

**OBJECTIVES:** By the end of the lesson, pupils will have talked about activities in the past and learnt spelling rules for *-ed* endings in the past tense.

● **TARGET LANGUAGE**

**Key language:** past simple regular verbs, spelling of *-ed* endings, *After school club, hall, play chess, school show, musical* (n)

**Additional language:** *kids, start to do something, vowel, consonant*

**Revision:** *clean, carry, help, can / can't, have to, want, sing, dance, hop, skip, jump, laugh*

● **MATERIALS REQUIRED**

Flashcard 'play chess' (39)

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

Reinforcement worksheet 1 (page 37), *Kid's Box 4 Language Portfolio* page 9

### Warmer

- Write *After school clubs* on the board and elicit / explain what the phrase means. Elicit examples of activities pupils do / would like to do at an After school club. Teach / review *play chess* using the flashcard.

**PB36. ACTIVITY 1.** *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 36. Elicit what / who they can see. Check pupils have read the activity instruction. They read the questions in pairs and discuss them together, using the information in the pictures.

**PB36. ACTIVITY 2.** *Listen and check.*

- Focus pupils on Activity 2. Play the CD for pupils to listen and check. Elicit complete sentences. Play the CD again and ask checking questions, e.g. *What did Alex and Simon do? What did Stella do? Did Simon dance? What did he do?* Check understanding of *school show* and *a musical*.

**Key:** 1 They went to the After school club. 2 Mr Burke was there. 3 She played chess with Meera. 4 Simon wasn't good at dancing.

**CD 2, 02**

**MR STAR:** What did you do yesterday afternoon at the After school club, kids?

**SIMON:** Well, first we helped Mr Burke. Alex and I cleaned the chairs and then we carried them into the hall.

**MR STAR:** And what did you do, Stella?

**STELLA:** I played chess with Meera and then we all started to think about our school show.

**SIMON:** Yes, Mr Burke wanted us to do a musical. We had to sing. And we danced!

**MRS STAR:** Did you dance, Simon?

**SIMON:** Well, I didn't dance, but I hopped, skipped and jumped to the music ... and Meera and Stella laughed a lot.

**STELLA:** Well, Simon, you were funny. Mr Burke watched us dancing and listened to us singing, but then he stopped us!

**MR STAR:** So what now?

**STELLA:** Mr Burke doesn't want us to do a musical this year.

**SIMON:** It's great! I don't have to sing and dance.

**PB36. ACTIVITY 3.** *Listen and say 'yes' or 'no'.*

- Focus pupils on Activity 3. Read the sentences and check comprehension. Play the CD. They say *yes* or *no* to their friend the first time. Play the CD again. Check with the class. Elicit correct information for the 'no' answers.

**Key:** 2 yes, 3 no, 4 no, 5 yes, 6 yes, 7 yes, 8 no

**CD 2, 03**

1. The children helped Mr Star.
2. Simon and Alex cleaned the chairs.
3. Stella played chess with Simon.
4. They started to play table tennis.
5. Mr Burke wanted them to do a musical.
6. Simon hopped, skipped and jumped to the music.
7. Meera and Stella laughed a lot.
8. Mr Burke watched them playing.

### Look box

- Focus pupils on the Look box. Ask if these verbs talk about the present, the future or the past. Make four columns on the board. Write a word at the top of each column, each in a different colour, as follows: 1 *helped*; 2 *danced*; 3 *stopped*; 4 *carried*. Explain the rule for each column: 1 ends in two consonants, add *-ed*; 2 ends in e, add *-d*; 3 ends in consonant + vowel + consonant, double the consonant and add *-ed*; 4 ends in consonant + y, change y to i and add *-ed*.
- Write other verbs on the board for pupils to assign to the correct columns, e.g. *laugh* (1), *hop* (3), *walk* (1), *hurry* (4), *like* (2), *skip* (3).

