

OBJECTIVES: By the end of the lesson, students will be able to talk about experiences using *just*, *yet*, and *already* and will have reviewed countries and nationalities.

● TARGET LANGUAGE

Key language: present perfect with *just*, *yet*, *already*; euros, clean (v)

Review: countries

● MATERIALS REQUIRED

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

Warmer

- Elicit from students what the name of their country is and what other countries any of them have visited. Include countries that you have been to as well.

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

- Write the word *Countries* on the board and draw a circle around it. Elicit the countries from the Warmer to start the mind map. Say *Show what you know ... about countries*. Brainstorm with the class all the country words that they know in two minutes and create a mind map on the board. Supply words in English where necessary. Students copy the mind map into their notebooks.

SB72. ACTIVITY 1. Listen and check (✓) the countries you hear.

- Tell students to open their Student's Book to page 72. Focus students on the Activity 1 pictures. Elicit the names of the characters, where they are, and what is on the screen in picture 3 (Ezine Winners). Focus students on the activity instructions and check understanding. Remind them that they do the same as for the Show what you know in the previous units (check off the words they hear in the Country 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 4, 02

ALEX: Maria, have you found any good pictures?

MARIA: I've already found four, but I need two more. Have you written the article on Mexico yet?

ALEX: I've started it, but I haven't finished it yet.

DAN: Alex! Quick!

ALEX: I've just cleaned my desk. Be careful! I haven't saved the article yet.

DAN: They've just given the names of the competition winners. They're on the web. Got it! Right. Here's the ezine website.

MARIA: So ... have we won?

ALEX: I can't see anything.

DAN: Look, we have to click that window. Alex, leave your pencils and click the mouse.

DAN: Look, it says America! We've won!

ALEX: Yesss!

DAN: Alex – your pencils? You've just cleaned them up.

ALEX: Pencils? What pencils? We've just won ten new computers for our school.

MARIA: Who else has won?

ALEX: The other writers are from Spain, Japan, Greece, and India.

DAN AND MARIA: Wow!

MARIA: We're going to write for an international ezine, so we should find out more about different countries.

ALEX AND DAN: Yeahhh!

Presentation

- Write the four sentences from the Look box on the board. Elicit/explain the meaning of each one. Draw students' attention to the fact that *yet* is used only in questions and negatives. Write other examples on the board, using *yet*, *already*, or *just* and related to the classroom, e.g., *You haven't had your test yet*. We've *already started the lesson*. *You've just listened to the CD*. Elicit what tense is used each time. Students copy the examples.
- Focus students on the Look box.

SB72. ACTIVITY 2. Listen again. Who said it?

- Focus students on the Activity 2 instructions and read the sentences. Play the CD again. They write the names and check in pairs. Check with the class, playing the CD a third time if necessary. Check the concept of each sentence.

Key: 1 Maria, 2 Maria, 3 Alex, 4 Alex, 5 Dan, 6 Dan

CD 4, 03

SB72. ACTIVITY 3. Read and match.

- Focus students on Activity 3. Do the first one with the class. Remind them to check the Look box. They match the sentences in pairs. Check with the class. Students write sentences in their notebooks.

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

WB72. ACTIVITY 1. Find two irregular past participles for each group of letters.

- Focus students on the Look again box before they do the activities on the Workbook page.

Key: 2 meant, met, 3 driven, drawn, 4 taught, taken, 5 thought, thrown, 6 brought, broken, 7 spoken, spent, 8 left, lost, 9 come, caught, 10 stolen, stood, 11 run, ridden, 12 got, gone

WB72. ACTIVITY 2. Complete the sentences with verbs from Activity 1.

Key: 2 gone, 3 begun, 4 spent, 5 come, 6 drawn

WB72. ACTIVITY 3. Look at the picture. Write sentences.

Key: 3 He's already made his bed. 4 He hasn't put on his shoes yet. 5 He hasn't had breakfast yet. 6 He's already put on his pants.

WB72. ACTIVITY 4. Write sentences about you today. Use "already," "yet," or "just."

