

High technology

Show what you know! What technology words can you remember?

Listening 1 02 CD1 Listen and check (✓) the technology words you hear.



2 03 CD1 Listen again.
Who said it?

- 1 Hi, Maria. How are you? Dan.
- 2 It's twenty-five after ten.
- 3 I have a text message on my cell.
- 4 There's a new ezine competition on the Internet.
- 5 Let's write something for it.
- 6 Why don't we do our first ezine article on technology?

3 Read and choose the right words.

- 1 Alex **doesn't** / **don't** arrive early.
- 2 Why **has** / **is** Alex late?
- 3 The game **starting** / **starts** in five minutes.
- 4 Dan **is** / **has** a text message.
- 5 **There are** / **There is** a prize for the best school ezine.
- 6 The winners can **write** / **writing** for the international school ezine.
- 7 Why **don't** / **doesn't** we write about technology?
- 8 Maria thinks it **sound** / **sounds** exciting.

LOOK

The game **starts** in five minutes.

I **don't** know.

Where **is** he?

The winners **can write** for the international school ezine.

OBJECTIVES: By the end of the lesson, students will have reviewed present and past tenses and learned about the topic of technology.

● TARGET LANGUAGE

Key language: review of tenses and their uses: simple present, present progressive, simple past, going to future; text message, cell, ezine, technology, international school, prize, article
Review: school subjects, time, days of the week, Let's ... , Why don't we ... ?, sounds (exciting), We use ... to ...

● MATERIALS REQUIRED

Extra activity 1: The CD script from Student's Book Activity 1 written on a large sheet of paper
Optional: Kid's Box AE Teacher's Resource Book 6 High technology Unit Reinforcement worksheet 1 (pages 8 and 9)

Warmer

- Greet the students and introduce yourself. Make pairs. Students find out each other's names (if they don't know them already) and then find out one interesting thing their partner did on vacation. Ask each student to introduce his/her partner and tell the class the interesting thing he/she did on vacation.

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

- Write Technology on the board and draw a circle around it. Say Show what you know ... about technology. Elicit one or two words, e.g., digital camera, cell, and then brainstorm in two minutes all the technology words they remember. Create a mind map on the board. Students copy it into their notebooks.

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

- Tell students to open their Student's Book to page 4. Focus them on the pictures and introduce the characters if they didn't study Kid's Box AE 5. Elicit where the characters are (outside and inside school) and the technology items they can see (cell, computer). Elicit/pre-teach ezine. Focus students on the activity instructions and check understanding. They check off the words they hear in the Technology 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, 02

DAN: Hi, Maria. How are you?

MARIA: Hi, Dan. I'm fine, thanks. Where's Alex?

DAN: I don't know. He isn't here.

MARIA: That's strange. It's a quarter after ten. He's late. Where is he? It's twenty-five after ten. The game starts in five minutes.

DAN: Wait a minute. I have a text message on my cell. It's from Alex. "Come to my house quickly. Vee important."

MARIA: Very important! Come on then. Let's go.

NARRATOR: Internet Magazine Competition. Prize: New computers for your school. Write for the international school ezine.

ALEX: Look at this. There's a new ezine competition on the Internet.

MARIA: There's a prize for the best school ezine in the country.

DAN: Yeah! And the winners can write for the international school ezine next year.

ALEX: Let's write something for it and try and get some new computers for our school.

MARIA: Why don't we do our first ezine article on technology?

DAN: Great idea, Maria. That sounds "vee" exciting!

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

- Focus students on Activity 2. Give them time to read the sentences before they listen. Review the characters' names (Dan, Maria, Alex) and write them on the board.
- Play the CD. Students listen and write the name for each one. They check in pairs. Play the CD again. Check with the class.
- Ask What time is it in the first picture? Who gets a text message? What does "vee important" mean? Why is Alex excited?

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

CD 1, 03

SB4. ACTIVITY 3. Read and choose the right words.

