

**OBJECTIVES:** By the end of the lesson, students will have reviewed introductions, suggestions, and how to exchange personal information.

### ● TARGET LANGUAGE

**Key language:** Hello, Hi, Nice to meet you, Let's ... , Should we ... ? We can ... , Show what you know, ezine, internet magazine, competition, prize

**Additional language:** character names, See you! sneakers, wifi, do a search

**Review:** simple past, simple present, can for ability and permission, school vocabulary

### ● MATERIALS REQUIRED

Extra activity 1: A sheet of paper for each student, colored pencils

Extra activity 2: A large sheet of paper for each group of four students

Optional: Kid's Box AE Workbook 5 Language Portfolio, pages 89 and 90

## Warmer

- Greet the students and introduce yourself. Put students into pairs. They find out each other's names and then one piece of interesting information about each other, e.g., where their partner went on vacation. Go around the class, asking students to introduce their partner and tell the class the piece of information, e.g., This is Charley. He has a baby brother. Don't overcorrect.

### SB4. SHOW WHAT YOU KNOW! What school words can you remember?

- Write School on the board and draw a circle around it. Say Show what you know ... about school. Brainstorm in two minutes all the school words the students remember onto a mind map on the board. Students copy it into their notebooks.

### SB4. ACTIVITY 1. Listen and check (✓) the school words you hear.

- Tell students to open their Student's Books to page 4. Focus them on the pictures and introduce the characters (girl Maria, blond boy Dan, and Alex). Elicit where they are (a school) and its name (City School). Elicit/Pre-teach ezine (see tapescript below). Focus students on the activity instruction. They check the words they hear in their School mind maps.
- 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, 02

**DAN:** Hi, Maria. Did you have a good vacation?

**MARIA:** Yeah. Nice, thanks, Dan. Do you know Alex? He lives close to me and he's new in school.

**DAN:** Hi, Alex. Nice to meet you.

**ALEX:** Hi, Dan.

**ALEX:** What's that on the board?

**MARIA:** It's a poster about a new school ezine.

**DAN:** What's an ezine?

**MARIA:** It's an internet magazine.

**DAN:** Oh!

**DAN:** Look. It's a competition for the best ezine in the school.

**MARIA:** Oh, that's interesting. And there's a prize! Should we try and write one?

**ALEX:** Good idea, but what should we write about?

**ALL:** Hmm.

**ALEX:** Oh! Can we write about sports and computers?

**DAN:** We can write about anything we like.

**MARIA:** Let's write our first ezine on our school, so Alex can learn about it.

**DAN:** OK.

**ALEX:** Great!

**DAN:** See you outside school at four o'clock.

**ALEX AND MARIA:** See you!

### SB4. ACTIVITY 2. Listen again. Who said it?

- Focus students on Activity 2 and on the activity instructions. Write the characters' names (Dan, Maria, Alex) on the board.
- Play the CD. Students listen and write the name for each one. They check in pairs. Play the CD again. Check with the class.
- Focus students on the Look box. Elicit who said this to whom (Dan to Alex). Get the class to repeat after you. Provide a short dialogue for practice: A: Hi. I'm (name). B: Hi. I'm (name). Nice to meet you. Students practice with classmates.

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

### CD 1, 03

### SB4. ACTIVITY 3. Answer the questions.

- Ask Do they want to enter the competition? What do they get for the best ezine?
- Focus students on Activity 3. In pairs, students answer the questions orally. Elicit answers, reminding students to use full sentences. Students write the full answers in their notebooks.

**Key:** 1 Their names are Dan, Maria and Alex. 2 They are at school.

3 It's on the board / in the school corridor. 4 It's an internet magazine. 5 The prize is for the best ezine. 6 They can write about anything they like.

### WB4. ACTIVITY 1. Put the words in groups.

- Pre-teach sneakers and wifi.

**Key:** Things we read: comic book, newspaper, magazine; Things we wear: coat, sweater, sneakers; Computer things: wifi, screen, Internet

### WB4. ACTIVITY 2. Match the sentences with Dan, Maria, and Alex.

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

### WB4. ACTIVITY 3. Read and complete.

- Make sure students understand (do a) search on the Internet.

