

OBJECTIVES: By the end of the lesson, pupils will have used adjectives to talk about school and people's feelings and reactions.

● **TARGET LANGUAGE**

Key language: *boring, quick, exciting, busy, careful, difficult, easy, slow, terrible*

Additional language: *pottery, bowl, grown up*

Revision: school, school subjects

● **MATERIALS REQUIRED**

Character flashcards (Stella (5), Simon (6), Lenny (10), Alex (11), Meera (12))

Adjective flashcards (15–23)

Warmer

- Ask pupils what subjects they have on their timetable today. Ask which their favourites are. Ask pupils if they have started any new subjects this year. Build a mind map on the board of the school subjects.

PB10. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 10. Elicit who they can see (Simon and Stella). Introduce Alex, Lenny and Meera using the flashcards. Review all five character names by sticking the flashcards on the board, pointing to the cards in turn and saying, e.g. *Hello, Alex*. Point to the flashcards again. Pupils say *Hello, (name)* for each one.
- Pupils read the activity instruction and the four questions. They discuss their answers / predictions in pairs. Don't give the new vocabulary at this stage.

PB10. ACTIVITY 2. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences.
- Play the first part of the CD (the Art class). Elicit what Simon says (*My bowl's terrible*) and what the narrator says about Alex (*Alex is careful and slow*). Check understanding of the adjectives. Repeat for the other sections.
- Focus pupils on the adjectives in the box in Activity 1. Elicit words that link to them in the listening, e.g. *What's boring?* (basketball). Check understanding of the adjectives as you do the activity.

Key: 1 The children are at school. 2 Alex and Simon are in the Art class. 3 Stella likes Maths. 4 Meera's playing basketball.

CD 1, 09

NARRATOR: Simon and Alex are in their Art class. They're making bowls and they can't stop. They're busy.

SIMON: Oooh. My bowl's terrible!

NARRATOR: Alex is careful and slow. His bowl's good.

NARRATOR: Stella and Lenny are in their Maths lesson. Stella's very happy because she loves Maths and thinks it's easy. Lenny doesn't think Maths is easy. He thinks it's difficult.

LENNY: I can't do this Maths problem. It's difficult.

STELLA: Come on, Lenny. You can do it. It's easy.

NARRATOR: ... It's 73–72. What an exciting game! Meera's got the ball and she's running with it. Meera's quick. The boy's slow.

GIRL: This is really boring. I don't like basketball.

PB10. ACTIVITY 3. Listen and match.

- Focus pupils on Activity 3. Pupils work in pairs and try to do the matching. Play the CD for them to listen and match. Check with the class.

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

CD 1, 10

1. Be careful with those glasses, Sally! / I am being careful.
2. What was the film like? / It was really boring.
3. What's 397 and 79? / Oh, I don't know. That's difficult.
4. What was the football match like? / It was really exciting!
5. Come on, Mary. Don't be so slow. / I'm not slow!
6. What's 2 and 2? / That's easy. It's 4.
7. Can I talk to you? / No, sorry. I'm busy.
8. The bus is coming. Be quick!
9. The weather's terrible! / Oh, no! Look at our food.

AB10. ACTIVITY 1. Find the words.

- Tell pupils to open their Activity Book at page 10. Check they know what to do. Pupils do the task individually, checking in pairs. Check with the class.

Key:

d	z	e	a	s	y	x	c	i	l	a
i	p	h	c	u	f	b	m	e	v	r
f	w	w	a	r	j	i	m	x	c	e
f	z	a	r	p	j	n	f	c	r	k
i	n	l	e	r	e	s	p	i	n	p
c	q	h	f	i	k	l	q	t	p	e
u	u	b	u	s	y	o	h	i	g	u
l	i	j	l	e	i	w	l	n	f	h
t	c	g	b	o	r	i	n	g	d	k
u	k	r	t	e	r	r	i	b	l	e

AB10. ACTIVITY 2. Look at the pictures. Complete the sentences.

- Focus pupils on Activity 2 and on the activity instructions. Check they realise they need to look at the pictures in Activity 1, using the example. Pupils complete the sentences and then check in pairs. Check with the class.

