

OBJECTIVES: By the end of the lesson, pupils will have talked about the sports children can learn to do.

● **TARGET LANGUAGE**

Key language: *learn to (swim), climb, sail, It's a place where ... , activity centre*

Additional language: *rock climbing, climbing wall, water sports*

Revision: weather, prepositions, present continuous, adjectives, *inside, outside, skate, dance, fish, What does ... mean?, can (ability), have got, the girl / boy who ... , good at*

● **MATERIALS REQUIRED**

Sports flashcards (24–33)

Warmer

- Brainstorm sports and make a mind map on the board. Ask pupils which sports they like and which ones they do every week.

PB18. ACTIVITY 1. *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 18. Elicit the sports in the picture. Practise with flashcards. Confirm the meaning of *inside* and *outside* using the flashcards. Pupils discuss their answers / predictions in pairs.

PB18. ACTIVITY 2. *Listen and check.*

- Play the CD. Pupils listen for the answers. Elicit sentences. Elicit what an *activity centre* is. Say *It's a place where ...* Check understanding of *climbing wall, rock climbing, water sports*. Play the CD again.

Key: 1 Simon wants to climb. 2 They can do three water sports: sailing, fishing and swimming. 3 They can do water sports at / on the lake. 4 They can do climbing inside and outside.

CD 1, 19

SIMON: Look, this is the new activity centre which is opening in the village next to ours.

SUZY: What does 'activity centre' mean?

SIMON: It's a place where you can learn to do lots of exciting sports. Look. It's got rock climbing. I'd like to learn to climb.

STELLA: Hmm. It's not nice when it's cold, wet and raining.

SIMON: No, it's OK. They've got a climbing wall inside and outside.

SUZY: Look! There's a lake too.

SIMON: Yes, you can do water sports. You can learn to sail and fish, and you can go swimming there when it's hot.

SUZY: I don't want to sail or climb. What can I learn to do?

STELLA: Hmmm. Let's see. You can learn to skate, Suzy.

SUZY: Hmm, skating. That's exciting, but I haven't got any skates.

STELLA: That's OK. They've got skates at the centre. And they do dancing. I can learn to dance.

PB18. ACTIVITY 3. *Listen and say the letter.*

- Focus pupils on Activity 3. Go through the example. Play the rest of the CD. Pupils whisper the letter to a partner. Play the CD again. Elicit answers.

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

CD 1, 20

1. He's learning to skate.
2. She's learning to climb inside.
3. They're learning to dance.
4. He's learning to climb outside.
5. They're learning to skate.
6. He's learning to swim.
7. They're learning to fish.
8. They're learning to sail.

Look box

- Focus pupils on the Look box. Practise the question and answer. Write more sentences with *It's a place where ...* on the board. Pupils say the place, e.g. *It's a place where you can learn English. (school) ... buy food. (supermarket) ... catch a train. (station) ... borrow a book. (library)*

AB18. ACTIVITY 1. *Listen and draw lines.* [YLE]

- Tell pupils to open their Activity Book at page 18. Elicit what they can see. Point out the example. Play the CD. Pupils check in pairs. Play the CD again. Check with the class. Elicit the name they didn't use (Mary).

CD 1, 21

1. What are you doing? / We're learning to do different sports. Some of us are learning to climb, some are learning to skate and some are learning to fish. / And there are some children over there who are learning to sail. / Yes, the boy who's sitting at the front of the boat is my brother, Jim.
2. Who's that? / Who? / The girl who's helping the boy to skate. / That's Daisy.
3. And who's the boy learning to ride his bike? / The one who's with his older sister? / Yes, that's right. / That's Fred.
4. Who's that climbing up the wall? / The boy who's near the top? / No, the slower girl who's with him. / That's Jane. She's my cousin.
5. So, who's the boy swimming in the lake? / That's Jack. He's a good swimmer. / Yes, he is.
6. Now, there are two children over there fishing. Who are they? / The boy's called Peter. He's good at fishing. He knows you must be quiet to fish.

AB18. ACTIVITY 2. *Write the sentences.*

- Focus on Activity 2. Pupils do the activity individually. Check with the class.

Key: 2 We can learn to sail. 3 She's the girl who likes skating. 4 You can play basketball inside. 5 Do you want to go fishing?

Extra activities: see page T110 (if time)

Ending the lesson

- In pairs, pupils play a mime game with sports. Pupils take turns to mime the sports and to guess.

OBJECTIVES: By the end of the lesson, pupils will have talked more about sports, using *want to learn to* and relative clauses with *where* and *who*.

