

OBJECTIVES: By the end of the lesson, pupils will be able to talk about background and interrupted actions in the past using the past continuous, and will have reviewed words to describe the countryside.

● **TARGET LANGUAGE**

Key language: past continuous, past simple, *countryside, outdoors, catch fire*

Revision: *when, rock, hill, happen, wood, river, bridge, adventure, hole, action verbs*

● **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 Unit 3*

Reinforcement worksheet 1 (page 30)

Warmer

- Elicit what pupils did last weekend. Focus in particular on pupils who went into the countryside / did something outdoors. Write *Countryside* on the board when it comes up. If it doesn't, invent something you did to introduce it. Elicit things pupils can do in the countryside. Pre-teach *outdoors*.

PB28. SHOW WHAT YOU KNOW! *What countryside words can you remember?*

- Draw a circle around *Countryside* on the board. Say *Show what you know ... about the countryside*. Write one or two countryside words which came up in the Warmer, e.g. *mountain, field*, to start the mind map. Then brainstorm other countryside words to extend the mind map. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

PB28. ACTIVITY 1. *Listen and tick (✓) the countryside words you hear.*

- Tell pupils to open their Pupil's Books at page 28. Focus them on the title of the unit and on the Activity 1 pictures. Elicit the names of the characters and what Alvin's doing in pictures 2 and 3. Remind pupils they do the same as for the Show what you know in the previous units.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class. Elicit what happened to Alvin last week (he broke his arm).

CD 2, 02

DAN: What's the matter with your arm?

ALVIN: I broke it last Saturday.

SHARI: How did that happen?

ALVIN: Well ... On Saturday morning, my dad and I were walking up a really big hill. What an adventure! I was jumping over a rock when I fell.

SHARI: So ... were you playing when you broke your arm?

ALVIN: No, I wasn't playing, and that wasn't when I broke my arm. We were in the wood and we had to cross a really fast river. We were walking across the bridge when I put my foot through a hole and fell again.

DAN: And that's how you broke your arm!

ALVIN: Well ... no. When I got home, I was standing on one leg to take my dirty boots off and ... I fell over.

DAN AND SHARI: And that's how you broke your arm!

ALVIN: Yeah!

SHARI: You call that an adventure!

ALVIN: Yeah, OK, so let's write about some real adventures, then!

PB28. ACTIVITY 2. *Listen again. Say 'yes' or 'no'.*

- Focus pupils on the statements. Read them with the class before playing the CD. Check pupils understand that this happened in the past. Play the CD again. Pupils listen and write Yes or No in their notebooks.

Key: 2 Yes, 3 No, 4 No, 5 Yes, 6 Yes

CD 2, 03

Presentation

- Write sentence 3 from Pupil's Book Activity 2 on the board. Above it, draw a timeline to show that the past continuous happened over time and the past simple action interrupted it.
- Write the following sentence on the board from the listening: *On Saturday morning, my dad and I were walking up a really big hill*. Ask pupils what the action is (were walking) and if anything interrupted it (no). Above this sentence, draw another timeline. Tell pupils we can also use the past continuous to give the background / set the scene.
- Focus pupils on the Look box. They read each sentence aloud.

PB28. ACTIVITY 3. *Read and choose the right words.*

- Focus pupils on the Activity 3 instruction. Refer them to the Look box. Check the reasons for their choices. Elicit the connector (*when*).

Key: 1 were, 2 wasn't, 3 were walking, 4 weren't, 5 was, 6 was taking

AB28. ACTIVITY 1. *Read and match.*

- Focus pupils on the Look again box before they do the activities.

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

AB28. ACTIVITY 2. *Look at the pictures. Answer the questions.*

Key: 2 No, they weren't. 3 No, he wasn't. 4 Yes, they were. 5 Yes, she was. 6 No, they weren't.

AB28. ACTIVITY 3. *Write four more questions about Frank and Betty in your notebook.*

Key: Pupils' own answers

AB28. ACTIVITY 4. *Correct two mistakes in each sentence.*

Key: 2 ~~was~~ were, ~~start~~ started; 3 ~~were~~ was, ~~phone~~ phoned; 4 ~~sail~~ sailing, ~~hitted~~ hit

Extra activities: see page T122 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 29 and 30).