**Key:** 2 store, 3 Internet, 4 sports, 5 pictures, 6 music, 7 videos, 8 ezine

### WB4. ACTIVITY 4. Correct the sentences.

**Key:** 2 No, you can't. You can find it on the Internet. 3 No, it isn't. Kid's Box is a new ezine. 4 No, they aren't. They're named Maria, Dan, and Alex. 5 No, there isn't. There's a prize for the best ezine.

## Extra activities: see page T98 (if time)

### Language Portfolio

- Students complete pages 89 and 90 of Kid's Box AE Workbook 5 Language Portfolio (My languages and Language Portfolio language skills: My progress).

### Ending the lesson

- Review with students what they learned in this lesson, e.g., What did we do today? What new words did you learn? Do this orally. Say See you on (day). Students reply with the same.

**OBJECTIVES:** By the end of the lesson, students will have reviewed daily routines, likes, and preferences.

### ● TARGET LANGUAGE

**Key language:** simple present for routines, *like/love ...-ing*, 'd like, question words, short answers, so, before

**Additional language:** character names

**Review:** sports, activities, school, superlative adjectives

### ● MATERIALS REQUIRED

Extra activity 1: A sheet of paper for each student  
Optional: Kid's Box AE Workbook 5 Language Portfolio, page 95

## Warmer

- Write the names Dan, Alex, Maria on the board. Elicit, using mind maps, information that the students remember about these three characters from the previous lesson. Ask questions with *interested in*, e.g., *Who do you think is interested in sports/art/music/clothes?* Elicit what else they'd like to know about the characters (to predict the content of this lesson).

### SB5. ACTIVITY 4. Read and answer.

- Tell students to open their Student's Books to page 5. Focus students on the pictures and check who is who. Ask a student to read the introduction aloud. Write these gist reading questions on the board: 1 Who wants to write about nature? 2 Who's 11? 3 Who likes singing and music? Students read the texts quickly to find the answers. They check in pairs. Check with the class (1 Maria, 2 Alex, 3 Dan). Focus students on the eight questions on the page. They re-read the texts and then answer the questions orally in pairs. Check with the class.

**Key:** 1 An ezine. 2 Alex. 3 City School. 4 He always rides his bike. 5 Ten. 6 Music and clothes. 7 Drawing and taking photos. 8 Alex.

### SB5. ACTIVITY 5. Listen and say the name.

- Focus students on the activity instruction and on the example. Play number 1 on the CD as a demonstration. Check understanding of this type of short answer. Play the rest of the CD. Pause to give students time to check for the answer and to whisper the answer to their partner. Play the CD again. Elicit responses from pairs of students.

**Key:** 2 Dan does. 3 Alex does. 4 Maria does. 5 Alex does. 6 Dan does. 7 Maria does. 8 Alex does.

## CD 1, 04

1. Who lives close to the school?
2. Who lives outside the town?
3. Who has breakfast in school?
4. Who walks to school?
5. Who loves playing soccer and basketball?
6. Who likes singing?
7. Who wants to write about the natural world?
8. Who wants to write about computers?

### SB5. ACTIVITY 6. Ask and answer.

- Focus students on the activity instruction and check understanding. Elicit questions for some or all of the prompts as necessary. Students write the questions in their notebooks. They then take turns to asking and answering in pairs. Check students remember to use the short answers Yes, I do. / No, I don't. in this activity. Monitor and help where necessary. Students need to make notes of their partner's responses.

### SB5. Now think of some more questions.

- Students think of at least two more questions each to ask and answer in their pairs.

### WB5. ACTIVITY 5. Read and order the text.

- When students have found the correct order, they write the correct version in their notebooks.

**Key:** 2, 4, 9, 12, 7, 5, 3, 1, 6, 10, 8, 11

### WB5. ACTIVITY 6. Read and complete the questions.

- Remind students to look at the answers to the questions before they try to choose the question word.

