

Language Summary

Key vocabulary

Key grammar and functions

Phonics

Revision

High technology

page 4

Technology: chat, electronic whiteboard, email, ezine, headphones, internet, keyboard, laptop, microphone, mobile phone, mouse, MP3, pen drive, screen, speakers, text message, webcam
Schoolwork: article, competition, project, win
 adjectives

Revision of present tenses and their uses
Questions: Have you got ... ?
 Do you ... ? Can you ... ?

Compound nouns

school subjects, telling the time, days of the week, Let's ... , Why don't we ... ? , sounds (exciting), We use ... to ... , adverbs of frequency, must, should, can, how often, how many, article, text, technology, weigh, screen, prefer, internet, invention

1 Beastly tales

page 10

Theatre: act, actor, audition, part (in a play), play (n)
Myths and legends: beast, breathe, claws, eagle, feathers, fur, hero, horn, legend, myth, nest, scales
Mythical beasts: centaur, dragon, griffin, harpy (harpies), mermaid, minotaur, phoenix, siren, unicorn

Plans, intentions and predictions: going to
Describing creatures: It has got the body of a lizard, They have got feathers, They live in nests
 Joining clauses with who, where, which: Icarus, the boy who flew too near the Sun. The nests where griffins live are made of gold. A dragon is a beast which has scales and big claws.

Consonant sounds: voiced and unvoiced 'th' (weather, theatre)

question words, animals, film, cinema, restaurant, funny, enjoy, animal body parts, beasts, steal, past simple, adjectives, comparatives, myth, sounds like

Art Myths and legends page 16

2 Tomorrow's world

page 18

Transport: carry (passengers), catch, get lost, pick up, transport (n), travel by (air / bus, etc.)
Space travel: air, astronaut, businessman, Earth, engineer, flight, float, Moon, rocket, space, tourist, weigh

Predictions: will
Connectors: after that, because, before, then, when

Contractions: 'll, 'm, 're, 's, n't

transport, future, photos, will for predictions, numbers, NASA, float, ride, space and space travel, What kind of ... ? , past simple, question forms

Science The solar system page 24

Review 1 and 2 page 26

3 The great outdoors

page 28

The countryside: adventure, break (an arm / leg), cave, fall over, hole, rock, waterfall, wood (place)
Compass points: north, south, east, west
Exploration: camp (v), come back, expedition, explorer, journey, land (n), leave (v), rucksack, sledge, sleeping bag, tent, torch (flashlight)

Past continuous and past simple: I was climbing when I fell.
Describing location: Oldbridge is east of the mountains.

Consonant sounds: 'k' (coat, kick) and 'g' (goat, big)

when, rock, hill, happen, wood, river, bridge, adventure, hole, action verbs, countryside, dates, past simple, past continuous, adjectives, countryside, telling the time

Art Landscape painting page 34

Key vocabulary**Key grammar and functions****Phonics****Revision****4 Food, glorious food!**

page 36

Food: *biscuit, butter, chopsticks, coffee, dish (part of a meal), fruit, hot dog, jam, pan, peanuts, popcorn, peas, recipe, sauce, snack, sushi, sweets, vegetables*

Countable and uncountable nouns: *We haven't got enough eggs. We've got too many apples. We've got too much sugar.*

Pronouncing the letters 'gh': *night, laugh, cough*

food, plates, knife / knives, spoon, fork, *Could you pass me ... ?*, *How often ... ?*, twice, three times, polite requests, too much, too many, enough, imperatives

Science Micro-organisms page 42**Review** **3** and **4** page 44**5 Under the Sea.**

page 46

Seas and oceans: *claw, coral, crab, jellyfish, lobster, mammal, octopus, reef, rescue, seal, shell, squid, turtle*

Present perfect with for, since, still:
The whale's been here for three hours. I've lived here since 2008. We still haven't chosen a project.

Stressed syllables: *bottle, today*

sea creatures, the sea, mermaid, food, animal body parts, measurements, numbers, infinitive, past simple, past participles, *Have you ever ... ?*

Science Food chains page 52**6 Free time**

page 54

Free time and hobbies: *beatbox, bike trail, board game, chess, clothes design, do tricks, drum, free running, mountain bike, play an instrument, sew, skateboard*

Quantifiers: *some, any, no, every, someone, anyone, no-one, everyone, something, anything, nothing, everything, somewhere, anywhere, nowhere, everywhere*

Short vowel sound: 'u' (*fun, cousin, London*)

free time activities, past simple, hobby, rules, dates, question forms, picture descriptions

Music Popular music page 60**Review** **5** and **6** page 62**7 Dress sense**

page 64

Clothes: *belt, button, coat, decorate, fashion, gloves, jacket, nylon, pocket, protect, shorts, tights, umbrella*
Adjectives: *heavy, light, thick, thin*

Possibility: *may, might*
Describing clothes: *He's wearing grey shorts.*
Describing pictures:
There are some people outside a cinema. I can see ...

