

Language Summary

Key vocabulary

Key grammar and functions

Phonics

Revision

Welcome to our ezine

page 4

School subjects: Art, Computer studies, English, French, Geography, German, History, Maths, Science, Spanish, Sport
School: competition, dictionary, exam, language, lesson, prize, study, subject, timetable

Like / love + -ing / nouns, 'd like + infinitive
Present simple questions and short answers: Do you live near your school?
 Yes, I do. / No, I don't.
 Is it on Thursday? Yes, it is. / No, it isn't.

Consonant sounds:
 'j' (jump, orange) and 'ch' (cheese, lunch)

past simple, present simple, school and school subjects, sports, activities, adjectives, superlative adjectives, study, learn about, too + adjective, cool, telling the time, at, before, on, in, joke, neck, bone, museum

1 Time for television

page 10

Time: half, o'clock, past, quarter, to
TV programmes: action film, cartoon, comedy, documentary, music video, news, quiz show, sport, weather
TV: channel, episode, series, turn on
Adjectives: bad, boring, exciting, funny, good, interesting

The time: What time is it? It's quarter past one.
Present simple for routines: I always ride my bike to school.

Vowel sound: 'yoo' (usually, music)

TV programmes, Shall, Let's, golf, days of the week, school subjects, sports, adjectives, telling the time

History Cartoons page 16

2 People at work

page 18

Jobs: actor, bus driver, cook, dancer, dentist, doctor, farmer, firefighter, footballer, journalist, mechanic, nurse, painter, pilot, police officer, secretary, sports commentator, swimmer, teacher, writer

Plans, intentions and predictions: going to

Short vowel sound: 'er' (painter, actor, treasure)

jobs, actions, verbs for daily routines, sports, mixed tenses, questions, telling the time, adverbs, am, pm, going to, comparatives

Science Teeth page 24

3 City life

page 28

City life: airport, bridge, castle, fire station, hotel, museum, playground, police station, post office, prison, road, restaurant, street, taxi, theatre, zoo
Directions: across, along, corner, past, left, right, straight on

Directions: Go along / across (Green Street), Take the first / second / third street on the left / right, Go straight on, Turn left into (Blue Street), Turn right at / on the corner, Stop before you get to the (river), Walk past the (playground), What's at the end of (the street)?, get lost
Prepositions: behind, between, opposite, next to

Consonant sounds: 's' (socks) and 'sh' (shops, machine)

city and town, telling the time, past simple, imperatives, map, prepositions, superlatives, jobs, definitions with who / which / where, family, colours, I can see ...

Review 1 and 2 page 26

Geography Cities page 34

4 Disaster!

page 36

Disasters: earthquake, hurricane, iceberg, island, lightning, storm, tsunami, volcano
Verbs: break (leg), catch fire, cut, destroy, drop, erupt, fall down, hit, hurt, lose
Months

Past continuous and past simple: I was having a picnic when it started to rain. What were you doing when the teacher saw you?

Stressed syllables

the weather, adjectives, spelling for -ing endings, telling the time, helicopter, weather, daily activities, past narrative tenses, holiday activities, present continuous, past simple, past continuous

Geography The Earth's surface page 42

Review 3 and 4 page 44

Key vocabulary

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5 Material things

page 46

Materials: bone, brick, card, fur, glass, gold, grass, leather, manmade, metal, natural, paper, plastic, recycle, rubber, silver, stone, sugar, wood, wool

Describing objects: *It's / They're made of (brick), What is it / are they made of? Where do / does ... come from? (Wood) comes from (trees).*

Rhyming words

food, animals, materials, adjectives, comparative adjectives, present simple, clothes, everyday objects, house and household objects, numbers, rhyming words

Science Recycling plastic page 52

6 Senses

page 54

Senses: hearing, sight, smell, taste, touch
Cooking: bowl, cheese, cut, flour, fork, ingredients, knife, mix, onion, pepper, pizza, plate, recipe, salami, salt, sausage, spoon, topping

Describing sensations:
What does it (feel / taste / smell / look / sound) like? It (feels / tastes / smells / looks / sounds) like + noun

Consonant sounds: 's' (*rice, salad*) and 'z' (*music, loves*)

adjectives, materials, science club, food and drink, the body, comparatives, clothes, party, need, start, finish, imperatives

Art Optical illusions page 60

Review **5** and **6** page 62

7 Natural world

page 64

Nature: bin, butterfly, clean up, endangered species, extinct, field, ground, habitat, in danger, insect, protect, rainforest, rubbish, tree
Describing species: female, male, striped, stripes, spots, spotted, wing

