Interactive DVD 3 (The living room section)*. See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils repeat the sound sentences from the beginning of the lesson. Divide the class into three. They each take a sentence / phrase. Change roles and repeat.

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, *look after, rich*

Additional language: *party, waiter*

Revision: *Lock and Key story, have got, episode, beautiful painting, cake, Which cake would you like? I'd like ... , not good for you, stomach-ache, What's the matter?*

● MATERIALS REQUIRED

Illness flashcards (63–70)

Extra activity 2: Photocopiable 5 (see page T95). If you didn't use it before, photocopy it onto thin card and make one copy for each pupil. You will also need one set already made for demonstration.

Optional: *Kid's Box Teacher's Resource Book 3* Unit 5 Extension worksheet 2 (page 47) and / or animated version of the Unit 5 story from *Kid's Box Interactive DVD 3* (Suzy's room section), *Kid's Box Interactive DVD 3: Simon's room* 'Where's the painting?' game

Warmer

- Review the Lock and Key story so far. Write *Lock and Key* in the centre of the board and build a mind map by eliciting what pupils remember, e.g. *detectives, no problem, not clever, robber, pet thief, never get up before ten o'clock.*

Story

PB51. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 51. Elicit which episode this is (six). Focus them on the first frame and elicit the woman's name (Miss Rich). Check understanding of *rich*. Set the pre-listening questions: *What's the name of the painting? Which cake(s) has Lock got? Which cake(s) has Key got? Who's got the painting?* Play the CD. Pupils look and listen. They check in pairs. Check with the class ('The Toothache'; lemon cake; apple cake, carrot cake, lemon cake, chocolate cake; a thief). 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 does Miss Rich want the detectives to do? (look after the painting). What does Key see? (a lot of cakes). What does this man (point to the waiter) say? (Would you like a cake, Sir?). Who is he? (a waiter). How many cakes has Key got? (four). Which is your favourite?*

CD 2, 24

As in Pupil's Book

AB51. DO YOU REMEMBER?

- Write the words *Fit and well* in the centre of the board. Brainstorm the words from the unit with pupils and write them as a mind map. Include: *a cold, a cough, a temperature, a headache, a stomach-ache, a toothache, an earache, a backache*. Use the flashcards to practise the words.
- Tell pupils to open their Activity Book at page 51. 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 'toothache'?* 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.

AB51. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they wrote 'parts of the body' words. 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 illnesses, e.g. mime *cough*. Pupils circle a face. Repeat for the third sentence, eliciting what they remember about rules at school and at home. 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 T105 (if time)

Optional activities

- Unit 5 Extension worksheet 2 from *Teacher's Resource Book 3* (pages 43 and 47).
- The animated version of the Unit 5 story from *Kid's Box Interactive DVD 3* (Suzy's room section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.
- Watch the DVD clip 'Where's the painting?' from the *Simon's room* section of the Interactive DVD. Then answer the questions with your pupils. See page 34 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read about how to be healthy and done a quiz.

● TARGET LANGUAGE

Key language: *unhealthy, the right food, good / bad for ... , exercise, rest, relax*

Additional language: *It's very important to ... , healthy eating*

Revision: *activities, food, can (possibility), must / mustn't, need to ... , healthy, fruit, vegetables, teeth, body, bodies*

● MATERIALS REQUIRED

CD of music with a fast beat – the kind that is played in health clubs and gyms

Optional: *Kid's Box 3 Language Portfolio* page 11

Warmer

- Play a couple of games with pupils to focus on the topic of health. You will need space for both these activities. Play the music in the background.
- Activity 1: Start with the pupils in the centre of the room. Point to the walls, and name them 1, 2, 3, 4 (or four different colours). Call out a wall number or colour and an action, e.g. *Hopping*. Pupils move towards the wall in the way described. Repeat walls at random with other actions, e.g. *walking, running, walking backwards, skating, swimming, skipping*.
- Activity 2: Pupils stand in a large circle facing inwards. Call out a description that only applies to a few pupils, e.g. *Brown hair, blue eyes, white socks*. The pupils with brown hair, etc. run round the outside of the circle in a clockwise direction and return to their starting position. Repeat with other descriptions. Try to find something for everyone.
- Elicit from pupils if these games are good or bad for their health (good) and why. Pupils can answer in LI. Recast / simplify their ideas into English.

PB52. ACTIVITY 1. Read, look and answer.

- Tell pupils to open their Pupil's Book at page 52. Focus pupils on the lesson heading. Check comprehension of the lesson title (*A healthy body*). Present *unhealthy*. Draw attention to the three photographs. Elicit what pupils can see and use the photographs to pre-teach / check *sweets, exercise and vegetables*.
- Direct pupils to the activity instruction and check understanding. Pupils work in pairs. They decide if each photograph shows something healthy or unhealthy. Do not elicit answers at this stage.

PB52. ACTIVITY 2. Read and check. Match.

- Focus pupils on Activity 2. Read the activity instruction. Then read the words in the box aloud and check comprehension. Make sure pupils know what they have to do. They read the texts individually and match the titles with the paragraphs. Elicit how they are going to do this (using key words). Give them a fixed (short) time limit for the activity. They check in pairs. Check with the class. Elicit the words that helped them do the task. Encourage discussion of the topic of healthy lifestyles – ask pupils if watching lots of TV is good or bad for you and elicit other kinds of food and drink which are healthy / unhealthy. Talk about the importance of variety and moderation in diet and lifestyle.

Key: 1 Healthy eating, 2 Exercise, 3 Sleep and rest

PB52. ACTIVITY 3. Quiz!