Key: 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 easy

Extra activities: see page T109 (if time)

Ending the lesson

- Stick the adjective flashcards on the board. Number them 1 to 9. Elicit the words. Say, e.g. *I have a lot to do. I'm very ...* Pupils say the correct number flashcard and the word. Repeat for the other adjectives.

OBJECTIVES: By the end of the lesson, pupils will have written a text about a teacher and completed a questionnaire with a friend.

● **TARGET LANGUAGE**

Key language: adjectives, present simple, descriptions

Revision: comparative adjectives, colours, school subjects, *like, have got, very*

● **MATERIALS REQUIRED**

Adjective flashcards (15–23)

Adjective word cards from *Kid's Box Teacher's Resource Book 4* (page 80)

Optional: *Kid's Box Teacher's Resource Book 4 Unit 1 Reinforcement worksheet 1* (page 16)

Warmer

- Write some school subjects as anagrams on the board. Pupils race to unscramble the words and write them correctly. Take a vote for the pupils' favourite subject.

PBII. ACTIVITY 4. *Read and correct the text.*

- Tell pupils to open their Pupil's Book at page 11. Focus them on Activity 4 and elicit what they can see (a photograph of a teacher at work and a child's piece of writing about a teacher). Elicit the name of the teacher (Mr Newton) and the subject he teaches (Maths). Ask a pupil to read the activity instruction aloud and check understanding. Do the first one as an example with the class.
- Pupils work individually and unscramble the words. Set three reading questions: *Where is the school? Are his lessons boring? Why do the children like his lessons?* Pupils read to find the answers. Check with the class (in a big city; no, they're exciting; because they're not difficult). Pupils write the corrected text in their notebooks.

Key: busy, slow, boring, exciting, difficult, easy, careful

PBII. ACTIVITY 5. *Write about one of your teachers.*

- Using the list of subjects from the warmer, help pupils choose a teacher to write about. Make sure it's a teacher they like. Remind them to use the model in Activity 4 to help them and to use the adjectives to talk about the lessons and their work. Monitor pupils as they write their drafts. When you have checked their work, they can write a final version on paper.

PBII. ACTIVITY 6. *Read and say their names.*

- Focus pupils on Activity 6. Ask a pupil to read the activity instruction and do the first one as an example. In pairs, pupils take turns to read the descriptions aloud and to say the names of the children. Check with the class using open pairs.

Key: 2 Paul, 3 Mary, 4 Daisy, 5 Fred

PBII. ACTIVITY 7. *Make sentences for your friend. Say and answer 'true' or 'false.'*

- Pupils use the example speech bubble on the left to write four sentences about the children in Activity 6. They include some false information. They take turns to read their sentences and to say *True* or *False*.

ABII. ACTIVITY 3. *Complete the questionnaire.*

- Tell pupils to open their Activity Book at page 11. Elicit what this is (a questionnaire). Pupils complete it about themselves by ticking the best adjective. They can only tick one in each line.

ABII. ACTIVITY 4. *Ask your friend. Write the answers.*

- Make new pairs. Pupils take turns to ask and answer and to note the information about their partner.

Extra activities: see page T109 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 15 and 16).

Ending the lesson

- Stick the adjective flashcards and the word cards on the board. Call volunteers to come to the board and match them.
- Pupils group the adjectives according to the number of syllables (do this as a class if necessary).

Key: 1 syllable = quick, slow, 2 syllables = easy, boring, careful, busy
3 syllables = exciting, terrible, difficult

OBJECTIVES: By the end of the lesson, pupils will have used relative clauses with *who*.

● **TARGET LANGUAGE**

Key language: relative clauses with *who*, descriptions

Revision: adjectives, school subjects, prepositions, *school show*, *He's / she's called ...*, *over there*, *He's / she's the one ...*

● **MATERIALS REQUIRED**

Warmer: Four large pictures of people (two men, two women) showing clothes / appearance

Coloured pencils (one set per pupil)

Optional: *Kid's Box Teacher's Resource Book 4 Unit 1*

Reinforcement worksheet 2 (page 17)

Warmer

- Put the four pictures on the board. Number them 1 to 4. Review descriptions by playing a guessing game, e.g. *Who's got long, dark hair? Who's wearing a black jacket? Who's carrying a newspaper?*

PB12. ACTIVITY 8. *Look, think and answer.*

- Tell pupils to open their Pupil's Books at page 12. Elicit who they can see and where they are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the picture.