Ending the lesson

- Give some oral prompts for pupils to finish, e.g. *I was walking to school when ... I was ... when my teacher saw me.*

OBJECTIVES: By the end of the lesson, pupils will have had further practice using the past continuous and sung a song.

● **TARGET LANGUAGE**

Key language: past continuous, past simple, *crocodile, cave, What an adventure!*

Additional language: *There was nowhere else to go, looking all about*

Revision: action verbs, *countryside*

● **MATERIALS REQUIRED**

One sheet of A4 paper for each pupil

Optional: *Kid's Box Teacher's Resource Book 6 Unit 3 Song worksheet (page 34)* and *I* or *Kid's Box Interactive DVD 6: The music room (pages 28–33)*

Warmer

- Review the past continuous. Ask different pupils, e.g. *What were you doing at seven o'clock this morning? What did you do when you got to school?* Check pupils understand how these questions (and their answers) are different in terms of meaning.

PB29. ACTIVITY 4. Read and complete.

- Tell pupils to open their Pupil's Books at page 29. Focus them on the Activity 4 pictures. Elicit some of the things they can see. Focus pupils on the activity instruction and on the phrases in the box. Check pupils know what to do. Demonstrate by asking a pupil to read the first verse aloud. Pupils work in pairs to complete the rest of the song. Remind them to use rhyme and rhythm to help. They underline words they don't know. They compare their answers with another pair.

Key: 2 was racing after me, 3 and I had to jump out, 4 go down a waterfall, 5 It didn't make a sound

PB29. ACTIVITY 5. Listen and check. Sing the song.

- Play the CD. Pupils check. Check with the class. Pupils read the verses aloud. Play the CD line by line and then verse by verse for pupils to repeat. Then play it again for them all to sing along.

CD 2, 04

As in Pupil's Book and Key for Activity 4

CD 2, 05

Now sing the song again. (Karaoke version)

PB29. ACTIVITY 6. Say what happened next. Discuss.

- Ask some comprehension questions about the song to practise the target structure, e.g. *When did it start to snow? Where did he hide? Why? When did he see a tree?* Pupils talk in pairs about what happened next. Ask them to write down two things. Then open the discussion to the whole class. If you can, form their ideas into another verse.

PB29. ACTIVITY 7. Play the game.

- Focus pupils on Activity 7 and on the pictures. Ask pupils to read the three sets of instructions aloud. Check understanding. Organise pupils so that they pass their paper from one to another without it going back to the same pupil. Explain that you're going to ask some questions and that they must write the answer and it is secret. Pupils take a sheet of A4 paper and write the answer to your question. They use full sentences, e.g. *At four o'clock in the afternoon last Saturday I was at the airport.* They fold the paper so they can't see the answer and pass it to the pupil on their left. Ask the next question for pupils to write the answer and repeat the procedure. Encourage pupils to use their imagination. If necessary, demonstrate with the class first. Questions: *1 Imagine you're somebody famous. What's your name? 2 Where were you at four o'clock in the afternoon last Saturday? 3 What were you wearing? 4 Why were you wearing those clothes? 5 What were you doing? 6 Which famous person were you talking to? 7 What did you say to him / her? 8 What did he / she say to you? 9 What happened?*
- After writing the last answer, pupils pass the paper to the left again and unfold it to read the answers. They make groups of three or four and take turns to read their stories aloud. Ask volunteers to read the 'best' stories to the class.

PB29. ACTIVITY 8. Write the story from the game.

- Pupils write the story from the game in their notebooks.

AB29. ACTIVITY 5. Match the sentences with the pictures.

Key: a3, b1, c5, d4, e6, f2

AB29. ACTIVITY 6. Read and answer 'yes' or 'no'. [YLE]

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

AB29. ACTIVITY 7. Read and answer.

