

OBJECTIVES: By the end of the lesson, pupils will have talked about transport and will be able to talk about predictions using *will*.

● **TARGET LANGUAGE**

Key language: *will* for predictions, *rocket*, *stars*, *bike*, *bicycle*, *transport*, *NASA*, *solar satellite*, *carplane*, *Moon*, *as*, *when*

Additional language: *I'm sure (it will)*

Revision: transport, character names, *future*, *photos*

● **MATERIALS REQUIRED**

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

Optional: *Kid's Box Teacher's Resource Book 6 Unit 2*

Reinforcement worksheet 1 (page 23)

Warmer

- Start to draw a means of transport on the board, e.g. a bus. Draw it very slowly to give pupils opportunities to guess. Repeat with another known means of transport. Elicit what they think links the pictures. Write *Transport* on the board.

PB18. SHOW WHAT YOU KNOW! *What transport words can you remember?*

- Draw a circle around the word *Transport* on the board and elicit the words from the Warmer to start the mind map. Say *Show what you know ... about transport*. Brainstorm all the different means of transport that pupils know and create a mind map on the board. Supply words in English. Include *travel* and *rocket*. Pupils copy the mind map into their notebooks.

PB18. ACTIVITY 1. *Listen and tick (✓) the transport words you hear.*

- Tell pupils to open their Pupil's Books at page 18. Focus pupils on the Activity 1 pictures. Elicit the names of the characters and where they are (in the garden of a house). Focus pupils on the activity instruction. Remind them they do the same as for the *Show what you know* in the previous units.
- Play the CD. Pupils listen and tick the words on their mind maps. They check in pairs. Use the mind map on the board to check with the class.

CD 1, 23

DAN: What are you doing, Shari?

SHARI: I'm making a rocket. Look, it's almost finished.

ALVIN: Wow! That's the transport of the future. Soon there won't be any buses or cars – we'll all travel by air.

DAN: Or we'll walk.

DAN: Will it fly?

SHARI: I'm sure it will. Watch.

ALVIN: You only need to put a little of this in the water and it'll fly.

ALVIN: How far will it go?

SHARI: It won't go very far.

DAN: Do you think it'll hit a window?

SHARI: Er, sorry, Mum. I think I'll get some more information about rockets next time.

DAN: Well, now we've got something to write about for the ezine!

ALVIN: Yeah, transport of the future.

PB18. ACTIVITY 2. *Listen again and correct the sentences.*

- Focus pupils on the Activity 2 instruction. Give them time to read the sentences and check any words they don't know. Play the CD again. Pupils listen and correct. They check in pairs. Check with the class. Write each corrected sentence on the board, underlining the *will* for predictions (as below). Focus pupils on the Look box. Ask them to read each sentence aloud. Check that pupils realise they're about future predictions and that *won't* is the contraction of *will not*. Ask comprehension questions.

Key: 2 Alvin thinks we'll travel by air. 3 The rocket will fly. 4 The rocket won't go to the stars. 5 Shari will get some rocket information. 6 Their next ezine will be about the transport of the future.

CD 1, 24

PB18. ACTIVITY 3. *Read and order the words.*

- Focus pupils on Activity 3 and on the instruction. Do the first one with the class. They complete the activity in pairs. Check with the class and write the sentences on the board. Pupils copy them into their notebooks.

Key: 1 The rocket will hit the window. 2 Will Shari's rocket fly? 3 Shari's rocket won't go to the stars. 4 What will the rocket hit? 5 They won't fly another rocket in the garden. 6 Rockets will be the transport of the future.

AB18. ACTIVITY 1. *Read and match.*

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

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

AB18. ACTIVITY 2. *Complete the chart. Tick (✓) 'Yes' or 'No'.*

Key: Pupils' own answers

AB18. ACTIVITY 3. *Now write sentences with 'will' or 'won't'.*

Key: Pupils' own answers

AB18. ACTIVITY 4. *Read the notes. Complete the sentences.*

Key: 2 he'll have a shower. 3 he'll go out to play. 4 he'll drink some orange juice.

Extra activities: see page T120 (if time)

Optional activity

- Unit 2 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 22 and 23).

Ending the lesson

- Elicit predictions about the weather the following day, how pupils will do in their exams, and results of sports matches.

OBJECTIVES: By the end of the lesson, pupils will have had more practice using *will* for predictions and sung a song.