Intonation for expressing feelings

can, should, made of, clothes, jobs, family, sew, protect, adjectives, left, right, prepositions, look like

History Clothes page 70**8 Around the world**

page 72

Countries and nationalities: *Brazil, Brazilian, France, French, Germany, German, Greece, Greek, India, Indian, Mexico, Mexican, Portugal, Portuguese, Spain, Spanish*

Present perfect with just, yet, already
Regular and irregular past participles

Intonation in lists

countries, names of towns, something, lunchtime, continents, present perfect, dialogues

Language The history of words page 78**Review** **7** and **8** page 80**Values 1 & 2 Living with technology** page 82**Values 3 & 4 Be safe at home** page 83**Values 5 & 6 Harmony at home** page 84**Values 7 & 8 Sharing problems** page 85**Grammar reference** page T86**Flyers practice test** page 88

Introduction

Kid's Box introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the seven books in the series. All seven levels develop pupils' abilities in the four skills – listening, speaking, reading and writing – as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits! Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that **'The mind is not a vessel to be filled, but a fire to be ignited'** and this concept of learning underpins *Kid's Box*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. **'The art of teaching is the art of assisting discovery'**, Mark Van Doren.

The language syllabus of *Kid's Box* has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units in Levels 5 and 6 are based around the new characters – Shari, Dan and Alvin. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

Cambridge English: Young Learners (YLE) Tests

In *Kid's Box* we have followed the syllabus for the Young Learners tests so that each cycle of two levels corresponds to one of the tests. Thus the material covered in the first cycle coincides with that which is required for the Starters test, cycle 2 with the Movers test, and cycle 3 with Flyers. *Kid's Box* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task-types from the tests. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each Young Learners test consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge Assessment. They provide a gentle introduction to public exams, and research shows that children find the tests highly motivating. The tests can act as a stepping stone to other Cambridge English exams, as the highest level test, Flyers, is roughly equivalent in language level to Key (KET) for Schools.

The Young Learners tests are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: www.cambridgeenglish.org/exams/

Common European Framework of Reference for Languages – Learning, Teaching, Assessment

Kid's Box has been written taking into account the proposals included in the Common European Framework of Reference (CEFR). The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of Cambridge English: Young Learners tests.

Flyers	(at around Level A2 of the CEFR)
Movers	(at Level A1)
Starters	(below Level A1)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the self-evaluation sections.

The Language Portfolio is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

Course components

Levels one to six of *Kid's Box* include a Pupil's Book, Activity Book, Class Audio CDs, Teacher's Book, Teacher's Resource Book, Presentation Plus, Online Resources, Interactive DVD, Language Portfolio, Tests CD-ROM and Posters. There are also Flashcards for Levels 1 to 4. The new Starter Level offers a Class Book with CD-ROM, Class Audio CDs, Flashcards, Teacher's Book, Teacher's Resource Book, Presentation Plus, Interactive DVD and Posters.

Pupil's Book

This 104-page full-colour book consists of nine units. Each unit is six pages in length, with each page providing sufficient material for one lesson. After each unit there is a Content and Language Integrated Learning (CLIL) spread to learn about other subjects through English. The Review sections cover language from the previous two units. There is a phonics section within every unit. There are four Values pages at the end of the book to develop pupils' social awareness. Lessons include a variety of interesting and motivating activities such as pairwork, role plays, craft activities, guessing games, songs and chants. The series' strong cast of characters appears throughout the book. The adventures of Diggory Bones and his daughter Emily are played out in a picture story at the end of each unit. At the end of the book there is a Flyers practice test covering the Listening, Reading and Writing parts for the test.

Activity Book

This 88-page book is designed to give pupils further practice with the new language and to help them consolidate their understanding. The pupils will have fun doing the activities and you will find that they stimulate their creativity too. The Activity Book materials are designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. This edition also features a full-page Young Learners test practice activity for each unit.

Class Audio CDs

The Class Audio CDs contain all of the listening material for the Pupil's Book and Activity Book, including all of the songs and stories. The songs are available in both sung and karaoke versions.

Teacher's Resource Book with Online Audio

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two Reinforcement and two Extension worksheets for every unit, as well as Song and Topic worksheets for further exploitation. The Teacher's Resource Book also includes extra Young Learners-type tests with listening content online. The book also features word cards to reinforce target vocabulary.

Language Portfolio

In accordance with CEFR guidelines, there is a Language Portfolio of individual competencies to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years.

Interactive DVD

As you navigate your way through our interactive DVD, you will find animated versions of the stories in the library, the songs with animation and video in the music room, video documentaries in the hall, interactive games in the computer room and a quiz in the classroom.