Key: 2 No, there weren't. 3 When she was giving the man the money. 4 She was starting to eat her ice cream. 5 She thought she looked really funny.

Extra activities: see page T122 (if time)

Optional activities

- Unit 3 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 29 and 34).
- Unit 3 song and *I* or karaoke worksheet from *Kid's Box Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song again. Add any verses from Pupil's Book Activity 6.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about two explorers and their journeys.

● **TARGET LANGUAGE**

Key language: compass points: *north, south, east, west; explorer, journey, expedition, Pole, Antarctica, rucksack, tent, sledge, sleeping bag, camp, torch, flashlight, European, Europe, Sri Lanka*

Additional language: *Marco Polo, Ranulph Fiennes, Christopher Columbus, Gobi Desert, Guinness World Records*

Revision: dates, past simple, past continuous, action verbs, adjectives

● **MATERIALS REQUIRED**

At least one compass

Extra activity 1: An A4 copy of a world map, one for each pupil

Extra activity 2: Reference books / the internet

Optional: *Kid's Box Teacher's Resource Book 6 Unit 3*

Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 31 and 32)

Warmer

- Draw a large compass on the board with N, S, E, W marked. Elicit what this is (pupils will use LI) and provide the word in English: *compass*. Elicit what we use it for. Pre-teach / elicit the compass points. Pass round the compass(es) for pupils to look at. Discuss with pupils what we use compasses for and why they are important.

PB30. ACTIVITY 9. *Read and think. Which journey do you think is the most exciting? Why?*

- Tell pupils to open their Pupil's Books at page 30. Focus them on Activity 9 and on the activity instructions. Ask a pupil to read them aloud. Check understanding of *journey*. Focus pupils on the texts and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the compass and the map, as well as the key vocabulary at the bottom of the text. They read the texts silently to answer the question. Discuss opinions with the class, eliciting the reasons for their choices. Check comprehension by asking pupils to read each text aloud around the class. Encourage them to work out the meanings of the new vocabulary for themselves. Discuss the two journeys mentioned, eliciting from pupils why each was so difficult. Ask pupils if they know about other adventures these explorers did, or can tell the class about other famous explorers.

PB30. ACTIVITY 10. *Listen. Repeat the word and say 'Marco', 'Ranulph' or 'Both'.*

- Focus pupils on the Activity 10 instructions. Play the example to check pupils know what to do. Pupils write M, R or B in their notebooks. Play the rest of the CD. Pupils repeat the word in chorus and then point to the letter in their notebooks the first time they listen. Play the CD again. Pupils repeat the word and say the name.

Key: 1 east: Marco, 2 explorer: both, 3 north: Ranulph, 4 camp: Ranulph, 5 tent: Ranulph, 6 sleeping bag: Ranulph, 7 south: Ranulph, 8 torch: Ranulph, 9 rucksack: Ranulph, 10 west: Marco

CD 2, 06

1 east, 2 explorer, 3 north, 4 camp, 5 tent, 6 sleeping bag, 7 south, 8 torch, 9 rucksack, 10 west

PB30. ACTIVITY 11. *Read again and correct the sentences.*

- Focus pupils on the Activity 11 instruction. Tell them the mistakes are factual, not grammatical. They work in pairs, re-reading the text to correct the sentences. Check with the class.

Key: 1 Marco Polo travelled east to China. 2 He wrote books about his journey. 3 Fiennes is the world's greatest living explorer. 4 A rucksack is a bag you can carry on your back. / A sleeping bag is a bag you can sleep in. 5 Fiennes went to Antarctica with Dr Stroud. 6 Their sledges weighed 225 kilos.

AB30. ACTIVITY 8. *Look at the picture. Find the words a–l in the wordsearch.*

Key: b tent, c forest, d west, e north, f east, g south, h hill, i sleeping bag, j torch, k rucksack, l explorer

AB30. ACTIVITY 9. *Write the words. Add the correct letters from Activity 8.*

Key: 2 sleeping bag i, 3 south g, 4 torch j, 5 hill h, 6 tent b

AB30. ACTIVITY 10. *Write definitions for three more words in Activity 8. Add the correct letters.*

Key: Pupils' own answers

AB30. ACTIVITY 11. *Look at the code. Write the secret message in your notebook.*

- For this activity, pupils can tick off words as they go, keeping their finger on the last word.

