

**OBJECTIVES:** By the end of the lesson, students will have talked about people's jobs and be able to talk about plans and intentions using *going to*.

### ● TARGET LANGUAGE

**Key language:** plans and intentions: *going to* (affirmative, negative, interrogative), *I think I'm going to ...*, jobs: nurse, firefighter, teacher, dentist; *burn down*, *exhibit*

**Review:** jobs

### ● MATERIALS REQUIRED

Extra activities 1 and 2: Paper

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 2*

Reinforcement worksheet 1 (page 23)

## Warmer

- Mime a known job for students to guess. Invite one or two students to mime jobs for the class. The class can guess using only *yes/no* questions. Elicit the word *Jobs* and write it on the board.

**SB18. SHOW WHAT YOU KNOW!** *What jobs can you remember?*

- Draw a circle around the word *Jobs* on the board and elicit the ones from the warmer to start the mind map. Say *Show what you know ... about jobs*. Brainstorm jobs in two minutes and create a mind map on the board. Supply words in English where necessary. Students copy it into their notebooks.

**SB18. ACTIVITY 1.** *Listen and check (✓) the jobs you hear.*

- Tell students to open their Student's Books to page 18. Focus students on the Activity 1 pictures. Elicit the names of the characters and where they are. Preteach/Check *exhibit*. Focus students on the activity instruction and check understanding. Remind them they check off the words they hear in the Job 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, 27

**DAN:** What are we going to write about for our ezine this week?

**MARIA:** I don't know. Do you have any ideas, Alex?

**ALEX:** Uh, no, but let's take a look at the exhibit on jobs and think about it.

**DAN:** Look at this nurse! That's an interesting job. I think I'm going to be a nurse when I'm older.

**MARIA:** Hmm. A nurse is OK, but I think I'm going to be a dentist. What are you going to do, Alex?

**ALEX:** I'm not sure, but I'm going to have an exciting job.

**TEACHER:** Everybody has to leave the school building now, please. Walk quickly, but don't run.

**MARIA:** Oh, no! I hope the school isn't going to burn down.

**TEACHER:** It's OK, everybody. It's only a fire drill.

**ALEX:** That's a really exciting job. I'm going to be a firefighter.

**MARIA:** Well, now we know what we're going to write about in this week's ezine! Jobs.

**DAN:** Let's write about famous people's jobs.

**MARIA AND ALEX:** Yeah!

**DAN:** Yee ha! We're going to win that prize!

**SB18. ACTIVITY 2.** *Listen again. Complete the sentences.*

- Focus students on the Activity 2 instructions. Give them reading and discussion/prediction time. Play the CD. Students complete the sentences. Play the CD again and check with the class.
- Write up on the board two or three example sentences from the audioscript which include *going to*. Focus students on the concept, form, and use of *going to* in the sentences. Elicit if the people are talking about now or the future. Check understanding, e.g., *Is Dan a nurse now? Does he want to be a nurse in the future?* Elicit students' plans for jobs / the future, e.g., *I think I'm going to be (a doctor)*. Focus on the Look box. Practice using open pairs, e.g., ask a student *What job are you going to do when you're older?* The student answers using *going to*. Ask a third student to report on what the student said. The third student asks a different student in the class. Pretend sometimes that you misheard to elicit the negative, e.g., Teacher: *Is Tom going to be a teacher?* Student: *No, he isn't going to be a teacher. He's going to be a pilot.*

**Key:** 1 jobs, 2 nurse, 3 dentist, 4 school, 5 firefighter, 6 jobs

### CD 1, 28

**SB18. ACTIVITY 3.** *Read and order the words.*

- Students work in pairs to reorder the sentences. They write the correct sequence in their notebooks. Check with the class.

**Key:** 1 What are we going to write about for our ezine? 2 I'm going to be a nurse when I'm older. 3 Alex isn't going to be a doctor. 4 The school isn't going to burn down. 5 We're going to win that prize! 6 What are you going to do tomorrow?