● **TARGET LANGUAGE**

Key language: *spaceships, spaceplanes, planet Earth, pilot, armchair, map, car wash*

Additional language: *Be careful!, a cross between ... and ... , made of*

Revision: transport, *will* for predictions

● **MATERIALS REQUIRED**

Photocopiable 2 (see page T111), one copy for each pair of pupils
Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Song worksheet* (page 27) and / or *Kid's Box Interactive DVD 6: The music room* (pages 28–33)

Warmer

- With Pupil's Books closed, elicit some predictions from pupils about the future, either their own ideas or ones from the previous lesson. Start the activity by saying, e.g. *In the future we won't use cars. What do you think?*

PB19. ACTIVITY 4. *Read and say the words.*

- Tell pupils to open their Pupil's Books at page 19. Focus them on Activity 4 and on the instruction. Do the first verse as an example, asking different pupils to read the lines aloud. Pupils then work in pairs, each reading a verse before the other continues. They say the transport word as they say the verse. Pupils help each other if they get stuck.

Key: 1 rocket, 2 bus, 3 bike, 4 Lorry, 5 motorbikes, 6 trains, 7 cars, 8 taxi

PB19. ACTIVITY 5. *Listen and check. Sing the song.*

- Focus pupils on Activity 5. Play the CD for them to listen and check. Play the CD again, line by line for pupils to repeat. Then play it again for them to sing at the same time as the CD. When pupils are more competent, ask them to sing the whole song without the CD and possibly record them. Ask pupils what they think about the predictions in the song.

CD 1, 25

As in Pupil's Book and Key for Activity 4

CD 1, 26

Now sing the song again. (Karaoke version)

PB19. ACTIVITY 6. *Read and answer.*

- Focus pupils on the text and picture for Activity 6. Pupils take turns to read the text aloud. Help with any difficult vocabulary. Focus pupils on the questions. Remind them to read the questions before reading the text silently a second time. Pupils work in pairs, taking turns to ask and answer. Check with the class. Pupils write the answers in their notebooks.

Key: 1 We'll drive carplanes in the future. 2 Carplanes will fly three metres above the ground. 3 A carplane will carry six people. 4 A carplane won't have a pilot because a computer will fly it. 5 There'll be a round table. 6 There'll be armchairs inside.

PB19. ACTIVITY 7. *What do you think? Say 'yes' or 'no'.*

- Focus pupils on the Activity 7 instructions and check they remember how to say years. Pupils work individually, writing Yes or No in their notebooks for each one.

PB19. ACTIVITY 8. *Work in pairs. Talk about what life will be like in 2050.*

- Focus pupils on the instructions for Activity 8 and on the prompts. Do the activity first in open pairs, working through all eight sentences in Activity 7. Then pupils work in pairs, taking turns to give their opinion, using what they wrote for Activity 7. Monitor and help as necessary.

PB19. ACTIVITY 9. *Imagine it's 2050. Write about your bedroom.*

- Focus pupils on the activity instructions. Brainstorm ideas and create a mind map on the board. Then elicit sentences from the mind map, e.g. *robot: There'll be a robot to clean my room.* Pupils write notes about their bedroom, choosing at least six points, before they start the text. When they have written a draft, they swap with a friend and correct each other's work. Then pupils write a final version in their notebooks. If time, they can illustrate their texts.

Photocopiable 2 (see pages T108 and T111)

AB19. ACTIVITY 5. *Will these things happen in 2050? Write sentences with 'will' or 'won't'.*

Key: Pupils' own answers

AB19. ACTIVITY 6. *Read and complete.* [YLE]

Key: 2 arms, 3 will, 4 quickly, 5 clean, 6 cup, 7 won't

AB19. ACTIVITY 7. *Design and draw an invention to help children in the future.*

Key: Pupils' own answers

AB19. ACTIVITY 8. *Write about your invention.*

Key: Pupils' own answers

Extra activity: see page T121 (if time)

Optional activities

- Unit 2 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 22 and 27).
- Unit 2 song and / or karaoke worksheet from *Kid's Box Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song with pupils again. Make five groups, one for each verse. Pupils sing in turn.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about travel in the future.

● **TARGET LANGUAGE**

Key language: *space, air, Earth, rocket, Moon, astronaut, engineer, businessman, tourist, ESA, MIR, cost, too expensive, once, space station, orbit*

Additional language: *wish*

Revision: numbers, *NASA, float, ride*

● **MATERIALS REQUIRED**

A CD of relaxing music

Extra activity 1: If possible, write half of one of the texts from Pupil's Book Activity 10 on the board before the lesson and cover it.

Optional: *Kid's Box Teacher's Resource Book 6 Unit 2*

Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 24 and 25)

Warmer

- Tell pupils to close their eyes and imagine ... Start playing the CD of relaxing music. Tell them to look into the future and to imagine the jobs they'll do. Pupils don't speak – they imagine. Slowly turn down the volume of the CD and tell pupils to open their eyes. Elicit what they imagined and their reasons, e.g. *I think I'll be a doctor because ...*

PB20. ACTIVITY 10. *Read and imagine. You have lots of money. Where will you travel?*

- Tell pupils to open their Pupil's Books at page 20. Focus them on Activity 10 and on the activity instructions. Ask a pupil to read them aloud. Check understanding. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. Check understanding of these words. Pupils read the text silently for ideas. Check with the class, asking pupils to read out relevant sections from the texts. Check comprehension of vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves. Check general comprehension by asking, e.g. *How many times can rockets fly? What is a spaceplane? Where does 'space' start?* Discuss if pupils have heard of these space agencies before and what they know about space travel.

