

OBJECTIVES: By the end of the lesson, students will be able to talk about the past, using the simple past and the past progressive.

● TARGET LANGUAGE

Key language: simple past and past progressive, *disaster, storm, island, beach, catch fire, lightning*

Review: the weather, adjectives, spelling for -ing endings, helicopter

● MATERIALS REQUIRED

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

Optional: Kid's Box AE Teacher's Resource Book 5 Unit 4

Reinforcement worksheet 1 (page 37)

Warmer

- Invent or tell students a short story of a disaster that happened to you which is weather-related, e.g., a flood in your house, your house was struck by lightning. At the end, say *It was a disaster / It was terrible*. Elicit if students have experienced any similar disasters. Tell students the theme of Unit 4 is *Disaster* and write it on the board. Draw a line from *Disaster* and write *Weather*. Tell students a lot of disasters are caused by the weather.

SB36. SHOW WHAT YOU KNOW! What weather words can you remember?

- Draw a circle around *Weather* on the board and write one or two of the words you mentioned in the warmer to start the mind map. Say *Show what you know ... about weather words*. Brainstorm weather words and create a mind map on the board. Students copy the mind map into their notebooks.

SB36. ACTIVITY 1. Listen and check (✓) the weather words you hear.

- Tell students to open their Student's Books to page 36. Focus them on the Activity 1 pictures. Elicit the names of the characters and where they are.
- Play the CD. Students listen and check. They check in pairs. Use the mind map on the board to check with the class.

CD 2, 13

MARIA: That was amazing!

ALEX: It was really scary, too.

ALEX: Now we have a great project for our ezine ... Disasters!

MARIA AND DAN: Yeah!

REPORTER: Well, hello, children. Are you getting warm?

MARIA, DAN, AND ALEX: Yes!

REPORTER: Can you tell me what happened?

MARIA: It was hot and sunny this morning, so we decided to sail to the small island for a picnic with my dad.

ALEX: When we were sailing to the island, the sky went dark.

REPORTER: Were you listening to the weather on the radio?

DAN: The radio was on, but we weren't listening to the weather. We were listening to music.

REPORTER: Why didn't you go back to the beach?

DAN: Because we were very close to the island. We decided to wait there for the weather to get better ... but it didn't. A storm started.

MARIA: We were walking up the beach, looking for somewhere safe to stay, when lightning hit the boat and it caught fire.

REPORTER: What a disaster!

MARIA: We couldn't leave the island, so Dad had to phone for help.

ALEX: At first the phone didn't work. But then he tried again and it was OK. Phew!

REPORTER: Were you afraid?

MARIA, DAN, AND ALEX: Yes!

DAN: But it was really exciting when the helicopter came to get us.

MARIA AND ALEX: Yeah, that was great!

SB36. ACTIVITY 2. Listen again. Who said it?

- Read the sentences through with the class. Play the CD. Students write the name in their notebooks. They check in pairs.

Key: 2 Maria, 3 Alex, 4 Dan, 5 Maria, 6 Dan

CD 2, 14

Presentation

- Write sentence 3 from Student's Book Activity 2 on the board. Underline the simple past in one color and the past progressive in another. Use a timeline to show that the past progressive happened over a period of time and was interrupted by the simple past action. Do the same using sentence 5. Elicit the names of the two tenses. Students copy the timeline into their notebooks.
- Play the CD from Activity 1 again. When students hear the past progressive, they raise their hands. Stop the CD and elicit what was said. At the end, elicit a story summary from students.
- Focus students on the Look box.

SB36. ACTIVITY 3. Read and match.

- Students do the activity in pairs. Check with the class.

Key: 1c, 2e, 3f, 4a, 5b, 6d

WB36. ACTIVITY 1. Match the pictures with the text.

Key: From left to right: 3, 6, 5, 1, 2, 4

WB36. ACTIVITY 2. Write the verbs in the chart. Look at the spelling.

Key:

taking	sailing	running
moving, living waking up, losing	enjoying, shouting cooking, carrying	cutting, stopping swimming, getting

WB36. ACTIVITY 3. Read and choose the right words.

Key: 2 climbing, 3 rang, 4 was, 5 when

Extra activities: see page T102 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 1 from Kid's Box AE Teacher's Resource Book 5 (see pages 36 and 37).

Ending the lesson

- Elicit from students what they remember about disaster stories from the warmer.

