

OBJECTIVES: By the end of the lesson, pupils will have identified and talked about modern technology.

● **TARGET LANGUAGE**

Key language: *technology, button, computer, MP3 player, DVD, email, mouse, program, screen, the internet, click, text, film, instructions*

Additional language: *Can you show us, please?*

Revision: *have to, present simple, comparative adjectives, questions*

● **MATERIALS REQUIRED**

Warmer: Realia of modern technology to show the class, e.g. DVD, MP3 player, tablet, laptop

Technology flashcards (71–81)

Optional: *Kid's Box Teacher's Resource Book 4 Unit 6*

Reinforcement worksheet 1 (page 51), *Kid's Box 4 Language Portfolio* page 11

Warmer

- Using the realia you have brought to class, elicit / teach *computer, MP3 player, DVD*. Ask different pupils which devices they used yesterday and what they used them for.

PB54. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 54. Focus on the unit heading and check understanding of *technology*. Elicit / teach the other key technologies from the lesson, using the pictures and the flashcards. Elicit more computer words, e.g. *website*. Check understanding of *video*, using the picture on the Pupil's Book page, and elicit different uses of *video*, e.g. *video tape, music video* and *to video*. Elicit who pupils can see in the picture. They read the questions in pairs and discuss them together, using the information from the pictures.

Note: *Video* is used for both a video cassette and a video clip.

PB54. ACTIVITY 2. Listen and check.

- Play the CD. Elicit complete sentences for the answers. Play the CD again and ask checking questions, e.g. *What do you have to do first to turn the computer on? Who is showing Grandma how to use the computer? What kind of DVD is Grandma looking for? Who does Simon say needs an MP3 player? Is this true?*

Key: 1 She's talking about a computer. 2 Grandma and Grandpa Star want to learn about computers. 3 Stella knows about computers. 4 Simon's thinking about music.

CD 2, 21

GRANDMA: We want to buy a computer so we can use the internet. I'd like to email my old friend in Australia.

SUZY: Do you know how to use a computer, Grandma?

GRANDMA: No, not really. Can you show us, please?

STELLA: Yeah, first you have to turn the computer on. Push this button here. Then you have to turn on the screen. That's this button here. Now you hold the mouse in your hand and ...

GRANDMA: What mouse?

SUZY: This here, Grandma. It's called a mouse because it's got a long tail. Look.

GRANDMA: Oh, I see.

STELLA: Then you click on this program, and you can write

your email.

SIMON: OK. What do you want to do, Grandpa?

GRANDPA: I want to go on the internet. I want to buy a DVD or a video about fishing.

SIMON: You don't want a video, Grandpa. A DVD's better because you can watch it on your new computer. Now, you need an MP3 player, Grandpa.

GRANDPA: No, Simon. Now I need a cup of tea.

PB54. ACTIVITY 3. Listen and repeat. Say the letter.

- Focus pupils on the Activity 3 instructions. Play the CD for pupils to listen and repeat. Then remind pupils to say the letter quietly to their friend first. Play the CD again. Pupils whisper the letter. Check with the class.

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

CD 2, 22

1 screen, 2 mouse, 3 button, 4 email, 5 DVD, 6 MP3 player

AB54. ACTIVITY 1. Sort and write the words.

- Tell pupils to open their Activity Book at page 54. Focus them on the activity instruction. Check understanding. Pupils first try to do the activity with their notebooks and Pupil's Books closed. They then look to check. Check with the class by eliciting the spelling of each one.

Key: 2 screen, 3 mouse, 4 button, 5 email, 6 video, 7 internet, 8 MP3 player.

AB54. ACTIVITY 2. Read the circle the correct answer.

- Focus pupils on Activity 2. Pupils circle the correct word(s) in each sentence and then check in pairs. Check with the class.

Key: 1 button, 2 screen (Note: Elicit from pupils that this stage is not necessary for many modern computers. Turning on the computer also turns on the screen.), 3 mouse, 4 an email, 5 internet.

Extra activities: see page T115 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 50–51).

Language Portfolio

- Pupils complete page 11 of *Kid's Box 4 Language Portfolio* (*What's the best invention?*).

Ending the lesson

- Define key words from the lesson. Pupils say the word, e.g. *This has music or films on it. You can play it on the computer or on a stereo (CD / DVD). This is the part of the computer you look at (screen).* Pupils can take turns to provide definitions for their classmates in the same way.

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

● TARGET LANGUAGE

Key language: *music / video clip, DVD player, radio*

Additional language: *I don't need any more, works perfectly well*

Revision: technology, numbers, questions, *have got*

● MATERIALS REQUIRED

Warmer: Technology flashcards (71–81)

Photocopiable 6a (page T102), one copy for each pair of pupils (Optional: the text from Photocopiable 6a completed, one for each pair of pupils – see page T92)

Extra activity 2: Write each line from the CD script for Activity Book Activity 3 on a different piece of paper.

