

OBJECTIVES: By the end of the lesson, pupils will be able to use a range of quantifiers and will have reviewed free time activities.

● TARGET LANGUAGE

Key language: *some, any, no, every, someone, anyone, no-one, everyone, something, anything, nothing, everything, somewhere, anywhere, nowhere, everywhere, hobby, somewhere else*

Revision: free time activities, past simple

● 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 6*

Reinforcement worksheet 1 (page 51)

Warmer

- Review free time activities by asking pupils what sports and activities they did at the weekend. Write *Free time* on the board. Elicit other sports and free time activities. Pre-teach *hobby* and check the concept.

PB54. SHOW WHAT YOU KNOW! *What free time words can you remember?*

- Draw a circle around the words *Free time* on the board and elicit the ones from the Warmer to start the mind map. Say *Show what you know ... about free time activities*. Brainstorm free time words and create a mind map on the board. Supply words in English where necessary. Pupils copy the mind map into their notebooks.

PB54. ACTIVITY 1. *Listen and tick (✓) the free time words you hear.*

- Tell pupils to open their Pupil's Books at page 54. Focus pupils on the Activity 1 pictures. Elicit the names of the characters, what the weather is like in picture 1 (raining) and where they are (in school). Focus pupils on the activity instruction and check understanding. Remind them they do the same as for the Show what you know in the previous units.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 3, 02

DAN: I'm bored. Everything's wet outside. I want to play football, but there's nowhere to play.

ALVIN: Yeah, and there's nothing to do here in the classroom.

SHARI: So we need to think of something, don't we?

ALVIN: I've got an idea. We haven't tried table tennis ...

SHARI: We haven't got anywhere to play table tennis in the classroom, Alvin!

DAN: Yes, we have! We've got everything we need. Books, desks and a ball!

SHARI: We've invented a great game.

ALVIN: Yeah, it's fun. Does anyone else want to play?

GIRL: Yes, I do! Can I hit the ball?

DAN: Yeah, sure. Oh, look! Someone's coming.

TEACHER: That's a strange hobby. I'm sorry, but you can't play it here. Go outside, everyone! Find somewhere else to play, please. It's stopped raining now.

SHARI: Come on, then. Here, catch, Alvin!

ALVIN: Ouch! Now we've got something to write about! Different hobbies!

PB54. ACTIVITY 2. *Listen again and correct the sentences.*

- Focus pupils on the Activity 2 instruction. Give them time to read the sentences. Play the CD again. They listen and read. Then they work in pairs and try to correct the sentences. Check with the class, playing the CD again if necessary. Discuss each one, checking the concept of the new word(s) and the use of *else*. Focus pupils on the Look box. Ask questions to check general understanding of the CD.

Key: 2 There's nothing to do in the classroom. 3 They've got everything they need to play table tennis. 4 Someone else wants to hit the ball. 5 They have to go somewhere else to play. 6 Now they've got something to write about.

CD 3, 03

PB54. ACTIVITY 3. *Read and choose the right words.*

- Focus pupils on Activity 3. Remind them to check the Look box. They complete the exercise in pairs. Check with the class. Write the sentences on the board for pupils to copy.

Key: 1 Everything, 2 nothing, 3 nowhere, 4 anywhere, 5 everything, 6 anyone, 7 somewhere, 8 everyone!

AB54. ACTIVITY 1. *Read the text carefully. Follow the instructions.*

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

Key: 5 (pupil's full name), 8 (a teacher's name)

AB54. ACTIVITY 2. *Read and choose the right words.*

Key: 2 anywhere, 3 everywhere, 4 anyone, 5 anything, 6 Everyone

AB54. ACTIVITY 3. *Read and complete.*

Key: 2 everywhere, 3 inside, 4 anyone, 5 everywhere, 6 no-one

AB54. ACTIVITY 4. *Tell the story in the past. Write it in your notebook.*

Key: A man was watching TV when he heard the door. He opened it but no-one was there. He looked everywhere: to the left, to the right, up and finally he looked down and he saw a snail. He was angry so he picked up the snail and threw it really hard.

He then went back inside his house.

A month later, the same thing happened. He opened the door but there wasn't anyone there. He looked everywhere, but there was no-one there. Finally he looked down and saw the snail again. He picked it up, but before he could throw it again, the snail said, 'Why did you do that?'