Key: When you are walking in the hills, you should always carry a rucksack. You should take a bottle of water, some fruit, a warm, dry jacket and a mobile phone.

Extra activities: see page T122 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 29, 31 and 32).

Ending the lesson

- Write some of the new words from the lesson in jumbled form on the board. Pupils race to unjumble them, without looking in their Pupil's Books. Elicit correct spelling of each word and ask pupils to put each one in a sentence.

OBJECTIVES: By the end of the lesson, pupils will have had practice using maps and will have written an adventure story.

● **TARGET LANGUAGE**

Key language: compass points, directions, *tent, sleeping bag, torch, rucksack, explorer, suitcase, camping*

Additional language: place names

Revision: countryside, narratives using past continuous and past simple, telling the time

● **MATERIALS REQUIRED**

Photocopiable 3 (see page T112), one copy for each pair of pupils

Optional: *Kid's Box Teacher's Resource Book 6* Unit 3 Extension worksheet 2 (page 33)

Warmer

- Revise compass points using a TPR game. Pupils stand in line, facing the front of the class (north). As you call out different compass points, pupils make a series of clockwise 90 degree turns on the spot to end up at the right compass point, e.g. when you say *South*, pupils take two 90 degree turns clockwise to end up facing the opposite way from which they started (north). Call out compass points quickly one after another.

PB31. ACTIVITY 12. *Read and match. Say the word and the letter. [YLE]*

- Tell pupils to open their Pupil's Books at page 31. Focus them on the Activity 12 instructions. Check they know what to do. They work individually and then say the letter quietly to their friend. Check by asking pupils to take turns to read the definitions aloud and say the word and the letter.

Key: 2 rucksack – u, 3 tent – t, 4 sleeping bag – v, 5 explorer – x

PB31. ACTIVITY 13. *Look at the map. Say 'yes' or 'no'.*

- Focus pupils on the map. Elicit some of the places they can see and help with pronunciation. Check pupils have read the activity instructions and know what to do. They do the activity individually first, writing *Y* or *N* in their notebooks first for each sentence. They check in pairs. Check with the class by asking one pupil to read a sentence and another to answer. For 'no' answers, pupils can try to correct the sentence.

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

PB31. ACTIVITY 14. *Play the game.*

- Focus pupils on Activity 14 and on the examples in the speech bubbles. Check pupils know what to do. Practise the game as a class first, using open pairs. Then pupils play in pairs, taking turns to describe where a place is for the other to guess. Monitor and help.

PB31. ACTIVITY 15. *Listen. What camping things do you pick up? Where are you?*

- Focus pupils on the Activity 15 instructions. Check understanding of *camping*. Tell pupils to look at the map and to start at the Black Caves. Do the first one as an example. Pupils write the answer in their notebooks. Play the rest of the CD. Pupils listen and write. They check in pairs. Check with the class.

Key: torch, Oldbridge, knife and fork, sleeping bag

CD 2, 07

Start at the Black Caves. Go north two squares. Go north through the wood, go north two squares, and cross the river to the next town. Go east one square. What do you pick up here? [BEEP]

Now go east three squares and then two squares south. Where are you? [BEEP]

Go one square west to the lake and then go south two squares. What do you pick up west of the river? [BEEP]

Walk two squares to the west, but turn south at the wood and walk one square down to the campsite. Go south two squares. What do you pick up here? [BEEP]

PB31. ACTIVITY 16. *Write an adventure. Use the map and as many words in the box as you can.*

- Focus pupils on the Activity 16 instructions and check understanding of the words in the box. Ask a pupil to read the first part of the text aloud. Check what tense is used (past continuous) and what tenses they will use in their stories (past continuous / past simple). Brainstorm some ideas. Tell pupils their stories should be about half a page long. Pupils plan and then draft their stories individually. Monitor and help.

