

OBJECTIVES: By the end of the lesson, students will be able to talk about background and interrupted actions in the past using the past progressive and will have reviewed words to describe the country.

● TARGET LANGUAGE

Key language: past progressive, simple past, country, outdoors, catch fire

Review: when, rock, hill, happen, woods, river, bridge, adventure, hole, action verbs

● 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 Unit 3

Reinforcement worksheet 1 (page 30)

Warmer

- Elicit what students did last weekend. Focus in particular on students who went to the country / did something outdoors. Write *Country* on the board when it comes up. If it doesn't, invent something you did to introduce it. Elicit things students can do in the country. Pre-teach *outdoors*.

SB28. SHOW WHAT YOU KNOW! What country words can you remember?

- Draw a circle around *Country* on the board. Say *Show what you know ... about the country*. Write one or two country words that came up in the Warmer, e.g., *mountain, field*, to start the mind map. Then brainstorm other country words to extend the mind map. Supply words in English where necessary. Students copy the mind map into their notebooks.

SB28. ACTIVITY 1. Listen and check (✓) the country words you hear.

- Tell students to open their Student's Book to page 28. Focus them on the title of the unit and on the Activity 1 pictures. Elicit the names of the characters and what Alex's doing in pictures 2 and 3. Remind students they do the same as for the Show what you know in the previous units.
- Play the CD. Students listen and check. They check in pairs. Use the mind map on the board to check with the class. Elicit what happened to Alex last week (he broke his arm). Point to his bandage in pictures 1 and 4 and write the word on the board. Ask a student to spell it aloud.

CD 2, 02

DAN: What's the matter with your arm?

ALEX: I broke it last Saturday.

MARIA: How did that happen?

ALEX: Well ... On Saturday morning, my dad and I were walking up a really big hill. What an adventure! I was jumping over a rock when I fell.

MARIA: So ... were you playing when you broke your arm?

ALEX: No, I wasn't playing, and that wasn't when I broke my arm. We were in the woods, and we had to cross a really fast river. We were walking across the bridge when I put my foot through a hole and fell again.

DAN: And that's how you broke your arm!

ALEX: Well ... no. When I got home, I was standing on one leg to take my dirty boots off and ... I fell over.

DAN AND MARIA: And that's how you broke your arm!

ALEX: Yeah!

MARIA: You call that an adventure!

ALEX: Yeah, OK, so let's write about some real adventures, then!

SB28. ACTIVITY 2. Listen again. Say "yes" or "no."

- Focus students on the statements. Read them with the class before playing the CD. Check that students understand that this happened in the past. Play the CD again. Students listen and write Yes or No in their notebooks.

Key: 2 Yes, 3 No, 4 No, 5 Yes, 6 Yes

CD 2, 03

Presentation

- Write sentence 3 from Student's Book Activity 2 on the board. Above it, draw a timeline to show that the past progressive happened over time and the simple past action interrupted it.
- Write the following sentence on the board from the listening: *On Saturday morning, my dad and I were walking up a really big hill.* Ask students what the action is (were walking) and if anything interrupted it (no). Above this sentence, draw another timeline. Tell students we can also use the past progressive to give the background / set the scene.
- Focus students on the Look box. They read each sentence aloud.

SB28. ACTIVITY 3. Read and choose the right words.

- Focus students on the Activity 3 instructions. Refer them to the Look box. Check the reasons for their choices. Elicit the connector (*when*).

Key: 1 were, 2 wasn't, 3 were walking, 4 weren't, 5 was, 6 was taking

WB28. ACTIVITY 1. Read and match.

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

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

WB28. ACTIVITY 2. Look at the pictures. Answer the questions.

Key: 2 No, they weren't. 3 No, he wasn't. 4 Yes, they were. 5 Yes, she was. 6 No, they weren't.

WB28. ACTIVITY 3. Write four more questions about Frank and Betty in your notebook.

Key: Students' own answers

WB28. ACTIVITY 4. Correct two mistakes in each sentence.