Optional activity

- Unit 6 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 50 and 51).

Extra activities: see page T125 (if time)

Ending the lesson

- Elicit free time words and make a class word snake on the board. Pupils copy it into their notebooks.

OBJECTIVES: By the end of the lesson, pupils will have had more practice with quantifiers and read more about free time activities.

● TARGET LANGUAGE

Key language: quantifiers, definitions, *exhibition, design*

Additional language: *rocket*

Revision: free time activities, *hobby, rules, dates*

● MATERIALS REQUIRED

Reference books / the internet

Warmer

- Revise the quantifiers from the previous lesson. Draw a grid on the board, putting a quantifier in each square, e.g.

someone	everything	no-one
everywhere	everyone	somewhere
nowhere	nothing	anywhere

- Make two teams. Teams take turns to choose a square and to make a meaningful sentence using the word in the square. If they do it correctly, they win the square. One team places noughts (0) and the other places crosses (X). Each team tries to form a line of three and the first to do so is the winner. Note: It is not always possible to form a line.

PB55. ACTIVITY 4. Read and complete.

- Tell pupils to open their Pupil's Books at page 55. Focus them on the photograph. Elicit what it is and what they think the email is going to be about. Then focus them on the instruction and on the words in the box. Check they know what to do. Tell pupils to skim read the text right through before they start to fill in the words. Set a gist question to make sure they do this, e.g. *What time did the museum close?* Pupils read quickly and silently to find the answer (half past five). Pupils then work individually to try to fill in the gaps. They check in pairs. Check with the class, asking pupils to take turns to read the text aloud. Check general comprehension of the text.

Key: 2 Someone, 3 Everyone, 4 anyone, 5 no-one, 6 everyone, 7 everything, 8 anywhere, 9 something, 10 anything

PB55. ACTIVITY 5. Listen and write. [YLE]

- Focus pupils on the Activity 5 instruction and on the text. Check they know what to do and have read through the text. Play the CD. Pupils listen and write the information. They check in pairs. Play the CD again. Check with the class, eliciting the answers (including spelling) onto the board.

Key: 2 Harry, 3 Sally, 4 city, 5 the sports centre, 6 Four

CD 3, 04

PRESENTER: Welcome to today's quiz show, *Say it in ten*. Today we've got two young players who are going to play our game. Their names are Harry and Sally.

HARRY: Hello.

SALLY: Hi.

PRESENTER: Now, you know how to play. One of you thinks of a place, a person or a thing: it can be ... anywhere, anyone or anything! And the other must ask questions to find out what it is. Don't forget, you can only answer 'yes' or 'no'.

HARRY: OK.

SALLY: Fine.

PRESENTER: So, Sally, you start. What's it going to be: a place, a person or a thing?

SALLY: Well, I think it's going to be a place.

HARRY: I think ... is it somewhere you go to buy things?

SALLY: No.

HARRY: But is it somewhere in the city?

SALLY: Yes.

HARRY: Is it ... er ... somewhere I can play sport?

SALLY: Yes.

HARRY: Is it the sports centre?

SALLY: Yes!

PRESENTER: Well done, Harry. You've guessed it in only four questions. Now, Harry, what are you going to think of? Remember now, it can be ... anywhere, anyone or anything!

HARRY: It's a person.

PRESENTER: Right then, Sally, start asking Harry your questions.

PB55. ACTIVITY 6. Play the game. Say it in ten.

- Focus pupils on the Activity 6 instructions. Tell them they are going to play the game from the listening (Activity 5) in pairs. Elicit the rules for the game and write them on the board, playing the CD again if necessary. One pupil chooses a place, person or thing and writes it secretly on a piece of paper. The other pupil tries to guess, using 'yes' / 'no' questions only. They have to guess in less than ten questions to get a point. Play the game in open pairs if necessary before pupils play in closed pairs. Monitor and help as appropriate.

PB55. ACTIVITY 7. Ask and answer.

- Focus pupils on the table for Activity 7. Elicit the questions for each one and write them on the board. Pupils draw the table in their notebooks and write in the complete questions. This is a mingling activity. Pupils go around the classroom asking the questions of different pupils. When they get a 'yes' answer, they write the pupil's name and move on to the next question.