Key: Pupils' own answers

Photocopiable 3 (see pages T108 and T112)

AB31. ACTIVITY 12. *Read the sentences. Draw and write on the map.*

AB31. ACTIVITY 13. *Now draw these things on the map in Activity 12. Write the directions.*

Key: Pupils' own answers

AB31. ACTIVITY 14. *Find the letters on the clock. Write the words.*

Key: 2 west, 3 north, 4 bear, 5 fast

AB31. ACTIVITY 15. *Write times to make four more words in your notebook.*

Key: Pupils' own answers

Extra activity: see page T122 (if time)

Optional activity

- Unit 3 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 29 and 33).

Ending the lesson

- Provide definitions of some of the words from Pupil's Book Activity 16 for pupils to guess, e.g. *This is water that's moving. It's not the sea.* (River.) They have their Pupil's Books closed.

OBJECTIVES: By the end of the lesson, pupils will have practised the /k/ and /g/ phonemes at the beginning, in the middle and at the end of words. They will also have completed a communication activity.

● **TARGET LANGUAGE**

Key language: words with /k/ and /g/, language for letter writing

Additional language: horse-riding, campsite

Revision: past continuous and past simple, telling the time

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6 Unit 3 Topic worksheet* (page 35)

Warmer

- Write the words *coat* and *goat* on the board and elicit what they mean. Say the words. Pupils repeat. Ask which sounds are different in the words (/k/ and /g/). Say the sounds. Pupils practise as a class. Explain that we make the sounds /k/ and /g/ at the back of our throat. If pupils hold their fingers to their throat while they make the sounds, they will feel a vibration when they make the /g/ sound (/k/ is unvoiced). Tell pupils they will be practising these sounds in the chant at the beginning of the lesson.

PB32. ACTIVITY 17. *Focus on phonics.*

- Tell pupils to open their Pupil's Books at page 32. Focus them on Activity 17 and on the instruction. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more, making sure pupils say the /k/ and /g/ sounds correctly. In pairs, pupils practise the chant.

CD 2, 08

As in Pupil's Book

PB32. ACTIVITY 18. *Make questions. Ask and answer.*

- Focus pupils on the table for Activity 18. Elicit the full question for each one. Tell pupils they're trying to find out what their friends were doing at different times yesterday. They draw the table in their notebooks and write the questions. Pupils then go around the class asking all the other pupils the questions. Alternatively, if you have a big class, you can organise pupils in groups of eight to ten. Pupils note their answers.

PB32. ACTIVITY 19. *Write a report about your class.*

- Focus pupils on the example report for Activity 19. Ask a pupil to give you information from their table, e.g. *How many people were watching TV at seven o'clock yesterday?* The pupil answers, e.g. *Four*. Ask the pupil what they are going to write in their report (*At seven o'clock, four people were watching TV*). Pupils work individually to write draft reports using the information in their tables. Monitor and help / correct. Pupils swap work with a friend and make corrections / suggestions before pupils write their final version.

PB32. *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. Ask pupils where polar bears live (the North Pole). Elicit what animal lives in the South Pole and not the North Pole (penguins).

CD 2, 09

As in Pupil's Book

Note: The /g/ phoneme in the middle and end of words is difficult for Spanish speakers. They often use a softer sound in its place.

AB32. ACTIVITY 16. *Circle the correct word.*

- Tell pupils to open their Activity Books at page 32. Read the activity instruction and go through the example. Pupils read the rest of the sentences and circle their answer in pencil. They compare answers in pairs. Encourage them to say the sentences out loud to practise pronunciation. Monitor and explain any new words.

AB32. ACTIVITY 17. *Listen, check and say.*

- Play the CD for pupils to listen and check. Check with the class. Play the CD again for pupils to listen and repeat.

Note: This activity shows pupils how incorrect pronunciation of words can cause confusion to a listener. It helps them to recognise that it is important to say all the phonemes that make a word correctly.