- Focus students on the Look box. Elicit who said each one (Maria, Dan, Maria, Dan).
- Focus students on Activity 3. Do the first one as an example and elicit why doesn't is correct. Students do the rest in pairs. Check with the class, eliciting the reason for the answer each time. Students write the correct sentences in their notebooks.

Key: 1 doesn't, 2 is, 3 starts, 4 has, 5 There is, 6 write, 7 don't, 8 sounds

WB4. ACTIVITY 1. Choose words from the box to complete the text.

Key: 2 year, 3 excited, 4 won, 5 going, 6 laughed

WB4. ACTIVITY 2. Correct the sentences.

Key: 2 They're ready for another year of learning. 3 They won the school prize for the best project. 4 They met last Wednesday. 5 They looked at some funny pictures. 6 They laughed a lot when they remembered.

WB4. ACTIVITY 3. Write sentences.

Key (possible answers): 2 We use a ruler to measure things. 3 We use a map to find a place. 4 We use a camera to take pictures. 5 We use an MP3 player to listen to music. 6 We use a spoon to eat with.

WB4. ACTIVITY 4. Answer the questions.

Key: Students' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Reinforcement worksheet 1 from Kid's Box AE Teacher's Resource Book 6 (see pages 8 and 9).

Ending the lesson

- Review with students what they learned in this lesson, e.g., What did we do today? What new words did you learn? Do this orally.

OBJECTIVES: By the end of the lesson, students will have reviewed use of the present progressive, how to tell the time, and spelling of adjectives.

● TARGET LANGUAGE

Key language: present progressive, adjectives, vowel, punctuation, capital letter, comma, question mark

Additional language: It's open to all schools.

Review: adverbs of frequency, telling the time, must, should, can, how often, how many, article, text

● MATERIALS REQUIRED

Optional: Kid's Box AE Workbook 6 Language Portfolio pages 89 and 90

Warmer

- Write the word *ezine* on the board. Elicit what it is and what students remember about the story from the first lesson. Elicit ideas for an ezine if students had one in their school.

Note: If students are interested and you have time, you can create a class ezine.

SB5. ACTIVITY 4. Read and answer.

- Tell students to open their Student's Book to page 5. Focus them on the text for Activity 4. Students cover the questions. Ask students to read the text aloud. Focus students on the questions. They work in pairs and answer the questions orally. Elicit full sentence answers from different pairs. Check comprehension of vocabulary, e.g., *It's open to all schools*. Focus on questions 3 and 4 and check concepts of *must* and *should*.

Key: 1 It's an internet magazine. 2 Students between the ages of 7 and 12 in any school can enter the competition. 3 They must write an ezine project every month. 4 It should include text and pictures. 5 They can win ten computers for their school. 6 They write for an international school ezine.

SB5. ACTIVITY 5. Listen and check (✓) the box. [YLE]

- Focus students on Activity 5. Check understanding. Give them time to look at the pictures. Play the CD. Students listen and check. They check in pairs. Play the CD again. Check with the class. Students give the answer (a, b, or c) plus a full sentence.

Key: 2c, 3b, 4a

CD 1, 04

1. What is Alex using to write to his mom?

MARIA: Good morning, Alex.

ALEX: Hi, Maria.

MARIA: What are you doing?

ALEX: I'm writing to my mom. I don't have any money for the bus, so I'm sending her a text to see if she can come and get me.

MARIA: Good idea.

2. What are Dan and Maria playing?

GIRL: Is that a picture of Dan and Maria?

ALEX: Yes, it is. They're playing sports.

GIRL: What game are they playing?

ALEX: They're playing badminton. They really like it.

3. What's Maria listening to?

DAN: Maria, what are you listening to?

MARIA: Eh, pardon?

DAN: I said, what are you listening to?

MARIA: Oh, it's great music – the Black-Eared Beans – on my new MP3 player. Love it.

DAN: Yeah, cool.

4. What are Alex and Dan looking at?

DAN: Wow! Look at this, Alex!

ALEX: What is it?

DAN: This book is all about different inventions. We can use it for our technology project.