Key: 2 was were, start started; 3 were was, call called
4 sail sailing, hitted hit

Extra activities: see page T105 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 1 from Kid's Box AE Teacher's Resource Book 6 (see pages 29 and 30).

Ending the lesson

- Give some oral prompts for students to finish, e.g., *I was walking to school when ... I was ... when my teacher saw me.*

OBJECTIVES: By the end of the lesson, students will have had further practice using the past progressive and sung a song.

● TARGET LANGUAGE

Key language: past progressive, simple past, crocodile, cave, *What an adventure!*

Additional language: *There was nowhere else to go, looking all about*

Review: action verbs, *country*

● MATERIALS REQUIRED

One sheet of paper for each student

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 3 Song worksheet* (page 34) and/or *Kid's Box AE Interactive DVD 6: The music room* (pages 28–33)

Warmer

- Review the past progressive. Ask different students, e.g., *What were you doing at seven o'clock this morning? What did you do when you got to school?* Check that students understand how these questions (and their answers) are different in terms of meaning.

SB29. ACTIVITY 4. Read and complete.

- Tell students to open their Student's Book to page 29. Focus them on the Activity 4 pictures. Elicit some of the things they can see. Focus students on the activity instructions and on the phrases in the box. Check that students know what to do. Demonstrate by asking a student to read the first verse aloud. Students work in pairs to complete the rest of the song. Remind them to use rhyme and rhythm to help. They underline words they don't know. They compare their answers with another pair.

Key: 2 was racing after me, 3 and I had to jump out, 4 go down a waterfall, 5 It didn't make a sound

SB29. ACTIVITY 5. Listen and check. Sing the song.

- Play the CD. Students check. Check with the class. Students read the verses aloud. Play the CD line by line and then verse by verse for students to repeat. Then play it again for them all to sing along.

CD 2, 04

As in Student's Book and Key for Activity 4

CD 2, 05

Now sing the song again. (Karaoke version)

SB29. ACTIVITY 6. Say what happened next. Discuss.

- Ask some comprehension questions about the song to practice the target structure, e.g., *When did it start to snow? Where did he hide? Why? When did he see a tree?* Students talk in pairs about what happened next. Ask them to write down two things. Then open the discussion to the whole class. If you can, form their ideas into another verse.

SB29. ACTIVITY 7. Play the game.

- Focus students on Activity 7 and on the pictures. Ask students to read the three sets of instructions aloud. Check understanding. Organize students so that they pass their paper from one to another without it going back to the same student. Explain that you're going to ask some questions and that they must write the answer and it is secret. Students take a sheet of paper and write the answer to your question. They use full sentences, e.g., *At four o'clock in the afternoon last Saturday I was at the airport.* They fold the paper so they can't see the answer and pass it to the student on their left. Ask the next question for students to write the answer and repeat the procedure. Encourage students to use their imagination. If necessary, demonstrate with the class first. Questions: 1 *Imagine you're somebody famous. What's your name?* 2 *Where were you at four o'clock in the afternoon last Saturday?* 3 *What were you wearing?* 4 *Why were you wearing those clothes?* 5 *What were you doing?* 6 *Which famous person were you talking to?* 7 *What did you say to him/her?* 8 *What did he/she say to you?* 9 *What happened?*
- After writing the last answer, students pass the paper to the left again and unfold it to read the answers. They make groups of three or four and take turns reading their stories aloud. Ask volunteers to read the "best" stories to the class.

SB29. ACTIVITY 8. Write the story from the game.

- Students write the story from the game in their notebooks.

WB29. ACTIVITY 5. Match the sentences with the pictures.

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

WB29. ACTIVITY 6. Read and answer "yes" or "no."

Key: 2 yes, 3 no, 4 no, 5 yes, 6 yes

WB29. ACTIVITY 7. Read and answer.

Key: 2 No, there weren't. 3 When she was giving the man the money. 4 She was starting to eat her ice cream. 5 She thought she looked really funny.

