

OBJECTIVES: By the end of the lesson, students will be able to talk about plans using *going to* and will have reviewed animals they know.

● TARGET LANGUAGE

Key language: *going to* future, animals, *audition*, *Beastly Tales*, *beast*, *a play*, *a part (in a play)*, *actor*, *act*

Additional language: *The Lion King*

Review: character names, question words

● 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 1*

Reinforcement worksheet 1 (page 16)

Warmer

- Write the name of a play students know on the board. Check/teach the word *play*. Elicit names of other plays or musicals students know of / have seen. If there are any actors in the class, ask them what plays they have been in at school.

SB10. SHOW WHAT YOU KNOW! *What animals can you remember?*

- Write *Animals* on the board and draw a circle around it. Say *Show what you know ... about animals*. Brainstorm animals and their body parts 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.

SB10. ACTIVITY 1. *Listen and check (✓) the animals you hear.*

- Tell students to open their Student's Book to page 10. Focus them on the title of the unit. Pre-teach/ elicit *beast* and *tale*. Focus students on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a poster for a school play). Pre-teach *audition*. Focus students on the activity instructions. Remind them that they do the same as for the Show what you know in the previous unit (check off the words they hear in the Animal 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, 12

NARRATOR: School play. *The Lion King*. Actors needed.
Auditions – Wednesday 3:45.

DAN: I want to be an actor. I'm going to go to the audition.

MARIA: Yeah, that's a good idea. You love acting.

ALEX: Which part are you going to do in the audition?

DAN: I want to be Rafiki, the clever monkey.

NARRATOR: Wednesday afternoon.

DAN: This baby lion, Simba, is going to be uhhh ... the King of the Animals.

MARIA: The King of the Beasts.

DAN: Oh, yes! ... is going to be ... the King of the Beasts.

TEACHER: I'm sorry, Dan. We aren't going to choose you for the monkey, but we have another part for you if you're interested.

DAN: Really? Thanks very much.

ALEX: So, are you going to be in the play, Dan?

DAN: Oh, yes. I have a part. I'm going to be a ... singing tree!

ALEX: Oh, dear. So you aren't going to be a famous actor.

DAN: No. I'm going to be a famous writer, starting with that international ezine! So what are we going to write about this time?

MARIA: Well, not *The Lion King*!

ALEX: No, but there are some older stories about other really exciting beasts. Let's do that!

SB10. ACTIVITY 2. *Listen again and answer the questions.*

- Focus students on the Activity 2 questions. Read them through with the class before playing the CD. Check understanding of *going to* in the questions, reminding students that it's about future plans. Play the CD again. Students listen and write short answers in their notebooks. They check in pairs. Check with the class, replaying sections of the CD if necessary.

Key: 2 Dan. 3 Rafiki, the clever monkey. 4 Simba. 5 A singing tree. 6 Older stories about exciting beasts.

CD 1, 13

SB10. ACTIVITY 3. *Read and match.*

- Focus students on the Look box. Ask them to read each sentence. Check that students realize they're about future plans.
- Focus students on the Activity 3 instructions. Check that they know what to do and remind them to refer to the Look box as they do the activity. They work in pairs. Check with the class by eliciting each complete sentence in turn.

Key: 1 f, 2 a, 3 c, 4 g, 5 d, 6 b, 7 e

WB10. ACTIVITY 1. *Correct the sentences.*

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

Key: 2 She's going to be the lion. 3 Are you going to watch *The Lion King*? 4 They aren't going to go to the theater tomorrow. 5 What is he going to do on the weekend? 6 She isn't going to wash her hair today.

WB10. ACTIVITY 2. *Complete the questions. Match them with the answers.*

Key: 2 Where e, 3 Who a, 4 Why f, 5 What c, 6 When b

WB10. ACTIVITY 3. *Look at the code. Write the secret message.*

Key: The Theater Club is going to show the play on the last Thursday and Friday of June.

Extra activities: see page T102 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Kid's Box AE Teacher's Resource Book 6* (see pages 15 and 16).

Ending the lesson

- Choose about four short extracts from the CD that use *going to*, e.g., *I'm going to be a singing tree*. Say each one in turn. Students tell you who said it.

OBJECTIVES: By the end of the lesson, students will have had further practice using *going to* for future plans and for present evidence.