● **TARGET LANGUAGE**

Key language: relative clauses with *where* and *who*, *want to learn to do (something)*

Additional language: *What do we call people who ... ?, lose, equipment*

Revision: sports and activities, jobs, sports equipment, *want to / doesn't want to, mustn't, need*

● **MATERIALS REQUIRED**

Sports flashcards (24–33)

Sports word cards from *Kid's Box Teacher's Resource Book 4* page 81

Optional: *Kid's Box Teacher's Resource Book 4* Unit 2

Reinforcement worksheet 1 (page 23), *Kid's Box 4 Language Portfolio* page 8

Warmer

- Write the new sports as anagrams on the board. Volunteers come and write them correctly. Check answers using the word cards and the flashcards.
- Say *Which sport do you want to learn to do?* Ask about each in turn, e.g. *Do you want to learn to (sail)?* Take a vote.

Presentation

- Write the question *Do you want to learn to ... ?* on the board. Find a pupil who said *Yes* in the warmer and write (Name) *wants to learn to ...* Find a pupil who said *No* and write (Name) *doesn't want to learn to ...* Write *I want to learn to ... / I don't want to learn to ...* Elicit from pupils the difference between *I* and *he / she* in the negative sentences (*don't* and *doesn't*).

PB19. ACTIVITY 4. *Make five true sentences. Use the words in the boxes.*

- Tell pupils to open their Pupil's Book at page 19. Ask a pupil to read the activity instructions aloud. Explain that pupils will need to ask their classmates *Do you want to learn to ... ?* in order to make five true sentences. They will also need to ask you, if they want to make a sentence with *My teacher ...* They move around the room to ask different pupils. They note down the answers. They then use the chart to help them make sentences. Remind them to include one sentence about themselves. Monitor and check for correct use of *don't / doesn't*. Elicit example sentences.

PB19. ACTIVITY 5. *Say the places.*

- Focus pupils on Activity 5. Go through the example. Check answers. Focus on the use of a *place where ...*

Key: 2 Park, 3 Road, 4 Swimming pool

PB19. ACTIVITY 6. *In pairs guess the place or person. You can only ask four questions.*

- Ask a pupil to read the Activity 6 instructions aloud and check understanding. The pupil who is thinking of a place or person needs to write the name on paper first so that there's no cheating. Remind pupils they can ask only four questions. Demonstrate the game for the class first. They play in pairs.

AB19. ACTIVITY 3. *Read and complete the table.*

- Tell pupils to open their Activity Book at page 19. Review *need* by asking, e.g. *What do you need to play football? What do you need to play tennis?*
- Pupils work individually. Check with the class. Elicit full sentences, e.g. *Sue is ten. She wants to skate. She needs some skates and a hat.*

Key:

Name	Age	Sport	Equipment
Jim	11	volleyball	a big ball
Mary	12	swim	a towel
Sue	10	skate	skates, a hat
Paul	12	climb	strong shoes, a hat

AB19. ACTIVITY 4. *Write the words.*

- Focus pupils on Activity 4 and elicit some of the people they can see, e.g. *dancer*. Ask a pupil to read the first question aloud, and another the answer. Say *Teach ... teachers ... Which one is the job?* Help pupils notice this feature of word building. Remind them that the answers are in the plural (*people who ... teachers*). Pupils work in pairs. They take turns to read the questions aloud and work out the answers. Check with the class. Point out that the *b* in *climbers* is silent and the spelling of *swimmers* and *winners*.

Key: 2 dancers, 3 climbers, 4 swimmers, 5 skaters, 6 winners, 7 singers

Extra activities: see page T110 (if time)

Optional activity

- Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 22 and 23).

Language Portfolio

- Pupils complete page 8 of *Kid's Box 4 Language Portfolio (My interests)*. Tell them they can use a photograph or draw a picture in the frame.

Ending the lesson

- Invite five pupils to the front. Whisper one of the sports / activities from Pupil's Book Activity 4 to each one. They quickly line up in alphabetical order, saying their words to the other pupils to work out the order. Repeat with seven more pupils for the jobs in Activity Book Activity 4.

OBJECTIVES: By the end of the lesson, pupils will have described sports and activities using adverbs of manner.

● TARGET LANGUAGE

Key language: adverbs of manner: *well, quickly, slowly, carefully, badly, quietly*

Additional language: *roller skating, How's she doing?*

Revision: question forms, activities, actions and sports, present continuous, present simple, *good at, bad at*

● MATERIALS REQUIRED

Warmer: Sports flashcards (24–33)

Extra activity 1: At least ten pieces of card with an action written on each, e.g. *read a book, get dressed, ride a bike, climb, wash your face*, six pieces of card of a different colour with the adverbs from the lesson written on them (*well, quickly, slowly, carefully, badly, quietly*).