Extra activities: see page T105 (if time)

Optional activities

- Unit 3 Song worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 29 and 34).
- Unit 3 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. Add any verses from Student's Book Activity 6.

OBJECTIVES: By the end of the lesson, students will have read and talked about two explorers and their journeys.

● TARGET LANGUAGE

Key language: compass points: *north, south, east, west; explorer, journey, expedition, Pole, Antarctica, backpack, tent, sled, sleeping bag, camp, flashlight, European, Europe, Sri Lanka*

Additional language: *Marco Polo, Ranulph Fiennes, Christopher Columbus, Gobi Desert, Guinness World Records*

Review: dates, simple past, past progressive, action verbs, adjectives

● MATERIALS REQUIRED

At least one compass

Extra activity 1: Copy of a world map on a sheet of paper, one for each student

Extra activity 2: Reference books / the Internet

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 3

Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 31 and 32)

Warmer

- Draw a large compass on the board with *N, S, E, W* marked. Elicit what this is (students will use L1) and provide the word in English: *compass*. Elicit what we use it for. Pre-teach/elicit the compass points. Pass the compass(es) around for students to look at. Discuss with students what we use compasses for and why they are important.

SB30. ACTIVITY 9. Read and think. Which journey do you think is the most exciting? Why?

- Tell students to open their Student's Book to page 30. Focus them on Activity 9 and on the activity instructions. Ask a student to read them aloud. Check understanding of *journey*. Focus students on the texts and elicit that it's the webpage for Kid's Box ezine. Make sure they notice the compass and the map, as well as the key vocabulary at the bottom of the text. They read the texts silently to answer the questions. Discuss opinions with the class, eliciting the reasons for their choices. Check comprehension by asking students to read each text aloud in turn around the class. Encourage them to figure out the meanings of the new vocabulary for themselves. Discuss the two journeys mentioned, eliciting from students why each was so difficult. Ask students if they know about other adventures these explorers did or can tell the class about other famous explorers.

SB30. ACTIVITY 10. Listen. Repeat the word and say "Marco," "Ranulph," or "Both."

- Focus students on the Activity 10 instructions. Play the example to check that students know what to do. Students write *M, R, or B* in their notebooks. Play the rest of the CD. Students repeat the word in chorus and then point to the letter in their notebooks the first time they listen. Play the CD again. Students repeat the word and say the name.

Key: 1 east: Marco, 2 explorer: both, 3 north: Ranulph, 4 camp: Ranulph, 5 tent: Ranulph, 6 sleeping bag: Ranulph, 7 south: Ranulph, 8 flashlight: Ranulph, 9 backpack: Ranulph, 10 west: Marco

CD 2, 06

1 east, 2 explorer, 3 north, 4 camp, 5 tent, 6 sleeping bag, 7 south, 8 flashlight, 9 backpack, 10 west

SB30. ACTIVITY 11. Read again and correct the sentences.

- Focus students on the Activity 11 instructions. Tell them the mistakes are factual, not grammatical. They work in pairs, re-reading the text to correct the sentences. Check with the class.

Key: 1 Marco Polo traveled east to China. 2 He wrote books about his journey. 3 Fiennes is the world's greatest living explorer. 4 A backpack is a bag you can carry on your back. / A sleeping bag is a bag you can sleep in. 5 Fiennes went to Antarctica with Dr. Stroud. 6 Their sleds weighed 225 kilos.

WB30. ACTIVITY 8. Look at the picture. Find the words *a–l* in the word search puzzle.

Key: b tent, c forest, d west, e north, f east, g south, h hill, i sleeping bag, j flashlight, k backpack, l explorer

WB30. ACTIVITY 9. Write the words. Add the correct letters from Activity 8.

Key: 2 sleeping bag i, 3 south g, 4 flashlight j, 5 hill h, 6 tent b

WB30. ACTIVITY 10. Write definitions for three more words in Activity 8. Add the correct letters.

Key: Students' own answers

WB30. ACTIVITY 11. Look at the code. Write the secret message in your notebook.

- For this activity, students can check off words as they go, keeping their finger on the last word.

