

OBJECTIVES: By the end of the lesson, students will be able to tell the time and will have reviewed TV shows they know.

● TARGET LANGUAGE

Key language: time: *o'clock, after* (e.g., *ten, a quarter*), half past, *to* (e.g., *a quarter, twenty*)

Additional language: *just in time*

Review: character names, TV shows, suggestions: *Should/ Let's; golf*

● MATERIALS REQUIRED

Extra activity 1: Two sheets of colored paper or thin cardboard (white and blue) for each pair

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 1 Reinforcement worksheet 1* (page 16)

Warmer

- Greet the students. Say you have forgotten your watch and ask them to tell you what the time is. Write the time (if it isn't exactly *o'clock*) on the board, e.g., *2:05*. Elicit/Tell students how to say this in English, e.g., *Five after two*. Ask them what time the lesson finishes and do the same with this.

Presentation

- Tell students what time you had breakfast today, e.g., *7:45 a.m.* Draw the time on a clock and teach *A quarter to eight*. Do the same for when you, e.g., arrived at school: *8:15 a.m.*, and teach *A quarter after eight*. Use a circle on the board (to represent a clock) to show *after* and *to*. Use different colors. Draw clocks with different times on the board to practice how to tell the time, e.g., *12:00, 1:25, 4:50, 3:15, 9:45, 5:30*. Use the colors on the circle on the board to remind students of *after* and *to*. Elicit/Teach *a.m.* and *p.m.* Tell students to open their Student's Books to page 10 and focus them on the Look box.

SB10. SHOW WHAT YOU KNOW! *What TV words can you remember?*

- Write *TV* on the board and draw a circle around it. Say *Show what you know ... about TV*. Brainstorm all the different things students can say about TV in two minutes and create a mind map on the board. Supply words in English where necessary. Students copy the mind map into their notebooks.

SB10. ACTIVITY 1. *Listen and check (✓) the TV words you hear.*

- Focus students on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a TV magazine). Focus students on the activity instruction and check understanding. Remind them they do the same as for the "Show what you know" in the previous unit (check off the words they hear in the TV mind maps in their notebooks).
- Play the CD. Students listen and check. They check in pairs. Use the mind map on the board to check with the class.

CD 1, 13

NARRATOR: It's ten to four. Dan, Maria and Alex are in the library.

ALEX: Look at this, Dan. *Fun time* is on TV1 at ten after four. Should we watch it?

DAN: Wait a minute. *Animals* is on TV2 at twenty after four.

MARIA: Let's watch that because we all like it.

DAN: Yeah, that's a good idea, but what time is it now?

MARIA: It's five to four. If we want to watch it, we have to leave now.

ALEX: Come on, then. Let's go!

DAN: Phew. Just in time. It's a quarter after four.

MARIA: Hi, Dad. Can we put TV2 on, please? We want to watch *Animals*.

MR. NELSON: Oh, I'm sorry, Maria. Not today. Golf's on TV3 and you know I love golf.

ALEX: What time does it finish, Mr. Nelson?

MR. NELSON: Oh, don't worry. It finishes at twenty-five after seven!

THREE CHILDREN: Oh.

MARIA: Well, boys, I think we can watch TV another day.

ALEX: You're right. Let's go and write something about TV for our ezine.

DAN: Yeah. We can't watch TV, but we can write about it.

MR. NELSON: Shhhh!

THREE CHILDREN: Ooh!

SB10. ACTIVITY 2. *Listen again. Say "yes" or "no."*

- Focus students on Activity 2. Play the CD. Students listen and whisper the answers. Play the CD again. Pause after each one to elicit the response. For "no" answers, elicit the corrections. Elicit what the time is in each of the four pictures and who the man in pictures 3 and 4 is.

Key: 2 Yes, 3 Yes, 4 No (a quarter after four), 5 No (Maria's house), 6 No (He wants to watch golf.)

CD 1, 14

SB10. ACTIVITY 3. *Read and match.*

- Focus students on Activity 3. In pairs, they try to match the actions with the times. They draw the different times in their notebooks. Play the CD again for students to check. Check with the class.