**AB36. ACTIVITY 1.** *Complete the text. Use the past of the verbs.*

- Tell pupils to open their Activity Book at page 36. They complete the text in pairs. Check with the class. Ask, e.g. *What did they do on Saturday afternoon?*

**Key:** 2 sailed, 3 climbed, 4 cooked, 5 talked, 6 laughed, 7 walked, 8 planted, 9 helped, 10 played, 11 wanted, 12 needed

**AB36. ACTIVITY 2.** *Read and write 'yes' or 'no'.  towards*

- Pupils re-read the text in Activity 1 and write the answers. They check in pairs. Check with the class. Elicit the correct versions for 'no' responses.

**Key:** 2 yes, 3 no, 4 no, 5 yes, 6 no, 7 no

### Extra activities: see page T112 (if time)

### Optional activity

- Unit 4 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 36–37).

### Language Portfolio

- Pupils complete page 9 of *Kid's Box 4 Language Portfolio (Our club)*.

### Ending the lesson

- Dictate some of the verbs from the lesson as infinitives. Pupils write the past simple. Write the past forms on the board for pupils to check.

**OBJECTIVES:** By the end of the lesson, pupils will have had further practice talking and asking about activities in the past.

### ● TARGET LANGUAGE

**Key language:** past simple affirmative and questions, regular verbs

**Additional language:** *playground, playtime*

**Revision:** *hats, scarves, snow, activities and actions*

### ● MATERIALS REQUIRED

Extra activity 1: Write one or more of the texts from Pupil's Book Activity 4 on a large piece of paper, with gaps, e.g. *Tod lived in the \_\_\_\_\_. He loved sport and he \_\_\_\_\_ and \_\_\_\_\_ every weekend. When it rained he \_\_\_\_\_ his friend, Fred, and they played \_\_\_\_\_ inside.*

## Warmer

- You need space for this activity. Pupils spread out. Say *Listen and mime*. Then say, e.g. *These are some of the things you did on your last holiday. You skated on the lake in the park. You played basketball. You swam in the swimming pool. You danced at a party. You climbed a tree and looked for pirates.* Pupils mime the actions as you say them.

### PB37. ACTIVITY 4. Read and match.

- Tell pupils to open their Pupil's Book at page 37. Focus them on the text and the pictures. Check they have read and understand the activity instruction. They read the texts quickly (looking for key words) and match them with the pictures. They check in pairs. Check with the class. Pupils take turns to read each text aloud around the class. Check understanding. Pupils read the texts again and underline all the past verbs. Elicit to check.

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

### PB37. ACTIVITY 5. Listen and say 'a', 'b' or 'c'.

- Focus pupils on the activity instruction and elicit what they are going to do (work out which text the sentences they hear refer to). Play the first one and point out the example answer. Play the rest of the CD. Pupils write the letter on paper the first time they listen and whisper it to their partner. Play the CD again. Check with the class. Elicit the sentence they heard each time.

**Key:** 2 c, 3 a, 4 c, 5 a, 6 b, 7 c, 8 b, 9 c, 10 a, 11 b, 12 a

## CD 2, 04

1. It started to snow.
2. The children ate it at lunchtime.
3. He climbed and sailed every weekend.
4. They loved her pancakes.
5. He lived in the countryside.
6. They needed hats and scarves.
7. She made all the food in the morning.
8. He pointed and shouted.
9. She was the cook.
10. They played badminton inside.
11. He ice skated on the lake.
12. He loved sport.

### PB37. ACTIVITY 6. Ask and answer.

- Focus pupils on Activity 6. Ask two pupils to read question 1 and the example answer aloud. Focus pupils on the use of *did* and the simple infinitive in the question, and the past simple in the answer. Highlight it on the board if necessary.
- Pupils work in pairs, taking turns to ask and answer the questions. Check, using open pairs.