OBJECTIVES: By the end of the lesson, students will have had more practice using the simple past and past progressive to talk about interrupted past actions and will have sung a song.

● TARGET LANGUAGE

Key language: simple past and past progressive, feel sick
Review: weather vocabulary, telling the time, daily activities

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 5 Unit 4 Extension worksheet 1 and/or Unit 4 Song worksheet (pages 39 and 41)

Warmer

- Review the past progressive by asking different students, e.g., *What were you doing at eight o'clock yesterday evening?*

SB37. ACTIVITY 4. Listen and complete. Check and sing.

- Tell students to open their Student's Books to page 37. Remind them of the unit theme (disasters) and focus them on the questions. Ask different students to read them aloud. Check understanding of these questions. In pairs, students read the song with blanks and try to predict/guess what the missing words are, using the words in the box. They can compare ideas in pairs. Play the CD for students to check. Check with the class. Play the CD again for students to follow the complete text in their books. Play it a third time for students to repeat, line by line and then verse by verse. Students sing it as a class and then in three groups (one for each section). Play the first version on the CD and then the karaoke version. Groups swap roles and repeat.

Key: skating, playing, eating, swimming, sailing, climbing, sitting

CD 2, 15

As in Student's Book and key

CD 2, 16

Now sing the song again. (Karaoke version)

SB37. ACTIVITY 5. What were you doing when these things happened? Write three sentences.

- Focus students on the Activity 5 instructions. Elicit an example from students, using one of the pictures and one piece of text, e.g., *I was making sandwiches when I cut my hand.* Write it on the board with a timeline as in the previous lesson, using the same colors as previously for the two tenses. Ask students *What was happening over a longer time?* (making sandwiches). *What happened suddenly / interrupted it?* (cut my hand). Elicit another example if you think students need it. Students copy the example(s) into their notebooks under the timeline, using the appropriate colors. Check students understand the key vocabulary, e.g., the difference between *feel* and *fell*. Students work in pairs and orally make as many sentences as they can. Remind them to change the pronouns (*your* to *my*). Monitor and support where necessary. Elicit the sentences from the pairs to check.

- Students write at least three sentences in their notebooks. Encourage them to be creative with the matching.

SB37. ACTIVITY 6. Play the game. Guess it in five.

- Focus students on the Activity 6 instructions and on the example. Check understanding and demonstrate using open pairs. Make pairs. Students play the game, using the sentences they wrote for Activity 5.

WB37. ACTIVITY 4. Write questions and answers about Paul's day.

Key: 2 What was Paul doing at half past four? He was doing his homework. 3 What was Paul doing at a quarter after five? He was playing soccer. 4 What was Paul doing at half past six? He was taking a shower. 5 What was Paul doing at eight o'clock? He was eating dinner. 6 What was Paul doing at ten after ten? He was brushing his teeth.

WB37. ACTIVITY 5. Read and complete the chart.

Key:

Name	David	Betty	Katy	William
Clothes	red sweater, long scarf	short skirt, green shoes	jeans, T-shirt	gray pants, blue shirt
Where?	playground	playground	classroom	outside
What doing?	talking to friends	reading a book	jumping around	playing soccer

Who broke the chair? Katy.

Extra activities: see page T102/T103 (if time)

Optional activities

- Unit 4 Extension worksheet 1 from Kid's Box AE Teacher's Resource Book 5 (see pages 36, 39, and 41).
- Unit 4 Song worksheet from Kid's Box AE Teacher's Resource Book 5 (see pages 36 and 41).

Ending the lesson

- Students sing the song from the beginning of the lesson again in three groups.

OBJECTIVES: By the end of the lesson, students will have read about disasters around the world and reviewed ordinals and months of the year.

● TARGET LANGUAGE

Key language: ordinals, months, superlatives, iceberg, hurricane, volcano, erupt, liquid rock, gas, hole, enormous, earthquake, destroy, tsunami, in/on (for dates)

Additional language: *Titanic, Hindenburg*

Review: weather, past narrative tenses

● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 4 Reinforcement worksheet 2 and/or Extension worksheet 2* (pages 38 and 40)

Warmer

- Write *Disasters* on the board. Elicit recent disasters that have happened around the world, giving students clues if necessary. Write them on the board, introducing the new vocabulary, if appropriate, e.g., *hurricane, flood, tsunami*. Ask *What can you see at the top of a volcano?* to elicit *hole*. Write it on the board and ask a student to spell it. Explain that *enormous* is an adjective and that it has the same meaning as *huge*. Ask students to say words for things that are enormous. Elicit/Discuss what they know about the disasters.