PB20. ACTIVITY 11. *Listen. Repeat the word. Is it a job? Say 'yes' or 'no'.*

- Focus pupils on the Activity 11 instructions and on the example. Play the CD. Pause after each one for pupils to whisper the answer to their partner. Play the CD again. Elicit a choral response each time.

Key: 2 Businessman – yes, 3 Rocket – no, 4 Astronaut – yes, 5 Space – no, 6 Tourist – no, 7 Earth – no, 8 Moon – no, 9 Engineer – yes

CD 1, 27

1 air, 2 businessman, 3 rocket, 4 astronaut, 5 space, 6 tourist, 7 Earth, 8 Moon, 9 engineer

PB20. ACTIVITY 12. *Read again and answer.*

- Check understanding of the Activity 12 instruction. Pupils work in pairs. They take it in turns to ask their partner a question. They don't have to ask them in order. Check using open pairs.

Key: 1 NASA, ESA and the Russian and Chinese space programs. 2 Two of the following: They take a long time to build / cost a lot of money / can only fly once. 3 Astronauts. 4 A 'spaceplane'. 5 In 2015. 6 Dennis Tito. 7 \$20 million. 8 A pilot and five or six tourists.

AB20. ACTIVITY 9. *Label the photos.*

Key: 2 businessman, 3 astronaut, 4 engineer

AB20. ACTIVITY 10. *Sort and write the words.*

Key: 2 rocket, 3 Moon, 4 air, 5 space

AB20. ACTIVITY 11. *Complete the sentences.*

Key: 2 engineer, 3 air, 4 Earth, 5 astronaut, 6 Moon, 7 tourist, 8 businessman, 9 rocket

AB20. ACTIVITY 12. *Read and answer 'yes' or 'no'. [YLE]*

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

Extra activities: see page T121 (if time)

Optional activities

- Unit 2 Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 22, 24 and 25).

Ending the lesson

- Ask pupils about some of the proper nouns in the lesson, e.g. *Tell me about MIR. Tell me about Neil Armstrong.* Pupils try to remember without looking in their Pupil's Books or Activity Books.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using *will* to make predictions.

● TARGET LANGUAGE

Key language: spelling out, *telescope*, *solar panel*, *surname*, *riddle*

Revision: space, *What kind of ... ?*, *will* for predictions, past simple

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Extension worksheet 2* (page 26)

Warmer

- Play the class game from Extra activity 2 in the previous lesson to review *will*. One pupil thinks of a job they'll have in the future. The class take turns to ask ten questions to guess the job. Write useful questions on the board, e.g. *Will you wear a uniform? Will you work outside? Will you work with animals?*

PB21. ACTIVITY 13. Listen and write the words.

- Tell pupils to open their Pupil's Books at page 21. Focus them on the Activity 13 instruction. Tell them to write the words in their notebooks. Play the CD. Pupils listen and write. They check in pairs. Play the CD again. Check with the class, asking pupils to spell out the words as you write them on the board.

CD 1, 28

1 s-p-a-c-e, 2 a-s-t-r-o-n-a-u-t, 3 a-i-r, 4 t-o-u-r-i-s-t,
5 e-n-g-i-n-e-e-r, 6 M-o-o-n, 7 b-u-s-i-n-e-s-s-m-a-n,
8 r-o-c-k-e-t, 9 E-a-r-t-h

PB21. ACTIVITY 14. Look at the pictures. Complete the sentences. Use words from Activity 13.

- Focus pupils on the Activity 14 pictures and elicit some of the things they can see. Check they have read the instructions and know what to do. Pupils complete the sentences and then check in pairs. Check with the class.

Key: 1 Engineers, 2 Tourists, 3 Moon, 4 Rockets

PB21. ACTIVITY 15. Listen and answer. What does the man's shop sell?

- Focus pupils on the activity instructions and check understanding. Play the CD. Pupils listen for the answer. They check in pairs. Check with the class.

Key: Toy rockets

CD 1, 29

MR SMITH: Hello. My name's John Smith. Welcome to the European Space Agency. Could you tell me your name, please?

MR WINDSOR: Certainly. My name's Robert Windsor.

MR SMITH: Windsor?

MR WINDSOR: Yes. W-i-n-d-s-o-r.

MR SMITH: Er, thank you. And what can we do for you, Mr Windsor?