Optional: *Kid's Box Teacher's Resource Book 4 Unit 2*

Reinforcement worksheet 2 (page 24)

Warmer

- Review sports and activities using the flashcards. Elicit more sports. Write them on the board. Ask volunteers *Who is good at ... ? Who is bad at ... ?*

Presentation

- Present *well / badly* by writing two examples from the Warmer on the board, e.g. *Juan plays tennis well. Francesca plays tennis badly*. Elicit that the adverbs tell us how people do an activity (they tell us more about the verb). Focus pupils on the word order. Write these adverbs on the board: *quickly, slowly, carefully, quietly*. Use different colours for the letters *ly*.

PB20. ACTIVITY 7. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 20. Elicit who and what they can see. Ask a pupil to read the activity instruction aloud and others to read the questions. Pupils discuss their answers / predictions in pairs.
- Focus pupils on the adverbs. Ask about the pictures, e.g. *How is Simon climbing?* (*quickly*). Check understanding of each adverb using mime.

PB20. ACTIVITY 8. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences. Play the CD again in sections. Give pupils practice with the adverbs, e.g. *How are Alex and Simon climbing? Is Simon climbing slowly?*

Key: 1 Mr Star's inside the activity centre. 2 Simon and Alex are climbing. 3 Grandpa Star's outside the activity centre. 4 Suzy's skating.

CD 1, 22

MR STAR: Hello.

GRANDPA: Hello, son. Where are you?

MR STAR: Hi, Dad. I'm inside, watching Simon and Alex. They're climbing really well. Simon's climbing quickly and he's near the top of the wall. Alex is climbing slowly and carefully. Where are you, Dad?

GRANDPA: I'm outside with Suzy. She's learning to skate.

MR STAR: How's she doing?

GRANDPA: Well, she isn't doing badly. She's doesn't want to fall, so she's skating slowly.

SUZY: Look at me, Grandpa! I can skate really well now, but I'm tired. Let's go inside and watch Simon.

GRANDPA: Good idea, Suzy. See you in a minute, son. We're coming in now.

PB20. ACTIVITY 9. Read and choose the right words.

- Focus pupils on Activity 9. Elicit who they can see (athletes, children, footballers, etc.). Go through the example. Pupils choose the best adverb in pairs. Check by asking pairs to read the sentences aloud.

Key: 2 loudly, 3 badly, 4 quickly, 5 quietly, 6 slowly, 7 well, 8 carefully

AB20. ACTIVITY 5. Read and circle the correct answer. Match.

- Tell pupils to open their Activity Books at page 20. Ask a pupil to read the activity instruction aloud and another to read the example. Elicit why *carefully* is correct (because *careful* is an adjective, not an adverb). Pupils complete the activity individually and then check in pairs. Check with the class. Ask why 5 is different (*well* is irregular).

Key: 1 carefully a, 2 quickly b, 3 badly f, 4 slowly e, 5 well c, 6 quietly d

AB20. ACTIVITY 6. Complete the sentences about you. Use the words in the box.

- Focus pupils on Activity 6. Ask a pupil to read the activity instructions and others to read the words in the box. Point out the example. Pupils complete sentences about themselves, choosing words that are true if possible.

AB20. ACTIVITY 7. Now ask a friend.

- Focus pupils on Activity 7 and on the instruction. Ask a pair of pupils to read the example question and answer. Tell pupils to ask about the activities in Activity 6. They ask and answer in pairs. Monitor and help as necessary.

AB20. ACTIVITY 8. Read. Sort and write the words.

- Focus pupils on Activity 8 and on the instructions. They complete the activity individually and then check in pairs. Check with the class.

Key: 2 river, 3 park, 4 lake, 5 forest, 6 beach

Extra activities: see page T110 (if time)

Optional activity

- Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 22 and 24).

Ending the lesson

- Call out actions and adverbs for pupils to follow, e.g. *Stamp loudly. Turn around quickly. Pick up your pencil carefully. Stand up slowly.*

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

● **TARGET LANGUAGE**

Key language: adverbs, *easily, happily*

Additional language: *round and round, over the ground, lots of fun, up the wall, fall, verse, chorus, drop, very (+ adverb)*

Revision: activities, sports, actions, present continuous, present simple, *activity centre, the person who ...*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Song worksheet (page 27) and / or extra activities from Kid's Box Interactive DVD 4 booklet (pages 28–33)*

Warmer

- Review the adverbs from the previous lesson by giving instructions, e.g. *Please get your books out quickly and quietly. Now write the date slowly at the top of the page. (Name), please hand out the books carefully.*

PB21. ACTIVITY 10. *Listen and say 'yes' or 'no'.*

- Tell pupils to open their Pupil's Book at page 21. Ask a pupil to read the activity instruction aloud. Remind pupils to whisper the word to their partner the first time they listen. Play the CD. Pupils listen and whisper. Play the CD again. Pause after each one and elicit Yes or No. For 'yes' responses, elicit the statement, and for 'no' responses, elicit a correct statement.