SB38. ACTIVITY 7. Read and think. Which was the worst disaster? Why?

- Tell students to open their Student's Books to page 38. Focus them on Activity 7 and on the activity instructions. Ask a student to read them aloud. Check understanding.
- Focus students on the text and elicit that it's a webpage for *Kid's Box ezine* and that it's about disasters. Focus students on the key words at the bottom of the webpage and read them through with the class. Check they can say them correctly. Students read the texts silently and think about their answers to the question. Elicit each disaster one by one, when it happened and if students have heard about it before (perhaps they have seen a movie about it). Discuss their opinions as a class, reminding them to say why they think it is the worst disaster. Take a class vote for which is the worst disaster.
- Focus on each text one at a time, giving students reading time and then checking general comprehension by discussing the disaster in detail and their reactions to it.
- To check understanding of years, elicit the sequence of the disasters (which happened first / which most recently).
- Focus students on the first text (about the *Titanic*). Ask *Why couldn't they see the iceberg?* to elicit *Because of the fog*. To practice this structure, give prompts, e.g., *tennis/rain, swim in the ocean/enormous waves, wear our hats/the wind*, to elicit *We couldn't play tennis because of the rain*, etc.

SB38. ACTIVITY 8. Listen and say "yes" or "no." Repeat or correct.

- Focus students on the Activity 8 instruction. Play the CD. Pause after each statement to give students time to think. They whisper the answer to their partner the first time. Play the CD again. Elicit a choral response each time. Write up two examples to show/remind students when to use *in* with dates and when to use *on*, e.g., *on August 26, in February*.

Key: 2 Yes. The volcano Krakatoa erupted on August 26.

3 No. The Great Hurricane was in 1780. 4 Yes. The Hindenburg disaster was on May 6, 1937. 5 No. The Titanic hit an iceberg on April 14, 1912. 6 Yes. The Lisbon earthquake was on November 1.

CD 2, 17

1. The tsunami was on December 28, 1908.
2. The volcano Krakatoa erupted on August 26.
3. The Great Hurricane was in 1870.
4. The Hindenburg disaster was on the May 6, 1937.
5. The Titanic hit an iceberg on January 14, 1912.
6. The Lisbon earthquake was on November 1.

SB38. ACTIVITY 9. Listen and repeat the chant.

- Focus students on the Activity 9 chant. Play the CD. They listen the first time. Play it again for them to join in. Students repeat the chant as a class, and in groups. Make sure they pronounce the words correctly.

CD 2, 18

As in Student's Book

WB38. ACTIVITY 6. Choose dates from the box to label the pictures.

Key: 2 April 14, 1912, 3 May 6, 1937, 4 October 10, 1780, 5 August 26, 1883, 6 December 28, 1908

WB38. ACTIVITY 7. Read and write the dates.

Key: 2 the twenty-second, 3 the twenty-fifth, 4 the twenty-ninth, 5 the twenty-fourth, 6 the twenty-seventh

WB38. ACTIVITY 8. Complete the sentences.

Key: 2 March, 3 May, 4 July, 5 November, 6 December

WB38. ACTIVITY 9. Unscramble and write the months. Put them in order.

Key: 4 April, 6 June, 9 September, 10 October, 3 March, 12 December, 5 May, 7 July, 1 January, 11 November, 8 August, 2 February

Extra activities: see page T103 (if time)

Optional activities

- Unit 4 Reinforcement worksheet 2 from *Kid's Box AE Teacher's Resource Book 5* (see pages 36 and 38).
- Unit 4 Extension worksheet 2 from *Kid's Box AE Teacher's Resource Book 5* (see pages 36 and 40).

Ending the lesson

- Students repeat the Months chant from SB Activity 9.

OBJECTIVES: By the end of the lesson, students will have had more practice with months, ordinal numbers, and narrative past tenses.

● TARGET LANGUAGE

Key language: months

Review: weather, vacation / daily activities, present continuous, simple past, past progressive

● MATERIALS REQUIRED

Photocopiable 4 (see page T93), one copy cut in half for each pair

Extra activity: World map or globe

Warmer

- Invite 12 students to come to the front of the class. Whisper one different month to each one. They quickly form a line to show the sequence of the months. Each student then says their month and the class says if the order is correct. Repeat, but this time students must stand in alphabetical order.