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

WB10. ACTIVITY 1. *Match the clocks with the pictures.*

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

WB10. ACTIVITY 2. *Write the times.*

Key: 2 half past five/five thirty, 3 twenty-five after three, 4 five to eight, 5 a quarter to nine, 6 ten after seven

WB10. ACTIVITY 3. *Read and draw the times on the clocks.*

- Students read each sentence and draw the appropriate time on the same number clock.

Extra activities: see page T99 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Teacher's Resource Book 5* (see pages 15 and 16).

Ending the lesson

- Choose about eight TV words. Write them in scrambled form on the board for students to reorder.

OBJECTIVES: By the end of the lesson, students will have had more practice telling the time and talked about school routines.

● TARGET LANGUAGE

Key language: time, *What time is it?*, simple present for routines (affirmative), simple past (questions and affirmative)

Review: days of the week, school subjects

● MATERIALS REQUIRED

Photocopiable 1 (see page T90), one copy for each student

Extra activity: Strips of paper

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 1*

Extension worksheet 1 (page 18)

Warmer

- Draw eight clocks on the board and draw a different time on each. Number the clocks. Students draw a 2 x 2 grid in their notebooks. They choose four of the clocks and write the corresponding number in each grid square, e.g., 4. Call out the times at random, keeping a note of which ones you have said. Students cross out a square if they have chosen the time you say. The first student(s) to cross out all four shout(s) *Bingo!* Elicit the times to check.

SB11. ACTIVITY 4. Read and label the clock.

- Tell students to open their Student's Books to page 11. Focus them on the clock and the times. They label the clock using the times in the box. Students check in pairs. Check with the class.

Key: (clockwise from top) five after, ten after, twenty-five to, a quarter to

SB11. ACTIVITY 5. Do the actions. Tell the time.

- Focus students on the Activity 5 instructions. Demonstrate the activity, holding your arms to show a time. Repeat, with students asking you the question as in the example. Practice with the class. Students secretly write six times in their notebooks before they do the activity in pairs. They take turns asking and demonstrating the time.

SB11. ACTIVITY 6. Look at the clocks. Ask and answer.

- Make new pairs. Focus students on the Activity 6 instructions and speech bubbles, and check understanding. They take turns saying one of the three times. Their partner says *a*, *b*, or *c*. Monitor students to check they are telling the time correctly.

SB11. ACTIVITY 7. Listen and say the letter.

- Focus students on the Activity 7 instruction and check understanding. They listen to the CD and look at the clocks in Activity 6. Remind students to whisper the letter to their friend (or write it) the first time they listen. Play the CD. Students listen and whisper/write. Play the CD again to check answers.

Key: 2c, 3b, 4b

CD 1, 15

1.

INTERVIEWER: Where do you have lunch?

BOY: I have it in school.

INTERVIEWER: What time do you have it?

BOY: I have lunch at a quarter to one every day.

2.

INTERVIEWER: What time do you get up during the week?

BOY: On school days, I have to get up early. I get up at twenty after seven.

INTERVIEWER: Ooh, that's earlier than me!

3.

INTERVIEWER: Do you walk home from school?

BOY: No, I catch the bus.

INTERVIEWER: Do you have to wait for it?

BOY: Sometimes, but the bus usually comes at twenty-five after four.

4.

INTERVIEWER: Do you study geography in school?

BOY: Yes, it's my favorite subject.

INTERVIEWER: When do you have it?

BOY: At ten to ten on Tuesdays and Fridays.

SB11. ACTIVITY 8. Play the game. Ask and answer.

- Focus students on the Activity 8 instructions and on the prompts. Give students five minutes to write a sequence of times during the day when they do different things. Demonstrate the game first with the class. Make pairs. Students take turns playing the game using the prompts. Monitor and help. Check some questions and answers using open pairs.

Photocopiable 1 (see pages T88 and T90)

WB11. ACTIVITY 4. Match the clocks with the sentences for Dan's day yesterday. Put the sentences in order.

Key: b6, c2, d7, e8, f1, g4, h3

Order: 2c, 3h, 4g, 5a, 6b, 7d, 8e

WB11. ACTIVITY 5. Find the past of these verbs and write them.

Key: came, had, caught, woke up, got up, ate, drank, put, took

WB11. ACTIVITY 6. Answer the questions about yesterday.

Key: Students' own answers

WB11. ACTIVITY 7. Now choose your favorite day of last week and write about what you did.