Key: Students' own answers

Extra activities: see page T110 (if time)

Ending the lesson

- Elicit the countries mentioned in the listening activity earlier in the lesson. Ask students what the nationality words are for each one.

OBJECTIVES: By the end of the lesson, students will have had more practice using *just*, *yet*, and *already* for experiences and will have sung a song.

● TARGET LANGUAGE

Key language: present perfect with *just*, *yet*, *already*; to pack

Additional language: *the Opera House, Sydney, Sydney Harbour Bridge*

Review: countries, names of towns, something, lunchtime

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 8

Reinforcement worksheet 1 (page 65), Unit 8 Song worksheet (page 69) and/or Kid's Box AE Interactive DVD 6: *The music room* (pages 28–33)

Warmer

- Review *just*, *yet*, and *already*. Write the three words on the board and say *Tell me about this morning up to now. Use these words.*

SB73. ACTIVITY 4. Read and complete.

- Tell students to open their Student's Book to page 73. Focus them on the song and the pictures for Activity 4. Elicit where the people are and what they're doing. Check that students know what to do. Read through the words in the box with them and check understanding. They do the activity in pairs.

Key: 2 done, 3 put, 4 cleaned, 5 played, 6 been, 7 bought, 8 packed

SB73. ACTIVITY 5. Listen and check. Sing the song.

- Play the CD for students to listen and check. Play the CD a second time if necessary. Check with the class, asking students to read relevant sections aloud. Check any vocabulary queries and ask the children which things they have done and which things they haven't done, but need to do. Play the CD again, line by line, for students to repeat. Then play it again for them to sing along. When students are more competent, ask them to sing the song in groups with the karaoke version.

CD 4, 04

As in Student's Book and Key for Activity 4

CD 4, 05

Now sing the song again. (Karaoke version)

SB73. ACTIVITY 6. Read and choose the right words.

- Focus students on the Activity 6 text. Elicit what it is (an email), who wrote it (Emma), and who it was written to (Sarah). Focus students on the activity instructions. Students read the text individually, circling the correct words in pencil. They then work in pairs, checking each one again. Remind them to think of the overall meaning of the text and of the sentences. Check with the class. Students write the complete corrected text in their notebooks.

Key: 1 for, 2 still, 3 just, 4 ever, 5 already, 6 yet, 7 since

SB73. ACTIVITY 7. Write the sentences. Put the words in the correct place.

- Focus students on the Activity 7 instructions and on the example. Students do the activity orally in pairs first. Remind them to check the Look box on page 72 for the word order. Check with the class. They write the sentences in their notebooks.

Key: 2 I haven't done my homework yet. 3 Have you spoken to your teacher yet? 4 We've just been to the museum. 5 They've already written the article. 6 He's just gone to school.

SB73. ACTIVITY 8. Guess and write an answer for each sentence. Ask and answer. How many of your guesses were right?

- Focus students on the activity instructions and check understanding, using the first prompt as an example. Think of an example (you can invent this if necessary), e.g., visit England, win a chess competition. Then ask if any other students have done the same thing. From their answers, you can say if your guess was right or wrong. Students do the activity individually, writing their guesses in their notebooks. Remind them to keep them secret. Students then go around the class asking the questions. After they have all asked their questions, they report back to see who had the most correct guesses.

WB73. ACTIVITY 5. Check (✓) two more correct sentences. Correct two more sentences.

Key: 3 ✓, 4 I've lived here for ten years. 5 They've already seen that movie. 6 ✓

WB73. ACTIVITY 6. What have they just done?

Key (possible answers): 2 's just won a trophy. 3 've just seen a movie. 4 's just bought a car. 5 've just eaten lunch. 6 's just taken a shower.

WB73. ACTIVITY 7. Look at the Hirds' plans. Read and answer "Yes, they have" or "No, they haven't."

Key: 2 Yes, they have. 3 No, they haven't. 4 No, they haven't. 5 Yes, they have. 6 Yes, they have.