ALEX: Yeah! Great book!

SB5. ACTIVITY 6. Read and answer.

- Focus students on the text for Activity 6 and on the pictures. Ask students to read the text aloud. Check comprehension of vocabulary. Elicit what the messages say. Write the full messages on the board (1 Can you read this? 2 How old are you? 3 Do you have a computer? 4 What's your favorite music?). Elicit how text messages work in their language.

SB5. ACTIVITY 7. Write three text messages for your friends to answer.

- Students work in groups of four. They each write three text messages, one for each friend in the group. Tell them to write the full message and then reduce it to give to their friends. Students answer their messages using another text message.

WB5. ACTIVITY 5. Put the words in groups.

Key: How we feel: excited, afraid, bored, surprised; What we eat: salt, salad, sandwich, pepper; Things we study: geography, English, history, science

WB5. ACTIVITY 6. Find the letters on the clock. Make words.

Key: 2 same, 3 hall, 4 cave, 5 door

WB5. ACTIVITY 7. Write times to make four more words. You can use the same letters again.

Key: Students' own answers

WB5. ACTIVITY 8. Find and write the adjectives.

Key: awake, famous, fat, dangerous, dark, square, soft, hot, horrible, long, loud, striped, strong, tired, terrible

Extra activities: see page T102 (if time)

Language Portfolio

- Students complete pages 89 and 90 of Kid's Box AE Workbook 6 Language Portfolio (*My languages* and *Language Portfolio language skills: My progress*).

Ending the lesson

- Dictate some simple messages for students to write in text message format, e.g., *What time's the soccer game tonight? Meet me at five o'clock outside the movie theater. Have you read our story? It's really funny!*



4

Read and answer.

- 1 What's an ezine?
- 2 Who can enter the competition?
- 3 How often must they write an article?
- 4 What should the article include?
- 5 How many computers can they win?
- 6 What kind of ezine do the winners write for?

Annual Internet Magazine Competition

Write an ezine project and help your school. It's open to all schools with students between the ages of 7 and 12. Students must write an ezine project every month. The article should be interesting and include text and pictures. There are two important prizes. The best ezine wins ten new computers for your school. The winners also write an article every month for the international school ezine.

5

Listen and check (✓) the box.

- 04 CD1
1 What's Alex using to write to his mom?



- 2 What are Dan and Maria playing?



- 3 What's Maria listening to?



- 4 What are Alex and Dan looking at?



6

Read and answer.

When we text on our cell phones, we don't use all the letters, so we can write more quickly. In a text we don't always put the vowels (a, e, i, o, u), and we choose letters or numbers that sound the same, for example U (you), R (are), C (see), 2 (to, too), and 4 (for). There are some short sentences, too. LOL (laugh out loud) means "It's really funny." We don't always use punctuation (capital letters, commas, question marks, and so on).

Look at the cell phones. Can you understand the messages? Answer the questions.



7

Write three text messages for your friends to answer.

Reading

8

Read and think. Which is the smallest thing in the pictures?

http://www.cambridge.org/elt/kidsbox/ezine

Kid's Box Ezine!

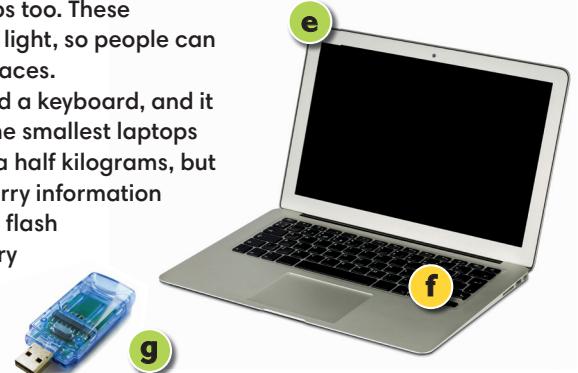
Technology is changing our lives a lot, so this is the topic of our first ezine.