**Key:** 2 She cooked in the morning. 3 The children loved her pancakes. 4 Tod lived in the countryside. 5 He loved sport. 6 They played badminton. 7 He invited (his friend) Sid. 8 He pointed and shouted because Sid wasn't careful.

### AB37. ACTIVITY 3. Put the words in groups.

- Tell pupils to open their Activity Book at page 37. Check they have read and understand the instruction. In pairs, pupils assign the words to the columns in the table. Pairs check with pairs. Check with the class.

**Key:** +ed: played, jumped, shouted, climbed; +d: invited, roller skated, closed, danced; +ped: dropped, shopped, skipped, hopped; y+ied: cried, carried

### AB37. ACTIVITY 4. Write the secret message.

- Tell pupils to look at Activity 4 and elicit who the message is about (Nick Motors). Individually, pupils decode the message and write it in their books. They check in pairs. Check with the class.

**Key:** I tried to catch Nick Motors. He was outside the supermarket. I pointed at him and shouted, but he laughed and jumped on our motorbike!

**Extra activities: see pages T112–113 (if time)**

## Ending the lesson

- Review with pupils what they did last Saturday and Sunday, morning, afternoon and evening.

**OBJECTIVES:** By the end of the lesson, pupils will have described a sequence using ordinal numbers.

### ● TARGET LANGUAGE

**Key language:** ordinal numbers *first–twentieth*, the alphabet, consonant clusters, present simple

**Additional language:** *out of order, repairman, out of breath*

**Revision:** houses and flats, adjectives, *floor, lift, stairs*

### ● MATERIALS REQUIRED

After school club word cards from *Kid's Box Teacher's Resource Book 4* page 83 (ordinal numbers)

Extra activity 1: Ten questions containing ordinal numbers, e.g. *What's the third lesson on Mondays? What's the seventh day of the week? What's the fifth letter of my name? What's the eighteenth letter of the alphabet?*

Ending the lesson: Three or four ordinal numbers written as individual letters on fairly large pieces of paper, e.g. *fourth*: six pieces of paper (*f–o–u–r–t–h*)

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

Reinforcement worksheet 2 (page 38)

## Warmer

- Ask pupils whether they live in a house or a flat. Ask *Who lives in a very tall building? Who lives on the highest floor?*

### PB38. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 38. Elicit who / what they can see in the pictures. Pupils discuss their predicted answers in pairs.

### PB38. ACTIVITY 8. Listen and check.

- Play the CD for pupils to listen and check. Play the CD again and ask other checking questions, e.g. *Which floor does Alex live on? Where does Alex's uncle live?* to focus on ordinals.

**Key:** 1 They are visiting Alex. 2 His flat is on the fifth floor. 3 Lenny and Simon love climbing. 4 They must walk up the stairs because the lift isn't working.

## CD 2, 05

**NARRATOR:** It's Saturday morning and the children are going to Alex's new flat.

**LENNY:** Which floor does Alex live on?

**STELLA:** I think he lives on the fifteenth floor.

**SIMON:** Wow, the fifteenth floor. That's exciting!

**MEERA:** Yeah, he says he can see the city from his bedroom window. Oh, no! The lift isn't working!

**LENNY:** That's OK. There are some stairs. We can walk up.

**STELLA:** Lenny, we have to walk up to the fifteenth floor!

**SIMON:** That's no problem. Lenny and I love climbing. Come on, Lenny. Let's see who gets there first!

**LENNY:** Yeah!

**STELLA:** First floor, second floor, third floor, fourth floor, fifth floor ... I'm so tired!

**ALEX:** Hello. What's the matter?

**EVERYONE ELSE:** The lift isn't working.

**ALEX:** But it's only the fifth floor!

**LENNY:** Yeah, but we went up to the fifteenth floor.

### PB38. ACTIVITY 9. Answer the questions.

- Present the ordinal numbers using the Look box and the word cards from *Teacher's Resource Book 4* (page 83). Say each one for pupils to repeat. Focus in particular on the consonant clusters.
- Focus pupils on Activity 9 and the activity instruction. Check understanding using the example answer. Pupils work out and say the answers in pairs. Check with the class.