Key: Students' own answers

Extra activity: see page T99 (if time)

Optional activity

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 5* (see pages 15 and 18).

Ending the lesson

- Play another game of Clock bingo to end the lesson.

OBJECTIVES: By the end of the lesson, students will have read and talked about TV shows.

● **TARGET LANGUAGE**

Key language: TV shows: *cartoon, weather, documentary, comedy, news, quiz, sports, series, TV channel, episode*

Additional language: *webpage*

Review: sports, adjectives

● **MATERIALS REQUIRED**

Extra activity 2: Digital or video camera, props for making short excerpts of TV shows, paper

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 1*

Reinforcement worksheet 2 and Extension worksheet 2 (pages 17 and 19)

Warmer

- Elicit types of TV show in English or L1. Write them on the board. Make sure you include the show types featured on Student's Book page 12.

SB12. ACTIVITY 9. *Read and think. What's your favorite TV show? Why?*

- Tell students to open their Student's Books to page 12. Focus them on Activity 9 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. They read the text silently and think about their answers to the question in the instructions. Discuss their ideas as a class, reminding them to say why, as well as choosing a show. Check comprehension of vocabulary by referring students back to the texts and encouraging them to work out the meanings for themselves, e.g., *episode*. Discuss students' answers to the questions in the text. Check general comprehension by asking, e.g., *What does the weather tell us? Which series do you like?* Check students realize that *news* is singular.

SB12. ACTIVITY 10. *Listen. Repeat the word and say the letter.*

- Focus students on the Activity 10 instructions. Play the example to check students know what to do. Play the rest of the CD. Students repeat the word in chorus and then write the letter in their notebooks the first time they listen. Play the CD again. Students repeat the word and say the letter.

Key: 2 Weather. That's "b." 3 Documentary. That's "c." 4 News. That's "e." 5 Comedy. That's "d." 6 Series. That's "h." 7 Sports. That's "g." 8 Cartoon. That's "a."

CD 1, 16

1 quiz, 2 weather, 3 documentary, 4 news, 5 comedy, 6 series, 7 sports, 8 cartoon

SB12. ACTIVITY 11. *Read again and answer.*

- Focus students on Activity 11. They work in pairs and take turns reading out a question and saying the answer. They don't have to ask the questions in order. Check with the class, eliciting examples where possible. Students write the answers as full sentences in their notebooks.

Key: 1 series, 2 comedy/cartoon, 3 quiz, 4 cartoon, 5 documentary, 6 weather

WB12. ACTIVITY 8. *Choose words from the box to label the pictures.*

Note: There are two extra words in the box.

Key: 2 documentary, 3 comedy, 4 news, 5 sports, 6 series

WB12. ACTIVITY 9. *Write the shows.*

Key: 2 comedy, 3 weather, 4 news, 5 documentary, 6 series

WB12. ACTIVITY 10. *Read and answer the questions.*

Key: 2 Channel 1 and Channel 3. 3 The weather. 4 *Count to ten* and *Answer first*. 5 (1) Animals of Africa, (2) Explorers, (3) Our body. 6 1.15.

WB12. ACTIVITY 11. *Write a TV page with your favorite shows and times.*

Key: Students' own answers

Extra activities: see page T99 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 2 and Extension worksheet 2 from *Teacher's Resource Book 5* (see pages 15, 17 and 19).

Ending the lesson

- Play a mime game to end the lesson. Mime something related to one of the show types. Students try to guess. Students then take turns doing similar mimes (using their own ideas) for the rest of the class to guess.

OBJECTIVES: By the end of the lesson, students will have had further practice reading and talking about TV shows and sung a song.

● TARGET LANGUAGE

Key language: TV shows, *music videos*, *action movies*, comparative and superlative adjectives: *interesting*, *exciting*, *boring*, *good*, *bad*, *funny*, *amazing*; simple past, *turn on*, *wait*
Additional language: *not my thing*, *the rest*, *until*, *the swings*
Review: time, comparatives, superlatives

● MATERIALS REQUIRED

Extra activity 1: A copy of the TV page from a newspaper/TV guide for each group of four. Ten questions about the shows, e.g., *What's on at 8:30 on Channel 5? What's the name of the news show? What time's the movie on?* One set of questions for each group of four, paper
 Optional: *Kid's Box AE Teacher's Resource Book 5* Unit 1 Song worksheet (page 20)

Warmer

- Name TV shows students know for them to guess the genre. Introduce *music videos* and write it on the board.

