

OBJECTIVES: By the end of the lesson, pupils will have reviewed introductions and how to ask for and give personal information.

● TARGET LANGUAGE

Key language: greetings, jobs (*teacher, doctor, dentist, farmer, detective*), family, comparative adjectives (*older than*), *want to be*

Additional language: character names

Revision: adjectives, numbers, personal information, hobbies (*go fishing, play table tennis*)

● MATERIALS REQUIRED

Warmer: Star family flashcards (1–9) and nine sticky labels with the names of the Star family characters, sticky tack and flashcards of Lock and Key (13–14)

Extra activity 1: The following scrambled questions written on a large piece of paper:

*name your what's? old you how are? you where do live?
got pet you have a? want to be to you dentist a do?
your food what's favourite?*

Extra activity 2: CD of quiet music

Optional: *Kid's Box Teacher's Resource Book 4* Hello there! Unit Reinforcement worksheet 1 (page 9), *Kid's Box 4 Language Portfolio* pages 1 and 2

Warmer

- Introduce yourself and greet the class. Show the Star family flashcards (1–9) and say the names. Hand out the flashcards and the name labels. Say each character, e.g. Suzy. The two pupils with Suzy's picture and her name label stick them on the wall. Repeat for the other characters.

PB4. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 4 and to look at the picture. Elicit where the characters are. Ask a pupil to read the activity instruction and others to read the four questions. Pupils compare their predictions in pairs, looking for clues in the picture.
- Ask pupils to point out the *grown-ups* and the *children* in the picture.
- Ask pupils to say yes or no. *Mrs Star's the cook. Suzy's younger than Simon. Simon wants to be a dentist. Uncle Fred's a farmer. Aunt May's a detective. Stella wants to be a doctor.*

PB4. ACTIVITY 2. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences for the answers. Let pupils provide more information if they can, e.g. about Lock and Key. Use flashcards 13 and 14 to present / revise the characters.

Key: 1 Stella wants to be a doctor. 2 Uncle Fred's a farmer. 3 Simon's reading a comic (*Lock and Key*). 4 Grandpa Star's riding Suzy's bike.

CD 1, 02

MR STAR: Hello there, everybody. We're the Stars.

STELLA: Hello. I'm Stella and I'm ten. This is my Aunt May. She's a doctor, and I want to be a doctor too.

SIMON: Hi. I'm Simon and I'm nine. This is my Uncle Fred.

He's my mum's brother. He's a farmer. This is my favourite comic, *Lock and Key*. It's about two detectives. I want to be a detective.

SUZY: Hello. I'm Suzy. I'm six. This is my grandfather, Grandpa Star. He's funny. He knows lots of good games. I want to be funny too!

PB4. ACTIVITY 3. Listen again. Choose the right words.

- Focus pupils on Activity 3. Play the first part of the CD and go through the example. Play the rest of the CD. Pupils work individually and then check in pairs. Play the CD again. Check with the class. Check understanding of question 2 by asking how old Suzy is (six), and of question 5 by asking why Grandpa Star is funny (he's riding Suzy's bike). Check understanding of *dentist*. Focus pupils on the Look box and use it to review comparative adjectives.
- In pairs, pupils write two more sentences with options. They swap with another pair, answer each other's and then check together.

Key: 2 Suzy, 3 uncle, 4 detective, 5 funny, 6 older

AB4. ACTIVITY 1. Read and circle.

- Tell pupils to open their Activity Book at page 4. Focus on Activity 1. They read the instruction. Check they know what to do, using the example. Pupils do the activity individually and then check in pairs. Check with the class.

Key: 2 older, 3 taller, 4 longer, 5 bigger, 6 happier

AB4. ACTIVITY 2. Complete the sentences.

- Focus pupils on the pictures. Elicit the sports / hobbies and tell pupils to choose *go / play*. Go through the example. Make sure pupils realise they need to provide more parts of the sentences as they go along. They complete the sentences individually and then compare in pairs. Check with the class.
- Key:** 2 fishing, 3 go cycling / go for a bike ride, 4 play hockey, 5 to fly a kite, 6 want to play table tennis, 6 wants to go swimming / wants to swim

Extra activities: see page T108 (if time)

Optional activity

- Hello there! Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 4* (pages 8 and 9).