**Key:** 2 i, 3 l, 4 p, 5 t

### PB38. ACTIVITY 10. Write more questions to ask your friend.

- Pupils use the model in Activity 9 to write other questions. Suggest other things to ask about, e.g. the fifth letter in *Sunday*, the third letter in their name. Pupils each write six questions. Remind them to check the Look box for spelling. They swap questions in pairs and answer each other's.

### AB38. ACTIVITY 5. Match and write.

- Tell pupils to open their Activity Book at page 38. They complete the activity individually and then check in pairs. Check as a class.

**Key:** third – 3rd, second – 2nd, ninth – 9th, first – 1st, twelfth – 12th, twentieth – 20th, eighth – 8th

### AB38. ACTIVITY 6. Find the letter. Write three words starting with that letter.

- Focus pupils on Activity 6. Check they know what to do, using the example answer. They can ask their friends for help if they can't think of three words. Monitor and help / support. They check in pairs. Check as a class.

**Possible answers:** 2 l: lake, love, last, 3 g: green, guitar, got, 4 s: sing, scarf, sad, 5 d: dance, drink, dog, 6 e: elephant, English, easily, 7 n: nose, new, never, 8 c: cough, car, carried

## Extra activities: see page T113 (if time)

### Optional activity

- Unit 4 Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 36 and 38).

### Ending the lesson

- Choose one of the sets of letters you have prepared (spelling an ordinal number). Mix up the letters. Invite enough pupils to the front to be able to give them a letter each (e.g. for the word *fourth* you need six pupils). Give each pupil a letter. They organise themselves into the correct spelling. They spell out their word, each pupil saying a letter in turn. The class calls out the ordinal number (e.g. *fourth*). Repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have had further practice with ordinal numbers and sung a song.

● **TARGET LANGUAGE**

**Key language:** ordinal numbers

**Additional language:** *in line, get past, league*

**Revision:** sports and activities, *team, competition*

● **MATERIALS REQUIRED**

After school club word cards from *Kid's Box Teacher's Resource Book 4* page 83 (ordinal numbers)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 4 Song worksheet and dice (one per pupil) (page 41)

## Warmer

- Write ordinal numbers as words with gaps for some letters on the board, e.g. *\_if\_h* (fifth). Pupils work in pairs to complete the words. Check with the class by asking pupils to come to the board and write in the missing letters or use the word cards from *Kid's Box Teacher's Resource Book 4* (page 83) to show the correct spelling.

### PB39. ACTIVITY 11. *Listen and complete the song.*

- Tell pupils to open their Pupil's Book at page 39. Focus them on the picture and on the song. Give them time to read the song before they listen. In pairs, they can try to predict what the missing words are. Play the CD. Pupils listen and check / complete. Play the CD a second time and then check with the class (make sure pupils have spelt the words correctly). Check understanding of new vocabulary.

**Key:** Fifth, eighth, Ninth, twelfth, good, first

### CD 2, 06

As in Pupil's Book and Key

### PB39. ACTIVITY 12. *Sing the song.*

- Play the CD again. Pupils join in and follow in their books. Repeat in sections until pupils are confident with the song. They stand and sing as a class, counting out the numbers on their fingers.

### CD 2, 06

As in Pupil's Book

### CD 2, 07

Now sing the song again. (Karaoke version)

### PB39. ACTIVITY 13. *Ask and answer.*

- Focus pupils on Activity 13 and on the speech bubbles. Elicit / explain the meaning of *league table*. Demonstrate the activity with the class, eliciting other questions to check they remember to use the ordinal numbers. Pupils work in pairs and take turns to ask and answer about the teams. Monitor and help with pronunciation. Check, using open pairs.