PB12. ACTIVITY 9. *Listen and check.*

- Play the CD for pupils to listen and check. Elicit complete sentences. Write the teachers' names on the board. Elicit the subject each one teaches and what they're doing. Play the CD again if necessary. Focus on the target structure, e.g. *Mr Burke is the man who's singing. He's the sports teacher.* Elicit other sentences from pupils. They copy them into their notebooks.

Key: 1 They are at the school show. 2 She's talking to Mr Newton, the Maths teacher. 3 Mr Turner is the Art teacher. 4 Miss Flower is the Music teacher.

CD 1, 11

SIMON: Hey! The school show's really exciting, Dad.

MR STAR: Yes, it is ... and it's good to see your teachers. Who are they all?

SIMON: Well, the man who's talking to Mum is my Maths teacher. He's called Mr Newton.

MR STAR: Right. Is the man who's singing your Music teacher?

SIMON: No, he's Mr Burke, our sports teacher. Miss Flower's our Music teacher. She's the woman who's wearing the long green skirt. They do the 'After school club'.

MR STAR: The 'After school club'? What's that?

SIMON: It's a new club where we can do lots of exciting things on Thursday afternoons. ... And can you guess who my Art teacher is?

MR STAR: Ooh, Simon, that's difficult. Is it the woman who's playing the guitar?

SIMON: Very funny, Dad. No, that's Mrs Robinson, our English teacher. Our Art teacher's over there. He's the one who's carrying the lorry.

MR STAR: Is his name Mr Strong? Ha ha ha.

SIMON: No, Dad. His name's Mr Turner.

PB12. ACTIVITY 10. *Play the game.*

- Clean the board. Focus pupils on Activity 10, the Look box and the example speech bubbles. They play the game in pairs. A looks at the picture, and B closes his / her book. A makes statements to test B's memory, as in the example. After one or two minutes, pupils swap roles.

AB12. ACTIVITY 5. *Listen and draw lines. Colour.* [YLE]

- Tell pupils to open their Activity Book at page 12. Play the CD. Pause after each dialogue for pupils to draw lines. They check in pairs. Play the CD again. Pause after each one to give pupils time to place coloured dots in the right place. Pupils check in pairs. Play the CD a final time. Pause after each one to elicit, e.g. *Paul's the one who's reading a book. He's wearing a red T-shirt ...*

CD 1, 12

1. Who's Mr Edison? / He's the man who's writing on the board. / What's he wearing? / He's wearing a green sweater, grey trousers and blue shoes.
2. Who's Paul? / He's the boy who's reading a book. He's wearing a red T-shirt and blue trousers.
3. Who's Mary? / She's the girl who's got long blonde curly hair. She's wearing a pink dress. She's talking to Peter.
4. Who's Jane? / She's the girl who's drawing a beautiful picture. She's wearing an orange skirt and a purple jacket.
5. Who's Jim? / He's the boy who's sharpening his pencil. He's wearing a brown shirt and grey trousers.

AB12. ACTIVITY 6. *Read and circle the correct answer.*

- Focus pupils on Activity 6. Pupils work individually and choose the correct words. They check in pairs. Check with the class.

Key: 2 are, 3 who, 4 who, 5 on, 6 who, 7 to, 8 must

Extra activity: see page T109 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 15 and 17).

Ending the lesson

- See if pupils remember the pictures from the Warmer. They say, e.g. *Number 1's the woman who's carrying a handbag. She's wearing red shoes.* Show the pictures to check.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with relative clauses using *who* and sung a song.

● **TARGET LANGUAGE**

Key language: relative clauses with *who*, present continuous question forms

Additional language: *playground*

Revision: relative clauses with *who*, present continuous, actions and activities, clothes, adjectives, school subjects, food and drink

● **MATERIALS REQUIRED**

Extra activity 2: 12 small pieces of paper / card for each group of four

Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Extension worksheet 1 and / or Song worksheet (pages 18 and 20), *Kid's Box Interactive DVD 4* booklet (pages 28–33)

Warmer

- Write the names of about six pupils on the board and write a piece of unique information about each one, e.g. *He's wearing black trousers. Say Tell me about (name) to elicit, e.g. (Name)'s the boy who's wearing black trousers. Repeat for the other names on the board.*

PB13. ACTIVITY 11. Read and find.