AB55. ACTIVITY 5. Read and answer.

Key: 1b Football, c Football players; 2a Skis, b Skiing, c Snow; 3a Golf, b Outside, c In the ground

AB55. ACTIVITY 6. Write a definition for a sport or a hobby. Use the words from the 'Look' box on Pupil's Book page 54.

Key: Pupils' own answers

AB55. ACTIVITY 7. Match the sentences with the pictures.

Key: b4, c3, d1

AB55. ACTIVITY 8. Read and order the text.

Key: 5 7 8 | 3 4 6 2

Extra activities: see page T125 (if time)

Ending the lesson

- Elicit when pupils last went to a museum and what they saw.

OBJECTIVES: By the end of the lesson, pupils will have read more about people's different hobbies.

● **TARGET LANGUAGE**

Key language: *clothes design, bike trail, chess, beatbox, free running, skateboard, mountain bike, board games*

Additional language: *Madonna*

Revision: free time and hobbies

● **MATERIALS REQUIRED**

Photos / pictures of different known sports

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

Reinforcement worksheet 2 and / or Extension worksheet 1 (pages 52 and 53)

Warmer

- Use the pictures of different sports to revise the sports that pupils know. When they give you the name, ask them to provide more information about it, e.g. *Is it played in teams? What equipment is used? Is it dangerous? Have they tried it?*

PB56. ACTIVITY 8. *Read and think. How many of these can be indoor hobbies?*

- Tell pupils to open their Pupil's Books at page 56. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding by eliciting which sports they mentioned in the Warmer can be played indoors. 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. Ask a pupil to read the introduction aloud to set the context. Pupils then read the text silently to find the answer. Check with the class, asking pupils to read out relevant sections from the texts. Check comprehension of key 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. *Where does Emma like to ride her bike? What instrument does Robert play? Do free runners train in sports centres?* Elicit examples of other board games. Discuss which of these sports / hobbies pupils have heard of / have tried. Elicit a demonstration of beatbox if anyone can do it.

Key: clothes design, chess, beatbox

PB56. ACTIVITY 9. *Listen. Repeat the word and say the name.*

- Focus pupils on the Activity 9 instructions and on the example. Play the CD. Pause after each one for pupils to repeat the word and whisper the name to their partner. Play the CD again. Elicit a choral response each time.

Key: 2 Board games. That's Sarah. 3 Free running. That's Richard. 4 Beatbox. That's Robert. 5 Clothes design. That's Harry. 6 Chess. That's Sarah. 7 Skateboard. That's Betty.

CD 3, 05

1 mountain bike, 2 board games, 3 free running, 4 beatbox, 5 clothes design, 6 chess, 7 skateboard

PB56. ACTIVITY 10. *Read again and find these things.*

- Check understanding of the Activity 10 instructions. Pupils work in pairs. They take it in turns to read the phrases and to find the things in the text. There may be more than one answer. Check using open pairs.

Key: 1 bike trail / hills / woods, 2 T-shirt, 3 wood, 4 bike, 5 skateboard, 6 chess

AB56. ACTIVITY 9. *Label the photos.*

Key: 2 clothes design, 3 skateboard, 4 chess, 5 mountain bike

AB56. ACTIVITY 10. *Follow the free time words.*

- Key:** clothes design, skateboarding, mountain biking, board games, skiing, golf, cooking, table tennis, beatbox, free running, sewing, playing the piano, baseball, chess, skating, reading

AB56. ACTIVITY 11. *Look at the other words in Activity 10. Use them to write a sentence.*

- Key:** Someone who does interesting things and goes to different places is never bored. / Someone who goes to different places and does interesting things is never bored.

AB56. ACTIVITY 12. *Read and answer.*

- Key:** 2 Madonna. 3 In action films, adverts on TV and on a video game. 4 No, they can't. 5 Because free runners need to be very strong and fit.

Extra activities: see page T125 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 2 and / or Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 50, 52 and 53).

Ending the lesson

- Write the new words from the lesson (the words at the bottom of Pupil's Book Activity 8) on the board in jumbled form for pupils to unjumble. Check spellings as they give you the words.