Key: When you are walking in the hills, you should always carry a backpack. You should take a bottle of water, some fruit, a warm, dry jacket, and a cell phone.

Extra activities: see page T105 (if time)

Optional activity

- Unit 3 Reinforcement worksheet 2 and/or Extension worksheet 1 from Kid's Box AE Teacher's Resource Book 6 (see pages 29, 31, and 32).

Ending the lesson

- Write some of the new words from the lesson in scrambled form on the board. Students race to unscramble them, without looking in their Student's Book. Elicit correct spelling of each word and ask students to put each one in a sentence.

OBJECTIVES: By the end of the lesson, students will have had practice using maps and will have written an adventure story.

● TARGET LANGUAGE

Key language: compass points, directions, tent, sleeping bag, flashlight, backpack, explorer, suitcase, camping

Additional language: place names, *by myself*

Review: country, narratives using past progressive and simple past, telling the time

● MATERIALS REQUIRED

Photocopiable 3 (see page T95), one copy for each pair of students

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 3

Extension worksheet 2 (page 33)

Warmer

- Review compass points using a TPR game. Students stand in line, facing the front of the class (north). As you call out different compass points, students make a series of clockwise 90-degree turns on the spot to end up at the right compass point, e.g., when you say *South*, students take two 90-degree turns clockwise to end up facing the opposite way from which they started (north). Call out compass points quickly one after another.

SB31. ACTIVITY 12. Read and match. Say the word and the letter.

- Tell students to open their Student's Book to page 31. Focus them on the Activity 12 instructions. Check that they know what to do. They work individually and then say the letter quietly to their friend. Check by asking students to take turns reading the definitions aloud and saying the word and the letter.

Key: 2 backpack – u, 3 tent – t, 4 sleeping bag – v, 5 explorer – x

SB31. ACTIVITY 13. Look at the map. Say “yes” or “no.”

- Focus students on the map. Elicit some of the places they can see and help with pronunciation. Check that students have read the activity instructions and know what to do. They do the activity individually first, writing Y or N in their notebooks first for each sentence. They check in pairs. Check with the class by asking one student to read a sentence and another to answer. For “no” answers, students can try to correct the sentence.

Key: 1 Yes, 2 No, 3 Yes, 4 Yes, 5 No, 6 No, 7 No, 8 Yes

SB31. ACTIVITY 14. Play the game.

- Focus students on Activity 14 and on the examples in the speech bubbles. Check that students know what to do. Practice the game as a class first, using open pairs. Then students play in pairs, taking turns describing where a place is for the other to guess. Monitor and help.

SB31. ACTIVITY 15. Listen. What camping things do you pick up? Where are you?

- Focus students on the Activity 15 instructions. Check understanding of *camping*. Tell students to look at the map and to start at the Black Caves.

Do the first one as an example. Students write the answer in their notebooks. Play the rest of the CD. Students listen and write. They check in pairs. Check with the class.

Key: flashlight, Oldbridge, knife and fork, sleeping bag

CD 2, 07

Start at the Black Caves. Go north two squares. Go north through the woods, go north two squares, and cross the river to the next town. Go east one square. What do you pick up here? [BEEP]

Now go east three squares and then two squares south. Where are you? [BEEP]

Go one square west to the lake and then go south two squares. What do you pick up west of the river? [BEEP]

Walk two squares to the west, but turn south at the woods and walk one square down to the campsite. Go south two squares. What do you pick up here? [BEEP]

SB31. ACTIVITY 16. Write an adventure. Use the map and as many words in the box as you can.

- Focus students on the Activity 16 instructions and check understanding of the words in the box. Ask a student to read the first part of the text aloud. Check what tense is used (past progressive) and what tenses they will use in their stories (past progressive / simple past). Check understanding of *by myself*. Brainstorm some ideas. Tell students their stories should be about half a page long. Students plan and then draft their stories individually. Monitor and help.

Key: Students' own answers

Photocopiable 3 (see pages T91 and T95)

WB31. ACTIVITY 12. Read the sentences. Draw and write on the map.