SB13. ACTIVITY 12. Listen and say the show.

- Tell students to open their Student's Books to page 13. Focus them on the text and pictures, and on the activity instruction. Play the CD. Students point to / say the show quietly to their friend. Play the CD again. Check with the class.

Key: 2 quiz show, 3 documentary, 4 cartoon, 5 weather, 6 music videos, 7 comedy show, 8 news

CD 1, 17

1. **COMMENTATOR:** Goal!
CROWD: Yeah!
2. **QUIZMASTER:** Question one. What's the capital of Venezuela?
Boy: Caracas.
QUIZMASTER: Yes. Two points.
3. This is a forest. There are a lot of birds hiding in its trees. Let's go and find them.
4. Meow! Meeooooow!
5. **WEATHER PRESENTER:** Good morning. It was sunny yesterday, but today it's raining.
6. School is cool, it's where we go, From Monday to Friday, I'm sure you know. We study and we play, that's what we do. We do it in the morning and the afternoon!
7. **COMEDIAN 1:** Why didn't the skeleton go to the park?
COMEDIAN 2: It had no body to go with!
8. **NEWS READER:** The Education Minister is visiting a new library in Springfield today. The library has one million books.

SB13. ACTIVITY 13. Choose words to talk about the different shows.

- Focus students on the word box and dialogue prompts. Pre-teach *amazing*. Elicit some comments about the shows, using the prompts. Make sure they use comparatives and superlatives correctly. If necessary, write the adjective forms on the board. Make groups of four. Students take turns making comments about the shows.

- Each student then writes six sentences about the shows in their notebooks, using the comparative or superlative.

SB13. ACTIVITY 14. Listen and complete. Check and sing.

- Focus students on the song and on the Activity 14 instructions.
- When everyone is ready, play the CD. Students listen and draw the clock hands. Check with the class. Play the CD again. Check understanding of the song, e.g., how many shows the person watches and the meaning of *not my thing*. Students repeat it line by line and then verse by verse. Students stand up. They sing the song right through. Divide the class into two groups: one sings the first verse, the other the second. Swap and repeat.

Key: ten after three, five to two, seven o'clock, half past three, a quarter after four, ten after seven

CD 1, 18

As in Student's Book and key

CD 1, 19

Now sing the song again. (Karaoke version)

SB13. ACTIVITY 15. Read and complete. **F** toward

- Focus students on Activity 15. Set the question: *What's the name of the show Tim and Jen wanted to watch?* (Friendly). Students quickly read to find the answer. They check in pairs. Students read the text in more detail to fill the blanks using the words in the box. They check in pairs. Ask why Tim and Jen didn't see the show.

Key: 2 past, 3 waited, 4 arrived, 5 turned on, 6 news

WB13. ACTIVITY 12. Read and complete the chart.

Key:

Name	Sophia	Emma	Frank	Harry
Kind of show	Cartoon	Quiz	Sports	Documentary
Show name	Quacky Duck	Who wants to be a billionaire?	Sunday sports	World around us
Show time	4:20	3:50	4:45	4:10

WB13. ACTIVITY 13. Now answer the questions.

Key: 2 *Who wants to be a billionaire?* 3 3:50, 4 Emma's, 5 Harry, 6 4:20

WB13. ACTIVITY 14. Answer the questions. **F** toward

Key: Students' own answers

WB13. ACTIVITY 15. How many words can you find in "documentaries"?

Key: Students' own answers

Extra activities: see page T99 (if time)

Optional activity

- Unit 1 Song worksheet from *Teacher's Resource Book 5* (see pages 15 and 20).

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students will have practiced the phoneme /ju:/ and completed a writing activity.

● **TARGET LANGUAGE**

Key language: the phoneme /ju:/, simple present, review

Review: TV shows

● **MATERIALS REQUIRED**

Extra activity 1: Large sheet of paper for each group of four, colored markers

Optional: *Kid's Box AE Teacher's Resource Book 5* Unit 1 Topic worksheet (page 21)

Warmer

- Write the words *you*, *computer*, and *usually* on the board. Ask students which sound all three words have in common. Say the words aloud. Students discuss in pairs. Elicit suggestions. Repeat the words emphasising the /ju:/ sounds. Elicit the sound. Underline the sound on the board (you, computer, usually). Tell students they will be practising recognising this sound and looking at different spellings for the sound in today's lesson.