- Tell pupils to open their Pupil's Book at page 13. Elicit what they can see (a playground) and what some of the children are doing. Ask a pupil to read the activity instruction aloud. Check understanding using the example. Pupils work in pairs, taking turns to read the statements and find the child / children in the picture. Check with the class, using open pairs: one pupil reads a statement aloud, and another says the letter.
- Focus on the use of *They're ... who are ...* by eliciting examples in the classroom, e.g. Teacher: *Tell me something about (name) and (name).* Pupils: *They're the girls who are sitting at the front.* Make other similar statements. Pupils then make statements for the class to answer.

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

PB13. ACTIVITY 12. Choose a child. Ask and answer.

- Turn the activity into a guessing game. Say *I'm looking at a boy in the picture. Can you guess?* Pupils ask questions as in the speech bubble on the left. Repeat for *girl*. Practise two or three more times. Pupils do the activity in pairs, taking turns to guess.

PB13. ACTIVITY 13. Read and say the letter. Listen and check.

- Focus pupils on Activity 13. Ask a pupil to read the instruction aloud. Check understanding. Pupils read the text and match who's speaking with one of the pictures, as in the example. They check in pairs. Play the CD. Pause after each teacher's section and elicit the letter and the name.

Key: 2 d, 3 c, 4 b

CD 1, 13

As in Pupil's Book

PB13. ACTIVITY 14. Sing the song.

- Play the CD again for pupils to join in with the song. They sing as a whole class first and then as the teachers (make four groups). They do an appropriate mime for each school subject as they sing.

CD 1, 13

As in Pupil's Book

CD 1, 14

Now sing the song again. (Karaoke version)

AB13. ACTIVITY 7. Look at the pictures. Read and correct.

- Tell pupils to open their Activity Book at page 13. Go through the example to check they know what to correct.
- Pupils work individually and correct each sentence. They check in pairs. Check with the class. Pupils write the correct sentences in their notebooks.

Key: 2 The man who's throwing a ball has got a small black dog. 3 The woman who teaches Music lives in a flat. 4 The man who's got a moustache rides his bike to school. 5 The woman who likes books gets up at 7 o'clock.

AB13. ACTIVITY 8. Read and complete the table.

- Focus pupils on Activity 8 and check they know what to do. They work in pairs to read and complete the table. Check with the class by drawing the table (with gaps) on the board. Elicit the missing information.

Key:

Name	Description	Age	Subject	Hobby
Mr Brown	black beard	42	English	playing tennis
Miss Stone	long fair hair	30	Maths	horse riding
Mr Kelly	brown moustache	28	Sport	playing the guitar
Mrs Bird	grey curly hair	57	Music	reading

Extra activities: see page T109 (if time)

Optional activities

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 4* (pages 15 and 18).
- Unit 1 Song worksheet from *Teacher's Resource Book 4* (pages 15 and 20).
- Extra activity for Unit 1 Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils sing the song again.

OBJECTIVES: By the end of the lesson, pupils will have revised and contrasted the phonemes /ɪ/, /i:/ and /aɪ/. They will be able to recognise alternative spellings of these sounds.

● TARGET LANGUAGE

Key language: Words with the phonemes /ɪ/, /i:/ and /aɪ/ (e.g. *quick, easy, exciting*)

Revision: school subjects, adjectives, question forms, definitions with *who*

Warmer

- Write these words on the board: *be, my, sit, tree, easy, right, quick, time, bin*. Say *Think about the sound. Make three groups*. Help by saying two of the words with the vowel sound /ɪ/, e.g. *sit, bin*. Write these words in a group on one side. Elicit the other word with the same sound (*quick*). Elicit the other groups in the same way (*be, tree, easy* and *my, right, time*).

PB14. ACTIVITY 15. Stella’s phonics

- Tell pupils to open their Pupil’s Book at page 14. Elicit what they can see in the pictures (insects, a crocodile who is smiling, teeth). Play the CD. Pupils listen and repeat. Play the CD again for pupils to repeat once more.

Note: Language learners often have difficulty hearing the difference between the short /ɪ/ and long /i:/ phonemes. In this lesson there are both regular and irregular spellings for the long /i:/ phoneme (e.g. *teeth* and *easy*).