**WB18. ACTIVITY 1.** *Write the words in the sentences.*

**Key:** 2 be, 3 read, 4 listen, 5 wear, 6 play

**WB18. ACTIVITY 2.** *Match the questions with the answers.*

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

**WB18. ACTIVITY 3.** *Look at this code. Write the secret message.*

**Key:** Are you going to come to my party?

**WB18. ACTIVITY 4.** *Now write another message for your friend in your notebook.*

**Key:** Students' own answers

**Extra activities:** see page T100 (if time)

## Optional activity

- Unit 2 Reinforcement worksheet 1 from *Kid's Box AE Teacher's Resource Book 5* (see pages 22 and 23).

## Ending the lesson

- Write a message on the board in the code from Workbook Activity 3, e.g., *Goodbye. See you tomorrow.*

**OBJECTIVES:** By the end of the lesson, students will have had more practice using *going to* for plans and intentions and have sung a song.

### ● TARGET LANGUAGE

**Key language:** plans, intentions, and present evidence: *going to*, rhyming words, question words: *where, who, when, what time?*, telling the time, *brush (her) teeth, show, good rules, diary*

**Additional language:** *sold out, pajamas*

**Review:** actions, verbs for daily routines, sports

### ● MATERIALS REQUIRED

Extra activity 1: Paper for display, colored markers

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 2 Song worksheet* (page 27)

## Warmer

- Play a Bingo game to revise the time. Draw eight clocks on the board showing different times. Write numbers 1–8 under them. Students draw a 2 x 2 grid in their notebooks and write one number in each square (to represent a clock). Call out the times at random. If students have written the corresponding number, they cross out the square. The first student to cross out all four squares shouts *Bingo!* Check by eliciting the times.

### SB19. ACTIVITY 4. Listen and order. Check and sing.

- Tell students to open their Student's Books to page 19. Focus them on the first part of the activity instructions (*Listen and order*). Give them time to read the song and make predictions about the order. Play the CD. Students listen and order. They check in pairs. Play the CD again. Stop after each one to check and for students to repeat. Play the CD again, with students joining in. Students repeat the song as a class and then in seven groups, each group singing one section.

**Key:** a4, b6, c7, d3, e5, f2

### CD 1, 29

He's going to do the job,  
He's going to work all day.  
He's going to do his best,  
Then sleep and play. Sleep and play. (x3)  
She's going to show the kids,  
She's going to teach good rules.  
She's going to help them all,  
And work in schools. Work in schools. (x3)  
They're going to do the job,  
They're going to work all day.  
They're going to do their best,  
Then sleep and play.  
They're going to do the job,  
Then work all day,  
Then sleep and play. (Repeat)

### CD 1, 30

Now sing the song again. (Karaoke version)

### SB19. ACTIVITY 5. Look and say. What are they going to do?

- Focus students on the Activity 5 instructions. Elicit what they can see in, e.g., the first frame (a girl in the bathroom) and ask *What's she going to do?* Students respond, e.g., *She's going to brush her teeth.* Point out the girl's pajamas. Write the word on the board and get students to read it aloud. Ask them to raise their hand if they wear pajamas. Students do the activity in pairs, taking turns asking and answering questions about the pictures. Check with the whole class.

**Key (possible answers):** a She's going to brush her teeth. b They're going to go roller-skating. c They're going to buy a computer. d He's going to play soccer. e They're going to have lunch. f He's going to go to bed/sleep.

### SB19. ACTIVITY 6. Correct the sentences.

- Focus students on the Activity 6 example. Check they realize the sentences are about the pictures in Activity 5. In pairs, students take turns reading out a sentence and correcting it. Check with the class. Students write the corrected sentences in their notebooks.

**Key:** 2 No, they aren't going to go to a music festival. They're going to go roller-skating. 3 No, they aren't going to turn on a computer. They're going to buy a computer. 4 No, she isn't going to wash her face. She's going to brush her teeth. 5 No, they aren't going to watch TV. They're going to have lunch. 6 No, he isn't going to wake up. He's going to go to bed/sleep.

### SB19. ACTIVITY 7. Ask your friend. **F** toward

- Focus students on the questions and on the question words. Make new pairs. Students take turns asking all their questions to their partner. They note the answers. Monitor and check.