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

CD 1, 23

1. They're playing well. [sound of playing football well]
2. She's singing badly. [sound of singing badly]
3. He's walking quickly. [sound of walking slowly]
4. They're talking quietly. [sound of talking quietly]
5. She's walking slowly. [sound of walking slowly]
6. They're playing loudly. [sound of playing music quietly]

PB21. ACTIVITY 11. *Read and say the letter. Listen and check.*

- Focus pupils on the song. They read the song lyrics and match the numbers with the letters in the picture. Play the song for pupils to check their answers.
- Check understanding of the new vocabulary. Focus on *easily* and *happily* and show / elicit how the adverbs are formed from the adjectives.

Key: 2 a, 3 b

CD 1, 24

As in Pupil's Book

PB21. ACTIVITY 12. *Sing the song.*

- Play the CD in sections for pupils to listen and repeat. They sing the song as a class.

CD 1, 24

As in Pupil's Book

CD 1, 25

Now sing the song again. (Karaoke version)

PB21. ACTIVITY 13. *Write another verse. Sing.*

- Focus pupils on the activity instructions and elicit the meaning of *verse*. Elicit / teach *chorus*. Pupils work in groups. They write another verse for the song, using the model. Monitor and help / advise. Pupils perform their new verses for the class: they sing the chorus and then they sing and mime their verse.

AB21. ACTIVITY 9. *Read and match.*

- Tell pupils to open their Activity Books at page 21. Ask a pupil to read the activity instruction aloud and check understanding. Demonstrate, using the example. Pupils work individually and match the sentences. They check in pairs, taking turns to read their correct sentences aloud to each other. Check with the class, again asking pupils to read sentences aloud.

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

AB21. ACTIVITY 10. *Read and complete the table.*

- Focus pupils on Activity 10 and ask a pupil to read the activity instruction aloud. Elicit that this is a problem-solving activity. Write one of the sentences on the board and show pupils how to decipher it (each sentence includes two pieces of information about each person). Tell pupils to match the actions with the people first.
- Pupils work either individually or in pairs. Monitor and help where necessary. Copy the table from the Activity Book onto the board (or a large piece of paper) with the gaps. Check with the class by asking pupils to read the sentences and then to come and write the relevant information on the table on the board. Give pupils more practice by making false statements about the children and / or asking, e.g. *Tell me about Lenny.*

Key: Alex – play the piano well, climb carefully; Meera – swim quickly, sing quietly; Suzy – sing loudly, write slowly; Simon – climb quickly, draw well; Stella – swim slowly, write well

Extra activities: see page T110 (if time)

Optional activities

- Pupils listen to the song again and complete the Unit 2 Song worksheet from *Teacher's Resource Book 4* (pages 22 and 27).
- Extra activity for Unit 2 Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils sing their new verses of the song again.

OBJECTIVES: By the end of the lesson, pupils will be able to recognise that there are silent consonants in some words and will be able to identify them in some common words. They will also have completed a communication activity.

● TARGET LANGUAGE

Key language: words with silent consonants (e.g. *listen, island, climb)*

Revision: sports and activities, language from previous units, *want to*

● MATERIALS REQUIRED

Photocopiable 2a (page T95), copied onto card and cut into cards. Make sure you have at least two copies of each different card. You will need enough cards so that there is one for each pupil in the class (if you have an odd number of pupils, take a card yourself and participate).

Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Extension worksheet 1* (page 25)

Warmer

- Write the following words on the board: *write, answer, island, knee*. Say *Look and think about the spelling and the sounds. What do they have in common?* Give pupils time to discuss in pairs. Elicit / explain that the words all have silent consonants. Underline them (write, answer, island, knee).

PB22. ACTIVITY 14. Stella's phonics

- Tell pupils to open their Pupil's Book at page 22. Elicit who and what they can see in the pictures. Check comprehension of *scientist, daughter* and *sandwich*. Play the CD. Pupils listen and repeat.

Note: Words with silent consonants are often part of spelling patterns (the letter *b* is silent after *m*: e.g. *climb, thumb*; a *t* after an *s* can be silent: e.g. *listen, fasten*; the *k* is silent in *kn*: e.g. *know, knee*; the *w* is silent in *wr*: e.g. *write, wrong*; the *c* is silent in *sc*: e.g. *scissors*; the *l* is silent in *lk*: e.g. *walk, talk*; and the *h* is silent in *wh*: e.g. *when, where*).

Rhyming words can help students remember irregular pronunciations, e.g. *climb / time* or *daughter / water*.

CD 1, 26

Hi, I'm Stella! Repeat after me!