OBJECTIVES: By the end of the lesson, pupils will have talked more about free time activities and sung a song.

● **TARGET LANGUAGE**

Key language: free time activities, definitions, sew

Revision: past simple, question forms, picture descriptions

● **MATERIALS REQUIRED**

Photocopiable 6 (see page T116), one copy for each pair of pupils

Optional: *Kid's Box Teacher's Resource Book 6 Unit 6 Song worksheet* (page 55) and / or *Kid's Box Interactive DVD 6: The music room* (pages 28–33)

Warmer

- Mime one of the free time activities from the previous lesson for pupils to guess. Pupils take turns to come and mime other ones. Make sure their Pupil's Books are closed.

PB57. ACTIVITY 11. Read and complete.

- Tell pupils to open their Pupil's Books at page 57. Focus them on the song and the pictures for Activity 11. Elicit some of the free time activities they can see. Check they have read the activity instruction and know what to do. Tell them to read through the words in the box before they start. They do the activity in pairs. Remind them to make use of rhyme.

Key: 2 everyone, 3 something, 4 climb, 5 park, 6 ski, 7 design, 8 cut, 9 chess, 10 bike, 11 sing, 12 beatbox, 13 watch, 14 learn, 15 somewhere

PB57. ACTIVITY 12. Listen and check. Sing the song.

- Play the CD for them to listen and check. Play the CD a second time if necessary. Check with the class, asking pupils to read relevant sections aloud. Check any vocabulary queries. 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 in groups with the karaoke version on the CD and possibly record them.

CD 3, 06

As in Pupil's Book and Key for Activity 11

CD 3, 07

Now sing the song again. (Karaoke version)

PB57. ACTIVITY 13. Invent another verse. Use these words or your own ideas.

- Focus pupils on the Activity 13 instructions. Brainstorm some ideas with the class before they start and check understanding of the words in the box. Tell them to try to get their verses to rhyme – if they can. Make groups of three or four. Pupils work on their own verses. Monitor and help. Volunteers can sing their verses to the class.

PB57. ACTIVITY 14. Read the definitions. What hobby is it?

- Focus pupils on the Activity 14 instructions and check understanding. They read the definitions in pairs and write the hobbies in their notebooks. Check with the class, eliciting what words in the definitions gave them the best clues.

Key: 1 skateboarding, 2 free running, 3 chess

PB57. ACTIVITY 15. Write more definitions for your friend to guess.

- Focus pupils on the activity instruction. Tell them they can use different sports and free time activities, not just those from Pupil's Book page 56. Pupils write their definitions in pairs. Monitor and help if necessary. Make groups of four from two pairs. They read their definitions aloud to the other pair for them to guess.

Photocopiable 6 (see pages T109 and T116)

AB57. ACTIVITY 13. Find four differences.

Key (possible answers): In picture a a boy is running. In picture b he is sitting on the wall.

In picture a the boy has got a bike. In picture b he has got a skateboard.

In picture a the girl is drawing a skirt. In picture b she is drawing a dress / T-shirt.

AB57. ACTIVITY 14. Read the email. Choose the right words and write them on the lines. [YLE]

Key: 2 Mine, 3 I, 4 we, 5 us, 6 me, 7 our, 8 My

AB57. ACTIVITY 15. Write questions for the answers.

Key (possible answers): 2 How long was she there (for)?
3 Why did they play board games for the first two days?
4 What did she learn to play? 5 What did they do on Wednesday? 6 What did they do on Friday / the last day?

AB57. ACTIVITY 16. Write an email to a friend about your hobbies in your notebook.

Key: Pupils' own answers

Extra activity: see page T125 (if time)

Optional activities

- Unit 6 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 50 and 55).
- Unit 6 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 from the beginning of the lesson again with pupils, including one or two of the new verses if appropriate.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the phoneme /ʌ/ and recognise different spellings for this sound. They will also have completed a communication activity.