Giving advice: *should / shouldn't, People should / shouldn't, What should we do? You should / shouldn't, I think we should / shouldn't, I agree, I don't agree*

Weak form of *and*

materials, wild animals, country, clothes, weather, sun cream, lake, have to, Let's ... , action verbs, adverbs, comparative adjectives, adjectives, parts of speech, colours, natural world, school

Science Extinction page 70

8 World of sport

page 72

Sports: athletics, badminton, golf, ice-skating, race, sailing, skiing, sledging, snowboarding, volleyball
Seasons: spring, summer, autumn, winter

Present perfect for life experiences: *Have you ever (won a prize)? Yes, I have. / No, I haven't. I've never (won a prize).*
Present perfect for recently completed actions: *He's visited his grandmother this afternoon.*
Present perfect for completed actions with present relevance: *He hasn't done his homework.*

Rhyming words

sports and sports competitions, school, should, ordinal numbers, action verbs, weather, materials, dates, months, colours, seasons, adjectives, clothes, activities

Art Olympic design page 78

Review **7** and **8** page 80

Values 1 & 2 Respect in the classroom page 82

Values 3 & 4 People who help us page 83

Values 5 & 6 Tell the truth but don't hurt page 84

Values 7 & 8 Value your friendships page 85

Grammar reference page T86

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 Level 5 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 88-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 two previous 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.

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 208-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 evaluation activities.

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'.

Evaluation activities

There are four evaluation pages for this level, one page to be used after each Review section. The format and design of the evaluation pages is similar to the tasks in the Young Learners tests. This is to help pupils become used to this type of evaluation and to be able to measure their own progress. At the end of this Introduction, there is a section on the specific Evaluation pages included in this book.

Photocopiable pages

There is a photocopiable page for each unit in 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', Tyrone 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 contents 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 what their role is. You can follow this up with As, *put up your hands*. Bs, *put up your hands* as a further check. Try to give simple, clear instructions in English. Say, for example, As *ask the question* and Bs *answer the question: A–B*,

A–B, A–B. Then Bs ask the question and As 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.

Evaluation pages

The evaluation pages in *Kid's Box 5* are designed to be used after each Review section: Evaluation 1 after Review Units 1–2, Evaluation 2 after Review Units 3–4, Evaluation 3 after Review Units 5–6 and Evaluation 4 after Review Units 7–8. You will notice that the evaluation pages use similar task-types to those in the Cambridge English: Young Learners (YLE) Flyers Test. Over the four evaluation pages, pupils will be evaluated on their Reading and Writing, Listening and Speaking. Tell the pupils that you are going to give them an evaluation activity, but make sure they don't become too anxious about it. Hand out a copy to each pupil and make sure they have the necessary materials (crayons, pencils, etc.). You should allow about ten minutes for each evaluation. Give the instructions in English. Monitor pupils as they do the activity and give encouragement. At the end of the activity, collect their work. Give each pupil feedback on their work, but always focus on what they can do and what they have done, rather than on what they can't do. For pupils of this age, feedback should be positive and encouraging whenever possible, and no individual pupil's performance should be compared with the performance of another pupil. The audio track can be found on the *Kid's Box* website.

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

Evaluation 1 (page T114)

Instructions

Tell pupils to take out a pencil and their crayons and put them on their desks.

Hand out Evaluation 1. Say *Read the instructions. Give them time to read. Say Are you ready? Remember you are going to hear the CD twice. The first one is an example.*

Play the CD twice through without a pause.

At the end, tell pupils to write their names.

Collect the papers from pupils.

Feedback: There are five stars at the bottom of the page. Colour one for each correct answer. Draw a smiley face in the circle to the right. Congratulate pupils when you hand back their work. Don't grade the evaluation and don't rank pupils in order.

CD 3, 39

NARRATOR: Look at the picture. Listen and look. There is one example.

MAN: Hello, Jenny. Would you like to colour this picture?

JENNY: Yes, please. It's a jobs fair, isn't it?

MAN: Yes. What would you like to colour first?

JENNY: Um, the man in overalls, I think.

MAN: There are two, but one of them is talking to a journalist. Colour his hat.

JENNY: OK. I'll colour it black.

NARRATOR: Can you see the painter's black hat? This is an example. Now you listen and colour and write and draw.

NARRATOR: 1

JENNY: What shall I colour now?