We use technology every day when we communicate and when we study and play. When we talk to people, this is called communication. We can talk in person, on the phone, or through the computer. On the computer we can talk into a microphone. If we want to see the other person on the screen, we use a small camera, called a webcam. We listen through small headphones, or we use speakers.



A lot of people use laptops too. These computers are small and light, so people can carry them to different places. A laptop has a screen and a keyboard, and it opens like a notebook. The smallest laptops weigh less than one and a half kilograms, but some people prefer to carry information from their computer on a flash drive, which they can carry anywhere.



We can also write to people when we want to communicate with them. We can write emails or text on our phones. Emails and texts are quicker than letters, but "chatting" is the quickest way to communicate on a computer because different people can write messages at the same time or talk with each other face-to-face.



laptop flash drive speakers microphone headphones webcam keyboard chat

9



Listen. Repeat the word and say the letter.



1 Speakers.

Speakers. That's "d."

10

Read again and correct the sentences.

- 1 On a computer we talk into a flash drive.
- 2 A small computer is called a lapbox.
- 3 We can use a computer to text.

- 4 Other people can't hear if we use speakers.
- 5 We can carry information on a microphone.
- 6 We can see people with a keyboard.

OBJECTIVES: By the end of the lesson, students will have read about technology, made appropriate choices, and given reasons.

● TARGET LANGUAGE

Key language: communicate, communication, in person, microphone, webcam, speakers, headphones, laptop, flash drive, keyboard, chat

Review: technology, weigh, screen, prefer, Internet

● MATERIALS REQUIRED

Extra activity 2: Paper for the game

Optional: Kid's Box AE Teacher's Resource Book 6 High technology Unit Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 10 and 11)

Warmer

- Write about six technology words from Lessons 1 and 2 (not new words from this lesson) as anagrams on the board. Students work in pairs and race to unscramble them. Elicit the correct spellings.

SB6. ACTIVITY 8. Read and think. Which is the smallest thing in the pictures?

- Tell students to open their Student's Book to page 6. 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 Kid's Box ezine. Make sure they notice the technology words at the bottom of the text. They read the texts silently and think about their answers to the question. Elicit the different things they have read about and discuss their ideas as a class, reminding them to say how they know the thing they chose is the smallest. Check comprehension of vocabulary by referring students back to the texts. Focus on each text in turn, giving students reading time and then checking general comprehension by discussing the type of technology and what it does.

Key: g Flash drive

SB6. ACTIVITY 9. Listen. Repeat the word and say the letter.

- Focus students on the Activity 9 instructions. Play the first one as an example to check that students know what to do. Play the rest of the CD. Students repeat the word in chorus and then write the letter in their notebooks the first time they listen. Play the CD again. Students repeat the word and say the letter.

Key: 2 chat h, 3 microphone c, 4 laptop e, 5 headphones b, 6 keyboard f, 7 flash drive g, 8 webcam a

CD 1, 05

1 speakers, 2 chat, 3 microphone, 4 laptop, 5 headphones, 6 keyboard, 7 flash drive, 8 webcam

SB6. ACTIVITY 10. Read again and correct the sentences.

- Focus students on Activity 10 and on the instructions. Check that they know what to do. In pairs, students look back at the text to correct the sentences. They do this orally first. Check with the class. Students then write the correct version of each one in their notebooks.

Key: 1 On a computer we talk into a microphone. 2 A small computer is called a laptop. 3 We can use a computer to chat. 4 Other people can't hear if we use headphones. 5 We can carry information on a flash drive. 6 We can see people with a webcam.

WB6. ACTIVITY 9. Unscramble and write the words. Label the pictures.

Key: 2 microphone, 3 flash drive, 4 headphones, 5 laptop, 6 webcam

WB6. ACTIVITY 10. Correct the sentences.

Key: 1 A laptop is a small, light computer that we can carry in a special bag. 2 Speakers are like headphones. We use both of them to hear our friends when we chat with them. 3 The keyboard is the part of the computer that has the letters and numbers. We use it to write. 4 We use a flash drive to carry information from one computer to another.