**Key:** 2 How many, 3 What, 4 When, 5 Why, 6 Where

### WB5. ACTIVITY 7. Write the correct sentences.

- Each sentence is made up of three parts as in the example.

**Key:** 2 Dan lives in the country. 3 Maria walks to school every day. 4 Alex's the oldest of the children. 5 Alex lives close to Maria. 6 Dan and Maria are both ten.

## Extra activities: see page T98 (if time)

## Language Portfolio

- Students complete page 95 of Kid's Box AE Workbook 5 Language Portfolio (Learning English: Outside the classroom).

## Ending the lesson

- Say some true/false sentences about Alex, Maria, and Dan. If the sentence is true, students stand up (or sit down). If it's false, they don't move. Example sentences: *Maria lives in the country.* (false). *Alex sometimes goes to the school breakfast club* (true).

**OBJECTIVES:** By the end of the lesson, students will have read about school subjects, chosen their favorites and given reasons for their choices.

### ● TARGET LANGUAGE

**Key language:** school subjects, numbers, adjectives, second language, dictionary, exam, simple present / simple past

**Additional language:** We all agree that ... , We all want ... , the past

**Review:** known school subjects

### ● MATERIALS REQUIRED

Extra activity 1: A large sheet of paper for each group of four students, colored markers

Extra activity 2: Dictionaries, paper

Optional: Kid's Box AE Teacher's Resource Book 5 Welcome unit Reinforcement worksheets 1 and 2 (pages 9 and 10)

### Warmer

- Write six known school subjects as anagrams on the board. Students work in pairs and race to unscramble them. Elicit the correct spellings. Elicit other subject names that students know in English.

### SB6. ACTIVITY 7. Read and think. What's your favorite school subject? Why?

- Tell students to open their Student's Books to page 6. Focus them on Activity 7 and on the activity instructions. Make sure they notice the words at the bottom of the webpage. Ask a student to read them aloud. Elicit students' responses to the question and their reasons.
- Focus students on the heading, the photographs and on the accompanying texts. They read the texts silently. Check comprehension by asking, e.g., Which are the subjects everyone has to study at City School? What are the students learning about in science this year? After each question, ask the class What about our school? to get them to relate the information to their own school context. Check understanding of second language. Check students understand the relationship between the texts and the pictures.

### SB6. ACTIVITY 8. Listen. Repeat the word and say the letter.

- Focus students on the Activity 8 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 science. That's "d." 3 geography. That's "e." 4 Language. That's "b." 5 Exam. That's "a." 6 Dictionary. That's "c."

### CD 1, 05

1 history, 2 science, 3 geography, 4 language, 5 exam, 6 dictionary

### SB6. ACTIVITY 9. Read again and say "same" or "different."

- Focus students on Activity 9. Students take turns reading the statements around the class for the class to say Same or Different according to what happens in their school. Elicit more ideas for statements from students. They each write four more statements. Monitor and help where necessary. In pairs, students take turns reading a statement aloud and saying Same or Different with reference to their school. When students say Different, they say what happens in their school. If they go to different schools, they can compare their schools. Finish the activity in groups of four: pairs say one of their own statements to another pair.

### WB6. ACTIVITY 8. Choose words from the box to label the pictures.

- Discuss what is in the picture clues with the class.

**Note:** There are two extra words in the box.

**Key:** 2 geography, 3 history, 4 exam, 5 language, 6 dictionary

### WB6. ACTIVITY 9. Follow the school words.

- Go through the examples.
- Pre-teach elbow and check understanding of knee.

**Key:** math, English, computer studies, exam, dictionary, science, art, P.E., music, teacher, board, subject

### WB6. ACTIVITY 10. Now complete the chart with words from Activity 9.

- Early finishers can add other words to the three categories.

**Key:** The body: back, beard, knee, ears, mustache, elbow; Food: beans, rice, potatoes, salad, soup, pasta; The natural world: ocean, cave, mountain, lake, river, field; Words that don't belong: dress, pants; Group: Clothes.