Optional: *Kid's Box Teacher's Resource Book 4 Unit 6 Song worksheet* (page 55) and / or extra song activities from *Kid's Box Interactive DVD 4 booklet* (pages 28–33)

Warmer

- Review the vocabulary from the previous lesson using the flashcards.

PB55. ACTIVITY 4. Listen and match.

- Tell pupils to open their Pupil's Book at page 55. Elicit who they can see in the picture. Tell pupils that the first time they listen and match. They will sing later. Play the CD. Pupils listen and match and then check in pairs. Check with the class, eliciting what is in each picture. Check understanding of the new vocabulary, e.g. *music and video clips, plan his day, DVD player*. Check general understanding by asking, e.g. *How does Grandpa feel about all this new technology? Does he want a new phone? Why / why not? Is your grandpa / grandma like this with new technology?* If appropriate, draw on ideas from Unit 5 on the environment and ask pupils if it's really necessary to buy the latest technology and what happens to old mobile phones, etc.

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

CD 2, 23

As in Pupil's Book

PB55. ACTIVITY 5. Sing the song.

- Play the CD again. Pupils join in and follow. Repeat the song in sections. When they are confident, they sing the song without the CD. Make two groups: children / Grandpa. Pupils sing their lines. Swap roles and repeat.

CD 2, 23

As in Pupil's Book

CD 2, 24

Now sing the song again. (Karaoke version)

PB55. ACTIVITY 6. Ask and answer. Use the words in the box.

- Focus pupils on Activity 6. Demonstrate the activity using the example speech bubbles and open pairs. Pupils do the activity in pairs. Encourage pupils to ask their friends different types of questions, using the information in the song. Elicit some questions from pairs, for other pairs to answer.

Photocopiable 6a (see pages T91 and T102)

AB55. ACTIVITY 3. Listen and write. [YLE]

- Tell pupils to open their Activity Book at page 55. Focus them on the sheet of paper and give them time to read it. Play the CD. Pupils listen and write. They check in pairs. Play the CD again. Check with the class.

Key: 2 They bought a new computer. 3 It's for John's brother.
4 He needs the internet to help him with his homework and to watch video clips. 5 It was £449.

CD 2, 25

1. Hi, John. Did you go shopping yesterday?
Yes, I did. I went with my mum and my dad.
2. What did you buy?
We bought a new computer.
Really? That's nice.
3. Is the computer for you?
No, it isn't.
Who's it for?
It's for my brother.
I see.
4. Why does your brother need a computer, John?
Well, he needs it for two things.
What's the first?
First, he needs the internet to help him with his homework.
Did you say there were two things he needs a computer for?
That's right.
What's the second thing?
He wants to watch video clips.
Oh, I see.
5. Was it a lot of money?
Yes, it was!
How much was it?
It was four hundred and forty-nine pounds!
Oh, that is a lot of money!

AB55. ACTIVITY 4. Write the sentences in order.

- Focus pupils on Activity 4. They work individually and write the other sentences in the correct order. They check in pairs by taking turns to read their sentences aloud. Check with the class in the same way. Help pupils to notice how *we* and *you* are used impersonally in the sentences. Check understanding of *CD player*.

Key: 2 You have to turn the computer on before you can use it.
3 It's easier to text your friends than write them emails. 4 You can use a mobile phone to text your friends. 5 We can listen to music on our computers. 6 MP3 players are better and smaller than CD players. 7 We can use the internet on some mobile phones.

Extra activity: see page T116 (if time)

Optional activities

- Unit 6 Song worksheet from *Teacher's Resource Book 4* (pages 50 and 55).
- Extra activity for Unit 6 Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have had more practice with verbs in the past simple.

● **TARGET LANGUAGE**

Key language: past simple, *say, know, put, buy, think, read, bring, choose, turn it on, know how to (do something)*

Additional language: *problem, really good one, How exciting!*

Revision: technology, question forms, comparatives

● **MATERIALS REQUIRED**

Technology flashcards (71–81)

Modern life word cards from *Kid's Box Teacher's Resource Book 4* (page 85)

Extra activity 1: The CD script from Pupil's Book Activity 8 written on a large piece of paper.

Optional: *Kid's Box Teacher's Resource Book 4 Unit 6*

Reinforcement worksheet 2 (page 52)

Warmer

- Write the technology words from Lesson 1 of the unit in scrambled word order on the board. Stick the flashcards on the board in a different order. Pupils take turns to come to the board, write a word correctly and say it, pointing to the correct flashcard.

PB56. ACTIVITY 7. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 56. Elicit what / who they can see. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the picture to help them guess.