● **TARGET LANGUAGE**

Key language: words with the phoneme /ʌ/, *double-decker bus, album*

Revision: free time activities

● **MATERIALS REQUIRED**

Extra activity 2: The CD of a song that you know pupils like; copies of the words of the song, cut into four or five sections (for pupils to sequence); one set for each pair

Optional: *Kid's Box Teacher's Resource Book 6* Unit 6 Extension worksheet 2 and / or Topic worksheet (pages 54 and 56)

Warmer

- Write the following words on the board: *but, come, enough, love, jump, done*. Ask pupils to practise saying the words in pairs and decide which sound they all have in common. Elicit the sound (/ʌ/). Point out that the sound is represented by different spellings in the words on the board. Tell pupils they will be practising this sound in today's lesson and looking at different spellings for the sound.

Note: This is not an easy sound for some nationalities, even when found in decodable words (e.g. *fun*). Pupils often pronounce the words the way they're spelled or using the short o sound /ɒ/.

PB58. ACTIVITY 16. *Focus on phonics.*

- Tell pupils to open their Pupil's Books at page 58. Focus them on Activity 16 and on the instruction. Pre-teach *double-decker bus*, using the pictures. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct pronunciation of the phoneme /ʌ/. In pairs, pupils practise the rhyme.

CD 3, 08

As in Pupil's Book

PB58. ACTIVITY 17. *In groups, ask and answer.*

- Focus pupils on the Activity 17 instruction and on the questionnaire. Ask pupils to read the questions aloud and check understanding. They copy the questionnaire into their books and take turns to ask and answer in small groups. They need to make notes of their partners' answers.

PB58. ACTIVITY 18. *Write about your hobbies and someone with different hobbies.*

- Focus pupils on the Activity 18 instruction and check that they know what to do. Remind them they need to use the notes about their friends from Activity 17. They answer the questions for themselves first in their notebooks. Then they select information to use in the writing activity. Circulate and check pupils have chosen appropriate information before they start writing. When they have written a draft of their text, they swap it with a partner for checking. When they have their partner's feedback, they write a final version.

PB58. 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 3, 09

As in Pupil's Book

AB58. ACTIVITY 17. *Complete the sentences.*

Key: 2 country, 3 someone, 4 touch, 5 cousin, 6 doesn't, 7 done, 8 nothing

AB58. ACTIVITY 18. *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

CD 3, 10

1. We love going to London.
2. Germany is a big country.
3. Can someone answer this question?
4. Please don't touch the animals at the zoo.
5. My cousin is coming for lunch.
6. My brother doesn't like catching buses.
7. Have you done your homework yet?
8. I've opened the box and there's nothing inside it.

AB58. ACTIVITY 19. *Read the review and answer.*

- Before pupils do the activity, focus them on the Write it right box and read it through with the class. Elicit how they could finish each of these phrases.

Key: 2 Bruce Star sang it. 3 It's from the album *Bigger*. 4 The writer likes the chorus most. 5 She also likes the drums. 6 She doesn't like the sound of the guitar because it sounds too fast.

AB58. ACTIVITY 20. *Think of your favourite song. Answer the questions in your notebook.*

Key: Pupils' own answers

AB58. ACTIVITY 21. *Now write a review in your notebook.*

Key: Pupils' own answers

Extra activities: see pages T125–126 (if time)

Optional activities

- Unit 6 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 50 and 54).
- Unit 6 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 50 and 56).

Ending the lesson

- Do the chant again with the pupils.

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

● **TARGET LANGUAGE**

Key language: language in the story, *expect, no tricks, stairs*

Additional language: *Kukulcan, Chichen Itza*

Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Reference books / the internet to research the Mayas and their temples / pyramids

Optional: *Kid's Box Interactive DVD 6: The school hall* 'Free running' episode and / or *Kid's Box 6 Language Portfolio* page 11

Warmer

- Review what pupils can tell you about the Maya civilisation from the story. Write *Maya* on the board and elicit the information they can remember from past episodes. Finally, ask pupils what happened at the end of the previous episode.

PB59. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 59. Focus them on the story and elicit that Diggory, Iyam and Emily are going somewhere in the car. Set the gist questions: *Where are they going? How long will it take to get there? What kind of game did the Mayas play?* Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Kukulcan's pyramid at Chichen Itza, Two days, A ball game). 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. *Which is the most important temple? What were their instruments made of? What happens twice a year? What sounds like a bird singing when the gods are angry? What do you think Iyam can hear at the end?*

CD 3, 11

As in Pupil's Book

AB59. ACTIVITY 22. Read and answer.