### AB39. ACTIVITY 7. *Read and answer.*

- Tell pupils to open their Activity Book at page 39. Focus them on Activity 7. Check they have read the activity instruction and know what to do. They read and write the letters. They check in pairs. Check with the class.

**Key:** scarf, dream

### AB39. ACTIVITY 8. *Read and complete the table.*

- Focus pupils on Activity 8. Read one or two of the clues with the class and help them to work out some of the missing information. Make sure they know what to write in each column of the table: name, position (an ordinal number between first and fourth) and activity. Pupils work in pairs to complete the table. Check with the class. Draw the table on the board and call volunteers to fill in the blank cells.

**Key:**

Name	Position	Activity
Daisy	first	jumped
Fred	second	danced
Jim	third	played table tennis
Vicky	fourth	ice skated

**Extra activities: see page T113 (if time)**

## Optional activity

- Pupils complete the Unit 4 Song worksheet from *Teacher's Resource Book 4* (pages 36 and 41).

## Ending the lesson

- Do a quick class quiz. Ask, e.g. *What's the third letter in my name? What's the first letter in (pupil's) name? ...*

**OBJECTIVES:** By the end of the lesson, pupils will be able to identify and say -ed endings in the past tense forms they have learnt (pronouncing the letters ed as /d/, /t/ or /ɪd/). They will also have completed a communication activity.

● **TARGET LANGUAGE**

**Key language:** past tense forms

**Revision:** actions and activities, past simple: questions and short answers

● **MATERIALS REQUIRED**

Warmer: Flashcards 'help my friend' (41), 'start snowing' (42) and 'climb the stairs' (43)

Optional: *Kid's Box Teacher's Resource Book 4 Unit 4 Extension worksheet 1* (page 39)

**Warmer**

- Stick the flashcards 'help my friend', 'start snowing' and 'climb the stairs' on the board. Elicit the phrases and say a sentence in the past with each, e.g. *Yesterday I helped my sister tidy her room. We were walking when it started snowing. They climbed the stairs because the lift wasn't working. Say the past verbs (helped, started, climbed). Pupils repeat. Help them to notice the three different ways of pronouncing ed.*

**PB40. ACTIVITY 14. Stella's phonics**

- Tell pupils to open their Pupil's Book at page 40. Elicit what they can see. Ask them to listen only the first time. Play the CD. Pupils point and follow the sentences. Play the CD again for pupils to repeat. Pupils practise saying the words and sentences. Monitor and check pronunciation.

**Note:** Repetition and practice are required before pupils will automatically use the correct pronunciation for -ed endings. Encourage your pupils to recognise that there is a pattern at this stage.

**CD 2, 08**

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

/d/, /d/, played

/t/, /t/, kicked

/ɪd/, /ɪd/, needed

Yesterday, Sam and Pam played football.

Yesterday, Sam and Pam played football.

Sam got the ball and kicked it to Pam.

Sam got the ball and kicked it to Pam.

Oh no! They needed that goal!

Oh no! They needed that goal!

Yesterday, Sam and Pam played football.

Sam got the ball and kicked it to Pam.

Oh no! They needed that goal!

**PB40. ACTIVITY 15. Make questions. Ask and answer.**

- Focus pupils on the words in the box and on the questions and answers. Review past simple questions. Pupils match the verbs and the activities and write six more questions. Check around the class. Pupils copy the table into their notebooks and write the questions as shown. They ask two friends and note their answers in the table. Make sure pupils ask two different people and that they ask the full question each time.
- Discuss what pupils found out, eliciting full sentences, e.g. *Sara danced to music last week. Check for change of your to his / her. Elicit and provide written prompts for sentence combinations,*

e.g. *Sara danced to music last week, but she didn't help her mum. Paul danced to music last week and he played table tennis.*