MR WINDSOR: I'm interested in one of your special holidays. You see, when I was a boy, I wanted to be an astronaut, but I'm a businessman now. I have a small shop that makes and sells toy rockets.

MR SMITH: Toy rockets? What's the name of your shop?

MR WINDSOR: It's called My Space. So, you see, flying to the Moon is my dream holiday. I couldn't be an astronaut, but I'd like to be a space tourist.

MR SMITH: Of course, Mr Windsor. Now, there's one thing I need to ask ... How old will you be on your next birthday?

MR WINDSOR: I'll be 59. It's my birthday next week!

MR SMITH: That's fine. Now, I also need some information from you about your health. Can you tell me ...

PB21. ACTIVITY 16. Listen again and write. [YLE]

- Focus pupils on the Activity 16 instruction and on the example. Check they know what to do. Check they understand *surname*. Play the CD again. Pupils listen and write the information. They check in pairs. Play the CD again. Check with the class.

Key: 2 Windsor, 3 businessman, 4 My Space, 5 to the Moon, 6 59

CD 1, 30

PB21. ACTIVITY 17. Write questions with 'will'.

- Focus pupils on the Activity 17 instruction and on the example. They write the questions in their notebooks. Monitor and help.

Key: 2 What kind of clothes will you wear in space? 3 What kind of food will you eat in space? 4 What will you take a photograph of? 5 Who will you go with? 6 What will you take with you?

PB21. ACTIVITY 18. Ask and answer.

- Pupils work in pairs. They imagine they are Robert Windsor and John Smith. They role play a conversation using the questions from Activity 17. Monitor and prompt. Pupils swap roles and do the role play a second time. More confident pairs can perform their role plays for the class.

AB21. ACTIVITY 13. Match the ideas about life on Zeron, the space city. Write sentences.

Key: 2e We'll have satellites to receive signals from space.
3b We'll have solar panels to get energy. 4a We'll have robots to build new houses. 5c We'll have rockets to travel into space.

AB21. ACTIVITY 14. Read and answer the riddles.

Key: 2 the letter 'm', 3 N for November (these are the first letters of the months of the year), 4 one word (it's an anagram), 5 Harry, 6 his own son

AB21. ACTIVITY 15. Read and complete the circle with names and jobs.

Key: Answers clockwise round from Sarah:
Sarah will be an actress. She won't be a painter.
Dave will be a dentist. He won't be an actor.
Mary will be a photographer. She won't be a cook.
Lucy will be a mechanic. She won't be a photographer.
Mike will be a rocket engineer. He won't be an astronaut.

Extra activities: see page T121 (if time)

Optional activity

- Unit 2 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 22 and 26).

Ending the lesson

- Play the CD from Pupil's Book Activity 15 again. Pause from time to time mid sentence. Pupils complete, e.g. *Toy rockets? What's the name of your shop? It's called (pause) My Space. So, you see, flying to the Moon is my dream holiday. I (pause).*

OBJECTIVES: By the end of the lesson, pupils will have practised the pronunciation of contractions and completed a communication activity.

● **TARGET LANGUAGE**

Key language: contracted 'll, 'm, 't, 're, and 's, will future contrasted with present simple, *pill, spacesuit*, connectors: *when, because, then, after that, before*

Revision: question forms, space travel

Warmer

- Ask a question about the future, e.g. *What job'll you do in the future?* Get pupils to repeat it and focus them on the pronunciation of *job'll*. Ask them what the apostrophe and letters *ll* stand for (*will*). Tell pupils they will be practising this and other contracted forms in today's lesson.

PB22. ACTIVITY 19. Focus on phonics.

- Tell pupils to open their Pupil's Books at page 22. Focus them on Activity 19 and on the instruction. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct pronunciation of the contractions. Repeat the rhyme once or twice more as a class. In pairs, pupils practise the rhyme.

CD 1, 31

As in Pupil's Book

PB22. ACTIVITY 20. Listen to these sentences. Say 'now' or 'the future'.

- Focus pupils on the Activity 20 instructions and check understanding. Give them an example for 'now', e.g. *I am a teacher*. Play the CD. Pupils point to the words the first time. Play the CD again. Pupils write *now* and *the future* in their notebooks. Elicit the answers. Check that they understand why.

Key: 2 Now, 3 The future, 4 Now, 5 The future, 6 Now, 7 Now, 8 The future, 9 The future, 10 The future, 11 Now, 12 The future, 13 Now, 14 Now

CD 1, 32

- 1 We'll use rockets to travel.
- 2 I walk to school.
- 3 What'll they do next week?
- 4 I'd like some water, please.
- 5 It'll be hot tomorrow.
- 6 He wants to be an engineer.
- 7 That bottle's open.
- 8 I'll do it tomorrow.
- 9 We'll make a rocket next week.
- 10 When'll you be home?
- 11 They've got a metal box.
- 12 We'll see you at the cinema.
- 13 I'd like a little salt, please.
- 14 The purple skirt's eleven pounds.