Key: Students' own answers

WB31. ACTIVITY 13. Now draw these things on the map in Activity 12. Write the directions.

Key: Students' own answers

WB31. ACTIVITY 14. Find the letters on the clock. Write the words.

Key: 2 west, 3 north, 4 bear, 5 fast

WB31. ACTIVITY 15. Write times to make four more words in your notebook.

Key: Students' own answers

Extra activity: see page T105 (if time)

Optional activity

- Unit 3 Extension worksheet 2 from Kid's Box AE Teacher's Resource Book 6 (see pages 29 and 33).

Ending the lesson

- Provide definitions of some of the words from Student's Book Activity 16 for students to guess, e.g., *This is water that's moving. It's not the ocean. (River.)* They have their Student's Book closed.

OBJECTIVES: By the end of the lesson, students will have practiced the /k/ and /g/ phonemes at the beginning, in the middle and at the end of words. They will also have completed a communication activity.

● TARGET LANGUAGE

Key language: words with /k/ and /g/, language for letter writing

Additional language: horseback riding, campsite

Review: past progressive and simple past, telling the time

● MATERIALS REQUIRED

Optional: Kid's Box AE Teacher's Resource Book 6 Unit 3 Topic worksheet (page 35)

Warmer

- Write the words *coat* and *goat* on the board and elicit what they mean. Say the words. Students repeat. Ask which sounds are different in the words (/k/ and /g/). Say the sounds. Students practice as a class. Explain that we make the sounds /k/ and /g/ at the back of our throat. If students hold their fingers to their throat while they make the sounds, they will feel a vibration when they make the /g/ sound (/k/ is unvoiced). Tell students they will be practicing these sounds in the chant at the beginning of the lesson.

SB32. ACTIVITY 17. Focus on phonics.

- Tell students to open their Student's Book to page 32. Focus them on Activity 17 and on the instructions. Play the CD. Students repeat after each line and then after the whole rhyme. Repeat once more, making sure students say the /k/ and /g/ sounds correctly. In pairs, students practice the chant.

CD 2, 08

As in Student's Book

SB32. ACTIVITY 18. Make questions. Ask and answer.

- Focus students on the chart for Activity 18. Elicit the full question for each one. Tell students they're trying to find out what their friends were doing at different times yesterday. They draw the chart in their notebooks and write the questions. Students then go around the class asking all the other students the questions. Alternatively, if you have a big class, you can organize students in groups of eight to ten. Students note their answers.

SB32. ACTIVITY 19. Write a report about your class.

- Focus students on the example report for Activity 19. Ask a student to give you information from their chart, e.g., *How many people were watching TV at seven o'clock yesterday?* The student answers, e.g., *Four*. Ask the student what they are going to write in their report (*At seven o'clock, four people were watching TV*). Students work individually to write draft reports using the information in their charts. Monitor and help/correct. Students swap work with a friend and make corrections/suggestions before students write their final version.

SB32. 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. Ask students where polar bears live (the North Pole). Elicit what animal lives at the South Pole and not the North Pole (penguins).

CD 2, 09

As in Student's Book

Note: The /g/ phoneme in the middle and end of words is difficult for Spanish speakers. They often use a softer sound in its place.

WB32. ACTIVITY 16. Circle the correct word.

- Tell students to open their Workbook to page 32. Read the activity instructions and go through the example. Students read the rest of the sentences and circle their answer in pencil. They compare answers in pairs. Encourage them to say the sentences aloud to practice pronunciation. Monitor and explain any new words.

WB32. ACTIVITY 17. Listen, check, and say.

- Play the CD for students to listen and check. Check with the class. Play the CD again for students to listen and repeat.

Note: This activity shows students how incorrect pronunciation of words can cause confusion to a listener. It helps them to recognize that it is important to say all the phonemes that make a word correctly.