WB6. ACTIVITY 11. Which computer should Peter buy? Check (✓) the correct box.

Key: The KB6

WB6. ACTIVITY 12. Write three reasons you chose that computer in your notebook.

Key: Students' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Reinforcement worksheet 2 and/or Extension worksheet 1 from Kid's Box AE Teacher's Resource Book 6 (see pages 8, 10, and 11).

Ending the lesson

- Elicit from students the most interesting thing they learned about in today's lesson. If they don't have any ideas, offer them alternatives, e.g., Was it: (a) how much laptops weigh, (b) the word "speakers," (c) that information can be carried on a flash drive?

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

● TARGET LANGUAGE

Key language: *high technology, electronic whiteboard, keyring, simple present, present progressive*

Additional language: *hear the future call, especially, some just play ...*

Review: *technology, invention*

● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 6 High technology Unit Song worksheet (page 13)*

Warmer

- Review key vocabulary from the previous lesson using a guessing game. Say, e.g., *I'm thinking of a small computer you can carry around* (laptop). Students take turns giving similar clues about technology words from the previous lesson for others to guess. Include all the key words from the bottom of the webpage on Student's Book page 6.

SB7. ACTIVITY 11. Read and complete.

- Tell students to open their Student's Book to page 7. Focus them on Activity 11 and on the song. Check that they understand how to use the phrases in the box to complete the lines. Students read the song individually and try to complete it. Remind them to use rhythm and rhyme to help. They can quickly check with a partner.

Key: 2 We use high technology, 3 We watch videos on the screen, 4 Or just watch the TV, 5 The keyboard does it all

SB7. ACTIVITY 12. Listen and check. Sing the song.

- Play the CD. Students listen and correct. Check with the class. Check understanding of key vocabulary, e.g., *electronic whiteboard*.
- Play the CD again. Students listen and repeat, first line by line, then verse by verse, and finally all the way through. Ask individuals questions about the song to check comprehension and practice the target structures. Divide the class into five groups and give each group one part. Play the karaoke version of the song.

CD 1, 06

As in Student's Book and Key for Activity 11

CD 1, 07

Now sing the song again. (Karaoke version)

SB7. ACTIVITY 13. Invent another verse.

- Focus students on the Activity 13 instructions. Write the following on the board:
*We don't need _____ or _____.
There are no _____ on the wall.
We just use our _____.
Hear the future call!*
- Elicit technology vocabulary and other words to complete the spaces as a whole class, e.g., *movies, cameras, pictures, cell phones, CDs, music, radios, MP3s, pens, pencils, paintings, computer screen*.

- Students work in pairs or groups of three and invent another verse. They perform it for the class. More confident students can add their own ideas.

SB7. ACTIVITY 14. Read and complete.

- Focus students on Activity 14 and check that they know what to do. Remind them to use the picture to help them. They work individually, completing the text using the words in the box. They check in pairs. Check with the class. Ask comprehension questions to check their understanding of the text as a whole.

Key: 2 screen, 3 emails, 4 webcam, 5 chat, 6 keyboard, 7 flash drive, 8 speakers

SB7. ACTIVITY 15. Imagine another invention. Write about it.

- Focus students on the activity instructions and brainstorm some ideas before they start. Students write their ideas in note form and then exchange ideas in pairs. Each student writes a first draft and then a final version on paper.

WB7. ACTIVITY 13. Connect two words to make one. Write the new word.

Key: 2 headphones, 3 keyboard, 4 classroom, 5 basketball

WB7. ACTIVITY 14. Write another word at the end to make new words.

Key: Students' own answers (Possible answers: 2 bookcase, 3 earache, 4 handball, 5 armchair, 6 toothbrush, 7 football, 8 snowball)

WB7. ACTIVITY 15. Find eight differences.