Key: 2 cave, 3 hall, 4 came, 5 glass, 6 hold, 7 got, 8 gold

CD 2, 10

1. It's cold. I need to put on my coat.
2. The explorers found a cave in the mountains.
3. Put your hat and coat in the hall.
4. Kate and John came to the football match.
5. Our teacher said the plate was made of glass.
6. The actor let me hold the prize he won.
7. He was swimming at the beach when it got windy.
8. She won a gold medal at the Olympic Games.

AB32. ACTIVITY 18. *Read and complete.*

- Before pupils do the activity, focus them on the Write it right box and discuss the expressions in turn. Elicit full examples each time and discuss how pupils use them in letters.

Key: 2 family, 3 a weekend, 4 Friday, 5 14 June, 6 tent for five

AB32. ACTIVITY 19. *Write a letter to the campsite. Use the information below.*

Key: Pupils' own answers

Extra activities: see page T122 (if time)

Optional activity

- Unit 3 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 29 and 35).

Ending the lesson

- Do the chant from the beginning of the lesson with pupils.

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

● **TARGET LANGUAGE**

Key language: language from the story, *pyramid, sign, canal, protect*

Revision: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Interactive DVD 6: The school hall 'Meet the Mountain Rescue team' episode*

Warmer

- Review the story so far. Make some false statements to the class for pupils to correct, e.g. *Oh, yes, I remember. Sir Doug and Emily were on the plane to China.* (No, Diggory and Emily were on the plane to Mexico City). *They were looking for the Moon Stone.* (No, they were looking for the Sun Stone).

PB33. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 33. Focus them on the story. Set the gist questions: *Where did they see Richard Tricker before? Where do they go with him? Who do they meet when they get there?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (He was sitting next to them on the plane, The Pyramids, Iyam Greedy). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What did Greedy say? (Frame 3), Is Teotihuacan south of Mexico City? Are they tourists? What's at the north end of the long street?* Check pupils understand other key vocabulary.
Note: Maya civilisation was 'ancient', like the Ancient Egyptians (from 250 AD to 900 AD), but the Aztec civilisation was more modern (from 1168 to 1522). Both civilisations used the Maya calendar, number system, astronomy, mythology, architecture and farming systems. The Aztecs came after the Mayas, but adopted a large part of their culture and traditions, sometimes using different names.

CD 2, 11

As in Pupil's Book

AB33. ACTIVITY 20. Read and answer.

Key: 2 It's near the pyramids in Teotihuacan. 3 It's 40 kilometres from the hotel. 4 He often takes tourists there. 5 It joins the Pyramid of the Sun and the Pyramid of the Moon. 6 Yes.

AB33. ACTIVITY 21. Put the verbs into the past.

Key: 2 saw, 3 was sitting, 4 was growing, 5 thought, 6 was, 7 decided, 8 were, 9 took, 10 built, 11 could, 12 took, 13 called, 14 became, 15 were, 16 had, 17 used, 18 studied, 19 wrote, 20 was

AB33. DO YOU REMEMBER?

- Pupils try to do the activity first 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 watching, 3 sleeping bag, 4 west, 5 kids, 6 could

AB33. CAN DO.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit / remind them of the activities when they used the past continuous. 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 what this means with examples and eliciting / reminding them of the activities they did in this unit. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the information in the letters they wrote.
- *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 T122 (if time)

Optional activity

- 'Meet the Mountain Rescue team' episode from *Kid's Box Interactive DVD 6 (The school hall section)*. See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read about landscape art and artists and written about a picture.

● **TARGET LANGUAGE**

Key language: *landscape art, artist, 18th century, copy, nature, outside, studio, impressionists, style, brush, popular, mill, descriptions*

Additional language: *Vincent Van Gogh, John Constable, Turner, Monet, Pissarro, Renoir, Gauguin, quarter, top left-hand corner, bottom right-hand corner, on one side of*

Revision: countryside, past tenses, descriptions of different art forms

● **MATERIALS REQUIRED**

Extra activity 1: Reference material (e.g. postcards) showing the work of traditional landscape painters, the impressionists, the post-impressionists

Extra activity 2: A computer if possible

Warmer

- Write the name of a famous artist that you think pupils know, e.g. from their country. Ask what they know about him / her and what kinds of pictures he / she paints. Encourage pupils to describe different kinds of picture, e.g. portraits, still life. Supply *landscape art*. Ask pupils if they know how much a painting by a famous artist costs and if they think artists are rich.