PB22. ACTIVITY 21. Ask and answer about the year 2050.

- Focus pupils on Activity 21 and on the example. Pupils work in pairs or small groups, asking and answering. Encourage them either to tell the truth, or to use their imagination. Monitor

and help. Check by asking pupils to tell the class about their partner. Listen for correct use / pronunciation of *will*.

PB22. ACTIVITY 22. Write about your future.

- Focus pupils on the Activity 22 instruction and on the example text. They write a first draft in their notebooks, using ideas from Activity 21. They swap with a friend and check each other's work. Pupils then write a final version in their notebooks.

PB22. 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, 33

As in Pupil's Book

AB22. ACTIVITY 16. Match the rhyming words.

- Tell pupils to open their Activity Book at page 22. Make sure they understand they need to match the rhyming words which are in columns next to each other. Do one or two more matches together if necessary.
- Pupils work in pairs. They match the rest of the words by saying them out loud.

Note: Since contractions are not a feature of many languages, pupils often want to pronounce them as the two words (e.g. instead of 'I'm' they say 'I am'). Using rhyming words is an excellent strategy to help pupils hear and say the contractions correctly.

AB22. ACTIVITY 17. Listen, check and say.

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

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

CD 1, 34

1 I'll, smile; 2 she'll, feel; 3 they're, air; 4 we're, near; 5 he's, knees; 6 I'm, time; 7 who's, choose; 8 who'll, rule; 9 won't, don't; 10 let's, gets

AB22. ACTIVITY 18. Read the Tourist Space Programme and answer.

Key: 2 They'll stop at The Milky Way star café. 3 They'll have hot chocolate and cake pills. 4 They'll put on spacesuits. 5 They'll walk around and take photos. 6 They'll take them off to eat.

AB22. ACTIVITY 19. Practise saying your answers with the "ll" form correctly.

AB22. ACTIVITY 20. Use your answers to write the Space Programme in your notebook.

- Before pupils do the activity, focus them on the Write it right box and check they understand how to use connectors.

Key: Pupils' own answers

Extra activities: see page T121 (if time)

Ending the lesson

- Do the rhyme from the beginning of the lesson again.

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 from the story, *measure, months, seasons*

Additional language: *the last call, The Pleiades, Teotihuacan*

Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 1: A video recorder if possible

Optional: *Kid's Box Interactive DVD 6: The school hall 'A day at the Space Centre' episode*

Warmer

- Make groups of four. Give each group a character from the story: Emily, Sir Doug, Diggory, Iyam. Without looking at the Pupil's Book, they brainstorm the story so far from the point of view of their character. Elicit and check.

PB23. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 23. Focus them on the story and elicit who they can see in the first picture, where they are going and why. Set the gist questions: *Who sent them the tickets to Mexico? How many calendars did the Mayas have? What is special about 21 June?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Iyam Greedy, Two, It's the longest day). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What are The Pleiades? Describe the man sitting next to Diggory. Do you think he's really asleep? What's he doing? Are they going to stay in Mexico City? Where do they want to get to before Iyam?*

CD 1, 35

As in Pupil's Book

AB23. ACTIVITY 21. Read and answer.

Key: 2 The Sun, the Moon and stars. 3 When they could see The Pleiades in the early morning, before the Sun. 4 It'll be 21 June. 5 It's 18 June. 6 No, they won't.

AB23. ACTIVITY 22. Read and order the text. Write the story in your notebook.

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

Diggory Bones is an archaeologist who teaches at City University. He had the Sun Stone. This is the name for the Aztec calendar, which he had to talk about Mayan (and Aztec) technology and their ancient Maths system. Iyam Greedy, who's a pirate and only wants to get the Aztec gold and be rich, stole the Sun Stone and left a phone number for Diggory in a letter. When Diggory phoned the number, Iyam talked about Aztec mythology. Then he sent him two plane tickets in an email. On the plane to Mexico City, Diggory and his daughter, Emily, looked at a notebook and talked about a group of stars. There was a man sitting next to them. He listened to them talking. When Diggory and Emily caught a bus to Teotihuacan, the man from the plane got into a car with Iyam Greedy and followed their bus.

AB23. 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 won't, 3 Astronauts, 4 Earth, 5 'will', 6 When

AB23. 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 used 'll. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about travel in the future. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what they wrote about space travel.
- *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 T121 (if time)

Optional activity

- 'A day at the Space Centre' episode from *Kid's Box Interactive DVD 6 (The school hall section)*. See pages 8–10 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 the stars and the planets.