Key (possible answers):

- In picture a, there is a webcam. In picture b, there isn't a webcam.
- In picture a, there are headphones. In picture b, there aren't any headphones.
- In picture a, there aren't any speakers. In picture b, there are speakers.
- In picture a, there is a microphone. In picture b, there isn't a microphone.
- In picture a, the computer isn't a laptop. In picture b, the computer is a laptop.
- In picture a, there is a book on the desk. In picture b, there isn't a book on the desk.
- In picture a, there isn't a flash drive on the desk. In picture b, there is a flash drive on the desk.

WB7. ACTIVITY 16. Answer the questions.

Key: Students' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Song worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 8 and 13).

Ending the lesson

- Students sing the song from the beginning of the lesson again.



11 Read and complete.

We use high technology
~~An electronic whiteboard on the wall~~
 Or just watch the TV
 The keyboard does it all
 We watch videos on the screen

We have flash drives in our school bags,

(1) An electronic whiteboard on the wall

We have laptops,
 Headphones, and MP3s.
 Hear the future call!

Now we text on cell phones,

(2)

We communicate by Internet
 And watch movies on DVD.

We take pictures with our phones,

(3)

We use programs for a dictionary
 To find out what words mean.

Some just play computer games

(4)

They don't use their imagination
 Or think or speak or listen.

We don't need pens or paper –

(5) !

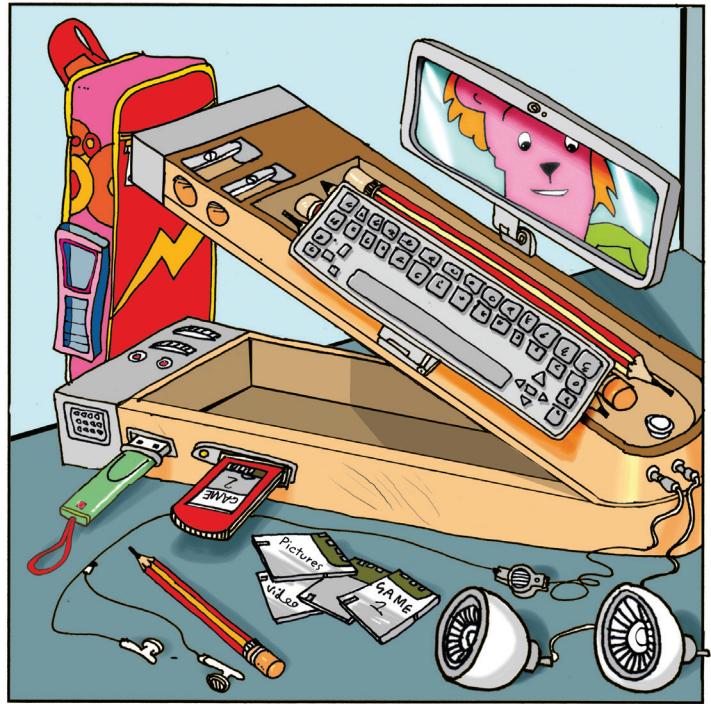
There are robots in our factories.
 Hear the future call!

12 Listen and check. Sing the song.

13 Invent another verse.

14 Read and complete.

screen flash drive speakers
 keyboard emails webcam
~~laptop chat~~



This is my special Techno Box. It's the best
 (1) ~~laptop~~ in the world. It's small and light, and I can carry it in a special bag. When I open it, there's a (2) for me to watch DVDs and read my (3). It has a small (4) on it, so my friends can see me when we (5). I can carry my pens and pencils under the (6), which I use to write. My (7), which goes below the pencil sharpeners, can carry a lot of information, especially music and pictures. I can listen to my music through the (8) or use my headphones.

15 Imagine another invention. Write about it.

16



Focus on phonics



He's at the **airport** with his **laptop**,



She's buying **postcards** at the **bookstore**,



He has a **toothbrush** in his **suitcase**,



She got an **armchair** for her **birthday**!

Speaking

17

Make questions. Ask and answer.

Do you have a cell phone?