**AB40. ACTIVITY 9. Write. Listen, check and say.**

- Tell pupils to open their Activity Book at page 40. Check pupils know the meaning of all the verbs in the box. Point out the letters and words at the top of each column of the table. Say the words, emphasising the -ed endings. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Tell pupils to complete the activity in pencil. Pupils work individually to put the words into the three columns. Tell them to say the words aloud again to help. Give them time to think about the final sound before the letters ed in each past form, and how this helps them choose the correct pronunciation of ed.
- Focus on the second part of the instruction (*Listen, check and say*). Play the CD for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

**Key:**

'd' – played	't' – walked	'id' – needed
called	stopped	started
sailed	kicked	invited
rained	helped	wanted
snowed	danced	decided

**CD 2, 09**

/d/

called, sailed, rained, snowed

/t/

stopped, kicked, helped, danced

/ɪd/

started, invited, wanted, decided

**AB40. ACTIVITY 10. Choose the right answers and complete the text.**

- Focus pupils on Activity 10. Write *Last Wednesday* on the board. Elicit if the text is now, in the past or in the future (the past). Pupils do the activity in pairs. Make groups of four (two pairs). Pupils check their answers. Check with the class. Discuss gaps that caused problems and elicit the reason(s) for the correct answers. Pupils complete the text.

**Key:** 2 us, 3 Saturday, 4 talk, 5 climbed, 6 fifteenth, 7 cooked, 8 watched

**Joke box**

- Focus pupils on the Joke box. They guess / find the answer. If pupils don't get the joke the first time, tell it again. Explain the joke if necessary.

**Extra activities: see page T113 (if time)**

**Optional activity**

- Unit 4 Extension worksheet 1 from *Teacher's Resource Book 4* (pages 36 and 39).

**Ending the lesson**

- Pupils repeat the sentences from the beginning of the lesson. Divide the class into three groups. They each take a line. They say their sentences in turn, concentrating on pronouncing the -ed endings correctly.



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

● **TARGET LANGUAGE**

**Key language:** language in the story

**Revision:** language from the unit

● **MATERIALS REQUIRED**

After school club word cards from *Kid's Box Teacher's Resource Book 4* page 83 (ordinal numbers)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 4 Extension worksheet 2 (page 40) and / or animated version of the Unit 4 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section), *Kid's Box Interactive DVD 4: The living room* 'Rehearsing for a play' episode

### Warmer

- Write *Peter* and *Nick Motors* on the board. Elicit what pupils remember about them from earlier *Lock and Key* episodes. Build two mind maps.

### Story

**PB41. LOCK AND KEY.**

- Tell pupils to open their Pupil's Book at page 41. Focus pupils on the first frame and elicit who they can see (*Lock*, *Key* and *Peter*) and what *Peter's* saying. Set the gist questions: *What's the name of the school show? Who does Lock think the pirate is? Who is it really?*
- Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (*Peter Pan*; *Nick Motors*; *Peter's dad*).
- Play the CD again. Pause after each frame for pupils to repeat. Check general comprehension, by asking, e.g. *Where are Lock and Key sitting? What drinks do they have? What does Lock try to do? Has Peter's dad got a real beard?*

**CD 2, 10**

As in Pupil's Book

**AB41. DO YOU REMEMBER?**

- Write an ordinal number, e.g. *13th*, in the centre of the board. Brainstorm the other ordinals from *1st* to *20th*. You could also use the After school club Unit 4 word cards from *Teacher's Resource Book 4*.
- Tell pupils to open their Activity Books at page 41. Check they have read the activity instructions and know what to do. They study the spellings on the right in silence, using the numerals to help. Then they fold the page down the middle so that they can see only the numerals and the lines to write the words. Without looking, they write the words in pencil, using the numerals to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'tenth'?* 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.

**AB41. 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 practised the ordinal numbers. 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 about the communication activity, as well as other activities when they talked about the past. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about when they asked questions about last week.
- 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 T113 (if time)**

### Optional activities

- Unit 4 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 36 and 40).
- 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*.
- The 'Rehearsing for a play' episode from *Kid's Box Interactive DVD 4* (*The living room* section). See pages 16–19 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 been introduced to different genres of literature and completed a poem.