MAN: Let me think. Can you see the children over there?

JENNY: Yes, I can. They're watching the police dog.

MAN: Well, look at the girl on the left. She's taking a photo.

JENNY: Yes. Shall I colour her T-shirt yellow?

MAN: OK.

NARRATOR: 2

MAN: Can you see the backs of the chairs? There are two on the right of the picture, near the big camera.

JENNY: Shall I colour one?

MAN: No. Write on the back of the smaller one. Write the word 'actor' on it.

NARRATOR: 3

MAN: Would you like to draw something now?

JENNY: Yes, please. I like drawing.

MAN: Can you see the clock on the wall?

JENNY: Yes, but I can't see the time on it.

MAN: OK. Draw the time on it. The time's quarter to three.

JENNY: All right. Now the clock shows the time.

MAN: Now, can you colour the clock green?

JENNY: Fine. I'm doing that now.

NARRATOR: 4

JENNY: Shall I draw something else?

MAN: No. More colouring now. There's a poster about teeth on the wall. Can you see it?

JENNY: Yes.

MAN: Well, there's a lady standing in front of it. Can you colour her hair?

JENNY: Yes. I'll do it brown.

MAN: That's good.

NARRATOR: 5

MAN: Last thing now. There are two men sitting next to the photographer.

JENNY: Yes. One of them's wearing glasses. Shall I colour his jacket?

MAN: Yes. Colour it blue.

JENNY: OK. Is that all?

MAN: Yes. It looks good, doesn't it?

CD 3, 40

NARRATOR: Now listen again.

NARRATOR: That is the end of the evaluation.

Evaluation 2 (page T115)

Instructions

If you are working with one pupil at a time, show them Parts A and B, but then take back Part B and tell them this is your copy. Ask questions using the simple past to elicit the information the pupil has on their sheet. Then the pupil asks the questions to find out the information you have. Alternatively, pupils can do the activity in pairs.

Feedback: There are ten stars at the bottom of the page. Colour each one according to how well the pupil completed the task: one star for each correct question and answer. Draw a smiley face in the circle to the right.

Evaluation 3 (page T116)

Instructions

Hand out Evaluation 3. Say *Read the instructions. Give pupils time to read. Say Are you ready? Remember you can use one, two, three or four words for your answers. Use the example to help you.* Pupils work individually. Give them about seven minutes to complete the evaluation.

Collect the papers from pupils. Make sure they have written their names.

Feedback: There are seven stars at the bottom of the page. Colour each one according to how well the pupil completed the task: one star for each correct answer. Draw a smiley face in the circle.

Key (possible answers): 1 in cages / in his bedroom, 2 the rabbits, 3 he couldn't find Jerry, 4 him in his cage, 5 close the door, 6 carrots and cheese, 7 Jerry in his cage

Evaluation 4 (page T117)

Instructions

Hand out Evaluation 4. Say *Read the instructions. Give pupils time to read. Say Are you ready? Remember to read the whole letter before you start and to write one word in each gap. Use the example to help you.* Pupils work individually. Give them about seven minutes to complete the evaluation.

Collect the papers from pupils. Make sure they have written their names.

Feedback: There are five stars at the bottom of the page. Colour each one according to how well the pupil completed the task: one star for each correct answer. Draw a smiley face in the circle.

Key: 1 by, 2 best, 3 that / which, 4 won, 5 soon

OBJECTIVES: By the end of the lesson, pupils will have reviewed introductions, suggestions and how to exchange personal information.

● **TARGET LANGUAGE**

Key language: *Hello, Hi, Nice to meet you, Let's ... , Shall we ... ? We can ... , Show what you know, ezine, internet magazine, competition, prize*

Additional language: character names, *See you!*

Revision: past simple, present simple, *can* for ability and permission, school vocabulary

● **MATERIALS REQUIRED**

Extra activity 1: A sheet of paper for each pupil, coloured pencils

Extra activity 2: A large sheet of paper for each group of four pupils

Optional: *Kid's Box 5 Language Portfolio*, cover, pages 1 and 2

Warmer

- Greet the pupils and introduce yourself. Put pupils into pairs. They find out each other's names (if they don't know them already) and then one piece of interesting information about each other, e.g. where their partner went on holiday. Go around the class, asking pupils to introduce their partner and tell the class the piece of information, e.g. *This is Charley. He's got a new baby brother.* Don't overcorrect.