PB56. ACTIVITY 8. *Listen and check.*

- Play the CD. Elicit complete sentences for the answers. Focus pupils on the Look box. Say the verbs and their past forms for pupils to repeat. Use the Unit 6 word cards to practise the past forms (show a card, pupils say the infinitive).
- Play the CD again and ask further checking questions to focus on the new past verbs, e.g. *What did they buy? What did Grandpa say about the computer? Why did they choose that computer? Did Grandpa and Grandma bring it home themselves? What did the man from the shop think? Did Grandma and Grandpa know how to turn it on?* For questions which include the new verbs, pupils repeat the whole sentence together. Check understanding of *know how to (do something)*.

Key: 1 They went shopping. 2 They got a computer. 3 Their computer's called a KBX4. 4 They don't know how to turn it on.

CD 2, 26

GRANDPA: Oh, I'm tired today. We went shopping yesterday.

SIMON: Oh, really? What did you buy?

GRANDPA: We bought a computer.

SIMON: How exciting, Grandpa! Which computer did you get?

GRANDMA: We got a really good one. It's a KBX4.

SIMON: Why did you choose that one?

GRANDPA: Well, we chose it because your grandma read about it and the man in the shop said it was a good one.

GRANDMA: Yes, he thought it was better than the others.

SIMON: Did you bring it home with you?

GRANDMA: Oooh, no. The nice man from the shop brought the computer home later.

GRANDPA: Yes, he took it out of the box, put it on the table and said goodbye.

GRANDMA: Yes, he thought that we knew something about computers, but we don't. We don't know how to turn it on.

PB56. ACTIVITY 9. *Complete the text.*

- Focus pupils on Activity 9 and on the words in the box. Elicit each one, focus on pronunciation and then elicit the simple infinitive again. Check pupils have read the activity instruction and know what to do. They work in pairs, taking turns to read the text aloud and choose the correct words. Pairs check with pairs. Check with the class by getting pupils to take turns to read the text aloud. Pupils copy the complete text into their notebooks.

Key: read, thought, brought, put, said, chose, knew

AB56. ACTIVITY 5. *Match. Write the words.*

- Tell pupils to open their Activity Book at page 56. Focus them on the activity instructions and the example answers. Pupils work in pairs to match the tags and then complete the words. Monitor and help. Check with the class by eliciting the words. Write them on the board. Note the activity focuses on spelling, not pronunciation.

Key: 2 gave, garden, 3 went, weather, 4 came, careful, 5 thought, thanks, 6 caught, cough, 7 did, dinner, 8 put, picnic, 9 knew, knee, 10 chose, chips

AB56. ACTIVITY 6. *Tick six words. Play bingo.*

- Focus pupils on the Activity 6 instructions and check understanding. Pupils have played this kind of bingo game before. They choose six words and tick them. Call out the past simple of the verbs at random. Pupils cross through the ones they hear. The first to cross all six shouts *Bingo!* Check the verbs are correct before declaring the winner.

Extra activities: see page T116 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 50 and 52).

Ending the lesson

- Play a chain game. Say, e.g. *Grandma went to the shopping mall and she bought a computer.* Pupil A says, e.g. *Grandma went to the shopping mall and she bought a computer and an MP3 player.* Vary the chains, e.g. *Grandma went shopping on the internet and she bought a computer.*

OBJECTIVES: By the end of the lesson, pupils will have talked about timed events in the past and solved some problems.

● **TARGET LANGUAGE**

Key language: past simple questions, *get up, get dressed, take off, put on, o'clock, potato, pop music, plant*

Revision: verbs and vocabulary describing daily routines, technology, prepositions, clothes, numbers

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 4* Extension worksheet 1 (page 53)

Warmer

- Pupils draw six circles in their notebooks. Say a time for each one, e.g. *Five o'clock*. Pupils draw it in. Check by getting pupils to come and draw the clocks on the board.

PB57. ACTIVITY 10. *Listen and correct the actions.*

- Tell pupils to open their Pupil's Book at page 57. Focus them on the pictures and elicit some of the actions they can see to review daily routines. Ask a pupil to read the activity instruction and the introductory paragraph aloud and check understanding. Play the CD. Pupils listen and correct. They look at the pictures and say the correct version. They check in pairs. Check with the class. Elicit from pupils if they have any computer games like *Kid City*. Elicit the names of the games and how they work.

Key: 2 At 8 o'clock Mary got dressed. 3 At 9 o'clock John went to school. 4 At 10 o'clock Jack's parents gave him a present. 5 At 11 o'clock Peter and Sue had a glass of milk. 6 At 12 o'clock Jack bought a ball. 7 At 1 o'clock Mary had lunch. 8 At 2 o'clock Mary caught a bus. 9 At 3 o'clock Sue read a book. 10 At 4 o'clock Peter took off his sweater. 11 At 5 o'clock Mary put on her shoes. 12 At 6 o'clock Peter went to the cinema.