● **TARGET LANGUAGE**

Key language: *star, planet, orbit, solar system, gases, made of, billion, dwarf, speed, spin, daytime, facing the sun, large numbers*

Additional language: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Ceres, Eris, planetary year*

Revision: present simple

● **MATERIALS REQUIRED**

Extra activity 2: Dictionaries

Optional: *Kid's Box Teacher's Resource Book 6 Unit 2 Topic worksheet (page 28)*

Warmer

- Ask pupils what the name of our planet is (Earth). Brainstorm with pupils the names of any other planets they know. Supply the English names.

PB24. FACT.

- Tell pupils to open their Pupil's Books at page 24. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit how long a day lasts on Earth. Ask pupils if they know why a day on Jupiter is shorter. (They can find out from reading the text on the Pupil's Book page.)

PB24. ACTIVITY 1. Read and match the titles with the paragraphs.

- Focus pupils on the Activity 1 pictures. Elicit what the names of all the planets are (from the diagram). Focus pupils on the activity instruction and check they know what to do. Tell pupils to read quickly and silently to do the matching task. They check in pairs. Check with the class. Elicit reasons for their choices.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words and the numbers. Elicit how the sentence helps them remember the order of the planets. In pairs, pupils practise the sentence until they can say it without looking.

Key: 1 The Sun, 2 The planets, 3 Moons, 4 Days and years

PB24. ACTIVITY 2. Find the answers.

- Focus pupils on the Activity 2 instruction. Pupils work in pairs. They read the questions and then re-read the text to find the answers. Pairs check with pairs. Check with the class. Pupils write the answers in their notebooks.

Key: 1 There are eight planets in our solar system. 2 No, it doesn't. 3 The Sun is about five billion years old. 4 A day is 18.2 hours on Saturn. 5 The Sun is at the centre of our solar system. 6 Mercury is nearest the Sun. 7 There are more moons than planets. 8 A day on Venus.

AB24. ACTIVITY 1. Write the planets in order (1 = closest to the Sun).

Key: 2 Venus, 3 Earth, 4 Mars, 5 Jupiter, 6 Saturn, 7 Uranus, 8 Neptune

AB24. ACTIVITY 2. Read and complete the factfile.

Key: Position from the Sun: Fourth

Other name: The Red Planet

Orbits the Sun every: 687 days

How many moons: Two

Interesting facts: Has the biggest volcanic mountain: Olympus Mons. No rivers or lakes but possibly water under the ground.

AB24. ACTIVITY 3. Write about Neptune in your notebook.

Key: Pupils' own answers

Extra activities: see page T121 (if time)

Optional activity

- Unit 2 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 22 and 28).

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: stars and planets, large numbers with decimal points, *diameter*

● **MATERIALS REQUIRED**

Project: For each pupil, thin and thick card, string, sticky tape; for the class, scissors, colours. Make a solar system mobile before the lesson to use as an example. Follow the instructions in the Pupil's Book.

Warmer

- With books closed, review the mnemonic for the planets.
- Play a quick bingo game to review large numbers, some with decimal points.

PB25. ACTIVITY 3. Listen and complete the table. [YLE]

- Tell pupils to open their Pupil's Books at page 25. Focus them on the Activity 3 instruction. Give them time to read the table and the numbers through. Tell them that the information doesn't come in the same order as the table. Play the CD. Pupils listen and write. They check in pairs. Play the CD again.

Key: (a) 57.9 (d) 142,796
(b) 12,104 (e) 1,427
(c) 149.6 (f) 2,871

CD 1, 36

PRESENTER: Welcome to tonight's *Solar System Quiz*. Tonight we've got three players and they will answer my questions about the planets and moons in our solar system. We gave them the numbers. They looked at them. But can they remember them? Let's see, shall we? Don't forget – press the button to answer the questions. Here's our first question. Can you tell me how far Earth is from the Sun?

PETER: Er, a very long way. Er, I think it's a hundred and forty-nine point six million kilometres.

PRESENTER: That's right, Peter. Well done. Two points. Next question. Which is the nearest planet to the Sun?

KATY: That one's easy. Mercury is closest to the Sun, and it's fifty-seven point nine million kilometres away.

PRESENTER: Good. Two points to Katy. Now, can you tell me which is the biggest planet?

MICHAEL: I think that's Jupiter.

PRESENTER: That's right, Michael. Two points. And that's an extra point question! So, can you tell me how big it is?

MICHAEL: Well, I think the diameter of Jupiter is a hundred and forty-two thousand seven hundred and ninety-six kilometres. Is that right?

PRESENTER: Yes, it is. So you now have three points, Michael. OK. Now, which planet measures twelve thousand one hundred and four kilometres across?

KATY: I think that's the second planet. That's Venus.

PRESENTER: Well done, Katy. Two more points for you. OK. Next question. Which planet is one thousand four hundred and twenty-seven million kilometres from the Sun?

PETER: Is that Uranus?