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

- Write *School* on the board and draw a circle around it. Say *Show what you know ... about school.* Brainstorm together in two minutes all the school words the pupils remember onto a mind map on the board. Pupils copy it into their notebooks.

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

- Tell pupils to open their Pupil's Books at page 4. Focus them on the pictures and introduce the characters (girl Shari, blond boy Dan and Alvin). Elicit where they are (a school) and its name (City School). Elicit / Pre-teach *ezine* (see tapescript below). Focus pupils on the activity instruction. They tick the words they hear in the School 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. Did you have a good holiday?

SHARI: Yeah. Lovely, thanks, Dan. Do you know Alvin? He lives near me and he's new at school.

DAN: Hi, Alvin. Nice to meet you.

ALVIN: Hi, Dan.

ALVIN: What's that on the board?

SHARI: It's a poster about a new school ezine.

DAN: What's an ezine?

SHARI: It's an internet magazine.

DAN: Oh!

DAN: Look. It's a competition for the best ezine in the school.

SHARI: Oh, that's interesting. And there's a prize! Shall we try and write one?

ALVIN: Good idea, but what shall we write about?

ALL: Hmm.

ALVIN: Oh! Can we write about sport and computers?

DAN: We can write about anything we like.

SHARI: Let's write our first ezine on our school, so Alvin can learn about it.

DAN: OK.

ALVIN: Great!

DAN: See you outside school at four o'clock.

ALVIN AND SHARI: See you!

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

- Focus pupils on Activity 2 and on the activity instructions. Give them time to read the sentences before they listen. Write the characters' names (Dan, Shari, Alvin) 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.
- Focus pupils on the Look box. Elicit who said this to whom (Dan to Alvin). Get the class to repeat after you. Provide a short dialogue for practice: A: *Hi. I'm (name).* B: *Hi. I'm (name). Nice to meet you.* Pupils practise with classmates.

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

CD 1, 03

PB4. ACTIVITY 3. *Answer the questions.*

- Focus pupils on Activity 3. In pairs, pupils answer the questions orally. Elicit answers, reminding pupils to use full sentences. Pupils write the full answers in their notebooks.

Key: 1 Their names are Dan, Shari and Alvin. 2 They are at school. 3 It's on the board / in the school corridor. 4 It's an internet magazine. 5 The prize is for the best ezine. 6 They can write about anything they like.

AB4. ACTIVITY 1. *Put the words in groups.*

Key: Things we read: comic, newspaper, magazine; Things we wear: coat, sweater, jeans; Computer things: mouse, screen, internet

AB4. ACTIVITY 2. *Match the sentences with Dan, Shari and Alvin.*

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

AB4. ACTIVITY 3. *Read and complete.*

Key: 2 shops, 3 internet, 4 sports, 5 photos, 6 music, 7 videos, 8 ezine

AB4. ACTIVITY 4. *Correct the sentences.*

Key: 2 No, you can't. You can find it on the internet. 3 No, it isn't. *Kid's Box* is a new ezine. 4 No, they aren't. They're called Shari, Dan and Alvin. 5 No, there isn't. There's a prize for the best ezine.

Extra activities: see page T98 (if time)

Language Portfolio

- Pupils complete the cover and pages 1 and 2 of *Kid's Box 5 Language Portfolio* (My languages and Language Portfolio language skills: my progress).

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. Say *See you on (day).* Pupils reply with the same.

OBJECTIVES: By the end of the lesson, pupils will have reviewed daily routines, likes and preferences.

● **TARGET LANGUAGE**

Key language: present simple for routines, *like / love ...-ing*, 'd like, question words, short answers, *so, before*

Additional language: character names

Revision: sports, activities, school, superlative adjectives

● **MATERIALS REQUIRED**

Extra activity 1: A sheet of paper for each pupil

Optional: *Kid's Box 5 Language Portfolio*, page 7

Warmer

- Write the names *Dan, Alvin, Shari* on the board. Elicit, using mind maps, information that the pupils remember about these three characters from the previous lesson. Elicit what else they'd like to know about the characters (to predict the content of this lesson).

PB5. ACTIVITY 4. Read and answer.

- Tell pupils to open their Pupil's Books at page 5. Focus pupils on the pictures and check who is who. Ask a pupil to read the introduction aloud. Write these gist reading questions on the board: 1 *Who wants to write about nature?* 2 *Who's 11?* 3 *Who likes singing and music?* Pupils read the texts quickly to find the answers. They check in pairs. Check with the class (1 Shari, 2 Alvin, 3 Dan). Focus pupils on the eight questions on the page. They re-read the texts and then answer the questions orally in pairs. Check with the class.