PB34. FACT

- Tell pupils to open their Pupil's Books at page 34. Focus them on the top of the page and say *Did you know ... ?* Ask a pupil to read the fact to the class. Ask if anyone has heard of Van Gogh. If not, tell them a bit about him and his life. Ask pupils if they think he was rich or poor.

PB34. ACTIVITY 1. *Talk in pairs. What can you see in this painting?*

- Focus pupils on the Activity 1 text. Ask different pupils to read the text aloud for the class. Check understanding of key vocabulary. Ask another pupil to read the activity instructions. Pupils talk about the picture in pairs. Draw out descriptions as a class, writing useful words on the board as they come up.

PB34. ACTIVITY 2. *Read and complete.*

- Focus pupils on the Activity 2 instruction and on the words in the box. Tell them to read silently and to try to fill the gaps. They can check in pairs. Remind pupils to underline any words they don't know. Monitor and help. Discuss the text as a class, asking general comprehension questions, e.g. *Where did John Constable paint? Why? What nationality were the impressionists? Did they paint spots or stripes?*

Key: 2 behind, 3 Artists, 4 outside, 5 were, 6 beautiful

PB34. ACTIVITY 3. *Read again and answer.*

- Focus pupils on Activity 3. Ask individuals to read the questions aloud around the class. Pupils work in pairs to find the answers, re-reading the text where necessary. Check with the class. Pupils write full answers in their notebooks.

Key: 1 In the 18th century. 2 John Constable and JMW Turner. 3 They painted outside. 4 They painted with small spots. 5 They used bright colours. 6 They used different brush styles to show their feelings.

AB34. ACTIVITY 1. *Read and choose the right words.*

- Tell pupils to open their Activity Books at page 34. Read the activity instruction and make sure pupils know what to do. They choose their answers individually, then compare in pairs. Check with the class.

Key: 2 b, 3 a, 4 b, 5 c, 6 b

AB34. ACTIVITY 2. *Read and draw a picture. Then compare with your friend.*

- Focus pupils on Activity 2. Ask a volunteer to read the activity instructions. Draw a rectangle on the board and elicit / pre-teach *top left-hand corner* and *bottom right-hand corner* by pointing to the correct parts of the shape. Make sure pupils know the meaning of *quarter* and *on one side of*. Either read through the description with the whole class or ask pupils to read it silently and draw. Monitor carefully and help as necessary. Set a time limit for the drawing phase. Then pupils compare their pictures in pairs.

AB34. ACTIVITY 3. *Write about one of the pictures from Pupil's Book page 35 in your notebook.*

- Focus pupils on the Activity 3 instruction. Make sure they know which pictures to choose from. Elicit some example sentences about one of the pictures, and write useful phrases from the lesson on the board. Pupils write a first draft in pencil. If you are doing Extra activity 2, pupils work together to correct their work. If not, monitor and check the first drafts before pupils copy their description out again.

Key: Pupils' own answers

Extra activities: see page T122 (if time)

Ending the lesson

- Review with pupils what they have done and what they learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about landscape art and artists and completed a project.

● **TARGET LANGUAGE**

Key language: *landscape art, descriptions, material, wax crayons, watercolour paints*

Revision: past simple

● **MATERIALS REQUIRED**

Project: For each pupil, wax crayons, colouring pencils, paints, paper

Warmer

- Review what pupils remember about landscape art and artists from the previous lesson. Ask which painters' names they remember and what kinds of paintings they did. Ask pupils which paintings they liked best and why.

PB35. ACTIVITY 4. Look at these landscape paintings. Which is your favourite?

- Tell pupils to open their Pupil's Books at page 35. Focus them on the pictures and discuss / describe them together. Tell pupils to read the activity instructions and then to answer in pairs. Remind them they have to say why. Discuss views and reasons as a class.