Teacher's Book

This 224-page interleaved Pupil's and Teacher's Book provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, extra activities, photocopiable pages and extra project ideas.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a *Warmer* and finishes with an *Ending the lesson* activity. Activities from the Activity Book are integrated with the Pupil's Book activities to provide a balanced range of appropriate activities. There are two *Extra activities* provided for each lesson for times when you need even more material. These Extra activities only appear in the Teacher's Book and there are suggestions in the teaching notes as to when each activity should be used in the lesson. They are not designed only for the end of the lesson. Activities which are similar to the task-types in Young Learners tests have the icon 'YLE'. In the teacher's notes you will see phonemic script. It is important to note that phonics and the International Phonetic Alphabet (IPA) complement each other and can be used, especially with higher levels, to create a better understanding of English pronunciation and sound-spelling patterns.

Photocopiable pages

There is a photocopiable page for each unit at the back of the Teacher's Book. These pages provide you with a range of manual activities to use with your pupils: for example, there are crosswords, a survey and an information-gap activity. There are full instructions in the teaching notes on how to prepare the materials and when and how to use them in class.

Presentation Plus

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Pupil's Book and Activity Book, digital versions of the Teacher's Book and Teacher's Resource Book, a multimedia library including video from the DVD, Class Audio and access to online teacher training support. This pack enables you to plan and deliver your lessons 'paper-free' from a tablet or a computer.

Online Resources

The online platform includes games and extra grammar, vocabulary and writing activities for every single unit, providing plenty of extra practice. All the pupils' online work can be tracked and reviewed by the teacher.

Tests CD-ROM

The Level 5 and 6 Tests CD-ROM and Audio CD allows you to regularly assess your pupils in different ways. You can choose the unit tests, review tests and end-of-level tests, as customisable Microsoft Word documents. If you are preparing pupils for the Young Learners tests you can additionally select the Cambridge English: Young Learners (YLE)-style unit tests, review tests and end-of-level tests, as Adobe PDFs.

Posters

These colourful and appealing posters aid revision by giving pupils the chance to practise unit language in a different and fun context. They can be added to the classroom wall as you progress through the course to aid revision. This pack includes eight posters with clear teaching notes available online.

What does Kid's Box offer?

'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully', Tyron Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box* have been designed to do just that. Here's how and why it works:

- **Humour through the characters and the stories**
'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn', John Lubbock.

For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.

- **Creativity and learning through action and activity**
'I hear and I forget. I see and I remember. I do and I understand', Chinese proverb.

Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box* there is plenty of 'hands on' practice. Drawing, 'make and do', songs, games and chants are all activity types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.

- **Connecting to the world outside the classroom**
'A child educated only at school is an uneducated child', George Santayana.

The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

'I like a teacher who gives you something to take home to think about besides homework', Lilly Tomlin (Edith Ann).

- **Discovery and the development of learner autonomy**
'The object of teaching a child is to enable him to get along without his teacher', Elbert Hubbard.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pairwork, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance, we should stand back a little from the activity and monitor and assist when necessary.

- **Promoting tolerance and respect**
'The highest result of education is tolerance', Helen Keller.

The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid's Box* and in particular in the Values sections of the Pupil's Book and the Activity Book.

Learning styles / Multiple intelligences

'If a child can't learn the way we teach, maybe we should teach the way they learn', Ignacio Estrada.

We now understand that people learn in different ways. We don't talk about 'intelligence' any more, we talk about 'intelligences'. The activities in *Kid's Box* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- **Linguistic intelligence:** sensitivity to the written and spoken word and the ability to learn languages.

This is a core element of any language course, and in *Kid's Box* it is exploited in combination with the other intelligences.

- **Interpersonal intelligence:** effective communication with others.

Communication activities have been incorporated from the Starter Level onwards. It is a vital aspect of language learning and is essential in making younger learners aware that language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop important communication strategies.

- **Intrapersonal intelligence:** expression of inner thoughts and feelings.

Throughout the course there are various reflective activities, for example the 'Do you remember?' and 'Can do' sections, help pupils become more aware of themselves.

- **Musical intelligence:** appreciation of rhythm and music.

This intelligence runs almost parallel to linguistic intelligence, as Howard Gardner points out. Each unit of *Kid's Box* includes a song as well as occasional raps, rhymes and chants.

- **Bodily-kinaesthetic intelligence:** coordination and connection with the whole body.

This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid's Box* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever-restless young learner.

- **Logical-mathematical intelligence:** problem solving and logical thought.

There is a range of different activity types for this intelligence in *Kid's Box*. These activities help develop logical reasoning, problem solving and the detection of patterns. We feel they are vital and extremely motivating.

- **Visual-spatial intelligence:** expression and understanding through the visual world.

This intelligence is one of the key ways that children learn. In *Kid's Box* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, such as the full-colour illustrations in the Pupil's Books, the colouring activities and the content from the interactive DVD.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pairwork activities, choose an individual pupil to help you. Do the first question of the pairwork task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question and answer for the whole class.
- When you divide the class into pairs or groups, point to each pupil in turn and say, for example, A-B, A-B, A-B and so on, so they are in no doubt about what their role is. You can follow this up with 'A's, put up your hands. B's, put up your hands' as a further check. Try to give simple, clear instructions in English. Say, for example, 'A's ask the question and B's answer the question: A-B, A-B, A-B. Then B's ask the question and A's answer the question: B-A, B-A, B-A.'

- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

Classroom dynamics

‘A good teacher, like a good entertainer, first must hold his audience’s attention, then he can teach his lesson’, John Henrik Clarke.

- Try to move around the classroom while explaining or doing the activities. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pairwork, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

Noise

- While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to it at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. You should ensure, however, that only English is used for the completion of tasks and for correction at the end of the activity.

Teaching and learning

‘Mistakes are the portals of discovery’, James Joyce.

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.

- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don’t. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective – but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn’t hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.

‘A teacher is a person who never says anything once’, Howard Nemerov.

- Recycling is an important part of the learning process. Don’t expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid’s Box* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves if it really interests them.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs. If you can do this, then you will be better able to support them in their learning.

Assessment and evaluation

- With pupils of this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil. With young children, we should assess and monitor their social and emotional development, as well as their learning of English. This means we should praise effort, and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

Discipline

'No life ever grows great until it is focused, dedicated, disciplined', Harry Emerson Fosdick.

- One of the most challenging aspects of teaching young learners is holding their interest in the classroom. Pupils have limitless energy, combined with an extremely limited attention span. We have to juggle these factors to try to avoid boredom, restlessness and demotivation, all of which lead to problems with discipline. By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. *Kid's Box* has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for them to enjoy.
- It is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely. This makes for an ordered, busy classroom, rather than an anarchic one.

Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept. It is important then, at this stage, not to spend precious class time on lengthy and complicated explanations of specific words.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously-used material for revision or further exploitation and want to avoid your pupils' reaction of 'We've already done this!'
 - Whisper the rhyme or phrase while clicking your fingers. Repeat the rhyme, getting gradually louder each time and then reverse the process.
 - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
 - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. To do this, the first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again.

- It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your pupils, make sure you get written permission from parents or guardians first.

Competition

- An element of competition can make many pupils try harder. However, while a competition can be a good incentive for an otherwise unenthusiastic pupil, it can sometimes be demotivating for a less able but ordinarily hard-working one. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

Display

- Pupils find it extremely motivating to have their work displayed and will generally work hard to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils (not in every display, but over a period of time) and to change the displays regularly.

Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopyable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it.

Caroline Nixon and Michael Tomlinson, Murcia 2014.

OBJECTIVES: By the end of the lesson, pupils will have reviewed present and past tenses and learnt about the topic of technology.

● **TARGET LANGUAGE**

Key language: revision of tenses and their uses: present simple, present continuous, past simple, *going to* future; *text message, mobile, ezine, technology, international school, prize, article*

Revision: school subjects, time, days of the week, *Let's ... , Why don't we ... ? , sounds (exciting), We use ... to ...*

● **MATERIALS REQUIRED**

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

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Reinforcement worksheet 1 (pages 8 and 9)

Warmer

- Greet the pupils and introduce yourself. Make pairs. Pupils find out each other's names (if they don't know them already) and then find out one interesting thing their partner did on their holidays. Ask each pupil to introduce their partner and tell the class the interesting thing he / she did on holiday.

PB4. SHOW WHAT YOU KNOW! *What technology words can you remember?*

- Write *Technology* on the board and draw a circle around it. Say *Show what you know ... about technology*. Elicit one or two words, e.g. *digital camera, mobile*, and then brainstorm in two minutes all the technology words they remember. Create a mind map on the board. Pupils copy it into their notebooks.

PB4. ACTIVITY 1. *Listen and tick (✓) the technology words you hear.*

- Tell pupils to open their Pupil's Books at page 4. Focus them on the pictures and introduce the characters if they didn't study *Kid's Box 5*. Elicit where the characters are (outside and inside school) and the technology items they can see (mobile, computer). Elicit / pre-teach *Ezine*. Focus pupils on the activity instruction and check understanding. They tick off the words they hear in the *Technology* mind maps in their notebooks. Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 1, 02

DAN: Hi, Shari. How are you?

SHARI: Hi, Dan. I'm fine, thanks. Where's Alvin?

DAN: I don't know. He isn't here.

SHARI: That's strange. It's quarter past ten. He's late.

SHARI: Where is he? It's twenty-five past ten. The game starts in five minutes.

DAN: Wait a minute. I've got a text message on my mobile. It's from Alvin. 'Come to my house quickly. V. important.'

SHARI: Very important! Come on then. Let's go.

NARRATOR: Internet Magazine Competition. Prize: New computers for your school. Write for the international school ezine.

ALVIN: Look at this. There's a new ezine competition on the internet.

SHARI: There's a prize for the best school ezine in the country.

DAN: Yeah! And the winners can write for the international school ezine next year.

ALVIN: Let's write something for it and try and get some new computers for our school.

SHARI: Why don't we do our first ezine article on technology?