Key: 1 An ezine. 2 Three. 3 City School. 4 He always rides his bike. 5 Ten. 6 Music and clothes. 7 Drawing and taking photos. 8 Alvin.

PB5. ACTIVITY 5. Listen and say the name.

- Focus pupils on the activity instruction and on the example. Play number 1 on the CD as a demonstration. Check understanding of this type of short answer. Play the rest of the CD. Pause to give pupils time to check for the answer and to whisper the answer to their partner. Play the CD again. Elicit responses from pairs of pupils.

Key: 2 Dan does. 3 Alvin does. 4 Shari does. 5 Alvin does. 6 Dan does. 7 Shari does. 8 Alvin does.

CD 1, 04

1. Who lives near the school?
2. Who lives outside the town?
3. Who has breakfast at school?
4. Who walks to school?
5. Who loves playing football and basketball?
6. Who likes singing?
7. Who wants to write about the natural world?
8. Who wants to write about computers?

PB5. ACTIVITY 6. Ask and answer.

- Focus pupils on the activity instruction and check understanding. Elicit questions for some or all of the prompts as necessary. Pupils write the questions in their notebooks. They then take turns to ask and answer in pairs. Check pupils remember to use the short answers *Yes, I do. / No, I don't.* in this activity. Monitor and help where necessary. Pupils need to make notes of their partner's responses.

PB5. Now think of some more questions.

- Pupils think of at least two more questions each to ask and answer in their pairs.

AB5. ACTIVITY 5. Read and order the text.

- When pupils have found the correct order, they write the correct version in their notebooks.

Key: 2, 4, 9, 12, 7, 5, 3, 1, 6, 10, 8, 11

AB5. ACTIVITY 6. Read and complete the questions.

- Remind pupils to look at the answers to the questions before they try to choose the question word.

Key: 2 How many, 3 What, 4 When, 5 Why, 6 Where

AB5. ACTIVITY 7. Write the correct sentences.

- Each sentence is made up of three parts as in the example.

Key: 2 Dan lives in a village. 3 Shari walks to school every day. 4 Alvin's the oldest of the children. 5 Alvin lives near Shari. 6 Dan and Shari are both ten.

Extra activities: see page T98 (if time)

Language Portfolio

- Pupils complete page 7 of *Kid's Box 5 Language Portfolio* (Learning English: Outside the classroom).

Ending the lesson

- Say some true / false sentences about Alvin, Shari and Dan. If the sentence is true, pupils stand up (or sit down). If it's false, they don't move. Example sentences: *Shari lives in a village* (false). *Alvin sometimes goes to the school breakfast club* (true).

OBJECTIVES: By the end of the lesson, pupils will have read about school subjects, chosen their favourites and given reasons for their choices.

● **TARGET LANGUAGE**

Key language: school subjects, numbers, adjectives, *second language, dictionary, exam*, present simple / past simple

Additional language: *We all agree that ... , We all want ... , the past*

Revision: known school subjects

● **MATERIALS REQUIRED**

Extra activity 1: A large sheet of paper for each group of four pupils, coloured markers

Extra activity 2: Dictionaries, paper

Optional: *Kid's Box Teacher's Resource Book 5* Welcome unit Reinforcement worksheets 1 and 2 (pages 9 and 10)

Warmer

- Write six known school subjects as anagrams on the board. Pupils work in pairs and race to unscramble them. Elicit the correct spellings. Elicit other subject names that pupils know in English.

PB6. ACTIVITY 7. *Read and think. What's your favourite school subject? Why?*

- Tell pupils to open their Pupil's Books at page 6. Focus them on Activity 7 and on the activity instructions. Make sure they notice the words at the bottom of the webpage. Ask a pupil to read them aloud. Elicit pupils' responses to the question and their reasons.
- Focus pupils on the heading, the photographs and on the accompanying texts. They read the texts silently. Check comprehension by asking, e.g. *Which are the subjects everyone has to study in City School? What are the pupils learning about in Science this year? After each question, ask the class What about our school?* to get them to relate the information to their own school context. Check understanding of *second language*. Check pupils understand the relationship between the texts and the pictures.

PB6. ACTIVITY 8. *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 8 instructions. Play the 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 Science. That's 'd'. 3 Geography. That's 'e'. 4 Language. That's 'b'. 5 Exam. That's 'a'. 6 Dictionary. That's 'c'.