SB39. ACTIVITY 10. Listen and say the months.

- Tell students to open their Student's Books to page 39. Focus them on the pictures for the 12 months. Ask a student to read the activity instruction aloud and check understanding. Play the CD. The first time, students point to the picture of the month / whisper it to their friend. Play the CD again. Elicit the month in chorus from students.
- Discuss with the class what the children are doing in the different pictures to check vocabulary. Ask students if this is what they do during the different months. Elicit some other ideas (prompt them to use simple present).

Key: 2 April, 3 March, 4 August, 5 May, 6 November, 7 February, 8 June, 9 December, 10 July, 11 January, 12 October

CD 2, 19

1. It's sunny and windy. There are a lot of red apples on the trees. They're falling and there are some on the ground.
2. It's sunny and windy. The children are flying their kites in a field. There are a lot of small, yellow flowers.
3. It's sunny and raining. There are a lot of big, yellow flowers in the field and there's a rainbow in the sky.
4. It's hot and sunny. The children are having a picnic next to the river and there are some apples on the blanket.
5. It's sunny, but there are some clouds and a rainbow in the sky. The children are in a field. They're reading comic books on a blanket.
6. It's gray and foggy. The children are playing in the yard. They're jumping in the leaves. There's a fire because their father's burning leaves. He's wearing an old brown hat.
7. It's gray and foggy. Outside we can see that there aren't any leaves on the trees in the yard. The children are reading comic books next to the fire in the living room.
8. It's sunny, but there are some clouds in the sky. Some boats are sailing on the lake.
9. The children are eating sandwiches next to the fire in the living room. Outside we can see it's foggy and snowing heavily.

10. It's sunny. The children are having a picnic at the beach. Some boats are sailing on the ocean.
11. The children are playing in the yard. There's a lot of snow and they're making a snowman. It has a carrot for a nose and an old brown hat on its head.
12. It's cloudy and windy. There are a lot of leaves on the trees in the yard. They're red, orange, and yellow. They're falling on the ground.

SB39. ACTIVITY 11. Ask and answer.

- Focus students on the Activity 11 instruction and on the example. They play the game in pairs, using the prompts as an example.

SB39. ACTIVITY 12. Cross out the extra word.

- Focus students on the Activity 12 instruction. Do the first one as an example with the class. Check they know what to do. Students work individually and cross out the incorrect word in each one. They check in pairs. Check with the class.

Key: 1 to, 2 many, 3 was, 4 do, 5 the, 6 the, 7 did, 8 very

SB39. ACTIVITY 13. Read the notes and write about what happened.

- Focus students on Activity 13 and read the introduction. Ask a student to read the prompts for the first line of the story aloud. Ask another to read the first line of text (at the bottom of the page) and check students understand that this is made from the line of prompts. Students work in pairs and orally complete the story first. Elicit the story from pairs around the class. Students then write the complete story in their notebooks. Monitor and help if necessary. Elicit from students if they think Friday 13 is a lucky or an unlucky day.

Key: She fell down and broke her leg. An ambulance came and took her to the hospital. When the nurses were carrying Jane into the hospital, they dropped her. Now Jane is in the hospital with a broken leg and a broken arm.

Photocopiable 4 (see pages T88 and T93)

WB39. ACTIVITY 10. Answer the questions.

Key: Students' own answers

WB39. ACTIVITY 11. Match the words with the pictures.

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

WB39. ACTIVITY 12. Now match the words and pictures with the definitions.

Key: b3, c5, d8, e7, f6, g2, h4

WB39. ACTIVITY 13. Keep a weather diary.

Key: Students' own answers

Extra activity: see page T103 (if time)

Ending the lesson

- Elicit from students what their favorite month of the year is and why. Find out which month is the class's favorite.

OBJECTIVES: By the end of the lesson, students will have practiced weak forms (unstressed syllables) and strong forms (stressed syllables) and completed a writing activity.

● TARGET LANGUAGE

Key language: weak forms (unstressed syllables), strong forms (stressed syllables), disasters, weather, *eruption*, simple past, past progressive, *diary*

Review: telling the time

Warmer

- Elicit what one of the students wrote under the timeline for Student's Book page 37 Activity 5. Write it on the board. Say it naturally (with the appropriate unstressed and stressed syllables and words). Ask students what they notice about the way you say it. Repeat it several times. If they find the activity difficult, focus them on one part of the sentence, e.g., the auxiliary *was* (/wəz/) or *were* (/wər/), and ask them to notice how it sounds (weak/unstressed). Do the same for the strong/stressed words and syllables.