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box 4 Language Portfolio* (*About me* and *My English language skills*).

Ending the lesson

- Say *Goodbye* or *Bye* to different pupils. Add *See you on* (day of next lesson). Pupils do the same to you and say *Goodbye* to each other.

OBJECTIVES: By the end of the lesson, pupils will have reviewed personal descriptions.

● **TARGET LANGUAGE**

Key language: personal descriptions, *have got*, *wear*, adjectives, definitions

Revision: comparative adjectives, adjectives, character names, personal information

● **MATERIALS REQUIRED**

Star family flashcards (1–9)

Extra activity 1: The following adjectives, each written on a small piece of card / paper: *funny, hungry, thirsty, loud, quiet, happy, clever, tired, young, old, beautiful, sad*

Extra activity 2: A blank sticker or piece of paper and safety pin for each pupil, CD of quiet music

Optional: *Kid's Box Teacher's Resource Book 4* Hello there! Unit Reinforcement worksheet 2 (page 10)

Warmer

- Revise personal descriptions. Describe someone in the class using the language in Pupil's Book page 5 Activity 4. The other pupils guess who it is. Repeat for another two or three pupils.

PB5. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Books at page 5. Elicit who the people are in the pictures by asking, e.g. *Who's c?* Use the Star family flashcards to review some of the names if necessary. Check pupils have read and understand the activity instruction. Do number 1 as in the example with the class. Pupils work in pairs. They take turns to read the sentences quietly to each other and match them with the person. They say the name of the person. Elicit answers from pairs. They read the sentences and then say the letter and who it is. Check understanding of the final adjectives by eliciting an appropriate mime / definition.
- Ask, *Is Suzy big or little?* to elicit *little*. Explain that *little* is the same as *small*. Continue, *Is a panda big or little? Is a bat big or little?* Ask pupils to tell you the names of animals/insects that are little. Do number 1 as an example with the class.

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

PB5. ACTIVITY 5. Listen and say the name.

- Focus pupils on the activity instruction and the example and check understanding. Review the character names again. Tell pupils to whisper the name to their partner the first time they listen. Before listening, pupils make sure they remember the names of all the characters in the pictures. Play the CD. Pupils listen and whisper. Play the CD again. Pause after each question to elicit the answer from the class.

Key: 2 Simon, 3 Mrs Star, 4 Mr Star, 5 Suzy, 6 Grandpa, 7 Aunt May, 8 Grandma, 9 Stella

CD 1, 03

1. Who smiles a lot?
2. Who's happy?
3. Who's quiet?
4. Who's hungry?
5. Who's loud?

6. Who's funny?
7. Who's tired?
8. Who's thirsty?
9. Who's clever?

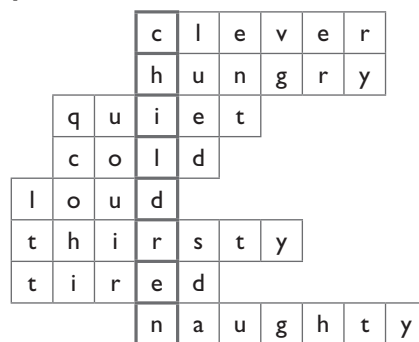
PB5. ACTIVITY 6. Play the game.

- Focus pupils on Activity 6 and tell them this is a game. Demonstrate the activity first. Tell pupils you're thinking of one of the characters. They ask questions like the ones in the speech bubbles to try to guess. They can only ask three questions. Pupils then play the game in pairs. Pupil A writes a letter from *a* to *i* in a secret place (the letter of the person). Pupil B then asks three questions to guess. Help with appropriate questions.

AB5. ACTIVITY 3. Sort and write the words.

- Focus pupils on Activity 3 and elicit what this is (a crossword) and that the words are anagrams. Point out the example answer written below the picture of the clever girl. First pupils solve the anagrams and write the words correctly underneath the pictures. Elicit answers. Then, in pairs, pupils work out where the words go (point out the example answer in the grid). Check with the class.