DAN: Great idea, Shari. That sounds v. exciting!

PB4. ACTIVITY 2. *Listen again. Who said it?*

- Focus pupils on Activity 2. Give them time to read the sentences before they listen. Review the characters' names (Dan, Shari, Alvin) and write them on the board.
- Play the CD. Pupils listen and write the name for each one. They check in pairs. Play the CD again. Check with the class.
- Ask *What time is it in the first picture? Who gets a text message? What does 'v. important' mean? Why is Alvin excited?*

Key: 2 Shari, 3 Dan, 4 Alvin, 5 Alvin, 6 Shari

CD 1, 03

PB4. ACTIVITY 3. *Read and choose the right words.*

- Focus pupils on the Look box. Elicit who said each one (Shari, Dan, Shari, Dan).
- Focus pupils on Activity 3. Do the first one as an example and elicit why *doesn't* is correct. Pupils do the rest in pairs. Check with the class, eliciting the reason for the answer each time. Pupils write the correct sentences in their notebooks.

Key: 1 doesn't, 2 is, 3 starts, 4 has, 5 There is, 6 write, 7 don't, 8 sounds

AB4. ACTIVITY 1. *Choose words from the box to complete the text.*

Key: 2 year, 3 excited, 4 won, 5 going, 6 laughed

AB4. ACTIVITY 2. *Correct the sentences.*

Key: 2 They're ready for another year of study. 3 They won the school prize for the best project. 4 They met last Wednesday. 5 They looked at some funny photos. 6 They laughed a lot when they remembered.

AB4. ACTIVITY 3. *Write sentences.*

Key (possible answers): 2 We use a ruler to measure things. 3 We use a map to find a place. 4 We use a camera to take photos. 5 We use an MP3 player to listen to music. 6 We use a spoon to eat with.

AB4. ACTIVITY 4. *Answer the questions.*

Key: Pupils' own answers

Extra activities: see page T119 (if time)

Optional activity

- High technology Unit Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 9).

Ending the lesson

- Review with pupils what they learnt in this lesson, e.g. *What did we do today? What new words did you learn? Do this orally.*

OBJECTIVES: By the end of the lesson, pupils will have reviewed use of the present continuous, how to tell the time and spelling of adjectives.

● TARGET LANGUAGE

Key language: present continuous, adjectives, vowel, punctuation, capital letter, comma, question mark

Additional language: *It's open to all schools.*

Revision: adverbs of frequency, telling the time, *must, should, can, how often, how many, article, text*

● MATERIALS REQUIRED

Optional: *Kid's Box 6 Language Portfolio* pages 1 and 2

Warmer

- Write the word *Ezine* on the board. Elicit what it is and what pupils remember about the story from the first lesson. Elicit ideas for an ezine if pupils had one in their school.

Note: If pupils are interested and you have time, you can create a class ezine.

PB5. ACTIVITY 4. Read and answer.

- Tell pupils to open their Pupil's Books at page 5. Focus them on the text for Activity 4. Pupils cover the questions. Ask pupils to read the text aloud. Focus pupils on the questions. They work in pairs and answer the questions orally. Elicit full sentence answers from different pairs. Check comprehension of vocabulary, e.g. *It's open to all schools.* Focus on questions 3 and 4 and check concepts of *must* and *should*.

Key: 1 It's an internet magazine. 2 Students between the ages of 7 and 12 in any school can enter the competition. 3 They must write an article every month. 4 It should include text and photographs. 5 They can win ten computers for their school. 6 They write for an international school ezine.

PB5. ACTIVITY 5. Listen and tick (✓) the box. [YLE]

- Focus pupils on Activity 5. Check understanding. Give them time to look at the pictures. Play the CD. Pupils listen and tick. They check in pairs. Play the CD again. Check with the class. Pupils give the answer (a, b or c) plus a full sentence.

Key: 2c, 3b, 4a

CD 1, 04

1. What is Alvin using to write to his mum?

SHARI: Good morning, Alvin.

ALVIN: Hi, Shari.

SHARI: What are you doing?

ALVIN: I'm writing to my mum. I haven't got any money for the bus, so I'm sending her a text to see if she can come and get me.

SHARI: Good idea.

2. What are Dan and Shari playing?

GIRL: Is that a picture of Dan and Shari?

ALVIN: Yes, it is. They're playing sport.

GIRL: What game are they playing?

ALVIN: They're playing badminton. They really like it.

3. What's Shari listening to?

DAN: Shari, what are you listening to?

SHARI: Eh, pardon?

DAN: I said what are you listening to?

SHARI: Oh, it's great music – the Black Eared Beans – on my new MP3 player. Love it.

DAN: Yeah, cool.

4. What are Alvin and Dan looking at?

DAN: Wow! Look at this, Alvin!

ALVIN: What is it?

DAN: This book is all about different inventions. We can use it for our technology project.

ALVIN: Yeah! Great book!

PB5. ACTIVITY 6. Read and answer.