SB40. ACTIVITY 14. Focus on phonics

- Tell students to open their Student's Books to page 40. Focus them on Activity 14. Check comprehension of *blow* and *shake* and teach/review *eruption*. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once or twice more, making sure students say the weak/unstressed and strong/stressed parts of the sentences correctly. In pairs, students practice the rhyme.

CD 2, 20

As in Student's Book

SB40. ACTIVITY 15. Complete the questions. Ask and answer.

- Focus students on Activity 15 and on the chart. Say the prompt (*What were you doing at ...*) and tell students they are going to ask their friends some questions for a class survey. They copy the chart into their notebooks and write in times and days in the left column. Demonstrate the activity with one or two students to check that they know what to do, that they use the unstressed form of *were* in the question and that they answer correctly using the past progressive. Students go around the class and ask the questions of three friends. They note their answers on the chart.

SB40. ACTIVITY 16. Write your diary for last week.

- Draw five large circles on the board. Write *Monday* in one, *Tuesday* in another, etc. Elicit from students by asking, e.g., *Paul, tell us about last Monday. What were you doing in the evening? Did anything happen?* Continue, eliciting ideas and experiences from other students in the class and noting ideas in the circles if appropriate. Focus students on the Activity 16 instruction and on the example. Check understanding of *diary*. In their notebooks, students write a few sentences for each school day of the previous week. Monitor and give suggestions/help where necessary.

SB40. JOKE CORNER

- Focus students on the Joke Corner and review the meaning of *joke*. Play the CD as students read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 21

As in Student's Book

WB40. ACTIVITY 14. Write the words in the columns.

- Tell students to open their Workbook to page 40. Check they know the meaning of all the words in the box. Copy the dots from the column headings on the board and make sure students realize that the large dots represent strong (stressed) syllables and the small dots weak (unstressed syllables). Elicit/Write some example words with the stress patterns below each set of dots on the board (e.g., *yes*, *father*, *yesterday*, *volcano*). Students complete the activity in pencil. Tell them to say the words aloud again to help.

WB40. ACTIVITY 15. Listen, check, and say.

- Play the CD for students to listen and check. They compare answers in pairs. Check with the class. Play the CD again for students to listen and repeat.

Key: See audioscript below

CD 2, 22

1. storm, stopped
2. story, wanted
3. terrible, dangerous
4. disaster, decided

WB40. ACTIVITY 16. Find the 22 simple past and past progressive verbs and 4 sequencing words in this story.

- Before students do the activity, focus them on the Write it right box and check they understand the three points discussed with reference to telling a story.

Key: Verbs: *was, happened, were running, had, jumped, was, got, started, was, wasn't, was, was trying, jumped, were fighting, went, pushed, stopped, hit, called, pulled, said, laughed*

Connecting and sequencing words: *Then, After that, Next, Then*

WB40. ACTIVITY 17. Answer the questions.

Key: 2 He was on a really high building. 3 The driver and Hard were fighting. 4 The driver of the motorcycle. 5 Hard told a joke and everybody laughed.

WB40. ACTIVITY 18. Write about a scene from your favorite movie.

Key: Students' own answers

Extra activities: see page T103 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students will have read a story, reviewed language from the unit, and completed a self-evaluation.

● TARGET LANGUAGE

Key language: language in the story, *is called, too dangerous, New Year*

Additional language: *Canis Major, Sirius*

Review: language from the unit

● MATERIALS REQUIRED

Extra activity 2: Paper, sticky tack. One large piece of paper. Draw the largest circle you can on the paper. Draw a small circle in the center and write *Birthdays* inside it. Connect the inner to the outer circle with 12 lines (making 12 segments). Label each of these on the outer edge with the name of a month.

Warmer

- Review the story so far with students. Elicit which city they were in in the last episode (Alexandria) and which country that city is in (Egypt). Elicit who was there and what job Brutus was doing. Ask what students remember about the secret cave. Ask students if they think Brutus is going to find it in this episode.