Key:



AB5. ACTIVITY 4. Kid's Box File.

- Focus pupils on the Kid's Box File. Elicit words to complete the first two or three lines of the file. Remind pupils that they need to complete the sentences with information about themselves. Pupils write in pencil first. Check around the class as they are doing this and help / suggest / prompt if there are problems. Supply English words if pupils need them. Pupils complete the fact file. They then draw a picture in the box to illustrate one piece of information in the fact file. They make groups of four and take turns to read out their fact files. The other pupils listen for two things they have in common with the reader, e.g. age / number of people in the family.

Extra activities: see page T108 (if time)

Optional activity

- Hello there! Unit Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 8 and 10).

Ending the lesson

- Pupils open their Pupil's Books and cover the page with paper so that they can see only the pictures of the characters at the top. Say, e.g. *Tell me about Suzy*. Pupils describe her from the picture.

OBJECTIVES: By the end of the lesson, pupils will have reviewed using the present simple to talk about daily routines.

● **TARGET LANGUAGE**

Key language: present simple, adverbs of frequency: *always, sometimes, never, like / love + -ing*, routine activities

Revision: actions, jobs, *during the day, at night, in the morning / afternoon / evening, at work, white coat, hospital, days of the week, weekend, work, wear, listen to music, take photos, get up, farm, cow, sheep, flat, city, country*

● **MATERIALS REQUIRED**

Extra activity 2: 15 pieces of paper, each with one of the following phrases written on it: *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to the park, go to sleep*
Optional: *Kid's Box Teacher's Resource Book 4 Hello there! Unit Extension worksheet 1 (page 11), Kid's Box 4 Language Portfolio page 7*

Warmer

- Draw a circle on the board and write *Jobs* in the centre. Elicit the jobs pupils know and build up a mind map. Ask which job(s) they want to do. Leave the mind map on the board (see *Ending the lesson*).

PB6. ACTIVITY 7. Read and answer.

- Tell pupils to open their Pupil's Books at page 6 and to look at Activity 7. Use the pictures to elicit Aunt May's and Uncle Fred's jobs (doctor and farmer). Ask a pupil to read the instruction aloud and two others to read the questions. Pupils read silently and find the answers. They check in pairs. Check with the class. Pupils take turns to read the texts aloud around the class. Ask other questions about the texts to check understanding, e.g. Aunt May: *Does she always work at night?* Uncle Fred: *When does he have to work?* Review *always, sometimes* and *never* using the Look box at the bottom of the page.

Key: 1 She works in a hospital. 2 She likes listening to music and taking photos. 3 He lives on a farm in the country. 4 He gets up at five o'clock.

PB6. ACTIVITY 8. Correct the sentences.

- Focus pupils on Activity 8 and on the activity instruction. Check understanding, particularly of *bus driver*. They do the task orally first in pairs. Check with the class. Pupils write the corrected sentences in their books, following the model.

Key: 2 She works in a big hospital. 3 She sometimes works at night. 4 She doesn't like working at the weekend. 5 Uncle Fred lives on a farm in the country. 6 He's got twenty-seven cows. / He's got forty-three sheep. 7 He always gets up at five o'clock. 8 He sometimes works at night.

AB6. ACTIVITY 5. Ask your friend. Complete the questionnaire.

- Tell pupils to open their Activity Book at page 6. Focus them on the questionnaire and on the instructions. They take turns to ask and answer and to mark the correct box with their friend's answer.

AB6. ACTIVITY 6. Write about your friend.

- Focus pupils on Activity 6. Elicit sentences from pupils about their friends. Tell them to refer to the completed questionnaire from Activity 5. Write a few examples on the board, writing the third person *s* in a different colour to remind pupils to use it. Elicit why they need to write the *s*. Draw a square around each adverb too to highlight to pupils where it goes in the sentence. Pupils write five sentences about their partner using the information from Activity 5.

AB6. ACTIVITY 7. Read and match.

- Ask two pupils to read the example question and answer. Pupils work individually to complete the activity. Check with the class.