### WB6. ACTIVITY 11. Answer the questions.

- Encourage students to answer in full sentences.

**Key:** Students' own answers

### Extra activities: see page T98 (if time)

#### Optional activity

- Welcome unit Reinforcement worksheets 1 and 2 from Teacher's Resource Book 5 (see pages 8, 9 and 10).

#### Ending the lesson

- Play a word association game. Say, e.g., science. Students call out words which they associate with it, e.g., experiments, Tuesday, animals. After about six words, call out a new subject word, e.g., math. Students can play this game in groups of six.

**OBJECTIVES:** By the end of the lesson, students will have had further practice with school subjects and sung a song.

### ● TARGET LANGUAGE

**Key language:** definitions, rhyming words, computer studies, art  
**Additional language:** field hockey, map

**Review:** school subjects, simple present, study, learn about, too + adjective, cool

### ● MATERIALS REQUIRED

Extra activity 1 and 2: Paper

Optional: Kid's Box AE Teacher's Resource Book 5 Welcome unit Song worksheet (page 13)

### Warmer

- Call out school subjects one by one for students to spell aloud. Alternatively, they can write the words in their notebooks.

### SB7. ACTIVITY 10. Listen and say the subject.

- Tell students to open their Student's Books to page 7. Focus on the activity instruction. Tell them they will hear clues. Play the CD twice, checking with the class after the second listening. Elicit what they heard, as well as the subject and what the clues were.

**Key:** 2 music, 3 math, 4 science, 5 history, 6 computer studies, 7 P.E., 8 language/French

### CD 1, 06

- A lot of people think the capital of Australia is Sydney, but it isn't. It's Canberra.
- [Sound of recorders]
- One nine is nine. Two nines are eighteen. Three nines are twenty-seven ...
- Plants have green leaves. They use their leaves to get food from the sun. Plants give us oxygen.
- Magellan was the first man to sail around the world. He sailed around the world in 1642.
- OK, Mary, now hold the mouse in your hand and click on the left button.
- [Sound of bouncing balls and referee's whistle blowing]
- Bonjour. Je m'appelle Peter. Bonjour. Je m'appelle Ann.

### SB7. ACTIVITY 11. Read and choose the right words.

- In pairs, students read the sentences and choose the correct word. Pairs check with pairs. Check with the class.

**Key:** 1 history, 2 languages, 3 a dictionary, 4 science, 5 geography, 6 exams

### SB7. ACTIVITY 12. Listen and match. Check and sing.

- Focus students on the song. They work in pairs to match the icons with the words. When everyone is ready, play the CD.
- Students listen again and check their work. Check with the class.
- Play the CD again. Students repeat line by line and then verse by verse. Students stand up. They sing the song right through, once with the first version on the CD and once with the karaoke version. Divide the class into two groups: one sings the verses, and the other the chorus. Swap and repeat.

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

### CD 1, 07

As in Student's Book

### CD 1, 08

Now sing the song again. (Karaoke version)

### SB7. ACTIVITY 13. Read about the school words. What are they? **F** toward

- Focus students on Activity 13 and on the instructions. Elicit the answers from the class.

**Key:** languages, science, geography, dictionary

### SB7. ACTIVITY 14. Write three more definitions. Ask and answer. **F** toward

- Focus students on the Activity 14 instructions and check they know what to do. Brainstorm ideas to make definitions for other school subjects, e.g., music, computer studies, P.E. Students work individually and write at least three more definitions beginning with the phrases in bold in Activity 13. Monitor and help/advise.
- Make pairs or groups of four. Focus students on the dialogue prompts for this activity. Remind them to use *What is it?* and to respond with a yes/no question each time. Students take turns reading their definitions to the group. The other students take turns guessing.

### WB7. ACTIVITY 12. Read and complete the school schedule.

- Remind students to read all the information through, before they try to complete the schedule.