### SB19. Now think of some more questions.

- Each student writes four more questions in their notebook, each using one of the question words. They ask and answer in pairs.

### WB19. ACTIVITY 5. Look at the pictures and answer the questions.

**Key:** 2 She's going to brush her teeth. 3 He's going to watch TV. 4 They're going to catch a bus. 5 He's going to do his homework. 6 She's going to go to sleep.

### WB19. ACTIVITY 6. Make negative sentences.

**Key:** 2 She isn't going to go skiing. 3 They aren't going to play tennis. 4 She isn't going to have a cookie. 5 They aren't going to see the movie. 6 They aren't going to drive the car.

### WB19. ACTIVITY 7. Look at Sam's calendar for the weekend. Ask and answer the questions.

**Key:** 2 a) What's Sam going to do on Friday afternoon? b) He's going to play soccer. 3 a) What time is Sam going to visit his grandma? b) He's going to visit her at 10:45 / quarter to eleven. 4 a) What's Sam going to buy on Saturday afternoon? b) He's going to buy some pajamas. 5 a) Where's Sam going to walk on Sunday morning? b) He's going to walk in the hills. 6 a) What's Sam going to do on Sunday afternoon? b) He's going to go to the movie theater.

## Extra activities: see page T100 (if time)

### Optional activity

- Unit 2 Song worksheet from *Kid's Box AE Teacher's Resource Book 5* (see pages 22 and 27).

## Ending the lesson

- Sing the song again with the class.

**OBJECTIVES:** By the end of the lesson, students will have had more practice talking about people and the jobs they do.

● **TARGET LANGUAGE**

**Key language:** jobs: *teacher, driver, dancer, skater, writer, singer, painter, photographer, farmer, tennis player, runner, swimmer, actor, pilot, reporter, soccer player, cook, mechanic, secretary, typist, scientist, manager, designer*; novel, pronunciation: *photograph/photographer*

**Additional language:** *school meals, repair, typewriter, Amazing!, design, manage*

**Review:** mixed tenses, questions

● **MATERIALS REQUIRED**

Extra activity 1: If possible, write one of the shorter texts or part of one of the longer texts from Student's Book Activity 8 on a hidden part of the board before the lesson.

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 2 Reinforcement worksheet 2* (page 24)

**Warmer**

- Give students one minute to write a list of as many jobs as they can. Students stop writing. They make groups of four and write a "master" list of all the jobs they have. Elicit the jobs from the class onto a mind map on the board. The group with the most jobs is the winner.

**SB20. ACTIVITY 8.** *Read and think. What's the most exciting job? Why?*

- Tell students to open their Student's Books to page 20. Focus them on Activity 8 and on the activity instructions. Ask a student to read them aloud. Check understanding.
- Focus students on the text and elicit that it's a webpage for the *Kid's Box* ezine. Make sure they notice the jobs at the bottom of the webpage. They read the texts silently and think about their answers to the question. Elicit the people's different jobs from students and discuss their ideas as a class, reminding them to say why the job they chose is the most exciting. Check comprehension of vocabulary by referring students back to the texts. Focus on each text one at a time, giving students reading time and then checking general comprehension by discussing the person and the job(s) they do.
- Students compare their lists from the warmer with the jobs mentioned in Activity 8.

**SB20. ACTIVITY 9.** *Listen. Repeat the word and say the name of the person.*

- Focus students on the Activity 9 instructions and the example. Elicit the names of the six people, helping students with pronunciation. Play the CD. Pause after each one for students to find the name in the text. They point to the name the first time. Play the CD again and elicit choral responses.

**Key:** 2 Actor. That's John Travolta. 3 Soccer player. That's Mia Hamm. 4 Reporter. That's George Orwell. 5 Secretary. That's Barbara Blackburn. 6 Pilot. That's John Travolta. 7 Mechanic. That's Steve Matchett. 8 Writer. That's George Orwell.

**CD 1, 31**

1 cook, 2 actor, 3 soccer player, 4 reporter, 5 secretary, 6 pilot, 7 mechanic, 8 writer

**SB20. ACTIVITY 10.** *Read again and answer.*

- Check understanding of the Activity 10 instruction. Students work in pairs. They take turns asking their partner questions. They don't have to ask them in order. Check using open pairs.