Extra activities: see page T110 (if time)

Optional activities

- Unit 8 Reinforcement worksheet 1 from Kid's Box AE Teacher's Resource Book 6 (see pages 64 and 65).
- Unit 8 Song worksheet from Kid's Box AE Teacher's Resource Book 6 (see pages 64 and 69).
- Unit 8 song and/or karaoke worksheet from Kid's Box AE Interactive DVD 6. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Sing the song again, adding new verses if you did Extra activity 1.

OBJECTIVES: By the end of the lesson, students will have read about different countries around the world and practiced talking about nationalities.

● TARGET LANGUAGE

Key language: countries, nationalities, languages, capital

Additional language: Hindi, Bollywood, Tour de France, Bach, Beethoven, Wagner

Review: continents

● MATERIALS REQUIRED

A map of the world, clearly showing countries in Europe

Extra activity 2: Reference materials on countries and their languages, the Internet

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 8

Reinforcement worksheet 2 (page 66)

Warmer

- Display the world map. Ask a student to come and point to where their country is and for others to name and point to other countries mentioned in this unit so far. Ask a student to point to Europe. Elicit some of the countries in Europe.

SB74. ACTIVITY 9. Read and think. How many of these countries aren't in Europe?

- Tell students to open their Student's Book to page 74. Focus them on the Kid's Box ezine and on the introductory text. Ask a student to read it aloud and elicit what the last ezine is going to be about (some of the countries in the competition). Focus students on the Activity 9 instructions and check that they know what to do. Make sure they notice the countries and nationalities at the bottom of the text. Students read the text silently to find the answer. They check in pairs, coming up to look at the map from the Warmer if necessary. Check with the class. Check general comprehension by asking students to read each text aloud in turn around the class. Encourage them to figure out the meanings of the new words for themselves and to come to the board to find where countries are if they don't know. Read the countries and nationalities at the bottom of the ezine aloud for students to repeat after you.

Key: Three: India, Mexico, and Brazil.

SB74. ACTIVITY 10. Listen. Repeat the country and say the nationality.

- Focus students on the Activity 10 instructions and on the example. Play the CD. Pause after each one for students to whisper the nationality to their partner. Play the CD again. Elicit a choral response each time.

Key: 2 Mexico. Mexican. 3 France. French. 4 Spain. Spanish. 5 Germany. German. 6 India. Indian. 7 Brazil. Brazilian. 8 Portugal. Portuguese.

CD 4, 06

1 Greece, 2 Mexico, 3 France, 4 Spain, 5 Germany, 6 India, 7 Brazil, 8 Portugal

SB74. ACTIVITY 11. Read again and answer.

- Focus students on the Activity 11 instructions. Tell them to answer the questions orally in pairs, checking back in the text to find the answers. Pairs check with pairs. Check with the class. They write full-sentence answers in their notebooks.

Key: 1 It came from Mexico. 2 France gets the most visitors.

3 Brazil is the fifth-biggest country. 4 Bach was from Germany. 5 They make movies. 6 Greek gives us modern words.

WB74. ACTIVITY 8. Label the car stickers with nationalities. Use the letters in the box.

Key: 2 BR – Brazilian, 3 GR – Greek, 4 P – Portuguese, 5 IND – Indian, 6 F – French, 7 D – German, 8 MEX – Mexican

WB74. ACTIVITY 9. What countries are these web pages from?

Key: 2 Germany, 3 Spain, 4 France, 5 India, 6 Greece, 7 Portugal, 8 Mexico

WB74. ACTIVITY 10. Read and answer.

Key: 2 New Delhi, 3 Australia, 4 Athens, 5 Madrid, 6 Lisbon, 7 the U.S.A., 8 Brasilia

Extra activities: see page T111 (if time)

Optional activity

- Unit 8 Reinforcement worksheet 2 from Kid's Box AE Teacher's Resource Book 6 (see pages 64 and 66).

Ending the lesson

- Write some of the nationalities and countries on the board in scrambled letter form for students to unscramble.
- Lead a class chant. Call out a noun for children to respond with the adjective.

Teacher: fog Class: foggy.

Continue with cloud, rain, fog, snow, sun, wind, storm, ice, noise, water, fur, fun, hair, dirt, etc.