Key: 2 A corn symbol will take him to a cave of gold. 3 Yes, they are. 4 It's called 'The Castle'. 5 They had music with instruments made of wood and shells. 6 In March and September.

AB59. ACTIVITY 23. Look at the code. Write the secret message in your notebook.

Key: Tlachtli was a ball game which Mayan men played. They had to pass a heavy rubber ball through a circle made of stone high up in one of the walls.

AB59. 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 everywhere, 3 Chess, 4 beatbox, 5 country, 6 opinion

AB59. 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 *something, anything, nothing* and *everything*. 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 different hobbies and free time activities. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the song reviews they wrote.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T126 (if time)

Optional activity

- 'Free running' episode from *Kid's Box Interactive DVD 6 (The school hall section)*. See pages 20–23 of the Teacher's Booklet for the Interactive DVD.

Language Portfolio

- Pupils complete page 11 of *Kid's Box 6 Language Portfolio (My hobby or interest)*.

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 music and musical genres and talked about extracts of music.

● **TARGET LANGUAGE**

Key language: *melody, tempo, harmony, pop music, opera, classical, costumes, jazz, improvisation, rock, bass guitar, rap, complicated*

Additional language: *Louis Armstrong, trumpet*

Revision: music, adverbs

● **MATERIALS REQUIRED**

Extra activity 2: internet connection via the electronic whiteboard: samples of rap music

Warmer

- Ask pupils to name all the different kinds of music they know. Write their ideas on the board as a mind map. Elicit their favourite types of music and why they like them.

PB60. FACT

- Tell pupils to open their Pupil's Books at page 60. Focus them on the top of the page. Ask a pupil to read the fact to the class. Elicit if the pupils have heard of Abba and if they know what came before CDs (mini-discs, tapes, records / vinyl).

PB60. ACTIVITY 1. Read about music.

- Focus pupils on the Activity 1 text. Ask different pupils to read the text aloud around the class. After reading, check comprehension of *melody, tempo* and *harmony*.

PB60. Now listen. Which piece do you prefer?

- Focus pupils on this part of the Activity 1 instructions and check they know what to do. They don't answer until they have heard all the pieces. Play the CD. Pupils listen and think. They discuss in pairs. Elicit opinions from the class before playing the CD another time.

CD 3, 12

Listen to this melody.

Now you're going to listen to the same melody, but with a different tempo.

Is it faster or slower?

Now listen again. This time the melody has harmony.

Now listen to a different harmony.

Which piece do you prefer?

PB60. ACTIVITY 2. Match the words with photos a–e. Read and check.

- Focus pupils on the Activity 2 instructions and then on the text and the pictures. Check they know what to do. Pupils read the text individually to match the words with the pictures. They check in pairs. Check with the class.
- 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. Elicit if they know any of these kinds of music and, if so, which ones they like.

Key: a rap, b jazz, c opera, d beatbox, e rock

PB60. ACTIVITY 3. Listen and say 'yes' or 'no'.

- Focus pupils on the Activity 3 instruction and check they know what to do. Remind them to whisper Yes or No to their friend the first time they listen. Play the CD. Pause after each one to give pupils time to process the information and to find the relevant information in the text. Pupils whisper Yes or No to their partner. Play the CD again and check with the class. Elicit corrections for each one.

Key: 1 yes, 2 no, 3 no, 4 no, 5 yes, 6 no

CD 3, 13

1. In opera, there are different melodies and tempos.
2. Improvisation is very important in opera.
3. Jazz is a new kind of music.
4. Rock music started in the 1980s.
5. In rap, the words are more important than the harmony.
6. The drummer is the most important person in beatbox music.

AB60. ACTIVITY 1. Do the music questionnaire.

Key: Pupils' own answers

AB60. ACTIVITY 2. Ask someone else the questions. Write about your answers in your notebook.

Key: Pupils' own answers

AB60. ACTIVITY 3. Read and answer the questions.

Key: 2 In 1901. 3 In New Orleans. 4 He was 11. 5 When he was 11. 6 His improvisation and the way he played the melodies.

AB60. ACTIVITY 4. Look at this factfile for Biz Markie. Write a report.