● **TARGET LANGUAGE**

**Key language:** *atlas, literature, poem, novel, play, famous, author, theatre, actor*

**Additional language:** *owl, pussycat, pea-green, honey, plenty, money, wrapped up, five pound note, adventures, fight, witch, wardrobe*

**Revision:** actions, adjectives, animals, food, clothes, metre, centimetre, island, pirate

● **MATERIALS REQUIRED**

Warmer: Novels, plays and poems (to hand around the class)

An atlas and a tape measure

Photocopiable 4 (page T99), one copy for each pair of pupils (cut into parts A and B) (Optional: the text from Photocopiable 4 completed, one for each pair of pupils – see page T92)

Optional: *Kid's Box 4 Language Portfolio* page 10

## Warmer

- Brainstorm with pupils which books they have read recently in LI. Show some examples of novels and teach the word *novel* in English. Ask if they know the names of other kinds of fiction, show examples of plays and poems and present the English words *play* and *poem*.

### PB42. FACT

- Tell pupils to open their Pupil's Books at page 42. Focus them on the title of the lesson and check comprehension of *English literature*. Ask a pupil to read the fact to the class. Show / tell pupils what an atlas is and use your height / your arms' width or a tape measure to demonstrate the size of the largest atlas.

### PB42. ACTIVITY 1. Read and match.

- Focus pupils on Activity 1. Remind them of the three words from the Warmer: *novel, play, poem*. Tell pupils they're going to read about three famous examples of these different kinds of writing. A pupil reads the introduction aloud to the class. Discuss their answers to the question: *What do you like reading?* Answer the questions yourself, too.
- Pupils read the texts silently to match each one with a picture. They check in pairs. Check with the class. Read the titles of the works and check comprehension. Ask if pupils have heard of any of the works or seen film versions. If they have seen films, ask what they thought (elicit adjectives in English).

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

### PB42. ACTIVITY 2. Answer the questions.

- Focus pupils on the Activity 2 instruction. Check understanding of the questions. Pupils answer in their notebooks. Discuss answers with the class and explain any key vocabulary (but do not spend too long teaching all of the new words).

- Focus on the poem *The Owl and the Pussycat*. Elicit / explain that poetry is similar to music (both usually have rhyme, rhythm and are written to be performed). Read the poem aloud for your pupils. Write *pea-green* on the board and check comprehension. Elicit how this makes the colour more vivid. Provide one or two other examples made up of known words, e.g. *sky-blue, leaf-green, blood-red*.

**Key:** 1 Pea-green. 2 On the island of Neverland. 3 Seven.

## Photocopiable 4 (see pages T90, T92 and T99)

**AB42. ACTIVITY 1. Read and think. Write 'play', 'poem' or 'novel'.**

- Tell pupils to open their Activity Book at page 42. They discuss and then choose the genre in groups of four. Check and discuss vocabulary with the class. Give examples where necessary.

**Key:** 2 novel, 3 poem, 4 novel, 5 play

**AB42. ACTIVITY 2. Choose your poem.**

- Focus pupils on Activity 2. Check they have read the activity instruction. Discuss what they have to do. Remind them that they can choose the words to: a) make sense, and b) rhyme. Ask them to find the rhyming words (in line 3) in pairs first, to raise awareness. Pupils work individually and circle the words they choose. Monitor and check, making suggestions where appropriate. After you have checked their work, pupils write the poem in their notebooks and illustrate it. Volunteers read out their poems to the class.

**Extra activity: see page T113 (if time)**

## Language Portfolio

- Pupils complete page 10 of *Kid's Box 4 Language Portfolio* (A short story).

## Ending the lesson

- Review with pupils what they learnt about in today's lesson.
- Tell pupils to bring a book by their favourite author and some information about him / her to the next lesson.

