

OBJECTIVES: By the end of the lesson, students will have reviewed sports vocabulary and will be able to talk about their experience of playing sports.

● TARGET LANGUAGE

Key language: present perfect to express: experience with *ever, never* / present relevance, following *It's the first time ...* ; *celebrate, obstacle race*, regular and irregular verbs

Review: sports and sports competitions, school, *should*

● MATERIALS REQUIRED

Extra activity 1: The CD script from Student's Book Activity 1 photocopied for every student in the class, the CD script written on a large sheet of paper for display

Warmer

- Mime one or two sports that students know. When they guess, write the sport, e.g., *tennis*, on the board. When there are three or four sports on the board, elicit the headword, *Sports*, and write it in the center of the board.

SB72. SHOW WHAT YOU KNOW! *What sports can you remember?*

- Draw a circle around *Sports* on the board and write the sports from the warmer to start a mind map. Say *Show what you know ... about sports*. Brainstorm with the class in two minutes the sports words they can remember and create a mind map on the board. Supply words in English where necessary. Students copy the mind map into their notebooks.

SB72. ACTIVITY 1. *Listen and check (✓) the sports words you hear.*

- Tell students to open their Student's Books to page 72 and look at the Activity 1 pictures. Elicit the names of the characters, where they are, and what they're doing (listening to the principal, who is speaking from a platform outside their school). Remind students they do the same as for the Show what you know in the previous units (check off the words they hear in the Sports mind map 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. Elicit why the friends are so excited (they won the ezine competition).

CD 3, 25

TEACHER: Today's the school prize day. First we're going to have our yearly obstacle race. Then we're going to give the prize to the winners of the ezine competition. Runners should go to the starting line.

MARIA: Good luck in the race, Alex.

DAN: Have you ever won a sports prize?

ALEX: I've never won any prizes!

MARIA: He's doing really well.

DAN: Yeah. He's jumped over the sand and he's crossed the water, but he hasn't climbed over the wall. Come on, Alex! You've almost finished!

DAN: What's he doing? He's stopping. I can't believe it. He's lost the race.

MARIA: He hasn't lost, Dan. He's stopped to help a friend.

PRINCIPAL: Good job, Sarah. You've won this year's race. Now, I have the names of the winners of the ezine competition here. They are Maria, Dan, and Alex for the *Kid's Box* ezine.

DAN: We've done it! We've done it!

ALEX: It's the first time I've won a prize!

MARIA: Well, I think we should celebrate. Let's write one more project for the ezine. Let's do it on sports.

DAN AND ALEX: OK.

SB72. ACTIVITY 2. *Listen again. Complete the sentences.*

- Focus students on Activity 2. In pairs, they try to predict what the missing words are. Play the CD again. Students listen for the missing words. They check in pairs.

Key: 1 school, 2 Alex, 3 jumped, 4 wall, 5 race, 6 friend

CD 3, 26

Presentation

- Write sentences 3–6 from Student's Book Activity 2 on the board. Focus students on the new structure (present perfect) in each sentence and underline it. Focus on the form and how the tense is made (auxiliary *have* + past participle). Use concept questions to check students understand the meaning of each sentence. Show students that, e.g., *He's* in sentence 3 is a contraction of *He has*. Make sure students notice that the time, i.e. *when*, is not stated in any of the sentences and that these are things that have only just happened.
- Play the CD from Activity 1 again. When students hear the present perfect, they raise their hands. Stop the CD and elicit what was said (question and/or answer). Elicit a story summary.
- Focus students on the Look box.

SB72. ACTIVITY 3. *Read and choose the right words.*

- Focus students on the first sentence of Activity 3. Tell them to choose the right words: *We're* or *We've*. Elicit the answer as a full sentence. Elicit what the full form of each one is (*We are* / *We have*). Students complete the activity in pairs, checking with other pairs if necessary. Check with the class by eliciting the full sentence.