Key: Pupils' own answers

Extra activities: see page T126 (if time)

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 musical genres and styles and completed a project.

● **TARGET LANGUAGE**

Key language: music, songwriter, album, charts

Additional language: Bruce Springsteen, E Street Band, Grammy Prizes, Shakira, Colombia

Revision: problem, concert, guitar, singer, musical note

● **MATERIALS REQUIRED**

An empty plastic drink bottle and a bowl for each pupil, water, scissors, sticky tape

Extra activity 1: A selection of different music, with the name of each written on a large piece of card

Warmer

- Review the musical genres from the previous lesson. With Pupil's Books closed, elicit what pupils can remember about each one. Prompt use of other words by asking, e.g. *What do we mean by improvisation? Is this when everyone reads and plays music together?*

PB61. ACTIVITY 4. Listen. Number the kinds of music 1–6. [YLE]

- Tell pupils to open their Pupil's Books at page 61. Focus them on the activity instructions and on the pictures. Play the CD of different types of music. Pupils listen and number. They check in pairs. Play the CD again. Check with the class.

Key: 2 rap, 3 jazz, 4 rock, 5 beatbox, 6 pop

CD 3, 14

1. Opera
2. Rap
3. Jazz
4. Rock
5. Beatbox
6. Pop

PB61. ACTIVITY 5. Read and complete.

- Tell pupils they are going to read about a rock singer and a pop singer. Focus them on the Activity 5 texts and elicit the names of the singers (Bruce Springsteen and Shakira). Elicit if they know anything about these two singers. Focus pupils on the Activity 5 instruction and on the words in the box. Check they know what to do. They complete the texts individually and then check in pairs. Check with the class.

Key: 2 guitar, 3 problems, 4 concerts, 5 Spanish, 6 CDs, 7 world, 8 English

PB61. ACTIVITY 6. Listen to the beatbox rhythms. Clap and tap.

Note: You will need to practise the movements before the lesson.

- Focus pupils on the Activity 6 instructions. Tell them to listen the first time and watch you demonstrate the movements. Stand where everyone can see you. Play the CD. Do the actions. Tell all the pupils to stand up. Play the CD again, this time with pupils joining in. Replay the CD several times until all the pupils can do the actions in time with the rhythm.

CD 3, 15

Listen to this rhythm ...

Make the same rhythm. Clap your hands and tap the table.

Now listen to this rhythm ...

Try this rhythm too. Clap your hands and tap the table.

This is the third rhythm ...

Can you copy this rhythm too? Clap and tap.

Here is the last rhythm ...

Try this rhythm out too!

Now let's try the rhythms one after the other.

Are you ready to do that faster?

Well done everyone!

PB61. PROJECT. Make a musical bottle.

- Tell pupils that for today's project they are going to make a musical bottle. Read through the project information with the class, showing the objects as they are mentioned. Check pupils understand what to do. Put pupils in pairs to work together, although they each make their own musical bottle. Remind pupils to follow the instructions carefully. Monitor and check / help where necessary. Ask different pupils to demonstrate their musical notes and the class to tell you why they think the note changes. If you feel pupils can manage it, organise them into an orchestra and conduct them in one or two tunes.

AB61. ACTIVITY 5. FLYERS Reading and Writing, Part 4

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. [YLE]

- Tell pupils to open their Activity Book at page 61. Focus them on the activity instruction and check understanding. Make sure they read the instruction for number 6 at the bottom of the page. Check comprehension of the words in the box. Pupils complete the text individually. They compare answers in pairs. Check with the class.

Key: 1 often, 2 playing, 3 them, 4 parents, 5 countryside, 6 Pet rescue

Extra activities: see page T126 (if time)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson 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 5 and 6 and completed a reading and a speaking activity.

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 5 and 6, *poisonous*

Additional language: *blowfish*

Extra activities: see page T126 (if time)

Ending the lesson

- In pairs, pupils each think of one 'odd one out' example, as in Activity Book Activity 3, using words from Units 5 and 6. Pairs take turns to say theirs, for the rest of the class to say which they think is the odd one out and why.

Warmer

- Write *Hobbies and free time activities* in a circle in the middle of the board. Brainstorm a mind map of all the hobby and free time words that pupils remember in two minutes. They keep their Pupil's Books closed.