SB14. ACTIVITY 16. *Focus on phonics*

- Tell students to open their Student's Books to page 14. Focus them on Activity 16. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more, making sure students say the /ju:/ sound correctly. In pairs, students practice the rhyme.

CD 1, 20

As in Student's Book

SB14. ACTIVITY 17. *Ask your friend.* **F** toward

- Focus students on the first question and example answer in the questionnaire. Prompt different students to ask this first question around the class and for different students to answer (open pairs). Students read the other questions aloud. Check for correct pronunciation and intonation of the questions. Students work in pairs. They write their partner's answers on the lines.

SB14. ACTIVITY 18. *Write about your friend.*

- Focus students on Activity 18. Ask one student *What did you find out?* Elicit one or two sentences about their friend, prompting use of the third person. Repeat for one or two other students, to check understanding of the activity. Students work individually and write about their partner in their notebooks.

SB14. 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 1, 21

As in Student's Book

WB14. ACTIVITY 16. *Complete the sentences.*

Key: 2 usually, 3 documentary, 4 computer, 5 university, 6 amazing

WB14. ACTIVITY 17. *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 1, 22

1. After you see a movie, you can write a review about it.
2. I usually wake up at 8.30 in the morning.
3. Let's watch the documentary about monkeys on TV tonight.
4. On Tuesday afternoon the students have computer studies.
5. My sister is going to university next year.
6. Look at Daisy's beautiful new jacket!

WB14. ACTIVITY 18. *Read the text and answer the questions.*

- Before students do the activity, focus them on the Write it right box and discuss the questions. Pre-teach/Show examples of reviews.

Key: 2 It's about a police officer and his adventures. 3 Ben Jones is in it. 4 It's on Channel 4. 5 It's on at half past five on Saturday afternoons. 6 Because it's really fast and exciting, and it's funny too.

WB14. ACTIVITY 19. *Use the questions and answers to write a review of a TV show or movie.*

Key: Students' own answers

Extra activities: see page T99 (if time)

Optional activity

- Unit 1 Topic worksheet from *Teacher's Resource Book 5* (see pages 15 and 21).

Ending the lesson

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

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, *TV screen, cameraman, thief, password, treasure, reporter, simple past*

Additional language: *I have no time to lose, of course*

Review: language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Paper

Optional: *Kid's Box AE Teacher's Resource Book 5* Unit 1 Topic worksheet (page 21)

Warmer

- Review the story with students. Write words randomly across the board, e.g., *archeology, Diggory, Emily, bones, Rosetta Stone*. Elicit what they can remember about the story without looking in their books.

SB15. STORY. Diggory Bones.

- Tell students to open their Student's Books to page 15. Focus them on the story. Preteach *thief* and *TV screen* and set the questions: *Why is the Baloney Stone important? What happens to the TV screen? Who is on the TV?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class. (It's the most important computer program of old languages in the world. / You can find the world's most beautiful treasures with it. It goes black when the news is on. Brutus Grabbe.) Play the CD again. Students listen and read. Stop after each frame for students to repeat. At the end, check comprehension by asking, e.g., *What time is the news on? How is Brutus Grabbe on the TV? What does Diggory want and what does Brutus want?* Check that students understand why Brutus wants Diggory's password.

CD 1, 23

As in Student's Book

WB15. ACTIVITY 20. Read and answer.

Key: 2 It's on Diggory's computer. / Brutus Grabbe has it.
3 At half past nine. 4 The news. 5 Brutus Grabbe. 6 The professor's secret password.

WB15. ACTIVITY 21. Read the story so far and then write it in the past.

Key: The reporter and the cameraman arrived. The reporter asked Diggory some questions. Diggory said that he didn't want the thief to use the Baloney Stone to find treasure. At half past nine Diggory asked Emily to turn on the TV because he wanted to watch the news. Brutus Grabbe came onto the TV screen and laughed. He was the TV cameraman from the college! He wanted Diggory's secret password for the computer program.