- Focus pupils on Activity 3. Read through the questions and check comprehension if necessary. Make teams of three or four pupils. Set a time limit of five or ten minutes. Pupils answer the questions in their groups. One person in each group writes the answers on a separate piece of paper. Monitor as pupils are doing the quiz. When the time is up, pupils swap their answer sheet with another group. Check answers with the whole class and write them on the board (accept all sensible answers). Teams check the other teams' answers, awarding a point for every correct answer. Then they swap papers again. Elicit scores.

Key: 1 The right food (different kinds of fruit and vegetables). 2 Sweets, cakes, chocolate. 3 Lots of water. 4 10. 15 Run, swim, play sports (basketball, tennis).

AB52. ACTIVITY 1. Find the 'healthy' words.

- Tell pupils to open their Activity Book at page 52. Focus them on the activity instruction. Elicit some examples of what people do to be healthy as well as exercise and sport. Pupils find the 'healthy' words in the wordsearch. They work in pairs. Check with the class.

Key:

h	i	g	s	w	i	m	a
s	l	e	e	p	b	s	t
u	a	r	i	d	e	p	w
j	u	m	k	a	r	l	a
f	e	a	t	n	s	a	l
h	h	o	s	c	r	y	k
j	s	t	l	e	u	a	i
c	l	a	m	b	n	h	i
d	r	i	n	k	r	o	p

AB52. ACTIVITY 2. Tick or cross the boxes. Is it healthy?

- Focus pupils on the activity instructions and the example and check understanding. Do the activity as a class, with you leading the discussion. Talk about why each time. Encourage pupils to contribute ideas, opinions and experiences. Be careful that you don't overtly criticise pupils' habits or lifestyles. Keep the discussion general rather than specific. Elicit other ideas for a healthy lifestyle from pupils.

Key: 2 ✓, 3 ✓, 4 ✓, 5 X, 6 ✓, 7 ✓, 8 X

Extra activities: see page T105 (if time)

Language Portfolio

- Pupils complete page 11 of *Kid's Box 3 Language Portfolio* (*Being healthy*). Help with new language as necessary.

Ending the lesson

- Review with pupils what they learnt about in today's lesson. Play one of the games from the Warmer again.

OBJECTIVES: By the end of the lesson, pupils will have sung a song about keeping healthy and completed a project.

● **TARGET LANGUAGE**

Key language: *move, fit, well*

Additional language: *Don't stop until you drop, Let's have a good time, Come on*

Revision: health, activities and actions, *It's fun, body*

● **MATERIALS REQUIRED**

Project: Four sheets of A4 paper for each pupil, stapler, coloured pencils and pens, scissors, glue, magazines. A completed book you've made: put the pieces of paper together and staple down the side to make a spine. The first page is a title page: *Keep healthy*. The other seven pages have a day of the week as a heading and a healthy thing (or things) to do on that day, e.g. *Monday. Eat fruit after lunch.*

Optional: *Kid's Box Teacher's Resource Book 3 Unit 5 Song worksheet (page 48), Kid's Box Teacher's Resource Book 3 Unit 5 Topic worksheet (page 49)*

Warmer

- Review the healthy / unhealthy activities from the previous lesson. Say *Tell me some things we can do that are healthy. Tell me some things we do that are unhealthy.* Encourage pupils to try to remember rather than look at the Pupil's Book.

PB53. ACTIVITY 4. Listen and move.

- Tell pupils to open their Pupil's Book at page 53. Elicit the activities in the photographs. Say one of the activities. Pupils mime. Repeat for all the activities.
- Focus pupils on the activity instruction and say *What are you going to do?* Pupils say *Listen and move.* Tell them to listen and follow the first time. Play the CD. Pupils read silently as they listen the first time. Pupils stand up. Play the CD again, for pupils to listen and mime each action.

CD 2, 25

As in Pupil's Book

PB53. ACTIVITY 5. Sing the song.

- Play the CD again, pausing to teach the song line by line. Pupils repeat the song as a whole class and then in groups. Make two groups. Each group sings and moves for their verse. Change groups and repeat.

CD 2, 26

As in Pupil's Book

CD 2, 26

Now sing the song again. (Karaoke version)

PB53. PROJECT. Make a 'Keep healthy' book.

- Show pupils the book you've made. Say *You're going to make a book today.* Elicit what materials they need (paper, stapler, coloured pencils and pens, scissors, glue, etc.). Focus on the photographs of the boy doing the project and the finished book. Elicit what the title is (*Keep healthy*) and what pupils write on the other pages (a day of the week and what they can do to be healthy).
- Hand out the materials and explain / show what to do step by step. Show pupils how to staple the paper to make it into a book. They put the paper aside. Pupils write the sentences in their notebooks first, one for each day of the week. Go around the class and check. Once you have checked their work, they write the title and transfer the information for each day of the week. They colour and decorate their books using drawings and pictures from magazines. Display them in the classroom.

AB53. ACTIVITY 3. MOVERS Reading and Writing, Part 6. Look and read and write. **M** towards

- Tell pupils to open their Activity Book at page 53. Focus them on the activity instructions and on the picture. Elicit things they can see (objects, people, illnesses). Ask a pupil to read the first example sentence and count the chairs in the picture with the class. Point to the example answer. Repeat for the second example (ask pupils to point to the baby in the picture). Pupils read the rest of the questions and answer individually. They compare answers in pairs. Check with the class.

Key: 1 T-shirt, 2 hospital, 3 He's talking on his phone., 4 They're on a table., 5& 6 e.g. The old man has got backache., The girl is reading.

Extra activities: see page T105 (if time)

Optional activities

- Unit 5 Song worksheet from *Teacher's Resource Book 3* (pages 43 and 48).
- Unit 5 Topic worksheet from *Teacher's Resource Book 3* (pages 43 and 49).

Ending the lesson

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