CD 2, 27

1. At 7 o'clock John got dressed.
2. At 8 o'clock Mary got up.
3. At 9 o'clock John went to the cinema.
4. At 10 o'clock Jack's parents gave him an apple.
5. At 11 o'clock Peter and Sue had lunch.
6. At 12 o'clock Jack caught a ball.
7. At 1 o'clock Mary had breakfast.
8. At 2 o'clock Mary bought a bus.
9. At 3 o'clock Sue read a comic.
10. At 4 o'clock Peter took off his shoes.
11. At 5 o'clock Mary put on her sweater.
12. At 6 o'clock Peter went shopping.

PB57. ACTIVITY 11. *Look at the pictures. Ask and answer.*

- Focus pupils on the Activity 11 instructions and check understanding. Elicit one or two questions and answers for practice. Make pairs. One pupil asks five questions about different activities and the other answers, as in the example. Pupils change roles.

PB57. ACTIVITY 12. *Write sentences about your day yesterday. Tell your friend.*

- Focus pupils on Activity 12. Check they have read and understand the instructions. Elicit one or two sentences. Remind them to use the past simple and the time. Monitor and check / help where necessary. In pairs, pupils take turns to read their sentences. They listen for: a) activities which were the same, and b) times which were the same. Elicit from pairs.

AB57. ACTIVITY 7. *Answer the questions.*

- Tell pupils to open their Activity Book at page 57. Check they have read and understand the activity instruction. Check understanding of *delete photos*. Pupils work individually, checking in pairs if they need to. They read the texts and answer the questions (they just write the numbers). They check in pairs. Check with the class by asking pupils to read the texts aloud and then eliciting the answers from the class.

Key: 2 thirty-nine, 3 twenty-four, 4 fifty

AB57. ACTIVITY 8. *Match the questions and answers.*

- Focus pupils on the Activity 8 instruction and check understanding, using the example. Pupils work individually and match the questions with the answers. They check in pairs. Check using open pairs: one pupil reads the question aloud, and another reads the answer. Elicit the strategies pupils used to do the task, e.g. looking for the same verb in the past in the answer, *when* – time, *how many* – number.

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

Extra activities: see page T116 (if time)

Optional activity

- Extension worksheet 1 from *Kid's Box Teacher's Resource Book 4* (see pages 50 and 53).

Ending the lesson

- Play a clapping game to review the verbs. Say and clap, e.g. (Clap, clap) *get dressed* (clap, clap). Pupils: *Got dressed*. Continue with other verbs from this and the previous lessons. Then pupils take turns to lead.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the long vowel sound /ɔ:/. They will be aware of the main spellings for the sound and they will have asked and answered questions.

● **TARGET LANGUAGE**

Key language: words with the phoneme /ɔ:/ (e.g. *caught*, *short*, *ball*)

Revision: past simple questions and responses, sentence structure, word families

● **MATERIALS REQUIRED**

Photocopiable 6b (page T103), photocopied twice onto thin card and cut into separate cards. There must be an even number of cards so that every pupil has one card and so that pupils will be able to find their 'pair'.

Warmer

- Write the following words on the board: *door*, *shorts*, *water*, *ball*. Say *Look and think about the spelling and the sounds. What do they all have in common?* Give pupils time to think and discuss in pairs.
- Elicit / explain that the words all have the long vowel sound /ɔ:/. Underline this sound (*door*, *shorts*, *water*, *ball*). Say the words. Pupils repeat.

PB58. ACTIVITY 13. Stella's phonics

- Tell pupils to open their Pupil's Book at page 58. Elicit what they can see (a man called Paul, his daughter, a short fish, a small ball). Tell pupils to point the first time they listen and to say the sentences quietly. Check comprehension of *caught* and *bought* (elicit the infinitives *catch* and *buy*).
- Play the CD. Pupils point and quietly repeat. Play the CD again, pausing for pupils to repeat.

Note: Sometimes the letters *or* are pronounced /ɜ:/ (e.g. *work*, *word*, *world*). Rhyming words can be used as a strategy for remembering the pronunciation of words which are spelt differently but have the same sound.

CD 2, 28

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

/ɔ:/, /ɔ:/, Paul

/ɔ:/, /ɔ:/, daughter

Paul caught a short fish.

Paul caught a short fish.

His daughter bought a small ball.

His daughter bought a small ball.

The fish played with the ball in the water.

The fish played with the ball in the water.

Paul caught a short fish.

His daughter bought a small ball.

The fish played with the ball in the water.

Photocopiable 6b (see pages T91, T103 and the notes below)

PB58. ACTIVITY 14. Make questions. Ask and find your partner.