- Focus pupils on the text for Activity 6 and on the pictures. Ask pupils to read the text aloud. Check comprehension of vocabulary. Elicit what the messages say. Write the full messages on the board (1 Can you read this? 2 How old are you? 3 Have you got a computer? 4 What's your favourite music?). Elicit how text messages work in their language.

PB5. ACTIVITY 7. Write three text messages for your friends to answer.

- Pupils work in groups of four. They each write three text messages, one for each friend in the group. Tell them to write the full message and then reduce it to give to their friends. Pupils answer their messages using another text message.

AB5. ACTIVITY 5. Put the words in groups.

Key: How we feel: excited, afraid, bored, surprised; What we eat: salt, salad, sandwich, pepper; Things we study: Geography, English, History, Science

AB5. ACTIVITY 6. Find the letters on the clock. Make words.

Key: 2 same, 3 hall, 4 cave, 5 door

AB5. ACTIVITY 7. Write times to make four more words. You can use the same letters again.

Key: Pupils' own answers

AB5. ACTIVITY 8. Find and write the adjectives.

Key: awake, famous, fat, dangerous, dark, square, soft, hot, horrible, lovely, loud, striped, strong, tired, terrible

Extra activities: see page T119 (if time)

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box 6 Language Portfolio (My languages and Language Portfolio language skills: my progress)*.

Ending the lesson

- Dictate some simple messages for pupils to write in text message format, e.g. *What time's the football match tonight? Meet me at five o'clock outside the cinema. Have you read our story? It's really funny!*

OBJECTIVES: By the end of the lesson, pupils will have read about technology, made appropriate choices and given reasons.

● **TARGET LANGUAGE**

Key language: *communicate, communication, in person, microphone, webcam, speakers, headphones, laptop, pen drive, keyboard, chat*

Revision: *technology, weigh, screen, prefer, internet*

● **MATERIALS REQUIRED**

Extra activity 2: Paper for the game

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 10 and 11)

Warmer

- Write about six technology words from Lessons 1 and 2 (not new words from this lesson) as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings.

PB6. ACTIVITY 8. *Read and think. Which is the smallest thing in the photos?*

- Tell pupils to open their Pupil's Books at page 6. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a webpage for *Kid's Box* ezine. Make sure they notice the technology words at the bottom of the text. They read the texts silently and think about their answers to the question. Elicit the different things they have read about and discuss their ideas as a class, reminding them to say how they know the thing they chose is the smallest. Check comprehension of vocabulary by referring pupils back to the texts. Focus on each text in turn, giving pupils reading time and then checking general comprehension by discussing the type of technology and what it does.

Key: g Pen drive

PB6. ACTIVITY 9. *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 9 instructions. Play the first one as an example to check pupils know what to do. Play the rest of the CD. Pupils repeat the word in chorus and then write the letter in their notebooks the first time they listen. Play the CD again. Pupils repeat the word and say the letter.

Key: 2 chat h, 3 microphone c, 4 laptop e, 5 headphones b, 6 keyboard f, 7 pen drive g, 8 webcam a

CD 1, 05

1 speakers, 2 chat, 3 microphone, 4 laptop, 5 headphones, 6 keyboard, 7 pen drive, 8 webcam

PB6. ACTIVITY 10. *Read again and correct the sentences.*

- Focus pupils on Activity 10 and on the instruction. Check they know what to do. In pairs, pupils look back at the text to correct the sentences. They do this orally first. Check with the class. Pupils then write the correct version of each one in their notebooks.

Key: 1 On a computer we talk into a microphone. 2 A small computer is called a laptop. 3 We can use a computer to chat. 4 Other people can't hear if we use headphones. 5 We can carry information on a pen drive. 6 We can see people with a webcam.

AB6. ACTIVITY 9. *Sort and write the words. Label the pictures.*

Key: 2 microphone, 3 pen drive, 4 headphones, 5 laptop, 6 webcam

AB6. ACTIVITY 10. *Correct the sentences.*

Key: 1 A laptop is a small, light computer which we can carry in a special bag. 2 Speakers are like headphones. We use both of them to hear our friends when we chat with them. 3 The keyboard is the part of the computer which has the letters and numbers. We use it to write. 4 We use a pen drive to carry information from one computer to another.

AB6. ACTIVITY 11. *Which computer should Peter buy? Tick (✓) the correct box.*

Key: The KB6

AB6. ACTIVITY 12. *Write three reasons why you chose that computer in your notebook.*

Key: Pupils' own answers

Extra activities: see page T119 (if time)

Optional activity

- High technology Unit Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 8, 10 and 11).