CD 1, 05

1 History, 2 Science, 3 Geography, 4 language, 5 exam, 6 dictionary

PB6. ACTIVITY 9. *Read again and say 'same' or 'different'.*

- Focus pupils on Activity 9. Pupils take turns to read the statements around the class for the class to say *Same* or *Different* according to what happens in their school. Elicit more ideas for statements from pupils. They each write four more statements. Monitor and help where necessary. In pairs, pupils take turns to read a statement aloud and say *Same* or *Different* with reference to their school. When pupils say *Different*, they say what happens in their school. If they go to different schools, they can compare their schools. Finish the activity in groups of four: pairs say one of their own statements to another pair.

AB6. ACTIVITY 8. *Choose words from the box to label the pictures.*

- Discuss what is in the picture clues with the class.

Note: There are two extra words in the box.

Key: 2 Geography, 3 History, 4 exam, 5 language, 6 dictionary

AB6. ACTIVITY 9. *Follow the school words.*

- Go through the examples.

Key: Maths, English, Computer studies, exam, dictionary, Science, Art, Sport, Music, teacher, board, subject

AB6. ACTIVITY 10. *Now complete the table with words from Activity 9.*

- Early finishers can add other words to the three categories.

Key: The natural world: cave, mountain, lake, river, field; Food: beans, rice, potatoes, salad, soup, pasta; The body: back, beard, stomach, ears, moustache, mouth. 'Odd' words: dress, trousers. Group: Clothes.

AB6. ACTIVITY 11. *Answer the questions.*

- Encourage pupils to answer in full sentences.

Key: Pupils' own answers

Extra activities: see page T98 (if time)

Optional activity

- Welcome unit Reinforcement worksheets 1 and 2 from *Teacher's Resource Book 5* (see pages 8, 9 and 10).

Ending the lesson

- Play a word association game. Say, e.g. *Science*. Pupils call out words which they associate with it, e.g. *experiments, Tuesday, animals*. After about six words, call out a new subject word, e.g. *Maths*. Pupils can play this game in groups of six.

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

● **TARGET LANGUAGE**

Key language: definitions, rhyming words, *Computer studies, Art*
Additional language: *hockey, map*

Revision: school subjects, present simple, *study, learn about, too + adjective, cool*

● **MATERIALS REQUIRED**

Extra activity 1 and 2: Paper
 Optional: *Kid's Box Teacher's Resource Book 5* Welcome unit Song worksheet (page 13)

Warmer

- Call out school subjects in turn for pupils to spell aloud. Alternatively, they can write the words in their notebooks.

PB7. ACTIVITY 10. *Listen and say the subject.*

- Tell pupils to open their Pupil's Books at page 7. Focus on the activity instruction. Tell them they will hear clues. Play the CD twice, checking with the class after the second listening. Elicit what they heard, as well as the subject and what the clues were.

Key: 2 Music, 3 Maths, 4 Science, 5 History, 6 Computer studies, 7 Sport, 8 language / French

CD 1, 06

1. A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.
2. [Sound of recorders]
3. One nine is nine. Two nines are eighteen. Three nines are twenty-seven ...
4. Plants have green leaves. They use their leaves to get food from the sun. Plants give us oxygen.
5. Magellan was the first man to sail round the world. He sailed round the world in 1642.
6. OK, Mary, now hold the mouse in your hand and click on the left button.
7. [Sound of bouncing balls and referee's whistle peeping]
8. Bonjour. Je m'appelle Peter. Bonjour. Je m'appelle Ann.

PB7. ACTIVITY 11. *Read and choose the right words.*

- In pairs, pupils read the sentences and choose the correct word. Pairs check with pairs. Check with the class.

Key: 1 History, 2 languages, 3 a dictionary, 4 Science, 5 Geography, 6 exams

PB7. ACTIVITY 12. *Listen and match. Check and sing.*

- Focus pupils on the song. They work in pairs to match the icons with the words. When everyone is ready, play the CD.
- Pupils listen again and check their work. Check with the class.
- Play the CD again. Pupils repeat line by line and then verse by verse. Pupils stand up. They sing the song right through, once with the first version on the CD and once with the karaoke version. Divide the class into two groups: one sings the verses, and the other the chorus. Swap and repeat.

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

CD 1, 07

As in Pupil's Book

CD 1, 08

Now sing the song again. (Karaoke version)

PB7. ACTIVITY 13. *Read about the school words. What are they? [YLE]*

- Focus pupils on Activity 13 and on the instructions. Elicit the answers from the class.