A scientist is listening to music.

A scientist is listening to music.

His daughter is eating a sandwich.

His daughter is eating a sandwich.

They mustn't climb on this island!

They mustn't climb on this island!

Photocopiable 2a (see pages T90, T95 and the notes below)

PB22. ACTIVITY 15. Ask and find your partner.

- Ask two pupils to read out the speech bubbles. Tell them you're going to give them all cards with things they want to do. They don't show their card to other pupils. They move around the room taking turns to ask and answer until they find the pupil whose card has the same activities as theirs.

- Hand each pupil a card from Photocopiable activity 2a (see page T95). They keep it secret. They move around asking *What do you want to do?* and answering, e.g. *I want to go climbing and skating* until they find the pupil who has the matching card.

AB22. ACTIVITY 11. Write. Listen, check and say.

- Tell pupils to open their Activity Book at page 22. Check pupils know the meaning of the words in the box. Point out the example. Pupils work individually. Tell them to practise saying the words. They compare answers.
- Play the CD for pupils to listen and check. Check with the class. Play the CD again for pupils to listen and repeat.

Key: 2 Science, 3 writing, 4 walk, 5 answer, 6 island, 7 mustn't, 8 climbing, 9 listening, 10 know

CD 1, 27

1. We can see whales in the sea.
2. In Science we learn about the heart.
3. Vicky's writing a story about a detective.
4. I always walk to school.
5. What's the answer to that question?
6. I want to go to an island for my next holiday.
7. The teacher says we mustn't talk in the library.
8. I love climbing mountains.
9. John likes listening to pop music.
10. What's her name? I don't know.

AB22. ACTIVITY 12. Complete the crossword.

- Focus pupils on Activity 12. They write the words in the crossword and check in pairs. When the puzzle is complete, pupils find the sport (tennis).

Key: 2 beard, 3 fishing, 4 sports centre, 5 difficult, 6 artist

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 double meaning of the word *bats*.

Extra activity: see page T110 (if time)

Optional activity

- Unit 2 Extension worksheet 1 from *Teacher's Resource Book 4* (pages 22 and 25).

Ending the lesson

- With books closed, elicit the words with silent letters and call volunteers to write them on the board. The rest of the class check the spelling.

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**

Sports flashcards (24–33)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 2 Extension worksheet 2 (page 26) and / or animated version of the Unit 2 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section), *Kid's Box Interactive DVD 4: The living room* 'Let's play basketball!' episode

Warmer

- Review the two previous episodes of *Lock and Key* by asking questions, e.g. *Do you remember the episode about the picnic thief? What's the little boy's name? Where do Lock and Key go? Who was the real thief? In the next episode, why do they go to Peter's school? Ask pupils who they like better, Lock or Key.*

Story

PB23. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 23. Focus pupils on the first frame and ask where this episode is taking place (the swimming club). Ask a pupil to read aloud the first speech bubble to find out what the problem is (somebody's got the swimming cup). Pre-teach *coach*. Set the gist questions: *What does the note say? Why does the coach shout? What's Mr Sweep doing?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class ('I've got the swimming cup. T.S.'; because it's difficult to hear in the swimming pool; he's cleaning the cup).
- Check understanding by asking about each frame, e.g. *What's Key doing in frame 2? Why? Why does he fall into the water? What does the coach say in frame 4? Who sees the cup first? What does he say? What does Terry Sweep say at the end? How does he feel?* Play the CD again. Pause after each frame for pupils to repeat.

CD 1, 28

As in Pupil's Book

AB23. DO YOU REMEMBER?

- Review the sports words in the unit, including *inside* and *outside*, using the flashcards. Tell pupils to open their Activity Books at page 23. Ask a pupil to read the activity instructions aloud. They 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 see only 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 'outside'?* 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.

AB23. 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 all the activities they did in this unit when they used action verbs. 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 that adverbs give information about *how*. Talk about the mime games they played. Pupils circle the appropriate face. Repeat for the third sentence, reminding pupils of when they used *I want to ...* Pupils circle the 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 pages T110–111 (if time)

Optional activities

- Unit 2 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 22 and 26).
- 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.
- 'Let's play basketball!' episode from *Kid's Box Interactive DVD 4* (*The living room* section). See pages 8–11 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 baseball and basketball and written about football.

● **TARGET LANGUAGE**

Key language: *ball games, pitcher, bat, batter, first / second / third / fourth, base, arrive, run (n), basket, basketball court, baseball field*

Revision: *can, can't* (permission), action verbs, impersonal *you*

● **MATERIALS REQUIRED**

Extra activity 2: Reference books on sport / the internet
Optional: *Kid's Box Teacher's Resource Book 4 Unit 2 Topic worksheet* (page 28)

Warmer

- Ask pupils what they think the five most popular sports are in the USA. Elicit ideas. Tell them they are: 1 American football, 2 baseball, 3 basketball, 4 hockey, 5 golf. Ask pupils what they know about any of these sports, e.g. players, leagues, rules.