PRESENTER: No, I'm sorry it isn't, Peter.

KATY: Then it's ... it's Saturn!

PRESENTER: Well done, Katy. You're on six points! Now another distance question. How far is Uranus from the Sun?

MICHAEL: Is that eight thousand two hundred and ... No, sorry. I can't remember.

PRESENTER: Anyone else?

PETER: I think it's two thousand eight hundred and seventy-one million kilometres from the Sun.

PRESENTER: You're quite right, Peter. Two more points. Now, the results at the end of ...

PB25. ACTIVITY 4. Ask and answer. Check your answers.

- Focus pupils on the Activity 4 prompts. Also model the question *What is the diameter?* Demonstrate the activity using open pairs. Pupils then continue the activity in pairs, taking turns to ask and answer. Monitor and help.

PB25. ACTIVITY 5. Write some quiz questions for a 'Class Planet Quiz'.

- Focus pupils on the Activity 5 instruction. Use the two examples to give them some ideas about questions to ask. Suggest other ideas: *What colour ... ? How far ... ? How wide ... ? How many moons ... ?* Remind pupils that they must know the answers to their questions. In pairs, pupils write at least four questions. Circulate to monitor and correct. Make four teams. Teams pool their questions. Teams take it in turns to ask another team a question. They have to answer in a given time limit (without looking in the Pupil's Book). Teams get a point for a correct answer. Make sure that different pupils answer the questions each time for their team.

PB25. PROJECT. Make a solar system mobile.

- Tell pupils that today's project is making a solar system mobile. Show them the one you have made. Read the project information through with the class, showing the materials as they are mentioned. Put pupils in groups or pairs to work together (although they each make their own mobile). Hand out the materials. Remind pupils to follow the instructions. Monitor and help where necessary.

AB25. ACTIVITY 4. FLYERS Reading and Writing, Part 1. Look and read. Choose the correct words and write them on the lines. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 25. Focus them on the activity instructions and the example. They write the word to match each definition by choosing from the words around the edges of the box. Make sure they realise they do not need to use all the words. They check in pairs. Elicit answers. Ask pupils to explain their choices.

Key: 1 mouse, 2 rockets, 3 pilot, 4 Thursday, 5 lion, 6 island, 7 theatre, 8 stars, 9 planets, 10 gold

Extra activities: see page T121 (if time)

Ending the lesson

- Review with pupils what they read about and which activities they liked best from this and the previous lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and completed a reading and a listening activity.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1 and 2

● **MATERIALS REQUIRED**

Warmer: Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each pupil in the class

Twenty pieces of paper, each with half a joke from Activity Book page 26 Activity 3

Warmer

- Make groups of six. Hand out a word to each pupil. They keep their word secret. They take turns to provide a definition of their word for the other pupils in their group to guess. If time, regroup pupils and repeat.

PB26. ACTIVITY 1. Read the text. Choose the right words and write them on the lines. [YLE]

- Tell pupils to open their Pupil's Books at page 26. Focus them on the reading text and on the instructions. Check they know what to do. Do the example first with the class. Remind pupils to read the words around the gap to help them choose the correct word each time. Pupils complete the text individually and then check in pairs. Check with the class by asking pupils to read the text aloud in turn around the class.

Key: 2 goes, 3 smaller, 4 its, 5 on, 6 when, 7 was, 8 say, 9 want, 10 works

PB26. ACTIVITY 2. Listen and colour and draw and write. [YLE]

- Focus pupils on the Activity 2 picture. Elicit some of the things they can see. Tell pupils to read the activity instruction and check understanding. Pupils need colours for this activity. Play the CD once through. Pause to give pupils time to quickly check with their partner before playing the CD again. Check with the class.

CD 1, 37

WOMAN: Can you see this picture of a space museum?

BOY: Yes. It looks great.

WOMAN: Well, I'm going to ask you to colour some of it for me.

BOY: Of course. What would you like me to colour?

WOMAN: Can you see the Sun on the poster? Can you start by colouring it yellow, please.

BOY: The Sun in yellow? OK.

|

WOMAN: Now, can you colour the astronaut's uniform, please?

BOY: Do you mean all of it?

WOMAN: That's right, from his head to his feet. Colour it grey, please.

2

BOY: OK. What next?

WOMAN: Now, can you write the word 'astronaut' at the bottom of his uniform?

BOY: Here, below his feet?

WOMAN: That's right.

3

BOY: What else?

WOMAN: Look at the poster again.

BOY: The one with Earth, the Moon and the Sun?

WOMAN: Yes. Colour Earth blue and green, please.

BOY: Blue and green. I'll use blue for the sea and green for the land, of course!

WOMAN: Yes!

BOY: Finished.

4

WOMAN: Good, and now draw a rocket between Earth and the Moon, please.

BOY: Would you like me to colour it?