Key: 1 *We're*, 2 *never*, 3 *You've*, 4 *crossed*, 5 *hasn't*, 6 *done*

WB72. ACTIVITY 1. *Are these verbs regular or irregular? Write "R" or "I".*

Key: R: believe, stop, play, jump, finish, wash
I: make, meet, catch, win

WB72. ACTIVITY 2. *Make negative sentences.*

Key: 2 She hasn't won a prize. 3 They haven't played basketball. 4 He hasn't climbed the highest mountain. 5 You haven't won the game. 6 We haven't made a kite.

WB72. ACTIVITY 3. *Match the pictures with the text.*

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

Extra activities: see page T108 (if time)

Ending the lesson

- Elicit from students things in their lives they haven't done, but that they would like to. Start with an example, e.g., *I've never visited London, but I'd like to go and see Buckingham Palace.*

OBJECTIVES: By the end of the lesson, students will have had more practice with the present perfect.

● TARGET LANGUAGE

Key language: present perfect for recently completed actions and question forms, contrasting uses of *going to* future, present continuous and present perfect

Review: sports, ordinal numbers, action verbs

● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 5* Unit 8 Reinforcement worksheet 1 (page 65)

Warmer

- Ask students *What have you done today?* to review present perfect. Provide some examples to help them if necessary. Write some of their responses on the board.

SB73. ACTIVITY 4. Choose words to talk about the pictures.

F toward

- Tell students to open their Student's Books to page 73. Focus them on the first set of pictures in Activity 4 and on the speech bubbles. Ask three students to read them. Check students realize they relate to each picture and that the pictures are in a sequence. Students work in pairs and make sentences about the other pictures using the words in the box. Check sentences, writing the examples on the board for students to copy:

| Going to future | Present continuous | Present perfect |
|--------------------------------|----------------------------|---------------------------|
| They're going to wash the car. | → They're washing the car. | → They've washed the car. |

- Remind students of the meaning of the present perfect: something has just happened (and we can see that it has just happened).

Key: 2 a They're going to wash the car. b They're washing the car. c They've washed the car. 3 a He's going to jump over the bar. b He's jumping over the bar. c He's jumped over the bar. 4 a She's going to cook pasta. b She's cooking pasta. c She's cooked pasta. 5 a She's going to paint the wall. b She's painting the wall. c She's painted the wall. 6 a They're going to walk up the mountain. b They're walking up the mountain. c They've walked up the mountain.

SB73. ACTIVITY 5. Listen and answer the questions.

- Focus students on the Activity 5 instruction and on the questions. Give students time to read the questions. Play the CD. Students listen and write their answers. They check in pairs. Play the CD for them to check. Play the CD, stopping after each section to elicit the sentence.

Key: 1 She's opened the box. 2 They've closed their suitcase. 3 He's skipped for 32 hours, 23 minutes and 5 seconds / set a new world record. 4 He's answered the question correctly. 5 They've finished their exam. 6 He's climbed to the top of the climbing wall.

CD 3, 27

1.

GIRL: Look at that box. It's old and made of wood. It looks really interesting. Should we open it?

BOY: I don't think we should.

GIRL: Well, I'm going to open it.
Ooh ... It's very difficult.

It's open! Wow! Look what's inside!

2.

WOMAN: Can you help me, please? I can't close this suitcase.

BOY: Oof! It's very full.

WOMAN: I know. Can you sit on it, please?

Great! That's it. We've done it. Now we can go.

3.

MAN 1: He's done it. That's a new world record. He's skipped for 32 hours, 23 minutes and 5 seconds. Congratulations! How do you feel?

MAN 2: I feel great.

4.

TEACHER: Who was the first man to walk on the Moon? Michael?

MICHAEL: Uh, was it Neil Armstrong?

TEACHER: That's right, Michael. Good work!

5.

TEACHER: Put your pencils down, please. You've finished your exam.

BOY AND GIRL: Yay!

6.

INSTRUCTOR: OK, Robert, put your right hand up above your head. Put your left foot on the green rock. You're nearly at the top of the climbing wall. Now, put your left hand up to the top. That's it. Good work!

ROBERT: I've done it! I've climbed to the top!

SB73. ACTIVITY 6. Read and order the words.