**Key:** 1 The Women's World Cup. 2 He made school meals healthier. 3 She could type faster than any other typist. 4 Formula 1 cars. 5 John Travolta. 6 Writer and reporter. 7 Two (Jamie Oliver and Steve Matchett).

**WB20. ACTIVITY 8.** *Choose words from the box to label the pictures.*

- Pre-teach *manager*.

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

**Key:** 2 soccer player, 3 manager, 4 actor, 5 reporter, 6 mechanic

**WB20. ACTIVITY 9.** *Complete the chart.*

- Make sure students notice changes in spelling, e.g., doubling of consonant.
- Pre-teach *designer, design, and manage*.

**Key:** driver, dance, skater, designer, singer, painter, photographer, manage, play tennis, run, swimmer

**WB20. ACTIVITY 10.** *Read and write the words in the puzzle.*

**Key:** 2 cook, 3 firefighter, 4 dentist, 5 nurse, 6 pilot, 7 mechanic, 8 artist, 9 actor; Mystery job: scientist

**WB20. ACTIVITY 11.** *Now write a definition for this job.*

**Key:** Students' own answers

**Extra activities: see page T100 (if time)**

**Optional activity**

- Unit 2 Reinforcement worksheet 2 from *Kid's Box AE Teacher's Resource Book 5* (see pages 22 and 24)

**Ending the lesson**

- Students look back through the lesson to see how many different jobs they can find that they talked about in the lesson.

**OBJECTIVES:** By the end of the lesson, students will have had further practice using *going to* to talk about people's jobs.

### ● TARGET LANGUAGE

**Key language:** plans, intentions, and predictions: *going to*, present continuous, simple present, jobs, *overalls*, *uniform*, *mask*, *bounce*, *repair*, *dirty*, *airport*, *machine*

**Review:** days of the week, *gloves*, *candy*, *a.m.*, *p.m.*

### ● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 2*  
Extension worksheet 1 (page 25)

## Warmer

- Review jobs by playing a spelling game, e.g. Teacher: Give me an "s" (s), Give me a "k" (k), Give me an "a" (a), Give me a "t" (t), Give me an "e" (e), Give me an "r" (r) What does that spell? (skater)

### SB21. ACTIVITY 11. Listen and match. Say the job.

- Tell students to open their Student's Books to page 21. Focus them on the pictures and ask students what they can see and the job. Check understanding of the activity instructions. Play the CD. Students listen and whisper. Play the CD again. Elicit answers.

**Key:** 2 Dentist. That's f. 3 Cook. That's c. 4 Mechanic. That's b. 5 Actor. That's a. 6 Reporter. That's d.

### CD 1, 32

- PILOT:** Good evening. This is Captain Bird speaking. Welcome aboard flight 241 from Dublin to London.
- DENTIST:** Hello, Bill. Please sit down. OK, open your mouth, please. That's good. Great. You brush your teeth very well. I can see you always brush your teeth three times a day after meals because they're nice and white. That's fine. No problems there.
- COOK:** Now, let me see. Three eggs, 500 grams of flour, half a liter of milk, 250 grams of sugar, and some chocolate. I'm going to mix it all together in a bowl and put it in a big cake pan. Then I'm going to cook it for half an hour. It's going to be a nice chocolate cake. Mmm!
- MECHANIC:** Good morning, Mr. Hamilton. This is Jack's Garage here. I looked at your car and I can see why it isn't working. I'm going to repair it now, so you can come and pick it up at half past ten.
- MOVIE DIRECTOR:** Action!  
**ACTOR:** I'm gonna look for a place to stay in this town. I'm tired, I'm hungry, and I'm thirsty. I have to find a hotel soon. Come on, GG.  
**MOVIE DIRECTOR:** Cut! Fantastic! Thank you, everybody. We're going to stop now.
- REPORTER:** That was a great game! I'm going to speak to the man of the game, John Brown. He put the ball through the basket 12 times. Here he comes and he's bouncing a ball.