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

Extra activities: see page T108 (if time)

Optional activity

- Hello there! Unit Extension worksheet 1 from *Teacher's Resource Book 4* (pages 8 and 11).

Language Portfolio

- Pupils complete page 7 of *Kid's Box 4 Language Portfolio (Learning English)*. Help with new language and elicit sentences (e.g. *I sometimes like working in pairs and groups. I don't like doing tests*). Pupils compare their completed pages in pairs.

Ending the lesson

- Go back to the jobs elicited at the beginning of the lesson. Elicit some ideas from pupils about the jobs, using sentences like the ones in the texts about May and Fred, e.g. (Detective) *He works in an office. He sometimes works at night. He wears a hat and always carries a magnifying glass.* (Dentist) *She wears a white coat and a mask. She looks at our teeth.*

OBJECTIVES: By the end of the lesson, pupils will have written about their daily routines using *before* and *after* and sung a song.

● **TARGET LANGUAGE**

Key language: present simple, *must*, imperatives, routine, *before* / *after*

Additional language: *no time to lose*

Revision: daily routines, word families

● **MATERIALS REQUIRED**

Warmer: Cards with the following actions written on them (large enough to be read by the class): *wake up, get up, have a wash, get dressed, run to the kitchen, sit on a chair, eat your breakfast, comb your hair, get your bag*

Optional: *Kid's Box Teacher's Resource Book 4* Hello there! Unit Song worksheet (page 13), *Kid's Box Interactive DVD 4* booklet (pages 28–33), *Kid's Box Interactive DVD 4: Simon's room* 'The Memory Game'

Warmer

- Display the word cards on the board. Point to each one and elicit / say the instruction, e.g. *Run to the kitchen*. Write a number under each one. Mime one of the actions. Pupils answer with the number and the verb and then say, e.g. *It's number 1. Sit on a chair*.

Note: Make sure pupils don't use the present continuous.

PB7. ACTIVITY 9. *Look at the song and order the pictures. Listen and check.*

- Tell pupils to open their Pupil's Book at page 7. Ask what they can see in some of the pictures. Focus on picture 'e' and ask: *What are they doing?* to elicit *They're cleaning their teeth*. Ask *What do we use to clean our teeth?* to elicit (explain if necessary) *toothbrush* and *toothpaste*. Ask further questions: *What colour is your toothpaste? What colour is the boy's/girl's toothbrush? Can you eat toothpaste?* Ask a pupil to read the activity instructions aloud. Focus on the example speech bubble and check pupils know what to do. Pupils work in pairs to try to order the activities. Remind them to check in the song text. Point out that there isn't a picture for every phrase in the text. Monitor pupils and prompt them to think (e.g. point to a picture), but don't tell them the answers.
- Play the CD for pupils to check their answers. Elicit answers. Explain any new vocabulary in the song text. Check understanding of the different actions. Ask pupils which ones they do in the morning.

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

CD 1, 04

As in Pupil's Book

PB7. ACTIVITY 10. *Sing the song.*

- Play the CD. Pupils listen. Play the CD again. Pupils join in with the song, miming the actions if they want to. They can clap their hands or click their fingers in time with the rhythm of the rap if they prefer. Divide the class into 12 groups. Each group sings a pair of lines and mimes as they sing.

CD 1, 04

As in Pupil's Book

CD 1, 05

Now sing the song again. (Karaoke version)

- Ask questions about the song using *before* and *after*, e.g. *What do we do before we eat breakfast? What do we do after we get up?* Check pupils understand the sequence. Use the word cards to help. Place two word cards next to each other on the board and make two sentences, one with *before* and one with *after*. Write the two model sentences underneath. Personalise the activity by asking pupils, e.g. *What do you do after you eat breakfast? What do you do before you have a shower?*

PB7. ACTIVITY 11. *Write about your day.*

- Focus pupils on the activity instruction and the model text. Pupils work individually to write sentences about their daily routine in their notebooks using *before* / *after*. Monitor and support if necessary. This activity can be completed for homework.