PB24. FACT

- Tell pupils to open their Pupil's Book at page 24. Introduce the topic of the lesson (ball games). Elicit examples of ball games and then tell pupils to look at the Fact box. Read the Fact box aloud and ask pupils what colour a basketball is nowadays.

PB24. ACTIVITY 1. Read and match.

- Tell pupils to open their Pupil's Book at page 24 and focus on Activity 1. Elicit what they can see in the photos (a baseball field, a basketball court and some of the equipment players use for these sports). Pupils take turns to read the text about baseball aloud. Help them with any difficult words and, after reading, check understanding of the new vocabulary. Repeat for basketball. Pupils re-read the texts and match the letters of the photos with the numbered words in the text. They check and discuss in pairs. Check with the class, discussing the two texts and the two games.

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

PB24. ACTIVITY 2. Listen and say 'baseball' or 'basketball'.

- Focus pupils on Activity 2 and ask a pupil to read the instruction. Play the CD. Pupils listen, think and whisper the name. Play the CD again. Check with the class.

Key: 2 baseball, 3 basketball, 4 baseball, 5 basketball, 6 baseball, 7 basketball, 8 basketball, 9 baseball

CD 1, 29

1. You play with a big ball.
2. You play with a small white ball.
3. There are five players in a team.
4. You hit the ball with a bat.
5. You can throw and bounce the ball.
6. There are nine players in a team.
7. A game is 40 minutes.
8. You must throw the ball into a basket.
9. There are four bases.

AB24. ACTIVITY 1. Order the sentences.

- Tell pupils to open their Activity Book at page 24. Ask a pupil to read the activity instruction and check understanding (they sequence the rules). Pupils read the rules silently and try to sequence them. They can look back at the Pupil's Book page. They check in pairs. Check with the class.

Key: 8, 1, 3, 4, 2, 6, 5, 7

AB24. ACTIVITY 2. Write about football. Use these words.

- Focus pupils on Activity 2 and ask a pupil to read the instructions aloud. Confirm that this is not American football. If pupils don't know the rules of the game, discuss them first with the class so that everyone knows how the game is played. They can look at the prompts on the page to help them. Pupils work in pairs. They write a first draft of their text on paper. They swap with another pair and check each other's texts. Pupils then write their text on the page, illustrating the text with a key feature / aspect of the game / pitch (as with the baseball text).

Sample answer: In football there are two teams with eleven players each. This is how you play: First the player from one team has to kick the ball. Next the players run to kick the ball. Both teams try to score goals. The winning team is the team with more goals after ninety minutes.

Extra activities: see page T111 (if time)

Optional activity

- Unit 2 Topic worksheet from *Teacher's Resource Book 4* (pages 22 and 28).

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: *have to* (obligation), *balloon*

Additional language: language of instruction, procedural language

Revision: sports, question forms, adverbs, *have to*, *must*, *sand*, *salt*, *fall out*, *break*, *neck* (of balloon)

● **MATERIALS REQUIRED**

Project: Each pupil will need: 200 grams salt or sand, 5 balloons, scissors; make a ball according to the project instructions, as a model

Photocopiable 2b (page T96). One copy, cut in half, for each pair of pupils. (Optional: the text from Photocopiable 2b completed (see page T92), one for each pair of pupils)

Extra activity: A ball

Warmer

- Review what pupils remember about the sports from the previous lesson (baseball, basketball, football).
- Introduce *have to* for obligation, and explain that *have got to* can be used as an alternative.

PB25. ACTIVITY 3. *Do you remember? Read and answer.*

- Tell pupils to open their Pupil's Book at page 25. Ask a pupil to read the activity instructions aloud. Pupils work in pairs. They cover page 24 with paper. They take turns to ask and answer the questions: they can do them in any order. At the end of the activity, they look and check.

Key: Baseball: 2 No, you play with a small white ball. 3 There are nine players in a baseball team. 4 You hit the ball with a bat. 5 There are four bases. 6 They have to arrive at the fourth base. Basketball: 1 There are five players in each team. 2 No, you can't. 3 You get points by throwing the ball into the basket. 4 You play for 40 minutes.

PB25. PROJECT. *Make a ball.*

- Focus pupils on the photos and on the activity. Remind them this is the project. Ask a pupil to read the project title aloud and confirm they are going to make a ball. Show the ball you've made. Read the instructions first with pupils, before handing out any of the materials. Hold up the materials as they are mentioned, pointing to, e.g. the neck of the balloon. Pupils clear their desks and work individually. They follow the instructions to make the ball. Monitor and check.