### SB21. ACTIVITY 12. Listen again and choose the right words.

- Focus students on the sentences. Give them reading time before they listen. Play the CD. Students listen and choose. They check in pairs. Play the CD again, pausing to check students' answers.

**Key:** 1 London, 2 well, 3 chocolate cake, 4 half past ten, 5 hungry, 6 basketball player

### CD 1, 33

### SB21. ACTIVITY 13. Play the game. Guess it in ten.

- Demonstrate the game. Think of a job, e.g., *reporter*. Students take turns asking *yes/no* questions. Remind them they can only have ten guesses. Help them focus their questions.
- Students play in pairs. Student A secretly writes a job and Student B asks questions. If B guesses in ten, he/she wins a point. Students take turns.

### SB21. ACTIVITY 14. Read and think. Ask and answer.

- Focus students on the chart. Elicit that this is information about what these people like to do now. Students predict what the person is going to be. Students take turns talking about the different people, using the prompt. They make guesses about the possible jobs, using the information given. Discuss their predictions as a class.

**Key:** Student's own answers

### SB21. ACTIVITY 15. Think about somebody you know who has an interesting job. Answer the questions.

- Focus students on the instructions and elicit ideas. Students write the answers in their notebooks. Supply the job in English.

**Key:** Student's own answers

### SB21. Now ask your friend the questions.

- In pairs, students take turns finding out about the interesting job their partner wrote about. Discuss as a class.

### WB21. ACTIVITY 12. These four children are going to have different jobs. Write the numbers.

**Key:** a: 4, 6, 8; b: 3, 5, 10; c: 1, 2, 7; d: 9, 11, 12

### WB21. ACTIVITY 13. Slim Jim's a famous singer. Read and complete his calendar.

- Ask *Where does a soccer player play soccer?* to elicit a *soccer stadium*. Ask students if they can name famous stadiums in their country or in the world. Ask *Can you go to a soccer stadium to see a music festival?*

**Key:**

	Monday	Tuesday	Wednesday	Thursday	Friday
am	Arrive London	Music store	Open school	TV interview	Fly to Spain
	lunch	lunch	lunch	lunch	lunch
pm	Hospital	Dinner with actors	Sing in soccer stadium	Movie theater	Meet manager

### WB21. ACTIVITY 14. Answer the questions.

**Key:** Students' own answers

## Extra activities: see page T100 (if time)

### Optional activity

- Unit 2 Extension worksheet 1 from *Kid's Box AE Teacher's Resource Book 5* (see pages 22 and 25)

### Ending the lesson

- Elicit which is the favorite job from today and why.



**OBJECTIVES:** By the end of the lesson, students will have practiced words ending in /ər/ and completed a writing activity.

● **TARGET LANGUAGE**

**Key language:** The phoneme /ər/, *treasure, picture, answer, apostrophe*

**Review:** *going to, jobs, comparatives*

● **MATERIALS REQUIRED**

Photocopiable 2 (page T91), copied twice and cut up into cards

Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 2*

Extension worksheet 2 (page 26)

**Warmer**

- Write the words *teacher, doctor, picture, and faster* on the board. Ask students which sound all four words have in common. Say the words aloud. Students discuss in pairs. Elicit suggestions. Repeat the words emphasising the /ər/ sound at the end of each word. Elicit the sound. Underline the sound on the board (*teacher*, *doctor*, *picture*, *faster*). Tell students they will be practising recognising this sound and looking at different spellings for the sound in today's lesson.

**SB22. ACTIVITY 16. Focus on phonics**

- Tell students to open their Student's Books to page 22. Focus them on Activity 16. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more. In pairs, students practice the rhyme.

**CD 1, 34**

As in Student's Book

**Photocopiable 2 (see pages T88 and T91 and the notes for Activity 17 below)**

**SB22. ACTIVITY 17. Ask and answer.**

- Copy Photocopiable 2 (see page T91) twice, onto thin cardboard. Cut out the cards for the number of students in your class before the lesson. For example, if you have a class of 26, you will only need to use 13 of the cards from Photocopiable 2 – two copies of each. Hand out one card to each student. On the board write in example speech bubbles, *What are you going to do on ... ?* and, *I'm going to ...*. Tell students they need to find the person who has the same plans as they have on their card. The class mingle and ask and answer questions to find out who their partner is. Monitor and make sure they are speaking English and not simply comparing cards. When students have found their partner, they check with you and then sit down.