Key: languages, Science, Geography, dictionary

PB7. ACTIVITY 14. *Write three more definitions. Ask and answer.*

- Focus pupils on the Activity 14 instructions and check they know what to do. Brainstorm ideas to make definitions for other school subjects, e.g. Music, Computer studies, Sport. Pupils work individually and write at least three more definitions beginning with the phrases in bold in Activity 13. Monitor and help / advise.
- Make pairs or groups of four. Focus pupils on the dialogue prompts for this activity. Remind them to use *What is it?* and to respond with a *yes / no* question each time. Pupils take turns to read their definitions to the group. The other pupils take turns to guess.

AB7. ACTIVITY 12. *Read and complete the school timetable.*

- Remind pupils to read all the information through before they try to complete the timetable.

Key:

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00–10.00	Science	Computer studies	Geography	Maths	Science
10.00–11.00	Maths	Science	Sport	Science	Computer studies
11.00–12.00	Computer studies	Geography	Music	English	English
lunch					
13.00–14.00	Geography	Art	Art	Art	History
14.00–15.00	History	Sport	English	Music	Music
15.00–16.00	English	Maths	Maths	History	Sport

AB7. ACTIVITY 13. *Now write about Jim's timetable on Monday.*

- Pupils use sentences from Activity 12 as their models.

Key: Pupils' own answers

AB7. ACTIVITY 14. *Write about your timetable on your favourite school day.*

- Early finishers can also say why this is their favourite day.

Key: Pupils' own answers

Extra activities: see page T98 (if time)

Optional activity

- Welcome unit Song worksheet from *Teacher's Resource Book 5* (see pages 8 and 13).

Ending the lesson

- Pupils sing the song from earlier in the lesson again.

OBJECTIVES: By the end of the lesson, pupils will have practised identifying and differentiating between the phonemes /dʒ/ and /tʃ/. They will also have written their school timetable.

● **TARGET LANGUAGE**

Key language: *timetable, yes / no* questions and short answers, punctuation: *capital letter, full stop*

Revision: school subjects, telling the time, *at, before, on, in, joke*

● **MATERIALS REQUIRED**

Extra activity 1: A large sheet of paper for each group of four pupils, glue

Extra activity 2: Paper for each pupil

Optional: *Kid's Box 5 Language Portfolio*, page 9

Warmer

- Write the words *kitchen, question* and *cheese* on the board. Ask pupils which sound all three words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words, emphasising the /tʃ/ sounds. Underline them on the board (*kitchen, question, chease). Repeat with the words *Julia, giraffe, juice*. Elicit the sound /dʒ/. Tell pupils they will be practising recognising and telling the difference between these two sounds in today's lesson.*

PB8. ACTIVITY 15. Focus on phonics

- Tell pupils to open their Pupil's Books at page 8. Focus them on Activity 15. Elicit / Tell the class that this is the pronunciation activity. Play the CD. Pupils repeat after each line and then after the whole rhyme. Repeat once more. In pairs, pupils practise saying the rhyme together.

CD 1, 09

As in Pupil's Book

PB8. ACTIVITY 16. Play the game. Guess it in ten.

- Focus pupils on Activity 16 and elicit that this is a guessing game. Demonstrate the game for pupils. Choose a subject on a day from the timetable without telling the class. Pupils take turns to ask questions, as in the example, to guess the subject. They can have only ten questions. Check they remember to use *yes / no* questions. Pupils work in pairs. Pupil A chooses a subject and day and Pupil B has ten guesses. If Pupil B guesses correctly in less than ten, he / she gets a point. At the end of the game, the pupil with the most points is the winner.

PB8. ACTIVITY 17. Write your school timetable.

- Focus pupils on Activity 17. Elicit some ideas for subjects. Make the timetable shape similar to their own, e.g. the number of lessons in a day, any half days they have. Pupils work individually and draw their own timetables on a sheet of paper.

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, 10

As in Pupil's Book

AB8. ACTIVITY 15. Write the words in the columns.

- Tell pupils to open their Activity Book at page 8. Check they know the meaning of all the words in the box. Read out the heading of each column. Make sure pupils know which sound goes in which column, using the example. Elicit the first word in the 'j' column, if necessary. Pupils complete the activity in pencil. Tell them to say the words aloud to help.

AB8. ACTIVITY 16. 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: See audioscript below

CD 1, 11

'ch' sound: children, watch, French, question, picture

'j' sound: January, village, German, bridge, dangerous

AB8. ACTIVITY 17. Find 28 mistakes in the text.