Key: 2 cave, 3 ball, 4 came, 5 glass, 6 hold, 7 got, 8 gold

CD 2, 10

- It's cold. I need to put on my coat.
- The explorers found a cave in the mountains.
- She kicked the soccer ball across the field.
- Kate and John came to the soccer game.
- Our teacher said the plate was made of glass.
- The actor let me hold the award he won.
- He was swimming at the beach when it got windy.
- She won a gold medal at the Olympic Games.

WB32. ACTIVITY 18. Read and complete.

- Before students do the activity, focus them on the Write it right box and discuss the expressions in turn. Elicit full examples each time and discuss how students use them in letters.

Key: 2 family, 3 a weekend, 4 Friday, 5 June 14, 6 tent for five

WB32. ACTIVITY 19. Write a letter to the campgrounds. Use the information below.

Key: Students' own answers

Extra activities: see page T105 (if time)

Optional activity

- Unit 3 Topic worksheet from Kid's Box AE Teacher's Resource Book 6 (see pages 29 and 35).

Ending the lesson

- Do the chant from the beginning of the lesson with students.

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

● TARGET LANGUAGE

Key language: language from the story, pyramid, sign, canal, protect

Review: language from the unit

● MATERIALS REQUIRED

Optional: Kid's Box AE Interactive DVD 6: *The school hall* "Meet the Mountain Rescue team" episode

Warmer

- Review the story so far. Make some false statements to the class for students to correct, e.g., *Oh, yes, I remember. Sir Doug and Emily were on the plane to China.* (No, Diggory and Emily were on the plane to Mexico City.) *They were looking for the Moon Stone.* (No, they were looking for the Sun Stone.)

SB33. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 33. Focus them on the story. Set the gist questions: *Where did they see Richard Tricker before? Where do they go with him? Who do they meet when they get there?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (He was sitting next to them on the plane, the pyramids, Iyam Greedy). 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 did Greedy say?* (Frame 3), *Is Teotihuacan south of Mexico City? Are they tourists? What's at the north end of the long street?* Check that students understand other key vocabulary.

Note: The Maya civilization was ancient, like the ancient Egyptians (from AD 250 to AD 900), but the Aztec civilization was more modern (from 1168 to 1522). Both civilizations used the Maya calendar, number system, astronomy, mythology, architecture, and farming systems. The Aztecs came after the Mayas, but adopted a large part of their culture and traditions, sometimes using different names.

CD 2, 11

As in Student's Book

WB33. ACTIVITY 20. Read and answer.

Key: 2 It's close to the pyramids in Teotihuacan. 3 It's 40 kilometers from the hotel. 4 He often takes tourists there. 5 It joins the Pyramid of the Sun and the Pyramid of the Moon. 6 Yes.

WB33. ACTIVITY 21. Put the verbs into the past.

Key: 2 saw, 3 was sitting, 4 was growing, 5 thought, 6 was, 7 decided, 8 were, 9 took, 10 built, 11 could, 12 took, 13 called, 14 became, 15 were, 16 had, 17 used, 18 studied, 19 wrote, 20 was

WB33. 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 watching, 3 sleeping bag, 4 west, 5 kids, 6 Could

WB33. CAN DO.

- Focus students on the *Can do* section of the page. Ask a student to read the first sentence. Remind them of / elicit the activities when they used the past progressive. 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 what this means with examples and reminding them of / eliciting the activities they did in this unit. Students circle the appropriate face. Repeat for the third sentence, eliciting the information in the letters they wrote.
- 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 T105 (if time)

Optional activity

- "Meet the Mountain Rescue team" episode from Kid's Box AE Interactive DVD 6 (*The school hall* section). See pages 12–15 of the Teacher's Booklet for the Interactive DVD.

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 landscape art and artists and written about a picture.