PB62. ACTIVITY 1. Read the letter and write the missing words. Write one word on each line. [YLE]

- Tell pupils to open their Pupil's Books at page 62. Focus them on Activity 1 and elicit that it's a letter. Ask who wrote it (Robert), who he wrote to (Peter) and what they think it's about (hobbies). Tell pupils to read the activity instructions and check understanding. Pupils do the activity individually, checking in pairs when they have finished. Check with the class, asking pupils to take turns to read the letter aloud.

Key: 2 for, 3 on, 4 like / love / enjoy, 5 to, 6 riding

PB62. ACTIVITY 2. Look at the pictures. Tell the story. [YLE]

- Focus pupils on the Activity 2 pictures. Elicit what they can see in the different pictures. Focus them on the activity instructions and make sure they know what to do. Demonstrate the activity with the whole class first. Ask questions about the first picture to encourage pupils to describe what happened. Encourage them to extend their responses, using, e.g. *One day / One Saturday*, and to give the people names. Remind them to use adjectives, adverbs and connectors to make the story more interesting. Pupils then work in pairs, asking, answering and talking about the pictures in order. As they do this, they create their stories. Pairs write their story in their notebook so they can tell another pair about it. Make groups of two pairs. Pupils share their stories. Elicit and create a definitive version of the story by asking pupils to dictate for you to write on the board.

AB62. ACTIVITY 1. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. [YLE]

Key: 1 ridden, 2 dangerous, 3 someone, 4 squid, 5 anything

AB62. ACTIVITY 2. Now choose the best name for the story.

Key: Living dangerously

AB62. ACTIVITY 3. Which is the odd one out and why?

Key: 2 walked It's a regular verb. 3 soccer You kick the ball.
4 jellyfish It doesn't have a shell. 5 chess It's not something we ride on. 6 laughed The final sound is a /t/.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5 and 6 and played a game.

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 5 and 6

Revision: language for playing games

● **MATERIALS REQUIRED**

Dice and counters for each group of three or four pupils, small pieces of paper

Optional: *Kid's Box Interactive DVD 6: The classroom Quiz 3*, Test Units 5–6 from *Kid's Box Teacher's Resource Book 6* (pages 106–120), *Kid's Box 6 Language Portfolio* page 5

Warmer

- Review use of the present perfect by asking questions around the class, e.g. *How long have you lived in this city / town? Have you ever eaten octopus? Have you ever climbed a mountain? Which countries have you visited?* Pupils give full answers each time.

PB63. ACTIVITY 3. Play the game.

- Tell pupils to open their Pupil's Books at page 63. Ask a pupil to read the instructions aloud. Check that pupils understand how to play by playing a demonstration game. Pupils play in groups of three or four. The pupils can move in different directions. The object of the game is to 'win' three verbs in a line. To win a verb, pupils make a correct sentence using the verb in the present perfect tense. They then cover it with a piece of paper with their name on. Other pupils can land on the square that someone else has won, but they can't win it too. When they land on a square that's already won, they don't make a sentence. Remind pupils of language for playing games, e.g. *Whose turn is it? It's your turn.* Monitor and help.

AB63. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 free running (11), 3 octopus (7), 4 Chess (5), 5 ocean (5), 6 anyone (6), 7 shell (5), 8 skateboard (10), 9 crab (4), 10 since (5), 11 Coral (5), 12 whale (5), 13 something (9), 14 had (3), 15 for (3)

AB63. ACTIVITY 5. Write the words in the crossword. Write the message.

Key:

AB63. ACTIVITY 6. Quiz time!

Key: 1 rescuing a dolphin. 2 Because they make food for other animals. 3 A predator with no natural enemies. 4 The harmony. 5 400 years old.

AB63. ACTIVITY 7. Write questions for your quiz in your notebook.

- Pupils' own answers

Extra activities: see page T126 (if time)

Optional evaluations

- Quiz 3 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 5–6 from *Kid's Box Teacher's Resource Book 6* (see pages 106–120).

Language Portfolio

- Pupils complete page 5 of *Kid's Box 6 Language Portfolio (I can ... Units 5 and 6)*.

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 5 and 6 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. Elicit examples for each one.
- Ask pupils which topics and activities were their favourites.