- Focus students on the Activity 6 instruction. Students write the sentences and then check in pairs. Check with the class.

Key: 1 He's visited his grandmother this afternoon. 2 Have you ever played basketball? 3 She's never been ice skating before. 4 He hasn't done his homework. 5 We've won first prize! 6 Have they entered the competition?

WB73. ACTIVITY 4. Answer the questions.

Key: 2l, 3p, 4h, 5a, 6b, 7e, 8t

What's the word?: alphabet

WB73. ACTIVITY 5. Now make your word puzzle.

Key: Students' own answers

WB73. ACTIVITY 6. Write the correct form of the verbs in the email.

Key: 2 talked, 3 studied, 4 finished, 5 happened, 6 decided, 7 stopped, 8 started, 9 raced, 10 won

WB73. ACTIVITY 7. Look at the pictures. Write the questions.

Key: 2 What has he done? 3 What has he done? 4 What has she done? 5 What have they done? 6 What has she done?

WB73. ACTIVITY 8. Now answer the questions.

Key: 2 He's won a cup. 3 He's dropped some eggs. 4 She's brushed her hair. 5 They've visited the Tower of London. 6 She's cleaned the floor.

Extra activities: see page T108 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 1 from *Kid's Box AE Teacher's Resource Book 5* (see pages 64 and 65).

Ending the lesson

- Mime a sequence of actions, along the lines of Student's Book Activity 4. Students give the sentences as you mime. Students take turns doing similar mimes for the class.

OBJECTIVES: By the end of the lesson, students will have read about sports that people do in different seasons.

● TARGET LANGUAGE

Key language: sports: *golf, track and field, snowboarding, skiing, sledding, cycling, racing; hill, season, spring, summer, fall, winter, tournament, adult*

Review: weather, months

● MATERIALS REQUIRED

Extra activity 2: Reference books / the Internet, a large sheet of paper for each pair of students, colored markers

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 8*

Reinforcement worksheet 2 (page 66)

Warmer

- Elicit some sports onto the board. Ask students what time of year they play these sports. Review/Introduce the seasons. Ask students if the seasons happen at the same time of year all over the world. Review what they know about seasons in the across from hemisphere to their own.

SB74. ACTIVITY 7. *Read and think. What time of year do people play your favorite sport?*

- Tell students to open their Student's Books to page 74. Focus them on Activity 7. Tell them to skim the text quickly to find the months for spring in the countries that are mentioned in the text. Elicit from the class. Focus students on the activity instruction and on the question. Ask a student to read them aloud. Check understanding. Focus students on the text and elicit that it's the webpage for *Kid's Box* ezine and that it's about sports for all seasons.
- Focus students on the words at the bottom of the webpage, read them through with the class and check understanding. Students read the texts silently and think about their answer to the question. They briefly compare their ideas in pairs. Focus on each text one at a time. Discuss what the sports are and what time of year people usually do them. Elicit if any of these sports are any student's favorite. Finally, give students further reading time, check general comprehension, and answer any questions they have. Ask students when professional soccer players play soccer. Ask students to give another word for *soccer* to elicit *football*. Explain that this is the word used outside the USA for soccer. Ask a student to write it on the board and another to spell it aloud. Ask students to give another word for *ride a bike* to elicit *cycle*. Ask a student to write it on the board and another to spell it aloud. Say *Put your hand up if you like cycling. Put your hand up if you cycle to school.*

SB74. ACTIVITY 8. *Listen. Repeat the word and say the letter.*

- Focus students on the Activity 8 instructions and on the example. Play the CD. Pause after each one to give students time to find the picture. They point to the picture in the text the first time. Play the CD again. Elicit a choral response each time.

Key: 2 Racing bikes / Cycling. That's "f." 3 Snowboarding. That's "d." 4 Golf. That's "b." 5 Track and field. That's "a." 6 Sledding. That's "e."