● **TARGET LANGUAGE**

Key language: *going to, turtle, island, rock, life*

Additional language: *Gerald Durrell, Ulysses, Achilles*

Review: *animals, movie, movies, restaurant, funny, enjoy*

Warmer

- Review use of *going to* for future plans. Ask students what they are going to do after this class, after school, on the weekend, next week.

SB11. ACTIVITY 4. *Choose words from the box to complete the text.*

- Tell students to open their Student's Book to page 11. Focus students on the picture and elicit what they can see (a poster for a movie). Ask them the name of the movie (*My Family and Other Animals*). Tell students the names of the two children are Helen and Robert. Check that students have read the instructions and know what to do. They do the activity individually and then check in pairs. Check with the class, reading through the whole text. Check general comprehension of the text by asking, e.g., *When are they going to go to the movie theater? Who wrote the book? What animals did he have?* Elicit if students have heard the names *Ulysses* and *Achilles* before, and, if so, when.

Key: 2 movies, 3 see, 4 island, 5 pets, 6 bird

SB11. ACTIVITY 5. *Read again and answer.*

- Focus students on Activity 5 and check that they know what to do. They ask and answer in pairs, checking with another pair when they are not sure. Check with the class using open pairs. Students write the answers in their notebooks.

Key: 1 They are going to go to the movies. 2 They are going to see a movie called *My Family and Other Animals*. 3 The movie's about turtle Durrell's life. 4 He is ten years old. 5 He has a bird, a turtle, and a lot of spiders. 6 They are going to enjoy it because it's very funny.

SB11. ACTIVITY 6. *Read and cross out the extra word.*

- Focus students on the Activity 6 instructions and check understanding using the example. Students work individually, crossing out the extra word in pencil. They check in pairs. Check with the class.

Key: 1 are, 2 at, 3 the second "to," 4 the first "to," 5 do, 6 on

SB11. ACTIVITY 7. *Write questions with "going to."*

- Focus students on Activity 7 and on the example. Remind them to write all the questions using *going to*. Elicit one or two more examples if necessary. Students write the questions in their notebooks, using the Look box on Workbook page 10 to help them. They can check with a partner. Check with the class.

Key: 2 What are you going to do Monday after school?
3 Are you going to play basketball tomorrow afternoon?
4 Where are you going to go Friday after school? 5 What are you going to watch on TV tomorrow? 6 When are you going to do your homework?

SB11. ACTIVITY 8. *Ask and answer.*

- Students work in pairs, taking turns asking and answering the questions from Activity 7. Remind them to use full sentences in their answers. Monitor and help, listening for correct pronunciation and intonation. Check with the whole class using open pairs.

WB11. ACTIVITY 4. *Find six sentences and write them in your notebook.*

Key: How many tickets do you want? Are they going to get parts in the play? They didn't choose him for the monkey. Lions catch and eat animals. It isn't going to rain tomorrow.

WB11. ACTIVITY 5. *What are they going to do?*

Key (possible answers): 2 She's going to take a picture of the castle. 3 He's going to wash his car. 4 They're going to catch the bus. 5 They're going to play soccer. 6 She's going to write something.

WB11. ACTIVITY 6. *Think about January next year. Answer the questions.*

Key: Students' own answers

WB11. ACTIVITY 7. *Use your answers to write about what you're going to do next year.*

Key: Students' own answers

Extra activities: see page T103 (if time)

Ending the lesson

- Ask students what they're going to do immediately after class.

OBJECTIVES: By the end of the lesson, students will have read and talked about myths, heroes, and beasts.

● **TARGET LANGUAGE**

Key language: *countries, heroes, myths, real, griffin, claw, eagle, nest, gold, unicorn, horn, harpies, sirens, dragon, lizard, scales, breathe, centaur, mermaid, feather*

Additional language: *part ... , part ... ; half ... , half ...*

Review: animal body parts, beasts, steal

● **MATERIALS REQUIRED**

Photocopiable 1 (see page T93), one copy for each student

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 1*

Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 17 and 18)

Warmer

- Draw a picture of a mythical animal on the board, e.g., a dragon. Elicit from students what it is in L1 and supply *dragon*. Brainstorm the body parts students know and write them on the board. Introduce the topic of myths and legends.