● TARGET LANGUAGE

Key language: *landscape art, artist, 18th century, copy, nature, outside, stream, studio, impressionists, style, brush, popular, mill, descriptions*

Additional language: *Vincent van Gogh, John Constable, Turner, Monet, Pissarro, Renoir, Gauguin, quarter, top left-hand corner, bottom right-hand corner, on one side of*

Review: *country, past tenses, descriptions of different art forms*

● MATERIALS REQUIRED

Extra activity 1: Reference material (e.g., postcards) showing the work of traditional landscape painters, the impressionists, the post-impressionists

Extra activity 2: A computer if possible

Warmer

- Write the name of a famous artist that you think students know, e.g., from their country. Ask what they know about him/her and what kinds of pictures he/she paints. Encourage students to describe different kinds of pictures, e.g., portraits, still life. Supply *landscape art*. Ask students if they know how much a painting by a famous artist costs and if they think artists are rich.

SB34. FACT

- Tell students to open their Student's Book to page 34. Focus them on the top of the page and say *Did you know ... ?* Ask a student to read the fact to the class. Ask if anyone has heard of van Gogh. If not, tell them a little about him and his life. Ask students if they think he was rich or poor.

SB34. ACTIVITY 1. Talk in pairs. What can you see in this painting?

- Focus students on the Activity 1 text. Ask different students to read the text aloud for the class. Check understanding of key vocabulary. Ask another student to read the activity instructions. Students talk about the picture in pairs. Draw out descriptions as a class, writing useful words on the board as they come up.

SB34. ACTIVITY 2. Read and complete.

- Focus students on the Activity 2 instructions and on the words in the box. Tell them to read silently and to try to fill the blanks. They can check in pairs. Remind students to underline any words they don't know. Monitor and help. Discuss the text as a class, asking general comprehension questions, e.g., *Where did John Constable paint? Why? What nationality were the impressionists? Did they paint spots or stripes?*

Key: 2 behind, 3 Artists, 4 outside, 5 were, 6 beautiful

SB34. ACTIVITY 3. Read again and answer.

- Focus students on Activity 3. Ask individuals to read the questions aloud in turn around the class. Students work in pairs to find the answers, re-reading the text where necessary. Check with the class. Students write full answers in their notebooks.

Key: 1 In the 18th century. 2 John Constable and JMW Turner.

3 They painted outside. 4 They painted with small spots.

5 They used bright colors. 6 They used different brush styles to show their feelings.

WB34. ACTIVITY 1. Read and choose the right words.

- Tell students to open their Workbook to page 34. Read the activity instructions and make sure students know what to do. They choose their answers individually, then compare in pairs. Check with the class.

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

WB34. ACTIVITY 2. Read and draw a picture. Then compare with your friend.

- Focus students on Activity 2. Ask a volunteer to read the activity instructions. Draw a rectangle on the board and elicit/pre-teach *top left-hand corner* and *bottom right-hand corner* by pointing to the correct parts of the shape. Make sure students know the meaning of *quarter* and *on one side of*. Either read through the description with the whole class or ask students to read it silently and draw. Monitor carefully and help as necessary. Set a time limit for the drawing phase. Then students compare their pictures in pairs.

WB34. ACTIVITY 3. Write about one of the pictures from Student's Book page 35 in your notebook.

- Focus students on the Activity 3 instructions. Make sure they know which pictures to choose from. Elicit some example sentences about one of the pictures, and write useful phrases from the lesson on the board. Students write a first draft in pencil. If you are doing Extra activity 2, students work together to correct their work. If not, monitor and check the first drafts before students copy their description out again.

Key: Students' own answers

Extra activities: see page T105 (if time)

Ending the lesson

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

OBJECTIVES: By the end of the lesson, students will have read more about landscape art and artists and completed a project.

● TARGET LANGUAGE

Key language: *landscape art, descriptions, material, wax crayons, watercolor paints*

Review: simple past

● MATERIALS REQUIRED

Project: For each student, crayons, colored pencils, paints, paper

Warmer

- Review what students remember about landscape art and artists from the previous lesson. Ask which painters' names they remember and the kind of paintings they did. Ask students which paintings they liked best and why.

SB35. ACTIVITY 4. Look at these landscape paintings. Which is your favorite?