WB15. 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 twenty-five after eight, 3 documentary, 4 comedies, cartoons, 5 Students' own answers, 6 end

WB15. 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 told the time. 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 different kinds of TV shows. Students circle the appropriate face. Repeat for the third sentence, eliciting what they wrote about for their reviews.
- 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 T99/T100 (if time)

Optional activity

- Unit 1 Topic worksheet from *Teacher's Resource Book 5* (see pages 15 and 21)

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 cartoons and animation and suggested ideas for a cartoon.

● **TARGET LANGUAGE**

Key language: *longest running, animation, image, frames, cels, hand-drawn, per (second), clear plastic, method, special techniques, are made, were made, artist, simple past*

Additional language: *The Simpsons, Wallace and Gromit*

Review: simple present

● **MATERIALS REQUIRED**

A DVD of a short cartoon and/or pictures/drawings of cartoon characters

Extra activity 1: Paper for display

Extra activity 2: Large sheets of paper, paper

Optional: *Kid's Box AE Interactive DVD 5: The school hall* "Making a cartoon" episode

Warmer

- Show a short cartoon on DVD and/or display pictures of cartoon characters in the classroom. Elicit what these are called. Tell students that today's topic is cartoons and how they are made.

SB16. FACT

- Tell students to open their Student's Books to page 16. Focus them on the top of the page and say *Did you know ...?* Ask a student to read the fact to the class. Elicit if any of them know the series *The Simpsons* and some of the character names if they do. Elicit who they can see in the picture. Check understanding of *longest running* and elicit how many years it is from then until now.

SB16. ACTIVITY 1. Ask and answer.

- Focus students on the questions in Activity 1. If necessary, they write the questions in their notebooks. Students move around the room, asking their friends the two questions. They don't need to write the answers. Students go back to their places. Discuss with the class what they found out and make a tally of favorite cartoon characters on the board.

SB16. ACTIVITY 2. Look and say.

- Focus students on the pictures for Activity 2 and on the questions. Discuss as a class. Elicit the names of the characters on the rest of the page and on page 17 (Mickey Mouse, Bugs Bunny, Wallace and Gromit, Felix the cat, Shrek).

Key: a Pikachu and Ash Ketchum; b Tom and Jerry; c *Despicable me* (Gru and Agnes)

SB16. ACTIVITY 3. Read and answer.

- Preteach key vocabulary for the reading: *cel, frame, per (second), hand-drawn, animation*.
- Ask a student to read out questions 1 and 2. Check understanding. Students read the first paragraph silently and quickly to find the answers. They check in pairs. Check with the class. Help students with pronunciation of the large numbers. Students take turns reading the first paragraph aloud around the class. Repeat for question 3 and the corresponding paragraph. Read the final paragraph around the class before reading question 4. Students discuss their ideas in pairs or groups of three and then share them with the class. Discuss their general responses and reactions to the text in English and L1.

Key: 1: 360, 2: 720, 3 and 4: Students' own answers

WB16. ACTIVITY 1. Answer the questions.

Key: Students' own answers

WB16. ACTIVITY 2. Answer "yes" or "no."

Note: Students will not be able to do this activity until they have listened to the interview on Track 24 of the CD, *Students Book* (page 17), Activity 4.

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

WB16. ACTIVITY 3. Plan a report about the history of animation.

- Before students do the activity, focus them on the plan for the report and on the sections for planning (introduction/middle/end).

Key: Students' own answers

WB16. ACTIVITY 4. Now write your report.

Key: Students' own answers

Extra activities: see page T100 (if time)

Optional activity

- The "Making a cartoon" episode from *Kid's Box AE Interactive DVD 5* (*The school hall* section). See pages 8–11 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students will have listened to more information about cartoons and cartoon characters and completed a project.

● TARGET LANGUAGE

Key language: *animated, timeline, flipbook, less (drawing), sound, 3D, simple past, pronunciation of years, e.g., 1910, 1990s*

Additional language: cartoon characters

Review: cartoons

● MATERIALS REQUIRED

For each student, heavy paper or cardboard, pencils, scissors, crayons or markers, a stapler or big clip; a ready-made flipbook
Extra activity 1: A large sheet of paper for each student

Warmer

- Provide definitions of key words from the previous lesson. Students give you the words, e.g., *the name of an image in a movie, when a cartoon's drawn with a pencil, it's ...*

SB17. ACTIVITY 4. Listen and choose the answer.