SB41. STORY. *Diggory Bones.*

- Tell students to open their Student's Books to page 41. Focus them on the story. Tell them to read quickly and find out if they get to the secret cave (Yes, they do). Set the questions: *What's the date? What is special about the date? What disaster happened in Ancient Alexandria?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (July 21, It's the beginning of the Ancient Egyptian year. A volcanic eruption, and a tsunami). Play the CD again. Students listen and read. Stop after each frame for students to repeat. At the end, check general comprehension by asking, e.g., *What is Sirius? What time of day is it? What's the weather like? Why was it hot in the cave, do you think? What happened at the end of the episode?*

CD 2, 23

As in Student's Book

WB41. ACTIVITY 19. Read and answer.

Key: 2 It's called Sirius. 3 July 21, 4 when they were looking at the stars, 5 a volcanic eruption, 6 a tsunami

WB41. ACTIVITY 20. Complete the sentences from the story. Match them with the pictures.

Key: 2 storm, 3 dangerous, 4 secret, 5 hot, 6 light
From left to right: 5, 2, 1, 3, 6, 4

WB41. DO YOU REMEMBER?

- Students 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 lightning, 3, 4, and 5 Students' own answers, 6 then, after that

WB41. CAN DO

- Focus students on the *Can do* section of the page. Ask a student 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 the weather and disasters. Review what the three faces mean (not very well / OK / very well). Remind students 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 things that were happening in the past. Students circle the appropriate face. Repeat for the third sentence, eliciting parts of the stories they told.
- Say *Now show and tell your friends.* Students work in groups of three and take turns showing their work for / talking about each one.

Extra activities: see page T103 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students will have read about volcanoes, tsunamis, and earthquakes.

● TARGET LANGUAGE

Key language: solid, layer, crust, plates, plate boundary, seismometer, frightening

Additional language: Richter Scale

Review: disasters, earth, measure, outside

● MATERIALS REQUIRED

Map of the world and reference books

Optional: Kid's Box AE Teacher's Resource Book 5 Unit 4 Topic worksheet (page 42), Extension worksheet 2 (page 40)

Warmer

- Write volcanoes, tsunami, earthquakes on the board. Ask students to discuss in pairs how they think these three types of disaster are connected. Elicit and discuss their ideas and prompt them to make connections.

SB42. FACT

- Tell students to open their Student's Books to page 42. Focus them on the top of the page. Ask a student to read the fact to the class. Elicit if they know any other words that come from the names of ancient gods or places. Ask students what this tells us about the Romans and their beliefs.

SB42. ACTIVITY 1. Read and answer.

- Focus students on the Activity 1 instruction and on the pictures. Elicit what each picture is (volcano, earthquake, tsunami). Focus students on the four questions and ask volunteers to read them aloud. If students try to guess the answers before they read, don't tell them if they are right or wrong. Students read the text quickly (and silently) to see if they can find the answers. They check in pairs. Check with the class.
- Read the text through with the class, with students taking turns reading sections aloud. Discuss the information in each section with the class. Students don't need to understand all the words, but they do need to understand key vocabulary. Check understanding of *frightening*. Give them a synonym: *scary*. Ask them to tell you some things that they think are frightening. Write them on the board and ask students to spell them aloud. If appropriate, ask if anyone has personally experienced any of these phenomena.

Key: 1 The crust. 2 They are different parts of the crust.
3 How strong an earthquake is. 4 In the Pacific Ocean.

SB42. ACTIVITY 2. Read again and choose a title.

- Focus students on the Activity 2 instruction and on the three titles. They re-read the text silently and then, in pairs, choose the best title. They find evidence in the text to support their choice. Discuss choices and reasons with the class.

Key: b) Natural disasters

SB42. ACTIVITY 3. Complete the sentences.

- Focus students on Activity 3 and check they know what to do. They cover the text with a piece of paper and try to complete the sentences without re-reading the text. Then they look at the text and check in pairs. Check with the class.

Key: 1 earthquakes, 2 outside, 3 plates, 4 measure, 5 tsunami, 6 nine

WB42. ACTIVITY 1. Disasters quiz. Read and choose the right words.

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

WB42. ACTIVITY 2. Choose words from the box to complete the text.

Note: There are four extra words in the box.

Key: 2 earthquake, 3 underwater, 4 Ocean, 5 hundred, 6 dangerous

WB42. ACTIVITY 3. Find out about a volcano, tsunami, or earthquake. Make notes about it.

Key: Students' own answers

WB42. ACTIVITY 4. Now use the information to write your report.

Key: Students' own answers

Extra activities: see page T103 (if time)

Optional activity

- Unit 4 Topic worksheet and Extension worksheet 2 from Kid's Box AE Teacher's Resource Book 5 (see pages 36, 40, and 42).