CD 3, 28

1 skiing, 2 cycling, 3 snowboarding, 4 golf, 5 track and field, 6 sledding

SB74. ACTIVITY 9. *Read and correct the sentences.*

- Focus students on the Activity 9 instruction and on the sentences. Check they know what to do. Students work individually and correct each sentence. They write the correct version in their notebooks. They check in pairs. Elicit corrections from the class and provide any new vocabulary on the board.

Key: 1 In school they do track and field in the summer. 2 Adults usually play golf in the summer. 3 To do winter sports we need snow and ice. 4 People go sledding in the winter. 5 The Tour de France is always in the summer. 6 Spring comes between winter and summer.

WB74. ACTIVITY 9. *Choose words from the box to label the pictures.*

Note: There are two extra words in the box.

Key: 2 snowboarding, 3 sledding, 4 cycling, 5 track and field, 6 golf

WB74. ACTIVITY 10. *Write the seasons.*

Key: 2 spring, 3 fall, 4 winter (Note: This does not apply to the tropics.)

WB74. ACTIVITY 11. *Write the sports words in the chart.*

Key:

| winter sports | ball sports | other sports |
|---------------|-------------|------------------|
| ice-skating | soccer | sailing |
| sledding | Ping-Pong | cycling |
| skiing | basketball | horseback riding |
| ice hockey | tennis | track and field |

WB74. ACTIVITY 12. *What are the sports? Write the words in the puzzle.*

Key: 2 soccer, 3 cycling, 4 sledding, 5 horseback riding, 6 skiing
Mystery sport: tennis

Extra activities: see page T108 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 2 from *Kid's Box AE Teacher's Resource Book 5* (see pages 64 and 66).

Ending the lesson

- Call out the seasons one by one (but not in order). Students say what sports they like doing in each season.

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

● TARGET LANGUAGE

Key language: *snowboard*, present perfect (experience), simple past, sports and sports equipment, definitions, *race against the clock*

Review: colors, adjectives, clothes

● MATERIALS REQUIRED

Extra activity 1: Small pictures from vacation brochures to enable students to make up stories – you will need about five pictures for each group of four

Optional: *Kid's Box AE Teacher's Resource Book 5* Unit 8 Song worksheet (page 69)

Warmer

- Give students two minutes to think of as many sports as they can that begin with different letters of the alphabet. Elicit from the class.

SB75. ACTIVITY 10. Listen and write the words.

- Tell students to open their Student's Books to page 75. Focus them on the Activity 10 instruction and check they know what to do (write the words as they hear them spelled). Focus them on the example and tell them what the word group is going to be: sports and seasons. Students close their books. Play the CD. Students listen and write in their notebooks. They check in pairs. Play the CD again. Students open their books. Check with the class.

Key: 2 skiing, 3 fall, 4 sledding, 5 track and field, 6 spring, 7 cycling, 8 racing

CD 3, 29

1 g-o-l-f, 2 s-k-i-i-n-g, 3 f-a-l-l, 4 s-l-e-d-d-i-n-g,
5 t-r-a-c-k-a-n-d-f-i-e-l-d, 6 s-p-r-i-n-g, 7 c-y-c-l-i-n-g,
8 r-a-c-i-n-g

SB75. ACTIVITY 11. Listen and order. Check and sing.

- Focus students on the first part of the Activity 11 instructions. Give them time to read the lines from the song before they listen. Play the CD. Students listen for the order. They check in pairs. Play the CD again. Check with the class. Check general understanding and key vocabulary, e.g., *race against the clock*, before students start to sing the song. Play the CD a third time, for students to repeat in pairs of lines, and then as a whole. Divide the class into seven groups. Each group sings a pair of lines. Play the first version on the CD and then the karaoke version. Groups change roles and repeat.

Key: 2d, 3c, 4g, 5b, 6a, 7f

CD 3, 30

As in Student's Book and key

CD 3, 31

Now sing the song again. (Karaoke version)

SB75. ACTIVITY 12. Read and complete. Answer the questions.

- Focus students on the pictures for Activity 12. Tell the class these are pictures from Jane's vacation. Elicit where she was and what she did (using the pictures only). Focus students on the words in the box and on the text. They read the text silently and put the correct words in the blanks, using the pictures to help them. They check in pairs. Check with the class before they move on to the questions. They write the answers to the questions in their notebooks.