CD 1, 15

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

/ɪ/, /ɪ/, insects

/aɪ/, /aɪ/, crocodile

/i:/, /i:/, teeth

Six busy insects.

Six busy insects.

A smiling crocodile.

A smiling crocodile.

Sixteen teeth.

Sixteen teeth.

It’s easy to clean a smiling crocodile’s teeth.

It’s easy to clean a smiling crocodile’s teeth.

PB14. ACTIVITY 16. Make questions. Ask and answer.

- Tell pupils today’s communication activity is about school subjects. Focus them on the information on the page and elicit the questions for the second and third examples. Pupils copy the table into their notebooks and complete the second and third questions. Pupils each ask the three questions of two other pupils. They move around the classroom. Clap your hands. They make pairs and ask and answer. Repeat. Pupils report back to the class. Provide prompts on the board, e.g. (*Paula*) *thinks Maths is exciting, but she thinks English is difficult*.

AB14. ACTIVITY 9. Write. Listen, check and say.

- Tell pupils to open their Activity Book at page 14. Check pupils know the meaning of all the words in the box. Say the words at the top of each column, emphasising the vowel sounds. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Pupils complete the table individually. Tell them to say the words aloud again to help. Give them time to think about the way the words sound.
- Play the CD for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key:

sit	see	five
quick	easy	time
busy	teach	night
give	me	fly
think	key	buy
finish	need	smile

CD 1, 16

/ɪ/, quick, busy, give, think, finish

/i:/, easy, teach, me, key, need

/aɪ/ time, night, fly, buy, smile

AB14. ACTIVITY 10. Read and write the words.

- Focus pupils on Activity 10 and on the instruction. Go through the example. They work in pairs and discuss the answers. Pairs check with pairs. Check with the class.

Key: 2 doctor, 3 never, 4 dentist, 5 trees, 6 easy, 7 hat

AB14. ACTIVITY 11. Cross out the words from Activity 10.

- After pupils have completed Activity 10, tell them that the words for Activity 10 are in the grid in Activity 11. Focus pupils on the words in the grid. They cross out the words they wrote in Activity 10. They write a sentence with the other words. They work in pairs. Check with the class.

Key: Lenny likes his new teacher.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess / find the answer. Explain the joke if necessary by explaining the different meanings of the word *problems*.

Extra activities: see page T109 (if time)

Ending the lesson

- Write the sentence *It’s easy to clean a smiling crocodile’s teeth* on the board. Say the sentence. Pupils repeat. Pupils practise saying the sentence as a tongue twister in pairs. Ask volunteers to say the tongue twister.

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

● **TARGET LANGUAGE**

Key language: language in the story

Revision: language from the unit

● **MATERIALS REQUIRED**

Flashcards of Lock and Key (13–14)

Adjective flashcards (15–23)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Extension worksheet 2 (page 19) and / or animated version of the Unit 1 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section)

Warmer

- Show the Lock and Key flashcards and review what pupils remember about the characters. Pupils say, e.g. *They're the detectives who always do silly things*. Review who Peter is. Tell pupils that Lock and Key are going to Peter's school to talk about their job. Elicit what they think happens.

Story

PB15. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 15. Focus on the first small frame and elicit who they can see (Peter) and what day it is (Thursday). Play the CD. Pupils listen and read for what happens and to see if anything they predicted in the warmer happens. They check in pairs. Check with the class (Lock scares the children, Key spills some sauce, they play basketball and get told off by the teacher).
- Play the CD again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Who are Lock and Key eating lunch with? What does she ask them? Is it Key who sees the basketball? What does the teacher say when she finds them? Are they naughty?*

CD 1, 17

As in Pupil's Book

AB15. DO YOU REMEMBER?

- Write the word *Adjectives* in the centre of the board. Use the flashcards to elicit the adjectives from the unit and write them as a mind map on the board (you could also use the word cards from *Teacher's Resource Book 4* page 80).
- Tell pupils to open their Activity Book at page 15. Clean the board. Ask a pupil to read the activity instructions aloud and check they know what to do. Pupils study the words on the right in silence, using the pictures to help. Then they fold the page down the middle so that they can only see the pictures and the lines to write the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'terrible'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books and check their partner's.