WOMAN: Yes. Colour your rocket red, please.

BOY: Red. OK.

5

WOMAN: Do you want to do some more colouring?

BOY: Yes. What shall I colour?

WOMAN: Can you see the boy looking at the poster? He's with his mother, on the right. Colour her jumper purple.

BOY: His jumper?

WOMAN: No, his mother's jumper. Colour her jumper purple.

BOY: Finished.

WOMAN: Perfect. Well done.

AB26. ACTIVITY 1. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. [YLE]

Key: 1 future, 2 food, 3 will, 4 picture, 5 museum

AB26. ACTIVITY 2. Now choose the best name for the story.

Key: Future plans

AB26. ACTIVITY 3. Read and match the jokes.

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

Extra activities: see page T121 (if time)

Ending the lesson

- Hand out the pieces of paper with jokes and punch lines at random to pupils. If you have more than 20 pupils, pair some of the pupils up. If you have fewer, give one or more pupils more than one piece of paper. Ask a pupil with a question to start. He / she stands up and reads the first part of the joke, e.g. *How does a monster count to 13?* Encourage them to use appropriate intonation. The class replies in chorus *I don't know. How does a monster count to 13?* The pupil with the correct punch line stands up and says it, again with appropriate intonation, e.g. *On its fingers!* Repeat for all the jokes.

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

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 1 and 2, *fuel, launch*

Additional language: *Always travel clockwise!*

Revision: language for playing games

● **MATERIALS REQUIRED**

Dice, coloured counters

Optional: *Kid's Box Interactive DVD 6: The classroom Quiz 1, Test Units High Technology – 2 Kid's Box Teacher's Resource Book 6 (pages 76–90), Kid's Box 6 Language Portfolio page 3*

Warmer

- Review the names of the planets and their order with the class (using the mnemonic if they remember it). Elicit *rocket* and pre-teach *fuel* and *launch*.

PB27. ACTIVITY 3. Play the game.

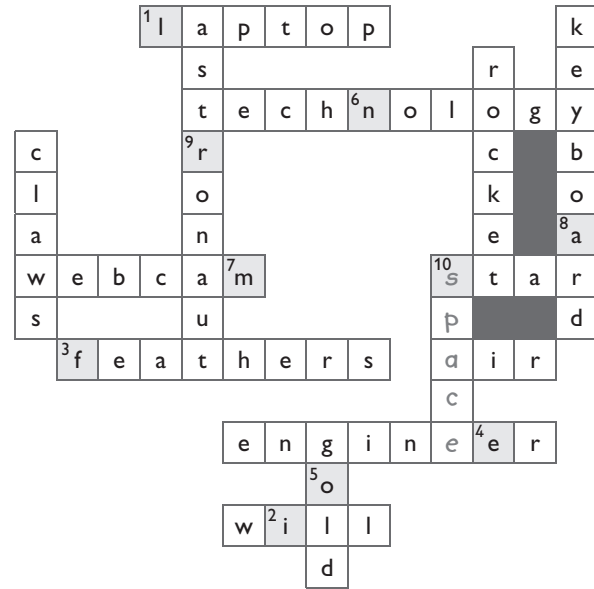
- Tell pupils to open their Pupil's Books at page 27. Elicit that this is a board game. Focus them on the instructions. Read them through aloud with the class and check pupils know what to do. Check understanding of *Always travel clockwise!* Pupils play in groups of three. They take turns to throw the dice and move around the board following the instructions. Monitor pupils as they are playing the game. If a pupil doesn't throw the correct number or launch from the correct square, he / she misses a turn. On the Mars landing square, pupils have to say something good they will do (or something bad they won't do) for the planet. They must not repeat a verb someone else has used. The first player in each group to finish is the winner.

AB27. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 gold (4), 3 technology (10), 4 air (3), 5 astronaut (9), 6 feathers (8), 7 laptop (6), 8 will (4), 9 star (4), 10 keyboard (8), 11 rocket (6), 12 engineer (8), 13 webcam (6), 14 Claws (5)

AB27. ACTIVITY 5. Write the words in the crossword. Write the message.

Key:



1 2 3 4 5 6 7 8 9 10
l i f e o n M a r s !

AB27. ACTIVITY 6. Quiz time!

Key: 1 a lion. 2 The Argo. 3 Theseus. 4 In spaceplanes. 5 Mars. 6 More than 60.

AB27. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activities: see page T122 (if time)

Optional evaluations

- Quiz 1 from *Kid's Box Interactive DVD 6 (The classroom 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.
- The test for Units High Technology – 2 from *Kid's Box Teacher's Resource Book 6* (see pages 76–90).

Language Portfolio

- Pupils complete page 3 of *Kid's Box 6 Language Portfolio (I can ... Units 1 and 2)*.

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 1 and 2 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.