Key: 2 skiing, 3 sledding, 4 snowball, 5 snowboarding, 6 hill, 7 snowboard

Key: 1 She went to the mountains. 2 She went with her family. 3 They went skiing every morning. 4 Her older brother Frank went sledding with her. 5 They tried to play volleyball with a snowball. 6 They all went snowboarding together.

WB75. ACTIVITY 13. Write the sports.

Key: 2 basketball, 3 snowboarding, 4 sailing, 5 waterskiing, 6 golf

WB75. ACTIVITY 14. Now write definitions for six more sports.

Key: Students' own answers

WB75. ACTIVITY 15. Read and complete the chart.

Key:

| | | | |
|-----------------------|---------|-------|--------|
| Name | Richard | Sally | Robert |
| House number | 1 | 2 | 3 |
| Thing for the snowman | carrot | scarf | hat |

WB75. ACTIVITY 16. Choose the story. Then draw your snowman in your notebook.

Key: Students' own answers

Extra activities: see page T108 (if time)

Optional activity

- Unit 8 Song worksheet from *Kid's Box AE Teacher's Resource Book 5* (see pages 64 and 69).

Ending the lesson

- Sing the song from the beginning of the lesson again with the students.

OBJECTIVES: By the end of the lesson, students will have practiced rhyming words and past tense forms (regular and irregular). They will also have completed a writing activity.

● **TARGET LANGUAGE**

Key language: rhyming words, past participles, present perfect (experience) + short answers, simple past, *find someone who ...*, *enter a competition*

Review: sports, activities, action verbs

● **MATERIALS REQUIRED**

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 8*
Extension worksheet 1 (page 67)

Warmer

- Elicit from students some of the things they have done in their lives / today. Write the sentences on the board, putting irregular verbs on one side and -ed past endings on another. Elicit that some of the verbs are irregular, some regular. Focus them on the sounds of the verb endings in the -ed columns (/t/, /d/, /ɪd/).

SB76. ACTIVITY 13. Focus on phonics

- Tell students to open their Student's Books to page 76. Focus them on Activity 13. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more, making sure students say the past forms correctly. In pairs, students practice the rhyme.

CD 3, 32

As in Student's Book

SB76. ACTIVITY 14. Find someone who ...

- Focus students on the Activity 14 questionnaire and on the speech bubbles. Ask a student to read the first prompt aloud (*Find someone who has been skiing*) and another to read the question in the speech bubble (*Have you ever been skiing?*). Check students' understanding that they have to make and ask a question like this each time. Elicit what the other questions are. Check that they understand *enter a competition*. Teach short answers: *Yes, I have. / No, I haven't*. Students copy the questionnaire into their notebooks. They walk around the classroom, asking the questions. Instead of *Peter* and *Sally*, they write the names of classmates who have done the activities. Monitor to check students are asking full questions.

SB76. ACTIVITY 15. Write a report about your class.

- Focus students on Activity 15 and on the sample report. Elicit some of the information students found out, using the formula in the report, e.g., *I spoke to ... people in my class about things they have done. ... of them have ... , ... of them ...*
- Students work individually and write their reports in their notebooks.

SB76. 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 3, 33

As in Student's Book

WB76. ACTIVITY 17. Match the rhyming words.

- Tell students to open their Workbook to page 76. Check they know the meaning of all the words and elicit the infinitives of the irregular verbs (1 wear, 2 say, 4 fly, 6 catch, 8 hear, 9 win, 10 feel, 11 stand, b buy, c make, l do). Go through the example and make sure students know that they have to match numbers 1 to 6 with a to f and 7 to 12 with g to l. Students complete the activity in pencil. Tell them to say the words aloud to help and not to focus on the spelling.