Ending the lesson

- Elicit from pupils the most interesting thing they learnt about in today's lesson. If they don't have any ideas, offer them alternatives, e.g. *Was it: a) how much laptops weigh, b) the word 'speakers', c) that information can be carried on a pen drive?*

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

● **TARGET LANGUAGE**

Key language: *high technology, electronic whiteboard, keyring, present simple, present continuous*

Additional language: *hear the future call, especially, some just play ...*

Revision: *technology, invention*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6 High technology Unit Song worksheet (page 13)*

Warmer

- Review key vocabulary from the previous lesson using a guessing game. Say, e.g. *I'm thinking of a small computer you can carry around (laptop)*. Pupils take turns to give similar clues about technology words from the previous lesson for others to guess. Include all the key words from the bottom of the webpage on Pupil's Book page 6.

PB7. ACTIVITY 11. *Read and complete.*

- Tell pupils to open their Pupil's Books at page 7. Focus them on Activity 11 and on the song. Check they understand how to use the phrases in the box to complete the lines. Pupils read the song individually and try to complete it. Remind them to use rhythm and rhyme to help. They can quickly check with a partner.

Key: 2 We use high technology 3 We watch videos on the screen 4 Or watch the television 5 The keyboard does it all

PB7. ACTIVITY 12. *Listen and check. Sing the song.*

- Play the CD. Pupils listen and correct. Check with the class. Check understanding of key vocabulary, e.g. *electronic whiteboard*.
- Play the CD again. Pupils listen and repeat, first line by line, then verse by verse, and finally all the way through. Ask individuals questions about the song to check comprehension and practise the target structures. Divide the class into five groups and give them each one part. Play the karaoke version of the song.

CD 1, 06

As in Pupil's Book and Key for Activity 11

CD 1, 07

Now sing the song again. (Karaoke version)

PB7. ACTIVITY 13. *Invent another verse.*

- Focus pupils on the Activity 13 instruction. Write the following on the board:
*We don't need _____ or _____ .
There are no _____ on the wall.
We just use our _____ .
Hear the future call!*
- Elicit technology vocabulary and other words to complete the spaces as a whole class, e.g. *films, cameras, photos, mobile phones, CDs, music, radios, MP3s, pens, pencils, paintings, computer screen*.

- Pupils work in pairs or groups of three and invent another verse. They perform it for the class. More confident pupils can add their own ideas.

PB7. ACTIVITY 14. *Read and complete.*

- Focus pupils on Activity 14 and check they know what to do. Remind them to use the picture to help them. They work individually, completing the text using the words in the box. They check in pairs. Check with the class. Ask comprehension questions to check their understanding of the text as a whole.

Key: 2 screen, 3 emails, 4 webcam, 5 chat, 6 keyboard, 7 pen drive, 8 speakers

PB7. ACTIVITY 15. *Imagine another invention. Write about it.*

- Focus pupils on the activity instructions and brainstorm some ideas before they start. Pupils write their ideas in note form and then exchange ideas in pairs. Each pupil writes a first draft and then a final version on paper.

AB7. ACTIVITY 13. *Join two words to make one. Write the new word.*

Key: 2 headphones, 3 keyboard, 4 classroom, 5 basketball

AB7. ACTIVITY 14. *Write another word at the end to make new words.*

Key: Pupils' own answers (Possible answers: 2 bookcase, 3 earache, 4 handball, 5 armchair, 6 toothbrush, 7 football, 8 snowball)

AB7. ACTIVITY 15. *Find eight differences.*

Key (possible answers):

In picture a, there is a webcam. In picture b, there isn't a webcam.

In picture a, there are headphones. In picture b, there aren't any headphones.

In picture a, there aren't any speakers. In picture b, there are speakers.

In picture a, there is a microphone. In picture b, there isn't a microphone.

In picture a, the computer isn't a laptop. In picture b, the computer is a laptop.

In picture a there is a book on the desk. In picture b, there isn't a book on the desk.

In picture a, there isn't a pen drive on the desk. In picture b, there is a pen drive on the desk.

AB7. ACTIVITY 16. *Answer the questions.*

Key: Pupils' own answers

Extra activities: see page T119 (if time)

Optional activity

- High technology Unit Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 13).

Ending the lesson

- Pupils sing the song from the beginning of the lesson again.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say compound nouns with the correct stress and they will have completed a communication activity.

● **TARGET LANGUAGE**

Key language: compound nouns (*airport, laptop, toothbrush, suitcase, postcard, bookshop, armchair, birthday*), question forms, report writing

Additional language: *Find someone who ...*

Revision: technology

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Extension worksheet 2 (page 12)

Warmer

- Elicit some of the pupils' words from Activity Book page 7 Activity 14 and write them on the board (e.g. *bathroom, bookcase, armchair, snowman*). Ask pupils to come to the board and draw a line to separate the two words which make up each of these words. Point out that the two words mean something individually, but they come together to make a new word, with a different meaning. Explain that we call these compound nouns. Elicit two or three examples of compound nouns which are written as two separate words on the board (e.g. *pen drive, ice cream, table tennis*). See if pupils can think of a compound noun written with a hyphen (e.g. *T-shirt*).