Draw students' attention to the double consonant in sun, fun, fog and fur, and the fact that we lose the 'e' at the end of noise and ice.

OBJECTIVES: By the end of the lesson, students will have read more about countries and nationalities and had further practice with the present perfect.

● TARGET LANGUAGE

Key language: countries, nationalities, present perfect for experience, adverbs

Additional language: Sorbonne University

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 8
Extension worksheet 1 (page 67)

Warmer

- Call out a country or a nationality or a language. Students raise their hands to tell you the other two words, e.g., Teacher: Greek! Students: It's the language people speak in Greece, and it's the nationality, too. Students can take turns being the callers, too. Do this with Student's Book closed.

SB75. ACTIVITY 12. Listen and check (✓) the countries you hear.

- Tell students to open their Student's Book to page 75. Focus them on the Activity 12 chart and on the instructions. Check that they know what to do. Play the CD. Students listen and check. They check in pairs. Play the CD again. Check with the class.

Key: India, Mexico, Italy, Brazil, Greece, the U.S.A.

CD 4, 07

PRESENTER: Welcome to our show tonight. And here are our two contestants, Bill and Mary. Hello!

BILL: Hi!

MARY: Hello!

PRESENTER: OK. Now, as you know, in Round 1, I'm going to ask you some questions about different countries and cities. I'm going to start to spell a capital city. When you know the country, press the button, say the country, and finish the spelling. The first to press their button answers the question. Are you ready?

MARY: Oh, yes.

BILL: Yes.

PRESENTER: Right. B-E-R-L ...

MARY: I think I know the answer. That's Germany. The capital of Germany is Berlin. B-E-R-L-I-N.

PRESENTER: That's right. The next question is easier. Who knows this one? R-O-M ...

MARY: I think that's Italy. Rome is the Italian capital. R-O-M-E.

PRESENTER: Excellent, Mary. Now, which is this? M-E-X-I ...

BILL: Ah, yes. This is interesting. It's Mexico. Mexico's one of only a few countries where the capital has the same name as the country. It's Mexico City. M-E-X-I-C-O C-I-T-Y.

PRESENTER: Great job, Bill. OK. Question number 4. N-E-W ...

BILL: Uh, I think that's the U.S.A. New York. N-E-W Y-O-R-K.

PRESENTER: No, I'm sorry. New York isn't the capital of the U.S.A. I'll continue. N-E-W D-E ...

MARY: Is it the capital of India, New Delhi? N-E-W D-E-L-H-I.

PRESENTER: Yes, it is. That's right! OK, after four questions, Mary has three points, and Bill has only one. And we have two more questions. First, A-T-H-E ...

BILL: Is that Greece? Athens is the capital of Greece. A-T-H-E-N-S.

PRESENTER: Yes, it is. Now for the final question of this round.

Which country has this capital? B-R-A-S-I ...

BILL: It's Brasilia. Brasilia is the capital of Brazil. B-R-A-S-I-L-I-A.

PRESENTER: That's right. So after Round 1, you both have ... three points!

SB75. ACTIVITY 13. Listen again and write the capital cities.

- Focus students on Activity 13. Give them time to guess the cities before they listen. Play the CD again. They check in pairs. Check with the class, playing the CD again.

Key: New Delhi, Mexico City, Rome, Brasilia, Athens

CD 4, 08

SB75. ACTIVITY 14. Look and answer.

- Focus students on the map for Activity 14 and elicit what it shows (part of Europe). Check that they know what to do. They answer the questions orally in pairs. Check with the class.

Key: 1 Madrid, 2 Bern, 3 Athens, 4 Portugal, 5 Athens, 6 Seven

SB75. ACTIVITY 15. Read and correct the sentences.

- Focus students on the text for Activity 15. Elicit who it is about (Archie Mendes). Ask students to read the text aloud. Check vocabulary and comprehension. Students then work individually to correct the sentences. They check in pairs. Check with the class.