WB76. ACTIVITY 18. 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: 1d, 2e, 3f, 4a, 5c, 6b, 7j, 8k, 9l, 10i, 11g, 12h

CD 3, 34

1 wore – four, 2 said – head, 3 skated – waited, 4 flew – through, 5 played – made, 6 caught – bought, 7 laughed – craft, 8 heard – word, 9 won – done, 10 felt – belt, 11 stood – should, 12 smiled – child

WB76. ACTIVITY 19. Find and circle information about what, when, where, and why. Make four circles in total.

- Before students do the activity, focus them on the Write it right box and check they understand how to write emails and how they are different in layout and tone from letters.

Key:

When: on the weekend

Where: in Springfield

Why: They love soccer.

WB76. ACTIVITY 20. Now write your email about something that happened on the weekend.

Key: Students' own answers

Extra activities: see page T108 (if time)

Optional activity

- Unit 8 Extension worksheet 1 from *Kid's Box AE Teacher's Resource Book 5* (see pages 64 and 67).

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, *invent*, *handball*

Review: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 8*

Extension worksheet 2 (page 68)

Warmer

- Review the whole Diggory Bones story so far with the class. Give them clues about each episode, e.g., *Where was Diggory in the first episode? Do you remember what the bones were?* If students can't remember, let them open their Student's Books to look. Tell them this is the last episode. Elicit their ideas for how the story is going to end.

SB77. STORY. *Diggory Bones*.

- Tell students to open their Student's Books to page 77. Focus them on the story. Tell them to look quickly to see if their predicted endings of the story are in fact what happens. Set the questions: *How do they get out of the butterfly room? Why did the Ancient Egyptians paint sports on the walls? Does Brutus get the treasure?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class. (They go through a door. They loved sports. / They're trying to tell people something. No, he loses it all.) Check understanding of *invent* and *handball*. Play the CD again. Students listen and read. Stop after each frame for students to repeat. At the end, check comprehension by asking: *Why does Diggory tell Brutus to close his mouth? What sports did the Ancient Egyptians invent? How does Sir Doug know how to find Diggory and Emily? Why did Brutus lose the treasure?*

CD 3, 35

As in Student's Book

WB77. ACTIVITY 21. *Read and answer.*

Key: 2 No, he hasn't. 3 hockey and handball, 4 from the snake bowl, 5 It says that you can't take the treasure and live.

WB77. ACTIVITY 22. *Who said it? Read and match.*

Key: b3, c4, d1, e1, f2

WB77. 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 won, 3 played, 4 Summer, 5 Students' own answers, 6 Bye

WB77. 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 things they've done. 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 sports. Students circle the appropriate face. Repeat for the third sentence, eliciting what they remember about writing an email.
- 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 T108 (if time)

Optional activity

- Unit 8 Extension worksheet 2 from *Kid's Box AE Teacher's Resource Book 5* (see pages 64 and 68).

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 the Olympic Games and completed a project.

● **TARGET LANGUAGE**

Key language: *Olympic Games, Paralympics, disability, logo, design, numbers, definitions*

Additional language: *Beijing, London, Rio, Brazil*

Review: sports

● **MATERIALS REQUIRED**

A large sheet of paper for each pair of students, colored markers

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 8 Topic worksheet (page 70)*

Warmer

- Draw the Olympic logo (five circles) on the board and elicit if students know what it stands for. If not, tell them it's the logo of the Olympic Games. Teach *logo*. Briefly elicit what they know about the Olympic Games, e.g., the most recent games, winter and summer games, some of the sports.

SB78. FACT

- Tell students to open their Student's Books to page 78. Ask a student to read the Fact to the class. Elicit their responses to the facts, in particular the number of sports events in the games.

SB78. ACTIVITY 1. Read and match. **F** toward

- Focus students on the Activity 1 instruction and on the pictures.
- Don't explain words at this stage. Students read the text quickly (and silently) to match the pictures with the paragraphs. They check and discuss their answers in pairs. Check with the class.
- Read the first paragraph through with the class, with students taking turns reading parts aloud. Discuss the information in the paragraph and check understanding of key vocabulary. Elicit any other information they know about anything mentioned in the paragraph. Repeat the procedure for the other three paragraphs.

Key: 1d, 2b, 3a, 4c

SB78. ACTIVITY 2. Ask and answer.