PB8. ACTIVITY 16. *Focus on phonics.*

- Tell pupils to open their Pupil's Books at page 8. Focus them on Activity 16 and on the instruction. Elicit / tell the class that this is the pronunciation activity. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Check comprehension of the compound nouns and make sure pupils are stressing the first syllable of each one. In pairs, pupils practise saying the rhyme together.

CD 1, 08

As in Pupil's Book

PB8. ACTIVITY 17. *Make questions. Ask and answer.*

- Focus pupils on Activity 17 and tell them this is the communication activity. Ask pupils to read the example speech bubbles and elicit a question for each of the other prompts. Brainstorm ideas for the other questions. Pupils copy the questionnaire into their notebooks and complete it with two questions of their own.
- This is a mingling activity. Half the class get up and move around, asking eight different pupils who are sitting down. Then the first half sit down and the other half get up, move around and ask their questions of eight sitting pupils. Elicit from some of the pupils what they found.

PB8. ACTIVITY 18. *Write a report.*

- Focus pupils on Activity 18 and on the example text. Individually, pupils write their reports in their notebooks.

PB8. Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 1, 09

As in Pupil's Book

AB8. ACTIVITY 17. *Match the words to make new words.*

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words. Go through the example and make sure pupils know that they have to match numbers 1 to 5 with a to e and 6 to 10 with f to j. Pupils complete the activity in pencil. Tell them to say the words aloud to help. Do not confirm answers at this stage.

AB8. ACTIVITY 18. *Listen, check and say.*

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

CD 1, 10

1 playground, 2 airport, 3 keyboard, 4 football, 5 bookshop, 6 countryside, 7 businessman, 8 headache, 9 supermarket, 10 volleyball

AB8. ACTIVITY 19. *Write the text above correctly.*

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

Key: Last weekend Peter went to his uncle's house in the country. His uncle lives on a farm. He's a farmer. Peter helped him with the animals. He got up early and got the milk from the cows, and the eggs from the chickens. There's a small dirty lake on the farm and Peter fell into it. Laugh out loud.

AB8. ACTIVITY 20. *Write a text message for your friend to read.*

Key: Pupils' own answers

Extra activities: see page T119 (if time)

Optional activity

- High technology Unit Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 12).

Ending the lesson

- Play the chant again for pupils to join in. They practise it in pairs – slowly, quickly, quietly and loudly.

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

● **TARGET LANGUAGE**

Key language: language in the story, *archaeologist, Sun Stone, cloth, calendar, Maths systems, story characters*

Additional language: *press the button*

Revision: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6* High technology Unit Topic worksheet (page 14)

Warmer

- Review / introduce the story and the characters. Write *Diggory Bones* on the board and tell pupils he is an archaeologist. Elicit / tell the class what an archaeologist does. Write *Sir Doug Bones* and *Emily Bones* on the board and tell pupils they are his father and daughter.

PB9. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 9. Focus them on the story in general, eliciting where the characters are (City University School of Archaeology) and who Diggory, Sir Doug and Emily are. Set the gist questions: *What's the topic of the talk? Who's giving the talk? Is it the correct photo at the end?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Aztechnology and the Sun Stone, Diggory Bones, No). Elicit what the problem with the photo is (it's Iyam Greedy, not the Sun Stone). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. Check understanding of *calendar*. At the end, check general comprehension by asking, e.g. *What time's the talk? Is Emily studying at the university? Does Sir Doug see the Sun Stone? What do you think happened to the talk on the laptop? Where is the Sun Stone? Is it under the cloth next to Diggory? Who has taken it?* Provide information in LI for pupils about the Mayas if appropriate.

Note: Maya is ancient and Aztec is up to the 1500s. Both civilisations used similar rites, maths, astrology and sports. With other cultures of the region, they are collectively called Mesoamerican cultures.

The Aztec calendar (or 'Sun Stone') is the calendar system that was invented and used by the Mayas and, later, by the Aztecs, as well as other Pre-Columbian peoples of central Mexico. It is one of the Mesoamerican calendars, sharing the basic structure of calendars throughout ancient Mesoamerica.

CD I, II

As in Pupil's Book

AB9. ACTIVITY 21. Read and answer.

- Remind pupils to re-read the story as they answer the questions. It's not a test of memory.

Key: 2 It's a laptop. 3 He can use the Sun Stone to explain ancient Maths and technology. 4 Sir Doug Bones is Diggory's father (and Emily's grandfather). 5 He wants to see the calendar. 6 Iyam Greedy's got the calendar at the end.

AB9. ACTIVITY 22. Look at the code. Write the secret message.

Key: The Ancient Mayas used small pictures to write on paper and stone.

AB9. DO YOU REMEMBER?

- Pupils try to do the activity without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 Why, 3 webcam, 4 laptop, 5 Football, playground, 6 'you'

AB9. CAN DO.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they named the parts of a computer. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about technology. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what happens when they write text messages and what parts of the words disappear.
- 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 T119 (if time)

Optional activity

- High technology Unit Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 8 and 14).

Ending the lesson

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