PB35. ACTIVITY 5. Listen. Which painting is it?

- Focus pupils on the Activity 5 instructions. Play the CD. Pupils check in pairs. Play the CD again. Check with the class, eliciting words / phrases which helped them find the answers.
- After the listening, give pupils the names and references for the other paintings. Write them on the board, as they need them to play the game in the next activity.
 - 1 *Women in the Meadow at Eragny Spring, 1887, Pissarro*
 - 2 *Sunset on Rouen, Turner*
 - 3 *Cornfields with Cypresses, Van Gogh*
 - 4 *Tahitian Mountains, Gauguin*

Key: a Picture 1, b Picture 4

CD 2, 12

- a This painting is by Pissarro. It shows part of the garden at the artist's home in France. There are some fruit trees and a woman picking fruit. There is a house behind the garden and some clouds in the sky.
- b This picture in bright colours is by Gauguin. There is a man in the middle of the painting and a dark brown mountain behind him. At the front of the picture, there are some fields.

PB35. ACTIVITY 6. Play the game. Choose a picture. Ask and answer.

- Focus pupils on the activity instructions. Demonstrate the activity. One pupil chooses a picture (without saying which it is), and another pupil asks *yes / no* questions to try to guess, e.g. *Is it sunny? Is there a mountain?* Pupils can ask only ten questions. Pupils play the game in pairs, taking turns to choose a picture and ask questions.

PB35. PROJECT. Draw a landscape picture. Write about it.

- Focus pupils on the project title. Read through the instructions aloud with the class. Check pupils understand what to do. Remind pupils to follow the instructions carefully.

Remind them to draw their picture first, but to remember they are going to write about it (so it shouldn't be too complicated). Monitor and help. Check pupils make their copies before they start colouring the pictures. When pupils have finished, they write about their experience of creating the three pictures. Make sure they have written a rough draft for you and their classmates to check before they write the final version. Display the pictures and descriptions.

AB35. ACTIVITY 4. FLYERS Listening, Part 2.

Listen and write. There is one example. [YLE]

Key: 1 15, 2 3rd, 3 North, 4 a torch, 5 01625 659827

CD 2, 13

NARRATOR: Listen and look. There is one example.

GIRL: Hi, Peter. Can I ask you some questions?

BOY: Of course you can. What do you want to know?

GIRL: We're thinking about going camping with Holly and Kim, and I wanted to know a bit more about the camp you went to last year.

BOY: OK. Do you mean the Lake camp?

GIRL: That's right. Wait a minute. I'm going to write this in my notebook.

BOY: OK.

Can you see the answer? Now you listen and write.

GIRL: The first thing I wanted to know was if it's expensive.

BOY: No, not really. It costs 15 pounds a night.

GIRL: That sounds fine. And when do you think is the best time to go?

BOY: Well, we went in the summer, but I think a good time would be the next school holidays.

GIRL: Yes, that's a good idea. I think the school holidays are from the 3rd to the 10th of October. Is that right?

BOY: Yes, it is. I think that would be a good week to go.

GIRL: Did you tell me that the camp is near the mountains?

BOY: That's right. It's in the mountains, and it's very close to a beautiful lake.

GIRL: Which lake is it?

BOY: The North lake.

GIRL: Is that n-o-r-t-h?

BOY: That's right.

GIRL: OK. And what do you think we should take with us?

BOY: There are a lot of things, but there's one thing that you really do need.

GIRL: What is that?

BOY: A torch. Take a torch. It's really good at night.

GIRL: Great. Thanks for the help. And one last question.

BOY: Mmm?

GIRL: What's the phone number? So that I can ring them.

BOY: Wait a minute ... It's 01625 659827.

GIRL: 0 ... 1 ... 6 ... 2 ... 5?

BOY: Yes, then 6 5 9 8 2 7.

GIRL: OK. Thanks very much.

BOY: You're welcome. Enjoy the holiday.

Extra activities: see page T123 (if time)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best.