AB15. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they described people. 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 pupils of things they described (e.g. *slow car, terrible weather, quick motorbike*). Pupils circle the appropriate face. Repeat for the third sentence, reminding pupils of the communication activity. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T109 (if time)

Optional activities

- Unit 1 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 15 and 19).
- The animated version of the story from *Kid's Box Interactive DVD 4* (*Suzy's room* section). See pages 38–45 of the *Teacher's Booklet for the Interactive DVD*.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have read about measuring and practised talking about height and length.

● **TARGET LANGUAGE**

Key language: measurements with decimal points, *measure, measurement, metre, centimetre, millimetre, height, length, How high / long is it? How tall is he / are you?*

Revision: numbers, classroom objects, comparatives

● **MATERIALS REQUIRED**

Warmer: Photocopies of the number cards from *Kid's Box Teacher's Resource Book 4* pages 88 and 89 (two pages per pair of pupils), scissors, envelopes (for collecting cards)

A tape measure or metre rule

Warmer

- Ask what pupils are learning in Maths. Review numbers by writing figures between 1 and 100 on the board. Pupils say them chorally and individually.
- Hand out the photocopies from the Teacher's Resource Book. Pairs cut them into cards. They turn them over and mix them up. Then they turn them back and match the figures and the words in pairs. Monitor and check, asking individuals to say some of the numbers.

PBI6. ACTIVITY 1. Read and look.

- Tell pupils to open their Pupil's Book at page 16. Focus on the Fact. Read it with the class and ask them how long three metres is. Show the pupils on a tape measure. Point to the lines and elicit what they mean in LI (centimetres, millimetres). Present *measure*. Point to the lesson title. Focus on the photo and on the arrows for *length* and *height*. Elicit translations.
- Say *Read and look*. Pupils read the text individually. Check comprehension by writing the abbreviations *m*, *cm* and *mm* on the board. Elicit the words in English. Practise pronunciation of *metre*, *centimetre* and *millimetre* (note that the last syllable is pronounced as a schwa (/ə/)).

PBI6. ACTIVITY 2. Listen and say the letter.

- Explain the English use and pronunciation of *point* (your pupils may use a comma to separate decimals from hundredths). Write examples of measurements with decimal points on the board, e.g. *43.2 m*, *10.1 cm*, *28.75 m*. Point and say the numbers (*forty-three metres two centimetres, ten centimetres one millimetre, twenty-eight metres seventy-five centimetres*, etc). Pupils repeat chorally.
- Focus pupils on the Look box. Point out that if there are numbers after the whole metres, pupils should say the word *centimetres* at the end.
- Read the activity instruction and play the example. Play the CD. Pupils listen and number. They check in pairs. Play the CD again for them to check. Elicit answers. Practise saying the measurements with the class.

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

CD 1, 18

1. sixty-four centimetres
2. thirty-nine metres sixty-seven centimetres
3. seventy-five metres twelve centimetres
4. seventeen millimetres
5. ninety-three metres fifty-six centimetres
6. sixty-two millimetres
7. thirty-eight centimetres
8. eighty-three metres

PBI6. ACTIVITY 3. Read and choose the answer.

- Pre-teach *How long*, *How high* and *How tall*, explaining the difference between *high* (for a thing) and *tall* (for a person).
- Focus on Activity 3 and on the four photographs. Elicit what pupils can see (Big Ben clock tower in London, an aeroplane, a giraffe, a basketball player). Read the questions aloud. Pupils repeat. Explain that while we refer to a person or animal's 'height', we ask *How tall is he / she / it?*
- Ask a pupil *How tall are you?* Write the answer on the board. Ask the class *What's his / her height?* Repeat with three or four more pupils.
- Pupils work in pairs to work out the answers. Check with the class.

Note: The plane length is a typical length for a Boeing 747-8 and the giraffe height is the typical height for an adult giraffe. Explain that, of course, other types of planes and female / young giraffes will be different in length / height. The basketball player is Paul Sturgess, also known as 'Tiny'.

Key: 1 c, 2 a, 3 b, 4 a

ABI6. ACTIVITY 1. Look and write the number.