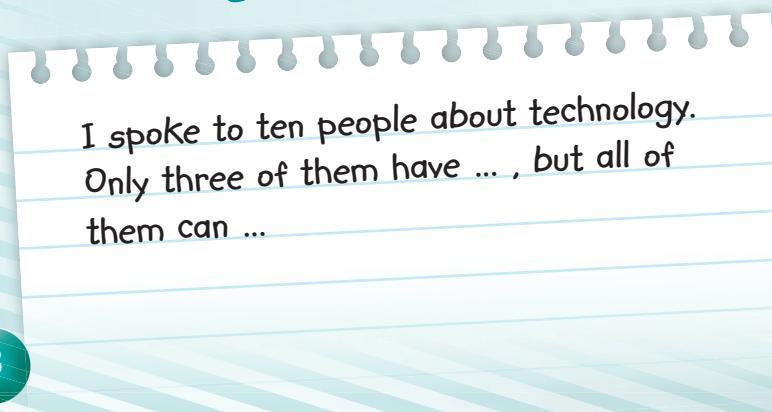
Do you sometimes chat online?

Find someone who ...	Name
1 has a cell phone	Ignacio
2 sometimes chats online	Marina
3 has a computer game	
4 can use a computer at home	
5 listens to music on an MP3 player	
6 -----	
7 -----	

Writing

18

Write a report.



8



Joke Corner

Which mouse doesn't eat cheese?

A computer mouse!

OBJECTIVES: By the end of the lesson, students will be able to identify and say compound nouns with the correct stress, and they will have completed a communication activity.

● TARGET LANGUAGE

Key language: compound nouns (*airport, laptop, toothbrush, suitcase, postcard, bookstore, armchair, birthday*), question forms, report writing

Additional language: *Find someone who ...*

Review: technology

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 6 High technology Unit Extension worksheet 2 (page 12)

Warmer

- Elicit some of the students' words from Workbook page 7 Activity 14 and write them on the board (e.g., *bathroom, bookcase, armchair, snowman*). Ask students to come to the board and draw a line to separate the two words that make up each of these words. Point out that the two words mean something individually, but they come together to make a new word, with a different meaning. Explain that we call these compound nouns. Elicit two or three examples of compound nouns that are written as two separate words on the board (e.g., *flash drive, ice cream*). See if students can think of a compound noun written with a hyphen (e.g., *Ping-Pong, T-shirt*).

SB8. ACTIVITY 16. Focus on phonics.

- Tell students to open their Student's Book to page 8. Focus them on Activity 16 and on the instructions. Tell the class / elicit that this is today's pronunciation activity. Play the CD. Students repeat after each line and then after the whole rhyme. Play the CD again. Check comprehension of the compound nouns and make sure students are stressing the first syllable of each one. In pairs, students practice saying the rhyme together.

CD 1, 08

As in Student's Book

SB8. ACTIVITY 17. Make questions. Ask and answer.

- Focus students on Activity 17 and tell them this is the communication activity. Ask students to read the example speech bubbles and elicit a question for each of the other prompts. Brainstorm ideas for the other questions. Students copy the questionnaire into their notebooks and complete it with two questions of their own.
- This is a mingling activity. Half the class gets up and moves around, asking eight different students who are sitting down. Then the first half sits down, and the other half gets up, moves around, and asks their questions of eight sitting students. Elicit from some of the students what they found.

SB8. ACTIVITY 18. Write a report.

- Focus students on Activity 18 and on the example text. Individually, students write their reports in their notebooks.

SB8. Joke Corner

- Focus students on the Joke Corner and review the meaning of joke. Play the CD as students read the joke in their book. Play the joke a second time and explain if necessary.

CD 1, 09

As in Student's Book

WB8. ACTIVITY 17. Match the words to make new words.

- Tell students to open their Workbook to page 8. Check that they know the meaning of all the words. Go through the example and make sure students know that they have to match numbers 1 through 5 with a through e and 6 through 10 with f through j. Students complete the activity in pencil. Tell them to say the words aloud to help. Do not confirm answers at this stage.