Photocopiable 2b (see pages T90, T96 and T92)

AB25. ACTIVITY 3. MOVERS Listening, Part 5

Listen and colour and draw. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 25. Elicit the activities they can see (climbing, skating, fishing, playing with a ball). Check they know what to do. Explain there is an example (the girl who is climbing, whose jacket is coloured grey) and that they will hear the example described first.

- Play the CD. Pupils don't colour or draw the first time. They listen and look. Play the CD again. Pupils put a coloured dot on the relevant part of the picture. They check in pairs. Pupils colour the picture and draw, or listen again if necessary. Show a completed picture for pupils to check their answers or elicit the correct colours / word from the class.

CD 1, 30

Can you see the children climbing? / Yes, I can. The girl is climbing very well and the boy is watching her. / Yes. Now colour the girl's jacket grey, please. / OK.

Can you see the girl's grey jacket? This is an example. Now you listen and colour and draw.

1. OK. Look at that boy who's catching the ball. / The boy with the hat? / Yes. Colour his hat red. / OK.
2. What can I do now? / Do you want to draw something? / Yes, I do. What can I draw? / Look at the boy who's fishing. / The boy who's sitting or standing? / The one who's sitting down. Can you draw a bat next to him? / A baseball bat? / Yes, that's right. Very good.
3. Do you want to colour something? / Yes. Can I colour the big ball? / OK. What colour? / Orange. It's an orange ball. / Fine.
4. OK. Now can you see the woman? / Which one? The one with curly hair or the one with straight hair? / The one with straight hair. Can you colour her hair brown, please? / OK. I can do that now.
5. What do you want to colour now? / I'd like to colour this girl's jacket. / Which girl? / The girl who's learning to skate. She's skating very carefully. / OK. Colour her jacket purple, please. / Fine. A purple jacket. Finished.

Extra activity: see page T111 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and played a game.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1 and 2
Revision: language for games *It's my / your / his / her turn. Pass the dice, please. I'm / You're / He's / She's (yellow). You should move (five) squares, not (four). I've / You've / He's / She's finished / won.*

● **MATERIALS REQUIRED**

Warmer: Key vocabulary from Units 1 and 2 written on pieces of paper or the Back to school and Good sports word cards from *Kid's Box Teacher's Resource Book 4* (pages 80–81), one for each pupil
Dice and different coloured counters for each group or pair of pupils
Photocopiable Review 1 and 2 (page T97), copied onto card and cut into cards, one set for each group of three or four pupils

Warmer

- Hand out the pieces of paper with key vocabulary or the word cards. Pupils work in groups of six. They don't show their word to the other people in their group. They take turns to give clues about their word for the others to guess.

PB26. ACTIVITY 1. *Play the game.*

- Pupils open their Pupil's Book at page 26. Elicit what this is (a board game). Demonstrate the game for pupils first, showing them when to use which questions (at the top of the page) according to the colour. Elicit the language pupils will need to play the game, e.g. *It's my / your turn.*
- Pupils play the game in pairs or small groups. They take turns to throw the dice, move and answer the question according to the colour. The other pupil(s) decide(s) if their answer is correct. Monitor and help.
- If time, pupils can play the game again.

Key: They're Grandma Star's. He's running. It's Simon's. She's climbing. It's Lock's. It's a ruler. She's sailing. It's Lenny's. She's swimming. It's a ball. They're Suzy's. He's skating. It's Lock and Key's. It's a dolphin. It's Uncle Fred's. He's dancing. It's Aunt May's. She's fishing. It's Mrs Star's. It's Stella's. It's an elephant. It's Alex's. It's a bottle. She's singing. It's Suzy's. It's Mrs Star's. It's a glass. She's walking. They're Mr Star's. He's / She's drawing. It's a baseball bat.

Photocopiable Review 1 and 2 (see pages T90 and T97)

AB26. ACTIVITY 1. *Answer the questions.*

- Tell pupils to open their Activity Book at page 26. Ask a pupil to read the instruction aloud and check understanding using the example answer. Pupils work individually and solve the problems. They check in pairs. Check with the class using open pairs.

Key: 2 l (lake), 3 p (skip), 4 h (hat), 5 a (skate), 6 b (badminton), 7 e (tennis), 8 t (football). The word is alphabet.

AB26. ACTIVITY 2. *What's wrong with these pictures? Write the answers.*

- Focus pupils on Activity 2. Ask a pupil to read the instructions aloud and check understanding using the example. Remind pupils to use full sentences. They work in pairs to interpret what's wrong orally and then they write the answers individually. Monitor to check.