- Tell pupils to open their Activity Book at page 16. Focus on Activity 1. Practise some numbers first. Pupils work in pairs, writing the numbers. Check by asking pupils to come and write the numbers on the board.

Key: 2 twenty metres forty-seven centimetres, 3 thirty-five metres sixty-nine centimetres, 4 forty-one metres fifty-four centimetres, 5 seventy-eight metres ten centimetres, 6 ninety-two metres fifteen centimetres, 7 eighty-three metres twelve centimetres, 8 sixty-four metres twenty-seven centimetres

ABI6. ACTIVITY 2. Read and answer.

- Focus pupils on Activity 2. Go through the example, showing pupils the addition on the board ($1.25 + 0.19 = 1.44$). Point out that when they are adding or subtracting, pupils need to make sure that both lengths are in the same units (either metres or centimetres). Do number 2 together if necessary. Pupils work in pairs to solve the rest. Check with the class.

Key: 2 She's one metre seventy-four centimetres. 3 She's three metres ninety-six centimetres. 4 It's fifteen metres, seventy-three centimetres. 5 It's six metres ninety-one centimetres.

Extra activities: see pages T109–110 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have carried out practical measuring tasks and completed a project involving comparing the heights of the members of their class.

● **TARGET LANGUAGE**

Key language: Comparatives, numbers, classroom objects, *How long is your ... ?*

Revision: Pronouncing measurements (length and height), *How high / long is it? How tall is he / are you?*

● **MATERIALS REQUIRED**

Warmer: Two board pens

Project: Rulers and tape measures / a wall chart for pupils to measure their height

Photocopiable 1 (pages T93 and T94), one copy of page A and one copy of page B for each pair of pupils (Optional: a completed crossword from Photocopiable 1, photocopied so that each pair has one copy for checking answers)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Topic worksheet (page 21)

Warmer

- Write a selection of 10 to 12 measurements in metres in figures on the board. Make two teams. One pupil from each team comes to the front. Give him / her a board pen. Say one of the measurements (e.g. *Sixty-two metres thirty-five centimetres*). The first pupil to circle the correct figures on the board wins a point for their team. The two pupils hand the board pens to different members of their teams. The two new pupils come to the front. Repeat until all numbers have been circled.

PB17. ACTIVITY 4. *Measure the things in your classroom.*

- Tell pupils to open their Pupil's Book at page 17. Focus on Activity 4.
- Ask a pupil to read the activity instruction. Hand out the tape measures. Pupils copy the chart into their notebooks, perform the measuring tasks and write the answers. Make sure they measure different pencils, erasers, pens, etc. so they don't all have the same answers.
- Make new pairs. Pupils take turns to ask and answer about the information in their charts, guessing what each length represents. Pupils do not look at one another's charts as they do the activity.
- Pupils think of three more things to measure in their classroom. How long / high are they?

PB17. PROJECT. *Do a class survey. Draw a graph.*

- Focus pupils on the speech bubbles at the top of the activity. Remind them this is the project. Ask a pupil to read the project title aloud and check they remember how to do a survey. Pupils take turns to read the questions aloud. Check understanding. Brainstorm other questions pupils will need to ask when they are working, e.g. *How long is your little finger? How long is your hair?* Make groups of five. In the groups, pupils measure each other and record the information. They share the information in their groups. They copy the bar chart from the Pupil's Book page onto a large piece of paper (with question letters a–e along the bottom horizontal axis and *Number of children* and numbers

1–5 up the left-hand vertical axis) and fill in their information. Display the posters around the class. Groups discuss and compare the results.

Photocopiable 1 (see pages T90, T93 and T94)

AB17. ACTIVITY 3. MOVERS Reading and Writing, Part 4 *Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example. [YLE]*

- Tell pupils to open their Activity Book at page 17. Focus them on the activity instruction and check understanding. Make sure they read the instruction for number 7 at the bottom of the page. Check comprehension of the words below the pictures. Pupils complete the text individually. They compare answers in pairs. Check with the class.

Key: 1 sheep, 2 night, 3 teacher, 4 school, 5 draw, 6 bus, 7 Sally wants to be an Art teacher

Extra activity: see page T110 (if time)

Optional activity

- Unit 1 Topic worksheet from *Teacher's Resource Book 4* (pages 15 and 21).

Ending the lesson

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