SB12. ACTIVITY 9. *Read and think. How many of the beasts are part bird?*

- Tell students to open their Student's Book to page 12. Focus them on Activity 9 and on the activity instructions. Ask a student to read them aloud. Check understanding. Focus students on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. They read the text silently to answer the question. Check with the class, asking students to read aloud the relevant section about each animal. Check comprehension of vocabulary by asking students to read each text aloud in turn around the class. Encourage them to figure out the meanings for themselves, e.g., *scales*. Check general comprehension by asking, e.g., *Which animals have wings/tails/etc. / are part human?* Listen to different opinions and allow flexibility in their answers. Discuss how many of these beasts students have heard about and if they know of similar ones from their own culture.

Key: Three (a, e, f)

SB12. ACTIVITY 10. *Listen. Repeat the word and say the letters.*

- Focus students on the Activity 10 instructions. Play the 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 letters in their notebooks the first time they listen. Play the CD again. Students repeat the word and say the letters.

Key: 2 Feathers. That's "a" and "e." 3 Mermaid. That's "g." 4 Scales. That's "b" and "g." 5 Nest. That's "a" and "f." 6 Horn. That's "c." 7 Eagle. That's "a." 8 Dragon. That's "b."

CD 1, 14

1 claws, 2 feathers, 3 mermaid, 4 scales, 5 nest, 6 horn, 7 eagle, 8 dragon

SB12. ACTIVITY 11. *Read again and say "yes" or "no."*

- Focus students on the Activity 11 instructions. Do the example with the class. Students work in pairs, taking turns reading the sentence and saying Yes or No. Students try to correct "no" answers. Monitor and help. Check with the class.

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

Photocopiable 1 (see pages T91 and T93)

WB12. ACTIVITY 8. *Find the words. Label the picture.*

Key: 1 horn, 2 feather, 3 eagle, 4 scales, 5 claw, 6 nest

WB12. ACTIVITY 9. *Look at the other letters in the word search puzzle in Activity 8. Cross out all the vowels that aren't "i." Write the other letters. Which beast is it?*

Key: i r i n g f f

Beast: griffin

WB12. ACTIVITY 10. *Look at the picture and correct the sentences.*

Key: 2 The dragon wants to get the eagle's eggs. 3 The dragon and the eagle have dangerous claws. 4 The eagle has feathers on its wings, but the dragon doesn't. 5 The dragon has two horns on its head. 6 The eagle's eggs are in a nest.

WB12. ACTIVITY 11. *Look at these beasts. Invent names and describe them.*

Key: Students' own answers

Extra activity: see page T103 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Kid's Box AE Teacher's Resource Book 6* (see pages 15, 17, and 18).

Ending the lesson

- Students close their Student's Book. Say, e.g., *Tell me about the centaur*. Elicit parts of a description from different students. Do the same for all the new beasts. At the end, ask which is the students' favorite mythical beast and why.

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

● TARGET LANGUAGE

Key language: *phoenix, fleece, adventure, legend, was born, believe in, mythology, mammal, going to* for future plans and prediction

Additional language: *Egyptians, Romans, Greeks, Jason, Argonauts, Orpheus, Sphinx, Thebes, Sophocles*

Review: beasts, simple past, adjectives, comparatives, *myth*

● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 6* Unit 1 Song worksheet (page 20) and/or *Kid's Box AE Interactive DVD 6: The music room* (pages 28–33)

Warmer

- Review the new vocabulary with a game. Give a definition of an animal for the class to guess, e.g., *It has the body of a lizard. It doesn't have fur. It has claws and wings.* (A dragon.) Continue with other animals, including domestic ones to make it more challenging.

SB13. ACTIVITY 12. Listen and choose the right words.

- Tell students to open their Student's Book to page 13. Focus them on the picture and elicit what they can see. Students read the five sentences before they listen. Encourage them to make predictions. Play the CD. Students listen and write the word. They check in pairs. Play the CD again. Check with the class.

Key: 1 myth, 2 bird, 3 five hundred, 4 Egyptians, 5 a fire

CD 1, 15

BOY 1: Wow! This looks really interesting. It's a myth about a bird or something.

BOY 2: Yeah, look – it says it's a phoenix.

BOY 1: What's a phoenix then?

BOY 2: The phoenix was a beautiful red and gold bird which lived for five hundred years.

BOY 1: But who believed that? Click on that button there.

WOMAN: The Egyptians were the first people to believe in the phoenix, but the Greeks, the Romans, and others also believed in the myth.

BOY 2: And what was special about it? Let's click ... this button now.

WOMAN: When the phoenix was old, it made a special nest, sat in it, and made a fire. Both the nest and the phoenix burned, and out of the fire a new, young phoenix was born.