**SB22. ACTIVITY 18. Write your plans for next week. Don't repeat any verbs!**

- Focus students on the activity instructions. Ask a student to read the first sentence. Check students know to write a sentence for each day of the week, using a different verb each time (some sentences should be real and some should be imagined). Elicit some examples to give students ideas.
- Students then work with their partner from Activity 17. Set a time limit for the class of approximately five minutes. The pairs take turns writing their plans for the following week

on a shared piece of paper. Students can't repeat any of the verbs used. At the end of the set time, the pairs count how many sentences they have written. The pair with the most sentences reads them aloud to the class. The pairs that are listening say whether the sentences are grammatically correct or not and then vote on whether they think they are true. Pairs win a point for each correct guess. The pair with the most points at the end of the activity wins.

**SB22. 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, 35**

As in Student's Book

**WB22. ACTIVITY 15. Can you remember? Complete the sentences.**

**Key:** 2 stronger, 3 treasure, 4 picture, 5 doctor, 6 answer

**WB22. ACTIVITY 16. Listen, check, and say.**

- Play the CD for students to listen and check. They compare answers in pairs. Check with the class. Elicit the words in each sentence with the /ər/ sound. Play the CD again for students to listen and repeat.

**Key:** See audioscript below

**CD 1, 36**

1. The manager is older than the actor.
2. The swimmer is stronger than the writer.
3. The farmer found some treasure.
4. The teacher showed her students a picture.
5. The doctor is writing on some paper.
6. The dancer knows the answer.

**WB22. ACTIVITY 17. Find 13 mistakes in the text.**

- Before students do the activity, focus them on the Write it right box and check they understand how, where and why apostrophes are used in English.

**Key:** See Activity 18 key

**WB22. ACTIVITY 18. Now write the text correctly.**

**Key:** My dad's a cook in a restaurant. It's called Pete's Diner. The restaurant's big. It has more than 20 tables and five cooks. Dad likes his job, but he doesn't have many vacations. He isn't working today, but he's cooking dinner for me and my sister. He doesn't always cook at home because he's often tired when he finishes work. Mom's a great cook too, but she doesn't get any money for cooking. She's a history teacher.

**WB22. ACTIVITY 19. Write about a job someone in your family does.**

**Key:** Students' own answers

**Extra activity: see page T101 (if time)**

**Optional activity**

- Unit 2 Extension worksheet 2 from *Kid's Box AE Teacher's Resource Book 5* (see pages 22 and 26)

**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, *pirate, have/has to, secretary*

**Review:** character names, language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Paper for each student

## Warmer

- Review the story so far with students. Write the character names on the board. Students suggest adjectives that apply to them. If the class doesn't agree with any adjective, the student has to give the reason why he/she chose it.

### SB23. STORY. *Diggory Bones*.

- Tell students to open their Student's Books to page 23. Focus them on the story. Tell them to read quickly and find evidence of any of the adjectives suggested for the characters in the warmer. Set the questions: *What does Brutus Grabbe want to be? Where must Diggory go to meet Brutus? What is Diggory's mistake?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class. (Brutus wants to be very rich. To the Old City Library at 10:45. He goes to the wrong library.) 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., *Was Brutus a good student? What did he study? What does he love? What time's the meeting? Who has the letter? What does it say?*

### CD 1, 37

As in Student's Book

### WB23. ACTIVITY 20. *Read and answer.*

**Key:** 2 at the Old City Library, 3 because he only loves money, 4 at 10:45 (a quarter to eleven), 5 No, he isn't. 6 the secretary

### WB23. ACTIVITY 21. *Read and order the text.*

**Key:** From left to right: 3, 5, 1, 6, 8, 7, 2, 4

### WB23. 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 repairs, 3 dentist, 4 going to, 5 Students' own answers, 6 letter

### WB23. 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 used *going to*. 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 people at work. Students circle the appropriate face. Repeat for the third sentence, eliciting examples of words with apostrophes.
- 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 T101 (if time)

## Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, students will have read about teeth and their structure.