Key: 1 Archie's parents are Greek and Portuguese. 2 Archie speaks Greek, Portuguese, English, and French. 3 He's spoken English since he was three. 4 He's studied in the capital of France for two years. 5 He's just helped some engineers design an amazing new car that goes on land and on water. 6 He's already been to India and Mexico, but he hasn't been to Brazil yet. 7 He's only 12, but he's already helped design a car and make a movie. 8 He's just made a short video on free running.

WB75. ACTIVITY 11. Complete the words with the groups of letters in the box. Use each group for only one pair of words.

Key: 2 ey, 3 try, 4 any, 5 ch, 6 al, 7 tal, 8 sh, 9 th, 10 co

WB75. ACTIVITY 12. Say the pairs of words in Activity 11. Do the letters sound the same in both words? Circle "Yes" or "No."

Key: 2 No, 3 No, 4 No, 5 Yes, 6 No, 7 No, 8 Yes, 9 Yes, 10 Yes

WB75. ACTIVITY 13. Ask and answer. Write your friend's answers.

Key: Students' own answers

WB75. ACTIVITY 14. Write a report about international food that you and your friend have eaten.

Key: Students' own answers

Extra activities: see page T111 (if time)

Optional activity

- Unit 8 Extension worksheet 1 from Kid's Box AE Teacher's Resource Book 6 (see pages 64 and 67).

Ending the lesson

- With Student's Book closed, elicit what students can remember about Archie.

OBJECTIVES: By the end of the lesson, students will have practiced using rising and falling intonation for lists and completed a communication activity.

● TARGET LANGUAGE

Key language: languages, cities

Review: present perfect, dialogs

● MATERIALS REQUIRED

A set of cards from Photocopiable 8 (see page T101) copied onto thin cardboard. You will need one card for each student. If you have an odd number of students, give two students the same card. If you have more students than there are cards, photocopy additional cards as necessary. Optional: Kid's Box AE Teacher's Resource Book 6 Unit 8 Extension worksheet 2 (page 68)

Warmer

- Describe what you are wearing as a list of five items. Say, e.g., *I'm wearing pants, a sweater, earrings, socks, and shoes.* Use the correct intonation (rising tone for the first four items, falling intonation for the last item in the list). Students try to repeat the list with the same intonation. Tell them that they will be practicing saying lists in this lesson.

SB76. ACTIVITY 16. Focus on phonics.

- Tell students to open their Student's Book to page 76. Focus them on Activity 16. Play the CD. Students repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct intonation. Repeat the rhyme once more as a class. In pairs, students practice the rhyme.

CD 4, 09

As in Student's Book

Photocopiable 8 (see pages T92, T101, and the notes below)

SB76. ACTIVITY 17. Ask and answer. Find your partner.

- Focus students on the Activity 17 instructions and on the example. Demonstrate the activity using four students. Select two pairs of matching cards from Photocopiable 8 (see page T101) and hand them out to the four students. Students don't show their cards to their friends. One student reads a question aloud; the other three read their answers aloud. The class decides which is the correct answer. The student with the correct answer then reads out his/her question aloud, and the other three read their answers aloud. Again, students decide which is correct. Collect these four cards. Hand out cards to all the students in the class. The students have to find a partner whose card has the answer to their question and the question for their answer.

SB76. ACTIVITY 18. Answer the questions. Write about what you've done this year and in Unit 8.

- Focus students on the Activity 18 instructions and on the questions. Students ask and answer the questions in open pairs in turn around the class. Generate a discussion if possible, with other students adding their (different) answers. Focus students on the example text. They write in their notebooks about what they've done.

They swap notebooks with a partner and check each other's work. They then write a final version in their notebooks or on paper.

Key: Students' own answers

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 4, 10

As in Student's Book

WB76. ACTIVITY 15. Complete the lists.

Key: 2 cookies, 3 science , 4 gold, 5 went, 6 foggy, 7 keyboards, 8 flashlights

WB76. ACTIVITY 16. Listen, check, and say.

CD 4, 11

1. Shirts, skirts, sneakers, and shorts.
2. Butter, jelly, sauce, popcorn, and cookies.
3. English, geography, art, math, and science.
4. Leather, metal, wool, and gold.
5. Lived, wanted, wished, and went.
6. Sunny, cloudy, windy, and foggy.
7. Laptops, webcams, headphones, and keyboards.
8. Tents, backpacks, sleeping bags, and flashlights.