- Tell students to open their Student's Books to page 17. They read through the sentences. Play the CD. Students listen and choose the answer. They check in pairs. Play the CD again. Check with the class. Check understanding of key vocabulary and also of how to pronounce the years.

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

CD 1, 24

PRESENTER: Hello and welcome to today's show about the history of cartoons. Here to tell us all about this interesting subject is Peter Jones.

PETER: Hello. Thanks for having me.

PRESENTER: Who was the first popular cartoon character?

PETER: Well, the first cartoon character that people liked in different countries was *Felix the Cat*.

PRESENTER: *Felix the Cat*?

PETER: That's right. *Felix the Cat* started in the 1920s and was very popular. The only problem was that Felix didn't speak.

PRESENTER: Do you mean that there wasn't any sound?

PETER: Yes.

PRESENTER: So what was the first cartoon with sound?

PETER: Ooh, that was a cartoon in 1928 called *Steamboat Willie*, and it was by Walt Disney.

PRESENTER: Walt Disney? Really? And who was in it?

PETER: The star of the cartoon was Mickey Mouse. Over the next ten years, Walt Disney also made cartoons with Pluto the dog and Donald Duck.

PRESENTER: There are a lot of animal cartoon characters, aren't there?

PETER: Uh, yes. Yes, there are. Anyway, in 1932, they made the first cartoons in color.

PRESENTER: 1932! Wow! Are cartoons today very different from the first ones?

PETER: Well, yes, they are. But the biggest change was in the 1990s, when people started to use computers to help them make cartoons. The first 3D computer movie was *Toy Story*, and that came out in 1995.

PRESENTER: That's right. And then, in 2001, *Shrek* won a prize for the best animated movie, didn't it?

PETER: Yes, it did and that really was a great movie! Now there are a lot of fantastic new animated movies every year. It's an exciting time for cartoons!

PRESENTER: Well, Peter, thank you very much for being here today.

SB17. ACTIVITY 5. Listen again and put the information on the timeline.

- Check students understand *timeline* by drawing one on the board to show *last year, this year, next year*. Give students thinking and reading time before they listen. Play the CD again (without stopping). Students try to mark the information on the timeline. They check in pairs. Draw the timeline on the board and elicit the information. Play the CD again for a final check.

Key: 1928: sound, 1932: color, 1990s: computers, 1995: *Toy Story*, 2001: *Shrek*

CD 1, 25

SB17. PROJECT. Make a flipbook cartoon.

- Show students a flipbook you have made. Read the project information through with the class, showing the materials they need. Check understanding of the procedure. Hand out the materials. Students work individually to make their flipbooks.
- Students show each other their flipbooks.

WB17. ACTIVITY 5. FLYERS Listening, Part 5. Listen and color and write. There is one example. **F**

CD 1, 26

Example: Hello, Michael. Would you like to color this picture? / Yes, please. It's a picture of a school cafeteria, isn't it? / That's right. What do you want to color first? / Umm ... Should I color the man who's standing behind the food? / OK. Color his hair black. / Alright.

Can you see the man's black hair? This is an example. Now you listen and color and write.

1. Now what should I color? / Well, can you see the three children standing over there, close to the food? / Yes, I can. They're all waiting. / Yes. Look at the boy who's got some food on his plate. He's wearing a jacket. / Oh, yes. I can see him well. Should I color his jacket green? / Good idea. Green's a nice color.
2. Can you see the man standing under the clock? / Which one? The one with a spoon? / No, the man who's carrying a bowl. Can you color the bowl red, please? / OK. Now he has a red bowl.
3. What should I do now? / Do you like writing? / Yes, I love writing. I'm better at that than drawing. / Good. Then can you write the word "FIRE" next to the word "EXIT" above the door? / Yes, I can do that. That's easy.
4. I'd like you to write something else now. Let's see. Find the book on the table. / Which one? The smaller one or the bigger one? / The bigger one, next to the boy's glass. Write the word "MATH" on it, please. / OK. I think he loves that subject.
5. Can you see the woman behind the food? / The one with the long hair? / Yes. That's right. She's holding a bottle. Would you like to color it? / Yes. Can I color it blue? / Of course. Now your picture looks really good. Good job!

Extra activities: see page T100 (if time)

Ending the lesson

- Ask students what activities they liked best.