- Tell pupils today's communication activity is about things they did yesterday morning. Write examples on the board, e.g. *I got up at eight o'clock. I didn't have a shower before breakfast. Elicit questions to check (What time did you get up? Did you have a shower before breakfast?).*
- Hand each pupil a card from Photocopiable activity 6b (page T103). Tell pupils they need to walk around, asking the other pupils about the activities on their cards, to find the pupil who has exactly the same card as them. Keep pupils moving around the room and check they're talking, not looking at each other's cards. When pupils find a partner, they come to you to check and then sit down together to talk about what they actually did yesterday morning.

AB58. ACTIVITY 9. Match the rhyming words. Listen, check and say.

- Tell pupils to open their Activity Book at page 58. Point out the example answers. Do one or two more matches together as a class if necessary.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Play the CD for pupils to check their answers. Check with the class.

Note: Words that rhyme can have the same spelling (e.g. *sport*, *short*) or have alternative spellings for the same phoneme (e.g. *water* rhymes with *daughter* and *bought* rhymes with *caught*).

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

CD 2, 29

1 sport, short; 2 Paul, small; 3 daughter, water; 4 caught, bought; 5 more, floor; 6 door, four; 7 smaller, taller; 8 walked, talked; 9 call, hall; 10 taught, thought

AB58. ACTIVITY 10. Make sentences.

- Focus pupils on Activity 10 and on the example. Check they have read the instruction and know what to do. They work in pairs and make sentences from the grid. Monitor and help / check. Check with the class.

Key: 2 I couldn't use a computer when I was three. 3 She loves texting her friends. 4 He bought a new computer for his mum. 5 They wanted to email their cousin in India. 6 You chose some computer games on the internet.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess / find the answer. Explain the joke if necessary.

Extra activity: see page T116 (if time)

Ending the lesson

- Make three groups. Groups take turns to say the sentences from the beginning of the lesson. Give instructions, e.g. *quiet*, *slow*, *fast*, *loud*.

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

Additional language: CCTV, row

Revision: language from the unit

● **MATERIALS REQUIRED**

Modern life word cards (irregular past forms) from *Kid's Box Teacher's Resource Book 4* page 85 (you will need to make your own card for *brought*)

Extra activity 1: A large piece of paper for each group

Optional: *Kid's Box Teacher's Resource Book 4* Unit 6 Extension worksheet 2 (page 54) and / or animated version of the Unit 6 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section), *Kid's Box Teacher's Resource Book 4* Unit 6 Topic worksheet (page 56)

Warmer

- Review what pupils remember about Nick Motors. Elicit his description and what he did in the last episode. Elicit who else was in the previous episode (Miss Rich) and where they were (at the adventure holiday camp by the sea).

Story

PB59. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 59. Focus them on the first picture and elicit who they can see (Lock, Key and Miss Rich) and how they are communicating with each other (via the internet). Ask pupils if they communicate like this with their friends. Set the gist questions: *What happened to Miss Rich? Who wrote the email? Can you name two things Nick Motors took?* Play the CD. Pupils listen and read for what happened. They check in pairs. Check with the class (someone took all the money from her boat; Nick Motors; the money and Lock and Key's boat).
- Play the CD again. Stop after each frame for pupils to repeat. Check general comprehension by asking, e.g. *What was the money for? Where was the money? How can Lock and Key see Nick Motors taking the money? What did Nick Motors say in the email?*

CD 2, 30

As in Pupil's Book

AB59. DO YOU REMEMBER?

- Write *Talking about the past* in the centre of the board. Brainstorm the verbs pupils have learnt in this unit. Use the word cards from the Teacher's Resource Book to review the words (you will need to make a card for *brought*). Write the infinitives on the board – pupils come to the front and choose the correct word card to stick next to each infinitive.

- Tell pupils to open their Activity Books at page 59. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Then they fold the page down the middle so that they can only see the simple infinitives and the lines to write the words on. Without looking, they write the verbs in the past in pencil. They check in pairs, asking, e.g. *What's this one? How do you spell 'thought'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books and check their partner's.

AB59. 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 'technology' words. Repeat for the second sentence, eliciting / reminding pupils about when they learnt to talk about computers and the internet. Repeat for the third sentence, eliciting / reminding them of when they talked about the past, e.g. activities they did yesterday and the communication activity. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Pupils circle the appropriate 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 T116 (if time)

Optional activities

- Unit 6 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 50 and 54).
- 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.
- Unit 6 Topic worksheet from *Teacher's Resource Book 4* (pages 50 and 56).

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read and listened to facts about robots.

● **TARGET LANGUAGE**

Key language: *design (was designed by), machine, gas, underground, factories, again and again, program (v)*

Additional language: *humanoid*

Revision: *technology, robot, household chores (e.g. clean the floor, wash the plates), explore, temperature, adjectives, relative clauses with which*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Interactive DVD 4: The living room 'Old and new technology' episode*

Warmer

- Write the word *robot* on the board and draw a simple robot with a head, body, arms and legs. Ask pupils to explain in LI what a robot is. Ask if a robot always looks like the one in your picture (try to elicit that there are many types of robots which do different tasks). Tell pupils they will be learning more about the robots all around us in today's lesson.