Ending the lesson

- Review with students what they have done and what they have learned about in today's lesson.

OBJECTIVES: By the end of the lesson, students will have read about volcanoes and completed a project.

● TARGET LANGUAGE

Key language: *magma, liquid rock, lava, crater, vent, flour*

Review: disaster vocabulary, simple present, simple past, past progressive

● MATERIALS REQUIRED

Project: For each pair: one empty plastic water bottle, tape, thin cardboard, newspaper, flour, a bowl, paint, scissors

Warmer

- With books closed, review with students what they learned about in the previous lesson. Review some of the key words and concepts.

SB43. ACTIVITY 4. Read and label the diagram.

- Tell students to open their Student's Books to page 43. Focus them on Activity 4 and on the instruction. Elicit what the diagram is of (a volcano). Read the text through with the class. They don't label the diagram at this point. Students work in pairs and label the diagram in pencil. They check with another pair. Check with the class.

Key: 1 lava, 2 magma, 3 crater, 4 vent

SB43. ACTIVITY 5. Listen. What is Mount Saint Helens?

- Focus students on the Activity 5 instructions. If any students think they know, tell them not to say anything until after they have listened to the CD. Play the CD. Students listen for the answer. They check in pairs. Check with the class.

Key: A volcano in the USA.

CD 2, 24

NICK: Good morning, everyone. And good morning, Dr. Brosnan. Welcome to our series on world disasters.

DR. BROSNAN: Good morning, Nick.

NICK: Now, today's show is about volcanoes. Which volcano are you going to tell us about first?

DR. BROSNAN: Well, today I'm going to tell you about Mount Saint Helens here in the U.S.A.

NICK: Was that the worst volcano eruption ever?

DR. BROSNAN: No, it wasn't. The worst eruption was in Tambora in Indonesia in 1815. It was 100 times worse than the eruption at Mount Saint Helens.

NICK: So, why is Mount Saint Helens important?

DR. BROSNAN: Well, it wasn't the worst eruption in the world, but it was the worst eruption in the U.S.A.

NICK: When was it?

DR. BROSNAN: On May 18, 1980.

NICK: How did it start?

DR. BROSNAN: Well, scientists were watching the mountain because one side of it was growing by two meters a day. At half past eight in the morning, it erupted. There was no noise, so it was a big surprise for all the people there.

NICK: What happened?

DR. BROSNAN: The sky turned black and there was lightning. A big cloud of hot gas went 19 kilometers into the air.

NICK: Did you say 19 kilometers?

DR. BROSNAN: That's right, and in two days, the cloud of gas arrived in New York.

NICK: Was that the last time Mount Saint Helens erupted?

DR. BROSNAN: No, but 1980 was by far the worst eruption.

SB43. ACTIVITY 6. Listen again and choose the answer.

- Focus students on Activity 6 and on the questions. Give them reading and thinking time before they listen again. Some students may want to try to guess the answers. Play the CD. Students listen and choose the answers. They check in pairs. Play the CD again. Check with the class. Ask students which fact surprised them most about the volcano.

Key: 1 U.S.A, 2 the U.S.A, 3 May 18, 1980, 4 8:30, 5 19 km

CD 2, 25

SB43. PROJECT. Make a volcano.

- Tell students that they are going to make a volcano. Show and name the materials you have brought for the project (water bottle, tape, thin cardboard, newspaper, flour, bowl, paint). Read the project information through with the class before handing anything to the students, showing the materials as they are mentioned. Make sure they notice that they will not be able to complete the project in this lesson. Check students understand what to do. Put students in pairs and hand out the materials. Students work in their pairs, carefully following the instructions. Monitor and check/help where necessary. Show students where to put their volcano shapes (step 5) to dry. They need to be in a safe place for several hours. They will paint their volcanoes in the next lesson.

WB43. ACTIVITY 5. FLYERS Reading and Writing,

Part 2 Read the conversation and choose the best answer. Write a letter (A–E) for each answer. There is one example.

F toward

- Tell students to open their Workbook to page 43. Direct them to the activity instructions and check understanding. Go through the example. Students work in pairs. They read the lines of dialog and write the letter of the correct response. Monitor students as they work. Check with the class. Ask students how they worked out the correct answer.

Key: 1B, 2E, 3A, 4C

Extra activities: see page T103 (if time)

Ending the lesson

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