WB76. ACTIVITY 17. Write these words in order of size from the biggest to the smallest.

Key: our solar system, Earth, continent, country, city, town, village, street

WB76. ACTIVITY 18. Read and complete Robert's form.

- Before students do the activity, focus them on the Write it right box and read it through with the class.

Key: Last name: SCHMIDT; Course: English; Date of birth: JUNE 15 1996; Country of birth: GERMANY; Nationality: GERMAN; Address: 35 BEAR STREET, BERLIN; ZIP code: 10117; Telephone number: 689-730241

Extra activities: see page T111 (if time)

Optional activity

- Unit 8 Extension worksheet 2 from Kid's Box AE Teacher's Resource Book 6 (see pages 64 and 68).

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: language in the story, fields, *Interpol*
Review: language from the unit

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 8 Topic worksheet (page 70)

Warmer

- Divide the class into eight groups. Give each group an episode of the story to look at again. Elicit the summary of the story from each group in order.

SB77. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 77. Focus them on the story and elicit why Iyam is angry in the first frame. Set the gist questions: *Do they find the gold? What treasure do they find? Who else has a cell phone?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (No, Corn, Diggory). Play the CD again. Students listen and read. Pause after each frame for students to repeat. At the end, check general comprehension by asking, e.g., *What was special about the caves in Balankanche? How did the Aztecs and Mayas water their fields? Is corn eaten everywhere in the world? Who arrived to save Diggory and Emily? How did they find them? What happened to Iyam and Richard?*

CD 4, 12

As in Student's Book

WB77. ACTIVITY 19. Read and answer.

Key: 2 It's been open for about forty years. 3 They used underground rivers. 4 They've wanted them for three years. 5 They are going to give it back to the museum. 6 He used a cell phone.

WB77. ACTIVITY 20. Do the Mayan quiz. True (T) or False (F)?

Key: Answers are on the Workbook page.

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 just; 3 capital; 4 Spanish; 5 German, French, Spanish; 6 nationality

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 remind them of / elicit the activities they did in this unit when they talked about what has already happened or just happened and what hasn't happened yet. 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, reminding them of / eliciting the activities when they talked about different countries and nationalities. Students circle the appropriate face. Repeat for the third sentence, eliciting the forms they completed.
- 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 T111 (if time)

Optional activity

- Unit 8 Topic worksheet from Kid's Box AE Teacher's Resource Book 6 (see pages 64 and 70).

Ending the lesson

- Ask students which chant/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 origins of the English language and completed a timeline.

● TARGET LANGUAGE

Key language: *invade, Romans, Roman, Latin, Angles, Saxons, Jutes, Vikings, Normans, Arabic, Cyrillic, Latin expressions, Roman numbers*

Additional language: *Devanagari*

Review: countries, nationalities, large numbers, *timeline*

● MATERIALS REQUIRED

Optional: Kid's Box AE Workbook 6 Language Portfolio page 101

Warmer

- Elicit from students how many English words they think they have learned this year. Write their estimates on the board, from the highest to the lowest.
- Tell students to open their Student's Book to page 78. Tell them to quickly look at the text and find the answer to the question in the Warmer (more than 1,140). Discuss how close or far this is from their estimates.

SB78. FACT

- Focus students on the top of the page. Ask a student to read the fact to the class. Elicit if students had realized this (they may have, through making mistakes in their writing!).

SB78. ACTIVITY 1. Read and answer.

- Focus students on Activity 1 again. Ask a student to read the second question aloud. Students read the text quickly and silently to find the answer. They compare their information in pairs. Check with the class (from the Angles; it was called Englaland). Read the text through with the class, with students taking turns reading sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of any new or unfamiliar words, e.g., *shampoo, pajamas*. Focus students on the section in the box headed *What do you think?* Ask a student to read it aloud. Then elicit if there are any words in their language that they know come from other languages.

SB78. ACTIVITY 2. Listen and find the words.