- Tell students to open their Student's Book to page 35. Focus them on the pictures and discuss/describe them together. Tell students to read the activity instructions and then to answer in pairs. Remind them that they have to say why. Discuss views and reasons as a class.

SB35. ACTIVITY 5. Listen. Which painting is it?

- Focus students on the Activity 5 instructions. Play the CD. Students check in pairs. Play the CD again. Check with the class, eliciting words/phrases that helped them find the answers.
- After the listening, give students the names and references for the other paintings. Write them on the board, as they need them to play the game in the next activity.

- 1 *Women in the Meadow at Eragny Spring, 1887, Pissarro*
- 2 *Sunset on Rouen, Turner*
- 3 *Cornfields with Cypresses, van Gogh*
- 4 *Tahitian Mountains, Gauguin*

Key: a Picture 1, b Picture 4

CD 2, 12

- a This painting is by Pissarro. It shows part of the garden at the artist's home in France. There are some fruit trees and a woman picking fruit. There is a house behind the garden and some clouds in the sky.
- b This picture in bright colors is by Gauguin. There is a man in the middle of the painting and a dark brown mountain behind him. At the front of the picture, there are some fields.

SB35. ACTIVITY 6. Play the game. Choose a picture. Ask and answer.

- Focus students on the activity instructions. Demonstrate the activity. One student chooses a picture (without saying which it is), and another student asks yes/no questions to try to guess, e.g., *Is it sunny? Is there a mountain?* Students can ask only ten questions. Students play the game in pairs, taking turns choosing a picture and asking questions.

SB35. PROJECT. Draw a landscape picture. Write about it.

- Focus students on the project title. Read the instructions aloud with the class. Check that students understand what to do. Remind students to follow the instructions carefully. Remind

them to draw their picture first, but to remember they are going to write about it (so it shouldn't be too complicated). Monitor and help. Check that students make their copies before they start coloring the pictures. When students have finished, they write about their experience of creating the three pictures. Make sure they have written a rough draft for you and their classmates to check before they write the final version. Display the pictures and descriptions.

WB35. ACTIVITY 4. FLYERS Listening, Part 2.

Listen and write. There is one example. **[F]**

Key: 1 30, 2 3rd, 3 North, 4 a flashlight, 5 162-565-9827

CD 2, 13

NARRATOR: Listen and look. There is one example.

GIRL: Hi, Peter. Can I ask you some questions?

BOY: Of course you can. What do you want to know?

GIRL: We're thinking about going camping with Holly and Kim, and I wanted to know a little bit more about the camp you went to last year.

BOY: OK. Do you mean the Lake Camp?

GIRL: That's right. Wait a minute. I'm going to write this in my notebook.

BOY: OK.

Can you see the answer? Now you listen and write.

GIRL: The first thing I wanted to know was if it's expensive.

BOY: No, not really. It costs 30 dollars a night.

GIRL: That sounds fine. And when do you think is the best time to go?

BOY: Well, we went in the summer, but I think a good time would be the next school break.

GIRL: Yes, that's a good idea. I think the school break is October third through October tenth. Is that right?

BOY: Yes, it is. I think that would be a good week to go.

GIRL: Did you tell me that the camp is close to the mountains?

BOY: That's right. It's in the mountains, and it's very close to a beautiful lake.

GIRL: Which lake is it?

BOY: North Lake.

GIRL: Is that n-o-r-t-h?

BOY: That's right.

GIRL: OK. And what do you think we should take with us?

BOY: There are a lot of things, but there's one thing that you really do need.

GIRL: What is that?

BOY: A flashlight. Take a flashlight. It's really good at night.

GIRL: Great. Thanks for the help. And one last question.

BOY: Mmm?

GIRL: What's the phone number? So that I can call them.

BOY: Wait a minute ... It's 162-565-9827.

GIRL: 1 ... 6 ... 2 ... ?

BOY: Yes, then 5 6 5 9 8 2 7.

GIRL: OK. Thanks very much.

BOY: You're welcome. Enjoy the vacation.

Extra activities: see page T106 (if time)

Ending the lesson

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