PB60. FACT

- Tell pupils to open their Pupil's Book at page 60. Focus them on the title of the lesson and on the Fact box. Remind them of your drawing of a robot from the Warmer. Explain that robots which look like people are called *humanoid* robots. Ask a pupil to read the fact to the class (make sure he / she pronounces the date correctly: *Fourteen ninety-five*). Check comprehension of *design*. Elicit other things Leonardo da Vinci is famous for (e.g. painting the Mona Lisa, designing flying machines, making sculptures) and where he was from (Italy).

PB60. ACTIVITY 1. Read and match.

- Focus on Activity 1 and the activity instruction. Tell pupils not to worry about new words in the texts, but just to read and match each one with the correct photograph.
- Pupils read and match individually and then compare answers in pairs. Check with the class. Read the texts again and explain / elicit the meaning of new words (e.g. *machine, gas, underground, factories, again and again, program*). Ask pupils *What kind of things do you think robots make?* (cars, televisions, computers, cameras, food like bread, chocolate and cakes for us to buy in the supermarket). Give / elicit examples of exploration recently carried out by robots (e.g. the NASA mission to explore Mars by robots Opportunity and Curiosity).

Key: 1 b, 2 c, 3 a

PB60. ACTIVITY 2. Listen and say 'yes' or 'no'.

- Focus pupils on Activity 2 and on the activity instruction. Check they understand what to do. Remind them to whisper *yes* or *no* to their partner the first time they listen. Play the first one as an example. Play the rest of the CD. Pupils listen and whisper. Play the CD again. Check after each one. Pupils correct the incorrect sentences.

Key: 1 No. 2 Yes. 3 No. 4 Yes. 5 Yes. 6 No. 7 Yes. 8 No.

CD 2, 31

1. At home we have machines which wash our hair.
2. There are machines which can dry our clothes.
3. Machines which can make our dinner are called bathroom robots.
4. A robot is a machine which makes work easier for humans.
5. Robots do jobs which are difficult or dangerous.
6. Robots get money for working in a factory.
7. Robots don't need holidays.
8. Robots can think.

AB60. ACTIVITY 1. Read and match. Write the sentences.

- Tell pupils to open their Activity Book at page 60. Focus them on the photographs and the sentences below. Direct them to the activity. Elicit what they have to do (label the photographs with the correct sentences). Pupils work individually. They check in pairs. Monitor and check.

Key: a 4 Robots can do jobs in the house for us. b 3 Robots can help us to explore space. c 2 Robots make things in factories. d 1 Robots can work underground.

AB60. ACTIVITY 2. Read and correct.

- Focus pupils on Activity 2 and on the activity instruction. Check pupils know what to do, using the example. Pupils correct the sentences and then compare answers with a partner. Check with the class, referring to the texts in the Pupil's Book.

Key: 2 Robots can do jobs which are dangerous. 3 Robots are very important because they make things. 4 It's easier for robots to work in factories. 5 Robots don't need money or holidays. 6 Robots are never ill or tired.

Extra activities: see page T116 (if time)

Optional activity

- 'Old and new technology' episode from *Kid's Box Interactive DVD 4 (The living room section)*. See pages 20–23 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Review with pupils what they learnt about in today's lesson. Ask them which things they didn't know about robots.

OBJECTIVES: By the end of the lesson, pupils will have read about how robots work and completed a project.

● **TARGET LANGUAGE**

Key language: *human, part, computer program, sensor*

Additional language: *tell (someone) what to do*

Revision: *parts of the body, bodies, have got, camera*

● **MATERIALS REQUIRED**

Project: One large sheet of paper per pupil, drawing and colouring materials

Warmer

- Review with pupils what they read and talked about in the previous lesson. Elicit what they remember about what robots can do.

PB61. ACTIVITY 3. *Read and match. Answer the questions.*

- Tell pupils to open their Pupil's Book at page 61. Remind them not to worry about new vocabulary, but to use key words to help them match. Pupils work individually and then compare in pairs. Check as a class and elicit translations of new vocabulary (e.g. *human, sensor*).

Key: 1 c, 2 b, 3 a

- Check comprehension of the four questions. Pupils read the texts again and answer in their notebooks. They check with a partner. Elicit answers.

Key: 1 Three. 2 The computer program. 3 Arms and legs. 4 Sensors.

PB61. PROJECT. *Design a robot.*

- Focus pupils on the photographs. Direct them to the instruction and review the meaning of *design*. Tell pupils to think about what they want their robot to do and which parts it will need.
- Pupils discuss their ideas in pairs and then design their robot individually. They draw a picture and make notes. Monitor and help with new language. Pupils write about their robot in their notebooks, using *it* (*It's called ... It's got ...*, etc.). Circulate and check. Pupils copy out their corrected writing and stick it below their picture. Display their work.