- Focus students on the Activity 2 instructions and check that they know what to do (find the words in the text when they hear the definitions). Remind them to whisper/point to the word the first time they listen. Play the CD. Pause after each one to give students time to process the information and to find the relevant information in the text. Students whisper/point. Play the CD again and check with the class. Elicit corrections for each one.

Key: 1 pizza, pasta; 2 leg; 3 kitchen; 4 mirror; 5 karate, judo; 6 window

CD 4, 13

- Two food words that come from Italian.
- A Viking word that is a part of the body.
- An Old English word for somewhere we can cook.
- A French word for something we use to look at ourselves.
- Two words for different Japanese sports.
- A Viking word for something in a house that we can look at.

WB78. ACTIVITY 1. Complete the text with words from the box.

Key: 2 started, 3 years, 4 people, 5 important, 6 Chinese, 7 Russia

WB78. ACTIVITY 2. Read again and answer.

Key: 2 Two thousand seven hundred years old. 3 More than two billion. 4 The Devanagari alphabet. 5 The Cyrillic alphabet. 6 About 300 million people.

WB78. ACTIVITY 3. Where are these English words from? Label the map.

Key: 2 chocolate, 3 opera, 4 athlete, 5 karate, 6 kangaroo, 7 kiwi

WB78. ACTIVITY 4. Think of a word from your language that you would like to give to English. Write a letter to a dictionary writer saying why they should add this word to the dictionary.

Key: Students' own answers

Extra activities: see page T111 (if time)

Language Portfolio

- Students complete page 101 of Kid's Box AE Workbook 6 Language Portfolio (At the travel agency).

Ending the lesson

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

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

● TARGET LANGUAGE

Key language: languages, prefix, suffix, telescope, television, teletext, telephone, root word, mega-, tri-, bi-

Review: adjectives, countries, nationalities

● MATERIALS REQUIRED

Books and encyclopedias, newspapers, and magazines, scissors, thin cardboard, large sheets of paper

Optional: Kid's Box AE Interactive DVD 6: *The computer room* "Race to the top" game

Warmer

- Elicit from students some of the English words from the previous lesson that come from other languages. They try to remember their derivation and the language they came from.

SB79. ACTIVITY 3. Read and label the pictures.

- Tell students to open their Student's Book to page 79. Focus them on the activity instructions and check that they know what to do. They read the text individually and label the pictures. Check with the class. Tell students that English uses a lot of prefixes and suffixes (these come at the beginning and end of words) and that they are going to find out about some of them in this lesson.

Key: 2 television, 3 telescope, 4 microphone

SB79. ACTIVITY 4. Complete the chart. Answer the questions.

- Focus students on Activity 4 and on the words at the top of the chart. Ask a student to read them aloud. Tell students that these words can all have prefixes that change their meaning. Elicit new words for any of them using the prefixes. Do the activity as a class, encouraging students to guess what added meaning each prefix gives. Provide answers for any they don't know. Elicit if they know other words with these prefixes. Discuss question 2 with the class. Elicit words they can think of with "un-."

Key: supermarket, superhero, superstar, tricycle, triangle, microscope, microchip, photograph, photocopy, megastar, underground

SB79. PROJECT. Make a poster about your language.

- Tell students that for today's project they are going to make a poster about their language. Read through the project information with the class. Check that students understand what to do. They work in groups of three or four. They need to: (1) research the loan words in their language and write small texts about each group of words; (2) draw a map; (3) combine the map and the texts on a piece of thin cardboard. Remind students to follow the instructions carefully and to use the questions to help them. Monitor and check/help where necessary. Students collate their information onto a poster and display it for the class.

WB79. ACTIVITY 5. FLYERS Reading and Writing, Part 6. Read the diary and write the missing words. Write one word on each line. **F**

- Tell students to open their Workbook to page 79. 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 France, 2 speak/understand/write/know, 3 went, 4 took, 5 going/planning

Extra activities: see page T111 (if time)

Optional activity

- "Race to the top!" game from the Kid's Box AE Interactive DVD 6 (*The computer room* section). See pages 34 and 35 of the Teachers Booklet for the Interactive DVD.

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.