● **TARGET LANGUAGE**

**Key language:** *toothbrush, teeth, baby teeth, permanent, molars, wisdom teeth, appear, incisors, canines, premolars, chew, tear, flat(ter), swallow, crown, root, gum, enamel*

**Review:** *healthy, dentist, numbers, adjectives*

● **MATERIALS REQUIRED**

Extra activity 2: Reference books on animals, the Internet, large sheets of paper, colored markers

**Warmer**

- Ask students to count the number of teeth they have. They check with their partners to see if they have the same number. Tell them how many teeth you have. Ask *Do small babies have teeth?* (No, they don't.) Ask *How old are babies when their first teeth appear?* (About six months old.) Explain that *appear* means the same as *come*. Write it on the board and ask a student to spell it.

**SB24. FACT**

- Tell students to open their Student's Books to page 24. Focus them on the top of the page. Ask a student to read the fact to the class. Elicit their reactions. Elicit what students' own toothbrushes are made of.

**SB24. ACTIVITY 1. Read and match.**

- Focus students on the Activity 1 instructions and on the pictures. If students try to guess before they read, don't tell them if they are right or wrong. Students read the text quickly (and silently) to match the pictures with the headings in the text. They check in pairs. Check with the class.

**Key:** a Our permanent teeth, b Our baby teeth, c Our dentist

**SB24. ACTIVITY 2. Read and label the diagram.**

- Focus students on the Activity 2 instruction and on the diagram. They read the text to check which teeth are which and then label the diagram. They check in pairs. Check with the class and review what the functions of these different kinds of teeth are.

- Read the first two parts of the text through with the class, with students taking turns reading sections aloud. Discuss the information in each section with the class and check pronunciation of new words, e.g., *incisor*, and understanding of key vocabulary, e.g., *swallow*. Elicit what kinds of food the different types of teeth help us eat.

**Key:** 2 incisors, 3 canines, 4 molars

**SB24. ACTIVITY 3. Match the sentences with the picture.**

- Check students understand what to do for Activity 3. They read the text and try to match the sentences with the picture, first on their own. Then they check with their partner. Draw the diagram on the board and check with the class. Check understanding and pronunciation of key words, e.g., *enamel, gums, crown, root*.

**Key:** 1 enamel, 2 crown, 3 root

**WB24. ACTIVITY 1. Teeth quiz. Read and choose the right words.**

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

**WB24. ACTIVITY 2. Complete the teeth mind map.**

**Note:** Students will not be able to complete the activity until they have read both pages 24 and 25 of the Student's Book.

**Key:** (see below)

**WB24. ACTIVITY 3. Answer the questions.**

**Key:** Students' own answers

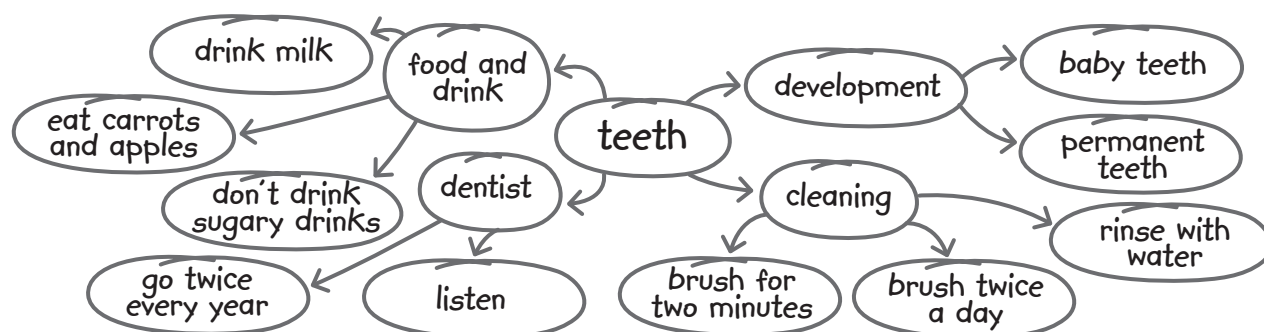
**WB24. ACTIVITY 4. Use the answers to write about your teeth.**

**Key:** Students' own answers

**Extra activities: see page T101 (if time)**

**Ending the lesson**

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



**OBJECTIVES:** By the end of the lesson, students will have learned more about teeth and oral hygiene and completed a project.