**Key:**

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:00	science	computer studies	geography	math	science
10:00–11:00	math	science	P.E.	science	computer studies
11:00–12:00	computer studies	geography	music	English	English
lunch					
13:00–14:00	geography	art	art	art	history
14:00–15:00	history	P.E.	English	music	music
15:00–16:00	English	math	math	history	P.E.

### WB7. ACTIVITY 13. Now write about Jim's Monday schedule.

- Students use sentences from Activity 12 as their models.

**Key:** Students' own answers

### WB7. ACTIVITY 14. Write about the schedule of your favorite school day. **F** toward

- Early finishers can also say why this is their favorite day.

**Key:** Students' own answers

### Extra activities: see page T98 (if time)

### Optional activity

- Welcome unit Song worksheet from Teacher's Resource Book 5 (see pages 8 and 13).

### Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, students will have practiced identifying and differentiating between the phonemes /dʒ/ and /tʃ/. They will also have written their school schedule.

### ● TARGET LANGUAGE

**Key language:** schedule/timetable, yes/no questions and short answers, punctuation: capital letter, period

**Review:** school subjects, telling the time, at, before, on, in, joke

### ● MATERIALS REQUIRED

Extra activity 1: A large sheet of paper for each group of four students, glue

Extra activity 2: Paper for each student

Optional: Kid's Box AE Workbook 5 Language Portfolio, page 97

## Warmer

- Write the words *kitchen*, *question* and *cheese* 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 /tʃ/ sounds. Underline them on the board (*kitchen*, *question*, *cheese*). Repeat with the words *Julia*, *giraffe*, *juice*. Elicit the sound /dʒ/. Tell students they will be practising recognising and telling the difference between these two sounds in today's lesson.

### SB8. ACTIVITY 15. Focus on phonics

- Tell students to open their Student's Books to page 8. Focus them on Activity 15. Elicit/Tell the class that this is the pronunciation activity. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more. In pairs, students practice saying the rhyme together.

### CD 1, 09

As in Student's Book

### SB8. ACTIVITY 16. Play the game. Guess it in ten.

- Focus students on Activity 16 and elicit that this is a guessing game. Demonstrate the game for students. Choose a subject on a day from the schedule without telling the class. Students take turns asking questions, as in the example, to guess the subject. They can have only ten questions. Check they remember to use yes/no questions. Students work in pairs. Student A chooses a subject and day and Student B has ten guesses. If Student B guesses correctly in less than ten, he/she gets a point. At the end of the game, the student with the most points is the winner.

### SB8. ACTIVITY 17. Write your school schedule.

- Focus students on Activity 17. Elicit some ideas for subjects. Make the schedule shape similar to their own, e.g., the number of lessons in a day, any half days they have. Students work individually and draw their own schedule on a sheet of paper.

### SB8. 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, 10

As in Student's Book

### WB8. ACTIVITY 15. Write the words in the columns.

- Tell students to open their Workbook to page 8. Check they know the meaning of all the words in the box. Read out the heading of each column. Make sure students know which sound goes in which column, using the example. Elicit the first word in the "j" column, if necessary. Students complete the activity in pencil. Tell them to say the words aloud to help.

### WB8. ACTIVITY 16. 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, 11

"ch" sound: children, watch, French, question, picture

"j" sound: January, village, German, bridge, dangerous

### WB8. ACTIVITY 17. Find 17 mistakes in the text.

- Before students do the activity, focus them on the Write it right box and preteach *capital letter* and *period* using an example sentence with the class, e.g., *I don't have English on Mondays*.

**Key:** See Activity 18 key

### WB8. ACTIVITY 18. Now write the text correctly.

**Key:** On Mondays I have English, math and history in the morning. After lunch I only have two classes. They are science and art. Art is my favorite subject.

On Tuesdays I don't have English or math but I have P.E., which is great. After P.E. I have history and then in the afternoon I have geography and science. I love doing experiments in science.

### WB8. ACTIVITY 19. Write about your dream school schedule.

- Brainstorm ideas with students before they write. Students swap and check each other's drafts for mistakes before they write their final versions.