WB8. 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: 2 e, 3 a, 4 b, 5 c, 7 i, 8 f, 9 j, 10 h

CD 1, 10

1 playground, 2 airport, 3 keyboard, 4 basketball, 5 bookstore, 6 whiteboard, 7 businessman, 8 headache, 9 supermarket, 10 volleyball

WB8. ACTIVITY 19. Write the text above correctly.

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

Key: Last weekend Peter went to his uncle's house in the country. His uncle lives on a farm. He's a farmer. Peter helped him with the animals. He got up early and got the milk from the cows and the eggs from the chickens. There's a small dirty lake on the farm, and Peter fell into it. Laugh out loud.

WB8. ACTIVITY 20. Write a text message for your friend to read.

Key: Students' own answers

Extra activities: see page T102 (if time)

Optional activity

- High technology Unit Extension worksheet 2 from Kid's Box AE Teacher's Resource Book 6 (see pages 8 and 12).

Ending the lesson

- Play the chant again for students to join in. They practice it in pairs – slowly, quickly, quietly, and loudly.

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

● TARGET LANGUAGE

Key language: language in the story, archeologist, Sun Stone, cloth, calendar, math systems, story characters

Additional language: press the button

Review: language from the unit

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 6 High technology Unit Topic worksheet (page 14)

Warmer

- Review/introduce the story and the characters. Write *Diggory Bones* on the board and tell students he is an archeologist. Tell the class / elicit what an archeologist does. Write *Sir Doug Bones* and *Emily Bones* on the board and tell students they are his father and his daughter.

SB9. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 9. Focus them on the story in general, eliciting where the characters are (City University School of Archeology) and who Diggory, Sir Doug, and Emily are. Set the gist questions: *What's the topic of the talk? Who's giving the talk? Is it the correct photograph at the end?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (Aztechnology and the Sun Stone, Diggory Bones, No). Elicit the problem with the picture (it's Iyam Greedy, not the Sun Stone). Play the CD again. Students listen and read. Pause after each frame for students to repeat. Check understanding of *calendar*. At the end, check general comprehension by asking, e.g., *What time's the talk? Is Emily studying at the university? Does Sir Doug see the Sun Stone? What do you think happened to the talk on the laptop? Where is the Sun Stone? Is it under the cloth next to Diggory? Who has taken it?* Provide information in L1 for students about the Mayas if appropriate.

The Maya civilization is ancient. The Aztecs were later, ruling from approximately 1400 into the early 1500s. The two civilizations had similar rites, used similar math and astrology systems, and played similar sports. With other cultures of the region, they are collectively called Mesoamerican cultures.

The Aztec calendar (or Sun Stone) was invented and used by the Mayas. Other pre-Columbian peoples of central Mexico used the calendar system as well. It is one of the Mesoamerican calendars, sharing the basic structure of calendars throughout ancient Mesoamerica.

CD 1, 11

As in Student's Book

WB9. ACTIVITY 21. Read and answer.

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

Key: 2 It's a laptop. 3 He can use the Sun Stone to explain ancient math and technology. 4 Sir Doug Bones is Diggory's father (and Emily's grandfather). 5 He wants to see the calendar. 6 Iyam Greedy has the calendar at the end.

WB9. ACTIVITY 22. Look at the code. Write the secret message.

Key: The Ancient Mayas used small pictures to write on paper and stone.

WB9. DO YOU REMEMBER?

- Students try to do the activity 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 Why, 3 webcam, 4 laptop, 5 Basketball, playground, 6 "you"

WB9. CAN DO.

- Focus students on the *Can do* section of the page. Ask a student to read the first sentence. Elicit what this means with examples and remind them of / elicit the activities they did in this unit when they named the parts of a computer. 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 technology. Students circle the appropriate face. Repeat for the third sentence, eliciting what happens when they write text messages and which parts of the words disappear.
- 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 T102 (if time)

Optional activity

- High technology Unit Topic worksheet from Kid's Box AE Teacher's Resource Book 6 (see pages 8 and 14).

Ending the lesson

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

DIGGORY BONES