AB61. ACTIVITY 3. MOVERS Listening, Part 3

What did Fred do last week? Listen and draw a line from the day to the correct picture. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 61. Elicit what the boy is doing in each picture. Check pupils know what to do. Tell them that there is one day they will not use. Remind them that there is an example. Play the CD. Pupils complete the activity individually. They compare answers in pairs. Play the CD again. Check with the class.

Key: Monday – museum visit, Wednesday – sister's school show, Friday – cinema, Saturday – shoe shop, Sunday – Grandma's birthday party

CD 2, 32

What did you do last week, Fred?

Last week I did lots of things. Which day do you want to know about?

Tell me what you did on Thursday.

Ooh. Thursday was a long day. I had to do a lot of homework after school.

Can you see the line from the word Thursday? On Thursday, Fred had to do a lot of homework after school. Now you listen and draw lines.

1.

What did you do on Monday, Fred?

Monday was a school holiday. I went to a museum with my family.

Was it good?

Yes, it was. There was an exhibition about explorers and my dad bought me a really interesting DVD.

Can I watch it after you?

Yes, of course.

2.

What other things did you do?

I had a great time on Sunday.

Oh, why was that?

My grandma had a big party because it was her birthday. We gave her a great present.

What did you give her?

We gave her an MP3 player.

3.

What did you do on Saturday?

I didn't have a good day on Saturday.

No? Why was that?

In the afternoon I went shopping with my mum and I lost my mobile phone.

Where did you lose it?

I lost it in a shoe shop. I put it on a chair and I didn't pick it up.

Ooh.

4.

What about the rest of the week?

Let me think. Oh, yes. On Wednesday my younger sister was in a school show.

Did you go to see it?

Oh, yes. I went with my mum and dad and it was really good. I took lots of photos of her singing and dancing.

That's nice. Did she like the photos?

Yes! She loved them!

5.

Oh, and on Friday we went to the cinema.

Which film did you see?

We saw a film about a computer game. It's called 'Lost on the internet'.

Oh yes! It's really exciting! I saw that last week too.

I love films about computer games.

So do I.

Extra activities: see page T116 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and played a game.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5 and 6, *stay where you are, go back to where you were*

Revision: language for games

● **MATERIALS REQUIRED**

Warmer: Key past tense forms from Units 5 and 6 written on pieces of paper (one for each pupil) or word cards from *Kid's Box Teacher's Resource Book 4* pages 84 and 85

Dice and four different coloured counters for each group of four pupils

Photocopiable Review 5 and 6 (page T104)

Warmer

- Hand out pieces of paper with key past tense verbs from Units 5 and 6 or use word cards (one for each pupil). Make groups of six. Pupils take turns to say what their word is and to give a sentence including their word. The other pupils in the group decide if it's correct or not. Monitor and help as necessary. Elicit an example sentence for each word.

PB62. ACTIVITY 1. *Play the game. What did they do yesterday?*

- Pupils open their Pupil's Book at page 62. Elicit what they can see (a board game). Ask pupils to read the instructions aloud in turn and check understanding of *stay where you are, go back to where you were*. Remind them of the language for games before they start, e.g. *It's your turn. It's my turn. Pass the dice. I'm blue*. Pupils play the game in groups of four. The player in each group who reaches the Finish first is the winner. If time, make new groups and pupils can play the game again.

Key: 2 She drank a glass of orange juice. 3 She made her bed. 5 She said 'Hello'. 7 He put on his shirt / got dressed. 8 He did his homework. 9 He took off his sweater. 11 He flew a kite. 13 She ate a banana. 14 She went to the cinema. 16 She bought some bread. 19 He put on his shoes. 21 She took a photo. 23 He went to the library. 25 He caught a ball. 27 He had a shower. 29 She read a book. 30 She found some money. 32 He made a cake. 34 She worked on the computer. 37 He ate / had his breakfast.

Photocopiable Review 5 and 6 (see pages T91 and T104)

AB62. ACTIVITY 1. *What can you see? Tick the boxes.*

- Tell pupils to open their Activity Book at page 62. Check they have read the activity instructions and know what to do. In pairs, they identify things in the picture, find the word and tick it. Pairs check with pairs. Check with the class.

Key: river, plant, sweater, blanket, glass, comic, beard, bottle, CD, dog, sun, picnic, rock, leaves, moustache, rabbit, grown-up, banana

AB62. ACTIVITY 2. *What can't you see? Write the words.*

- Pupils write the words of the other things they can't see in Activity 1. Monitor and check as they are working.