**Key:** Students' own answers

## Extra activities: see page T98 (if time)

### Language Portfolio

- Students complete page 97 of Kid's Box AE Workbook 5 Language Portfolio (About me).

### Ending the lesson

- Do the phonics rhyme again with the class. Students stand up. Do it quickly and quietly and then quickly and loudly.

**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, Diggory Bones, dig, rocks, stones, archeology, archeologist, Sir Doug Bones, dinosaur, skeleton, ancient, the Rosetta Stone, program

**Additional language:** School of Archeology, classes, Egyptian hieroglyphics

**Review:** neck, bone, museum, adjectives, language from the unit

### ● MATERIALS REQUIRED

Extra activity 2: The text from Workbook Activity 21 written on a large sheet of paper with blanks for certain words as below:

Egyptian hieroglyphics were one of the first kinds of<sup>1</sup> \_\_\_\_\_, but modern people couldn't<sup>2</sup> \_\_\_\_\_ them. Ancient people wrote important things on the<sup>3</sup> \_\_\_\_\_ Stone in three different<sup>4</sup> \_\_\_\_\_. In 1822, a very smart man named Jean-François Champollion used two of the<sup>5</sup> \_\_\_\_\_ to<sup>6</sup> \_\_\_\_\_ the third, the Egyptian hieroglyphics. The<sup>7</sup> \_\_\_\_\_ Stone helped us<sup>8</sup> \_\_\_\_\_ the<sup>9</sup> \_\_\_\_\_ better.

Optional: Kid's Box AE Teacher's Resource Book 5 Welcome unit Extension worksheets 1 and 2 (pages 11 and 12) and/or Topic worksheet (page 14)

### Warmer

- Review history and introduce the topic of archeology. Brainstorm (using a mind map) students' ideas about what people do / find out through archeology. Elicit/Provide bones, dig, rocks, stones.

### SB9. STORY. Diggory Bones.

- Tell students to open their Student's Books to page 9. Elicit where the characters are (museum) and what is in the museum (dinosaur skeletons). Say Look at the dinosaur bones. How many knees does this dinosaur have? Do you think this dinosaur has elbows? (no) Look at the dinosaur in the poster. Does it have elbows? (Yes, it does.) Focus on the story in general, using this to introduce the context (archeology, archeologist). Set the questions: What's the story called? What's the old man's name? What's the young man's name? What's the girl's name? Are they related? Play the CD. Students listen and read to find the answers. They check in pairs. Check with the class (Diggory Bones. Sir Doug Bones. Diggory (Bones). Emily (Bones), Yes – Doug is Diggory's father and Emily's grandfather).
- 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's the name of the dinosaur? Is it small? What's Sir Doug Bones doing? What does Diggory Bones do? What is he teaching at the moment? Who's on the phone? What happened? What's The Baloney Stone? Provide information in L1 for students about The Rosetta Stone. Elicit from students in L1 examples of ancient languages, what they know about dinosaurs and about archeology finds around the world.

### CD 1, 12

As in Student's Book

### WB9. ACTIVITY 20. Read and answer.

- Remind students to re-read the story as they answer the questions. It's not a test of memory.

**Key:** 2 It's almost 30 meters long. 3 They're learning about The Rosetta Stone. 4 It helped us understand ancient languages. 5 It was in his classroom. 6 She's Diggory's daughter.

### WB9. ACTIVITY 21. Read the text. Then look at the code and write the secret message.

- Check understanding of hieroglyphics before/when students read the text.

**Key:** Very old languages are a kind of code. Use this code to write messages.

### WB9. 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 dictionary, 3 geography, 4 science, 5 Students' own answers, 6 period

### WB9. 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 school subjects. 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 asked their friends about school schedules. Students circle the appropriate face. Repeat for the third sentence, eliciting what capital letters and periods are and when students use them.
- 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 T98 (if time)

#### Optional activity

- Welcome unit Extension worksheets 1 and 2 and/or Topic worksheet from Teacher's Resource Book 5 (see pages 8, 11, 12 and 14).

#### Ending the lesson

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