AB7. ACTIVITY 8. *Look. Write 'before' or 'after'. Match.*

- Tell pupils to open their Activity Book at page 7. Ask a pupil to read the activity instruction aloud. Go through the example. Pupils work individually and complete the activity. Check the activity carefully with the class, making sure pupils understand the sequence of the actions.

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

AB7. ACTIVITY 9. *Circle the odd one out.* **M** towards

- Focus pupils on Activity 9. Ask what they can see in some of the pictures. Ask a pupil to read aloud the activity instructions and the first line. Elicit from pupils why *trousers* is different (clothes). Pupils complete the activity individually and then check in pairs. Check with the class, eliciting reasons for the answer each time.

Key: 2 bus, 3 lorry, 4 rock, 5 blanket, 6 cook, 7 driver, 8 island, 9 comic, 10 dentist

Extra activities: see page T108 (if time)

Optional activities

- Hello there! Unit Song worksheet from *Kid's Box Teacher's Resource Book 4* (see pages 8 and 13)
- Extra activity for Hello there! Unit Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.
- Play 'The Memory Game' from the *Simon's room* section of the *Kid's Box Interactive DVD 4*. See page 34 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song from the Pupil's Book again.

OBJECTIVES: By the end of the lesson, pupils will have practised identifying the phonemes /æ/, /eɪ/ and /ɑː/ and recognising alternative spellings for these sounds. They will also have completed a communication activity.

● TARGET LANGUAGE

Key language: words with the phonemes /æ/, /eɪ/ and /ɑː/ (e.g. *cat, snake, farmer*), family, routines, questions and short answers

Revision: pronunciation of words with the target phonemes from *Kid's Box* Levels 1–3

Warmer

- Say *Look and think*. Make three groups. Write these words on the board: *sad, last, dad, name, dance, say, make, bag, start*. Say the words aloud, emphasising the vowel sounds. If pupils still can't do it, write down one of the groups (*sad, dad, bag*). Elicit the other groups and write them on the board (*last, dance, start* and *name, say, make*). Say the words in groups. Pupils repeat.

PB8. ACTIVITY 12. Stella's phonics

- Tell pupils to open their Pupil's Book at page 8. Elicit Stella's name. Explain that the Stella's phonics activities help with pronunciation. Focus on the smaller pictures. Elicit *cat, bag, snake, rain, farmer* and *car*. Focus on the larger picture and ask, e.g. *What animals can you see?* Review *market*.
- Point to the sentences. Say *Listen and read*. Play the CD for pupils to listen only. Play the CD again. Pupils repeat the sentences.

Note: Distinguishing between the /æ/ and /ɑː/ phoneme can be difficult when words with the /ɑː/ phoneme don't follow the spelling pattern (e.g. *father* and *aunt* in this unit).

Pupils need help recognising spelling patterns for the /eɪ/ phoneme (*ay* and *a_e*), as well as irregular spellings (e.g. *eight, straight*).

CD 1, 06

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

/æ/, /æ/, cat

/eɪ/, /eɪ/, snake

/ɑː/, /ɑː/, farmer

A cat in a bag.

A cat in a bag.

A snake and a snail in the rain.

A snake and a snail in the rain.

A farmer in his car.

A farmer in his car.

The farmer's parking the car in the car park.

The farmer's parking the car in the car park.

PB8. ACTIVITY 13. Make questions. Ask and answer.

- Focus pupils on Activity 13. Practise the questions and answers in the speech bubbles. Check pupils know how to form questions, as in the examples, and to give the short answers. If necessary, write all the questions on the board. Pupils work in pairs. A asks all the questions for B to answer, and then they swap. Pupils tell the class about their partner, e.g. *Claude doesn't catch the bus to school*.

AB8. ACTIVITY 10. Write. Listen, check and say.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words in the box. Point out the words at the top of each column. Say the words, emphasising the vowel sounds. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Pupils complete the activity in pencil. Tell them to say the words aloud again to help.
- 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:

sad	rain	car
bag	name	start
stand	play	farmer
have	straight	dance
catch	grey	father
man	take	aunt

CD 1, 07

/æ/, bag, stand, have, catch, man

/eɪ/, name, play, straight, grey, take

/ɑː/, start, farmer, dance, father, aunt

AB8. ACTIVITY 11. Change one letter to make new words.