BOY 1: Wow! That's really interesting. So do you think the phoenix really lived?

BOY 2: No, of course not. It's just a myth.

SB13. ACTIVITY 13. Read and complete. Order the pictures.

- Focus students on the pictures. Elicit a quick description of each picture. Students work in pairs. They read the rap and try to complete it with the words from the box. Remind them to concentrate on meaning and rhyme. Pairs check with pairs. When they have completed the rap, they try to put the pictures in order. Check understanding of key words.

Note: 'Cos is a shortened form of *Because*.

Key: 2 do, 3 sports, 4 sea, 5 Greece, 6 horse, 7 island, 8 sings, 9 song, 10 clearer, 11 Fleece Order of pictures: 1b, 2e, 3a, 4d, 5c

SB13. ACTIVITY 14. Listen and check. Say the rap.

- Play the CD. Students check their answers. Check with the class. Play the CD line by line for students to repeat the rap. Then play it again for them all to rap along with the CD.

CD 1, 16

As in Student's Book and Key for Activity 13

CD 1, 17

Now say the rap again. (Karaoke version)

SB13. ACTIVITY 15. Invent an amazing mythical beast. Answer the questions.

- Focus students on the instructions. Check that they understand what to do. Brainstorm some ideas using mythological beasts they know. Elicit/introduce others, especially those that will appear in *Kid's Box AE*, e.g., *Quetzalcoatl* (half snake, half bird, from Maya/Aztec mythology), *the Sphinx* (lion's body, woman's head, from Egyptian mythology). Go through the questions, eliciting ideas and suggestions. Students work individually, answering the questions in their notebooks.

SB13. ACTIVITY 16. Ask and answer about your beast in pairs.

- Make new pairs. Students take turns asking and answering about their beasts, using the questions from Activity 15.

SB13. ACTIVITY 17. Draw and write about your beast.

- Students work individually. They each draw and write a description of their beast on a piece of paper. Monitor and help. If you don't do Extra activity 1, make sure students write a draft of their text for you to check before they write the final version. After Extra activity 2 (if done), collect the texts and make a *Book of Beasts* for the classroom.

WB13. ACTIVITY 12. Read and answer "yes" or "no."

F toward

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

WB13. ACTIVITY 13. Write the words.

Key: 2 scales, 3 feathers, 4 beast, 5 gold, 6 nests, 7 castle, 8 mermaid

WB13. ACTIVITY 14. Now cross out the first letter of each answer in Activity 13. Read the other letters to answer the Sphinx's question.

Key: a man

WB13. ACTIVITY 15. What's going to happen?

Key (possible answers): 2 The eagle is going to fall. 3 The harpy is going to steal the man's food. 4 The dragon is going to eat the sheep. 5 The unicorn is going to break its horn. 6 The centaur is going to read a book.

Extra activities: see page T103 (if time)

Optional activities

- Unit 1 Song worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 15 and 20).
- Unit 1 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

- Students do the rap from the beginning of the lesson again. Make six groups. Each group sings one of the verses.

OBJECTIVES: By the end of the lesson, students will be able to identify and say the phonemes /ð/ and /θ/ in many words, and they will have completed a communication activity.

● **TARGET LANGUAGE**

Key language: words with the phonemes /ð/ and /θ/ (e.g., *this, think*), *labyrinth, going to* for plans, *who, where, that*

Additional language: *Icarus, Daedalus, Minos, Crete, Minotaur, Ariadne*

Review: beasts, myths, and legends

● **MATERIALS REQUIRED**

Optional: *Kid's Box AE Workbook 6 Language Portfolio* page 97

Warmer

- Write the words *month* and *then* on the board. Underline the letters "th" and tell students that they will practice two ways of saying these letters in today's lesson. Say the sound /θ/ (unvoiced). Students practice. Repeat with the sound /ð/ (voiced). Practice the words *month* and *then*. If you wish, ask students to put their fingers on their throat while they say the words. They should feel no vibration for the unvoiced "th" sound in *month* and vibration for the voiced "th" sound in *then*.

SB14. ACTIVITY 18. *Focus on phonics.*

- Tell students to open their Student's Book to page 14. Focus them on Activity 18 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 "th" sounds correctly. In pairs, students practice the rhyme.