### ● TARGET LANGUAGE

**Key language:** *tooth care, sugary, healthy, between, diet, rinse, cavity (cavities), circular, fluoride, experiment, tongue, then, lastly, next, vinegar, hard-boiled eggs, minerals, acid, bubble, shell, appear*

**Review:** food

### ● MATERIALS REQUIRED

For each group of four: two hard-boiled eggs, two clear plastic cups. For the class: one tube of toothpaste with fluoride, two to four toothbrushes, two bottles of vinegar. Extra activity 1: If possible, a watch with a timer or alarm. Optional: *Kid's Box AE Teacher's Resource Book 5 Unit 2 Topic worksheet* (page 28)

## Warmer

- With books closed, review some of the facts students learned about teeth in the previous lesson, e.g., *How many teeth do babies have? What about young children? What are their teeth called? How many teeth do adults have? What are the four different kinds of teeth called and what do they do?*

### SB25. ACTIVITY 4. Read and complete.

- Tell students to open their Student's Books to page 25. Focus them on Activity 4 and on the title (Tooth care). Elicit what students think this means. Ask a student to read the introduction aloud (*To have healthy teeth and gums, you must:*). Students work individually. They read the text and complete it with the words. They check in pairs. Check with the class by asking different students to read parts of the text aloud. Check understanding of each section by asking, e.g., *So what is it OK to eat? Give me an example of a sugary food. Is it good for our teeth?*

**Key:** 1 before; 2 shouldn't, between, hungry, brush, finish;  
3 dentist, better, healthy

### SB25. ACTIVITY 5. Read and order the text.

- Focus students on the Activity 5 instruction and check understanding. Students work alone on this problem-solving activity. Remind them to use the sequencing words to help them. Don't hurry them, but give them plenty of time to think and re-read. They can ask you or their partner if there is anything they don't understand. Check the sequence with the class. Ask a student to read paragraph 1 aloud. Then elicit from students what they think paragraph 2 is and ask one to read it aloud. Ask the class if it sounds right and if they agree. Repeat for the other paragraphs. Finally, write the number sequence on the board to confirm the order. Check general comprehension and also the meaning of any key vocabulary. Draw students' attention to the sequencing words, e.g., *Then, Next, Lastly*.
- Show the students how long two minutes are by using the alarm on your watch or a clock.

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

### SB25. PROJECT. Do a dentist's experiment.

- Show students the materials you have brought for the project (toothpaste, toothbrushes, cups, vinegar, eggs). Tell them they are going to be dentists today! Read the project information through with the class, showing the materials as they are mentioned. Elicit their predictions for the final question (Which egg do you think is going to start to bubble?). Check students understand what to do. Put students in groups of four and hand out the materials. Students do the experiment in their groups, following the instructions. Monitor and check/help where necessary. Elicit what actually happened and if they were correct about their predictions. Discuss why that egg bubbled first and how the result is connected with teeth, the dentist and fluoride.

### WB25. ACTIVITY 5. FLYERS Reading and Writing,

**Part 6.** Read the letter and write the missing words. Write one word on each line. **F** toward

- Tell students to open their Workbooks to page 25. Read the activity instructions and make sure students realize they need to use just one word in each space. Students read and complete the text individually, then compare answers in pairs. Check with the class. Go through any new vocabulary.

**Key:** 1 than, 2 answer, 3 good/bad, 4 to, 5 some

**Extra activities: see page T101 (if time)**

## Optional activity

- Unit 2 Topic worksheet from *Kid's Box AE Teacher's Resource Book 5* (see pages 22 and 28)

## 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.