- Write *book, boot, foot* on the board. Show pupils how only one letter has changed each time. Point out the two examples and solve the second with the class. Pupils do the activity in pairs. Check on the board.

Key: 2 bed, 3 bad, 4 bat, 5 cat, 6 car, 7 ear, 8 eat

Extra activities: see page T108 (if time)

Ending the lesson

- Write the long sentence from Pupil's Book Activity 12 on the board. Say it as a tongue twister. Pupils repeat and then practise in pairs.

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

● **TARGET LANGUAGE**

Key language: language in the story, numbers, *joke box*

Revision: functional language, *was / were, Lock and Key, magnifying glass*

● **MATERIALS REQUIRED**

A simple but striking poster which reads:

Lock and Key Detective Agency.

We're here to help you, night and day.

Call us on 01449 228000. Email: lockandkey@detectives.com

Flashcards of Lock and Key (13–14)

Word cards from *Kid's Box Teacher's Resource Book 4* pages 88–89

Optional: *Kid's Box Teacher's Resource Book 4* Hello there!

Unit Extension worksheet 2 and Topic worksheet (pages 12 and 14), animated version of the Hello there! Unit story from *Kid's Box Interactive DVD 4* (*Suzy's room* section)

Warmer

- Display the Lock and Key poster you have made on the wall and the flashcards of Lock and Key. Ask pupils to read the poster and to tell you what it is (an advert for the Lock and Key Detective Agency). Check understanding of *detective agency*. Ask who Lock and Key are (pupils point to the flashcards) and for examples of the things they do. If pupils didn't study *Kid's Box 3*, use these examples: *look for lost cats, find lost paintings, find car thieves*. Ask pupils how you can contact the detectives (by phone / email). Ask pupils if they think Lock and Key use a magnifying glass. Check comprehension by drawing one on the board.

Story

PB9. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 9. Elicit who the story is about (Lock and Key). Tell pupils to point to Lock and then to Key in the pictures (using the flashcards as reference). Set the gist listening / reading questions: *What's today's problem for Lock and Key? Do they find the answer?* Play the CD. Pupils listen and read. They don't shout out the answers, but check quietly with their partner at the end of the CD. Check with the class (a picnic thief; yes, it's a bird). Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling relevant to each character.
- Check comprehension by holding up your book and asking, e.g. *What's the little boy's name?* (Peter). *Who's the woman with him?* (His aunt). *Are Lock and Key in their car?* (No, on a motorbike). *Where are they?* (In the park). *What's Key holding?* (A magnifying glass).
- Elicit Key's favourite phrase (No problem).

CD 1, 08

As in Pupil's Book

AB9. ACTIVITY 12. Write the numbers and join the dots.

- If time, revise numbers with the word cards on Teacher's Resource Book pages 88 and 89. Cut out the cards and hand out one to each pupil randomly (make sure you hand out matching pairs of numbers and words). Pupils stand up and walk around the class. Clap your hands. Pupils find a partner and say their number. When they find a classmate with the same number as themselves, they come and show you. Stick the matching cards on the board. Repeat until all the cards have been matched.
- Tell pupils to open their Activity Book at page 9. Ask a pupil to read the activity instructions aloud and check understanding. Pupils do the task individually and then check in pairs. Check with the class, asking what the numbers are each time and what they found to link the pictures. Elicit what they drew when they joined the dots (shark).

Key: 39 tree 74, 74 balcony 53, 53 bike 95, 95 cloud 47, 47 rainbow 21, 21 blanket 82, 82 trainers 19, 19 scarf 33, 33 rock 15, 15 cave 98

Extra activities: see page T108 (if time)

Optional activities

- Hello there! Unit Extension worksheet 2 and Topic worksheet from *Teacher's Resource Book 4* (pages 8, 12 and 14).
- The animated version of the story from *Kid's Box Interactive DVD 4* (*Suzy's room* section). See pages 38–45 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.