Key: 2 The cow's got glasses. 3 They're sailing in a swimming pool. / The boat is in a swimming pool. 4 The girl's wearing a scarf in the sun. 5 The girl's writing with a ruler. 6 He's fishing on a basketball court.

Extra activities: see page T111 (if time)

Ending the lesson

- Play a mime game to end the lesson. Pupils come up in turn. Whisper an activity and adverb, e.g. *Write carefully.* The pupil mimes the activity. Pupils ask questions, e.g. *Are you writing slowly?* Classmates continue asking until one of them guesses correctly. Repeat.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2.

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 1 and 2

Revision: word families, functional language, offers / suggestions, conversational openers and responses

● **MATERIALS REQUIRED**

The completed crossword for Activity Book Activity 4 copied on a large piece of paper

Optional: *Kid's Box Interactive DVD 4: Stella's room Quiz 1, Kid's Box 4 Language Portfolio page 3*

Warmer

- Review games and equipment. Write sports from Units 1 and 2 on the board, e.g. *baseball, basketball, sailing, climbing*. Call out equipment, e.g. *Bat, boat, helmet*. Pupils point to / call out the sport.

PB27. ACTIVITY 2. Read the text and choose the best answer.

- Tell pupils to open their Pupil's Book at page 27. Ask a pupil to read the instruction aloud and focus the class on the example. One pupil reads the opener, and the other the correct answer. Check they know what to do. Pupils complete the activity individually. They check in pairs. Check with the class, but asking pupils to take turns to read the opener and then all three options, before eliciting from the class which one is correct. Ask them how they know each time. Elicit suitable openers for some of the other options.

Key: 1 B, 2 C, 3 B, 4 A, 5 A, 6 C

PB27. Quiz!

- Say *Now let's read and remember*. Explain / elicit the meaning of *quiz*. Focus pupils on the questions. Pupils look back through Units 1 and 2 and find the answers. They discuss them in groups of four. Check with the class.
- If time, pupils write two more questions of their own. Pupils close their Pupil's Books. Volunteers ask the class one of their questions.

Key: 1 They're busy in their Art class. 2 Mrs Robinson. 3 In the park (near the lake). 4 She wants to learn to dance. 5 He's climbing well. 6 They go to Peter's school.

AB27. ACTIVITY 3. Circle the odd one out. [YLE]

- Tell pupils to open their Activity Book at page 27. Ask a pupil to read the activity instruction aloud and go through the example. Pupils work individually. They check in pairs. Check with the class before pupils do the next activity (they will need the answers to Activity 3 to do Activity 4).

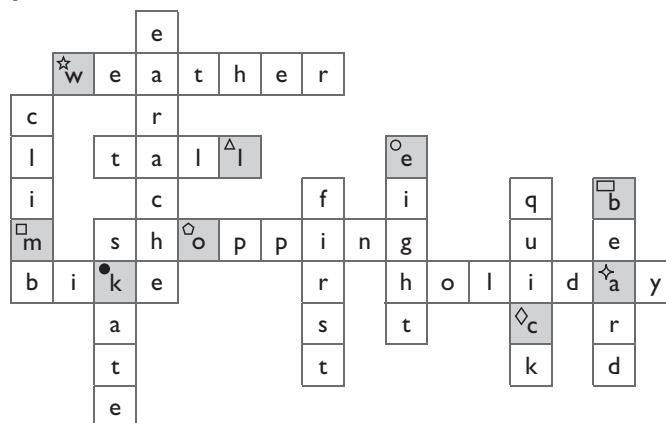
Key: 2 quick, 3 tall, 4 holiday, 5 earache, 6 weather, 7 first, 8 shopping, 9 beard, 10 skate, 11 climb, 12 bike

AB27. ACTIVITY 4. Now complete the crossword. Write the message.

- Focus pupils on Activity 4 and the first part of the activity instruction. Explain that they use the words from Activity 3 to complete the crossword.

- Tell pupils to look and find where their words can fit. Discuss the example (they need to find a word in Activity 3 beginning with 'e' and with five letters). Pupils work in pairs and complete the crossword using the word lengths and the letters given to help them. Display the large copy of the completed crossword so pupils can check their answers.
- Pupils then write the message, using the shaded letters from the crossword (Welcome back!).

Key:



Extra activities: see page T111 (if time)

Optional evaluation

- Quiz 1 from *Kid's Box Interactive DVD 4 (Stella's room section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.

Language Portfolio

- Pupils complete page 3 of *Kid's Box 4 Language Portfolio (I can ... Units 1–2)*.

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* for Unit 1 from the Activity Book (page 15) between four. Two pupils (A) use a book (or paper) to cover the words from Unit 1. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for the words for Unit 2 (Activity Book page 23).
- Talk about the *Can do* statements from Units 1 and 2 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.