Key: moon, orange, cage, road, parrot, toothbrush, email

AB62. ACTIVITY 3. *Find the word. Use the first letters from Activity 2.*

- Pupils write the first letter of each word from Activity 2 to work out the new word. Check with the class.

Key: computer

Extra activities: see page T117 (if time)

Ending the lesson

- Do a spelling chant to review some of the words from the units, e.g.

Teacher: Give me an e	Pupils: e
Give me an m	m
Give me an a	a
Give me an i	i
Give me an l	l
What does that spell?	Email!

Pupils take turns to be the callers.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5 and 6

Revision: shopping, word families

● **MATERIALS REQUIRED**

Warmer: Two or three rolled up newspapers

Extra activity 1: Choose ten sentences / questions from Units 5 and 6 which include key vocabulary / grammar. Write each one in scrambled word order on a large piece of paper.

Optional: *Kid's Box Interactive DVD 4: Stella's room Quiz 3, Kid's Box 4 Language Portfolio page 5*

Warmer

- Review past simple forms from Units 5 and 6. Write the simple infinitives on the board. Make two or three teams. Pupils line up facing the board. Give a rolled up newspaper to the pupil at the front of each team. Call out the past simple of one of the verbs. The pupils run to hit the correct simple infinitive. The first to do so wins a point for their team. The pupils go to the back of the team. Hand the newspapers to the new pupils at the front and repeat.

PB63. ACTIVITY 2. Read the story and complete the sentences. Use 1, 2 or 3 words. [YLE]

- Tell pupils to open their Pupil's Book at page 63. Tell them to read the activity instructions and check understanding. Elicit how many words they should write. Pupils take turns to read the story aloud. In pairs, pupils complete the sentences, deciding on the words to write. Pairs check with pairs. Check with the class by eliciting the different possibilities.

Key (suggested answers): 2 a burger, 3 sister, 4 a new bike, 5 Jill's, 6 red, 7 on the bus

PB63. QUIZ!

- Say *Now let's read and remember.* Focus pupils on the questions. They look back through Units 5 and 6 to find the answers. They discuss them in groups of four. Check with the class.

Key: 1 It went down under the ice and water. 2 Cousteau is more famous. 3 The Lakeside Restaurant. 4 A mouse. 5 A KBX4. 6 An email.

AB63. ACTIVITY 4. Circle the odd one out. [YLE]

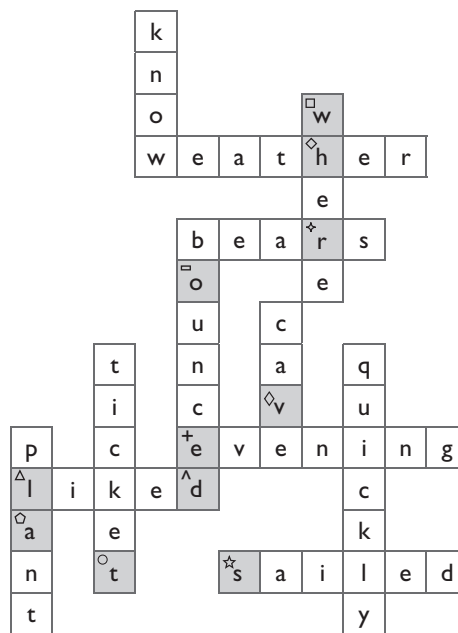
- Tell pupils to open their Activity Book at page 63. Direct them to the Activity 4 instruction and the example answer. Elicit why *sailed* is different (the rest are irregular past forms). Pupils work in pairs. Monitor and help / guide, but encourage them to work out the answers. Check with the class, eliciting the reasons.

Key: 2 ticket, 3 plant, 4 quickly, 5 bounced, 6 bears, 7 cave, 8 liked, 9 evening, 10 where, 11 weather, 12 know

AB63. ACTIVITY 5. Now complete the crossword. Write the message.

- Focus pupils on the crossword and on the activity instruction. Remind them to fit the words from Activity 4 into the crossword, depending on the length of the words and the letters in the grid. Pupils work in pairs and try to complete the crossword. Monitor to help and support.
- Focus pupils on the second part of the activity. Pupils transfer the letters in the shaded squares to find the message. Check the message with the class (*Save the world!*).

Key:



Extra activities: see page T117 (if time)

Optional evaluation

- Quiz 3 from *Kid's Box Interactive DVD 4 (Stella's room section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.

Language Portfolio

- Pupils complete page 5 of *Kid's Box 4 Language Portfolio (I can ... Units 5–6)*.

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between three. Two pupils (A) use a book (or paper) to cover the words from Unit 5. The other two pupils (B) take turns to say what each word is and to spell the word. 'A's look and check. They reverse roles for Unit 6.
- Talk about the *Can do* statements from Units 5 and 6 with pupils and elicit examples from volunteer pupils for each one.