- Before pupils do the activity, focus them on the Write it right box and preteach *capital letter* and *full stop* using an example sentence with the class, e.g. *i don't have english on mondays*

Key: See Activity 18 key

AB8. ACTIVITY 18. Now write the text correctly.

Key: On Mondays I have English, Maths and History in the morning. After lunch I only have two lessons. They are Science and Art. Art is my favourite subject.

On Tuesdays I don't have English or Maths but I've got Sport which is great. After Sport I've got History and then in the afternoon I've got Geography and Science. I love doing experiments in Science.

AB8. ACTIVITY 19. Write about your dream school timetable.

- Brainstorm ideas with pupils before they write. Pupils swap and check each other's drafts for mistakes before they write their final versions.

Key: Pupils' own answers

Extra activities: see page T98 (if time)

Language Portfolio

- Pupils complete page 9 of *Kid's Box 5 Language Portfolio* (About me).

Ending the lesson

- Do the phonics rhyme again with the class. Pupils stand up. Do it quickly and quietly and then quickly 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, *Diggory Bones*, *dig*, *rocks*, *stones*, *archaeology*, *archaeologist*, *Sir Doug Bones*, *dinosaur*, *skeleton*, *ancient*, *the Rosetta Stone*, *program*

Additional language: *School of Archaeology*, *classes*, *Egyptian hieroglyphics*

Revision: *neck*, *bone*, *museum*, adjectives, language from the unit

● MATERIALS REQUIRED

Extra activity 2: The text from Activity Book Activity 21 written on a large sheet of paper with gaps for certain words as below:

Egyptian hieroglyphics were one of the first kinds of ¹ _____, but modern people couldn't ² _____ them. Ancient people wrote important things on The ³ _____ Stone in three different ⁴ _____. In 1822 a very clever man called Jean-François Champollion used two of the ⁵ _____ to ⁶ _____ the third, the Egyptian hieroglyphics. The ⁷ _____ Stone helped us to ⁸ _____ the ⁹ _____ better.

Optional: *Kid's Box Teacher's Resource Book 5* Welcome unit Extension worksheets 1 and 2 (pages 11 and 12) and / or Topic worksheet (page 14)

Warmer

- Review *History* and introduce the topic of *archaeology*. Brainstorm (using a mind map) pupils' ideas about what people do / find out through archaeology. Elicit / Provide *bones*, *dig*, *rocks*, *stones*.

PB9. STORY. *Diggory Bones*.

- Tell pupils to open their Pupil's Books at page 9. Elicit where the characters are (museum) and what is in the museum (dinosaur skeletons). Focus on the story in general, using this to introduce the context (*archaeology*, *archaeologist*). Set the questions: *What's the story called? What's the old man's name? What's the young man's name? What's the girl's name? Are they related?* Play the CD. Pupils listen and read to find the answers. They check in pairs. Check with the class (*Diggory Bones*, *Sir Doug Bones*, *Diggory (Bones)*, *Emily (Bones)*, *Yes – Doug is Diggory's father and Emily's grandfather*).
- Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What's the name of the dinosaur? Is it small? What's Sir Doug Bones doing? What does Diggory Bones do? What is he teaching at the moment? Who's on the phone? What happened? What's The Baloney Stone?* Provide information in LI for pupils about The Rosetta Stone. Elicit from pupils in LI examples of ancient languages, what they know about dinosaurs and about archaeology finds around the world.

CD 1, 12

As in Pupil's Book

AB9. ACTIVITY 20. *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 almost 30 metres long. 3 They're learning about The Rosetta Stone. 4 It helped us to understand ancient languages. 5 It was in his classroom. 6 She's Diggory's daughter.

AB9. ACTIVITY 21. *Read the text. Then look at the code and write the secret message.*

- Check understanding of *hieroglyphics* before / when pupils read the text.

Key: Very old languages are a kind of code. Use this code to write messages.

AB9. 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 dictionary, 3 Geography, 4 Science, 5 Pupils' own answers, 6 full stop

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 talked about school subjects. 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 asked their friends about school timetables. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what *capital letters* and *full stops* are and when pupils use them.
- *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 T98 (if time)

Optional activity

- Welcome unit Extension worksheets 1 and 2 and / or Topic worksheet from *Teacher's Resource Book 5* (see pages 8, 11, 12 and 14).

Ending the lesson

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