**OBJECTIVES:** By the end of the lesson, pupils will have practised ordering a text and completed a project.

● **TARGET LANGUAGE**

**Key language:** *king, queen, ground, touch, boring*

**Revision:** past simple, prepositions, house and home, weather, descriptions

● **MATERIALS REQUIRED**

**Project:** A large piece of paper, reference materials, story books, class readers, glue, scissors, colours

**Optional:** *Kid's Box Teacher's Resource Book 4* Unit 4 Topic worksheet (page 42)

## Warmer

- Review with pupils what they read about in the previous lesson (poems, plays, novels). Tell pupils they are going to read more about *The Lion, the Witch and the Wardrobe* and *The Chronicles of Narnia*. If they did Photocopiable 4, review the names of the children in the story.

**PB43. ACTIVITY 3.** *Read and order the text.*

- Tell pupils to open their Pupil's Book at page 43. Pupils take turns to read sentences of the text aloud around the class. Don't make any comments about the order of the paragraphs. Pupils then work in threes to work out the order. Check with the class. Focus pupils on key words / phrases for textual organisation, e.g. *Lucy / she*. Check comprehension by asking, e.g. *Where was the big house? What was in one of the rooms?*
- Pupils take turns to read the text aloud in the correct order.

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

**PB43. PROJECT.** *Make a 'My favourite book' poster.*

- Ask pupils which are their favourite books. They can mention books they have read in their LI. They show any books they have brought to class.
- Focus pupils on the project and on the model text. Pupils make posters with the title *My favourite book*. They use the text in the Pupil's Book to help them. Monitor and help with new vocabulary.
- Put pupils into pairs. They take turns to talk about the book they wrote about. The other pupil can ask questions. Display the posters.

**AB43. ACTIVITY 3. MOVERS Listening, Part 4**

*Listen and tick (✓) the box. There is one example.*

**M** towards

- Tell pupils to open their Activity Book at page 43. Focus on the activity instruction. Play the example and point out the example tick. Make sure pupils know they only need to tick one box each time. Give pupils time to read the rest of the questions and look at the pictures. Play the rest of the CD. Pupils tick. They check in pairs. Play the CD again. Check with the class. Note that in the live Movers test each item is a separate scenario.

**Key:** 1 A, 2 A, 3 A, 4 C, 5 C

## CD 2, 11

Look at the pictures. Listen and look. There is one example.

What did Daisy do on Saturday?

Hello, Daisy. Did you have a good weekend?

It was really good, thanks. I had a great day on Saturday.

Aah. What did you do?

I went to the park and we had a great time.

Oh, that's nice.

Can you see the tick? Now you listen and tick the box.

1. Who did Daisy go to the park with?  
Did you go with your family?  
No, I went with two friends, Jim and Sally.  
And was there a grown-up too?  
Oh yes, my mum was with us.  
I see.
2. What time did they go to the park?  
Did you go in the morning?  
Yes, but it was late. We had breakfast at ten o'clock.  
Did you go to the park then?  
No, we went later. We went there at 11 o'clock.
3. What did Daisy and her friends do first?  
What did you do in the park?  
We did lots of different things. We played with our kites and we played badminton.  
Did you fly your kites first?  
Er, no, we didn't ... We played badminton first. I love badminton.  
So do I.
4. What did they have for lunch?  
Did you have lunch in the park?  
Yes, we did. Mum wanted to go to the café, but we decided to have a picnic.  
That was a good idea. What did you have?  
We ate some chicken and bread, and drank orange juice. It was lovely.  
Good.
5. How did Daisy and her friends go home?  
Did you go home by bus?  
No, we didn't. We were tired, but we live near the park so we walked home.  
That's good.  
Yes, it's very quick.

**Extra activities: see page T113 (if time)**

## Optional activity

- Unit 4 Topic worksheet from *Teacher's Resource Book 4* (pages 36 and 42).

## Ending the lesson

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