- Focus students on the Activity 2 instruction and on the questions. Students cover the text with a piece of paper. They take turns asking and answering the questions. When they have finished all the questions, they take away the paper and look at the text again to check their answers. Check briefly with the class.

Key: 1 a picture, 2 five, because they represent the five continents, 3 The person's dancing. 4 London, 5 green, yellow, and blue, They are the colors of the Brazilian flag. 6 Students' own answers

SB78. PROJECT 1. Design your Olympic logo.

- Focus students on the project and confirm that they are going to design an Olympic logo for their closest big city. Brainstorm what is important and/or special about their city and its history to help them with planning their designs. Read the project information through with the class and check understanding of the procedure. Students work in pairs to design their logos. Monitor and help where necessary. Hand out the large sheets of paper only when students have produced a design. Pairs present and display their logos, giving reasons for the elements in the design. The class votes for the best logo.

WB78. ACTIVITY 1. Choose words from the box to complete the text. **F** toward

Note: There are two extra words in the box.

Key: 2 always, 3 athletes, 4 well, 5 started, 6 countries

WB78. ACTIVITY 2. Invent a sport for the next Olympics.

Key: Students' own answers

WB78. ACTIVITY 3. Now use the information in your mind map to write a letter to the Olympic Committee telling them about your sport.

- Students can also draw their Olympic sport if time.

Key: Students' own answers

Extra activities: see page T108 (if time)

Optional activity

- Unit 8 Topic worksheet from *Kid's Box AE Teacher's Resource Book 5* (see pages 64 and 70).

Ending the lesson

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

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

● **TARGET LANGUAGE**

Key language: *medal, silver, gold, bronze, front, back, 24-carat gold, % (per cent), dragon, must*

Additional language: *Nike, stadium, jade, precious stone, compass*

● **MATERIALS REQUIRED**

For each student, a piece of thin cardboard, a compass, a ruler, a pencil and pens, glue, scissors, string or ribbon, reference materials, the Internet

Extra activity 1: Paper for each student, colored pencils

Warmer

- Review with students what they learned about in the previous lesson and what they remember about the different logos.

SB79. ACTIVITY 3. Read and answer.

- Tell students to open their Student's Books to page 79. Focus them on the text. Ask a student to read the title aloud and check understanding. Elicit what the students can see in the pictures. Pre-teach *gold, silver, bronze, medals, and front and back*. Focus on the Activity 3 instruction and on the questions. Students work in pairs. They read the questions and then read the text silently. They try to answer the questions together. Tell them not to worry if they can't answer them all. Check with the class. Ask students to take turns reading each paragraph of the text aloud and then focusing on the questions for that paragraph, checking key vocabulary and pronunciation as you do so.

Key: 1 They must be at least 68 mm across and 3 mm thick.
2 There is at least 92.5% silver. 3 Nike, the Greek goddess of winning, 4 the city where the games are that year,
5 a circle of jade, 6 green

SB79. PROJECT 2. Design an Olympic medal.

- Focus students on the project and confirm that they are going to design an Olympic medal to go with the logo they designed for their city in the previous lesson. Remind them that the medal and the logo shouldn't be the same, but that they should reflect similar ideas about the city and its history. Read the project information through with the class and check understanding of the procedure. Hand out the project materials. Students work individually. First they draw the front of their medals. Then they produce a design for the back of the medals, using reference materials / the Internet. Monitor and help where necessary. Students make their medals and display them in front of their logos from the previous lesson. If time, individuals present their medals to the class and the class decides on the best medal for each logo.

WB79. ACTIVITY 4. FLYERS Reading and Writing, Part 4 Read the text. Choose the right words and write them on the lines. **F** toward

- Tell students to open their Workbook to page 79. Focus them on the activity instructions and the example. They complete the text by choosing from the words at the bottom of the page. They check in pairs. Elicit answers. Ask students to explain their choices.

Key: 1 These, 2 the, 3 are, 4 skiing, 5 people, 6 race, 7 third, 8 exciting, 9 of, 10 more

Extra activities: see page T108 (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.