CD 1, 18

As in Student's Book

SB14. ACTIVITY 19. *Ask and answer. Use your imagination or the ideas in the box. Write your friend's answers.*

- Focus students on Activity 19 and on the instructions. Check that students know what to do. Make sure they invent the most fantastic week possible. Draw their attention to the use of *going to* in the chart and remind them to use it when they complete the chart with their ideas. Students work individually and complete the chart for each day of the week. They don't show their partner. Students copy the chart from the Student's Book into their notebooks, including the days but none of the activities. They take turns asking and answering using the prompts on the page. They write their partner's plans in the chart in their notebooks.

SB14. ACTIVITY 20. *Write an email about your plans.*

- Focus students on the Activity 20 instructions and on the example text. Check that they know what to do. Students work individually and write their email to their friend. Monitor and help as they are working.

SB14. Joke Corner

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

CD 1, 19

As in Student's Book

WB14. ACTIVITY 16. *Complete the sentences.*

Key: 2 clothes, 3 third, 4 Thursday, 5 then, 6 mythical, 7 think, 8 feathers, 9 months, 10 math

WB14. ACTIVITY 17. *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: See audioscript

CD 1, 20

- 1 A dragon breathes fire.
- 2 I'm going to a party, and I want to buy some new clothes to wear.
- 3 These three children came first, second, and third in the race.
- 4 My father's birthday is on Thursday.
- 5 We had dinner, and then we went to the theater.
- 6 The unicorn is a mythical animal.
- 7 I think we should watch a movie tonight.
- 8 Parrots are birds with very colorful feathers.
- 9 There are twelve months in a year.
- 10 Kate's favorite subject is math.

WB14. ACTIVITY 18. *Complete the story with "who," "where," or "that."*

- Before students do the activity, focus them on the Write it right box and discuss each sentence, checking they understand how the relative pronouns are used.

Key: 2 who, 3 who, 4 that, 5 where

WB14. ACTIVITY 19. *Now write the rest of the story correctly. Use "who," "where," or "that."*

Key: who, who, that, where, that, who, where, that, where, that

Extra activities: see page T103 (if time)

Language Portfolio

- Students complete page 97 of *Kid's Box AE Workbook 6 Language Portfolio* (A mythical creature).

Ending the lesson

- Do the chant from the beginning of the lesson with students. Make four groups. Each group does the full chant in turn.
The class votes for the group who performed the best.

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 from the story, *pirate, treasure, spots and stripes, explain*

Additional language: *Quetzalcoatl, We have a job to do, Morse code*

Review: language from the unit, *sounds like*

● **MATERIALS REQUIRED**

Extra activity 2: Reference books and/or the Internet for students to find out more about Quetzalcoatl

Warmer

- Review the first episode of the story with the class. Write the following words scattered around the board: *calendar, Diggory, archeology, laptop, talk, Mr. Greedy*. Students use the words to reconstruct what happened, without looking in their Student's Book. Make sure they tell the story in the past.

SB15. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 15. Focus them on the story. Set the gist questions: *What's in the envelope? What does Diggory put in his phone? Where are they all going at the end? Why?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (A code of spots and stripes, The number from the code, Mexico City, Because the clue tells them to go there). Play the CD again. Students listen and read. Stop after each frame for students to repeat. At the end, check general comprehension by asking, e.g., *Who understands the spots and stripes? What does Iyam Greedy say? Who was Quetzalcoatl?* Check that students understand other key vocabulary.

CD 1, 21

As in Student's Book

WB15. ACTIVITY 20. *Read and answer.*

Key: 2 A man who looks for treasure to get rich. 3 A spot with a stripe under it. 4 He was a god in Aztec mythology – part bird and part snake. 5 Plane tickets to Mexico City. 6 Mexico City.

WB15. ACTIVITY 21. *Complete and match.*

Key: 2 stripe c, 3 sounds a, 4 feathers e, 5 bird b

WB15. 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 to, 3 scales, 4 nests, 5 Thursday, 6 where

WB15. 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 plans for the future. 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 beasts from myths and legends. Students circle the appropriate face. Repeat for the third sentence, eliciting some of the myths 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 T103 (if time)

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 different kinds of texts and completed a mind map.

● **TARGET LANGUAGE**

Key language: *sword, fact, fiction, imaginary, quest, challenges, knights*

Additional language: *King Arthur, Pelias, to protect, Olympus, Zeus*

Review: *adjectives, simple past, stone, myth, legend, hero, mythical beasts, Jason*

● **MATERIALS REQUIRED**

Extra activity 2: Computers if possible

Warmer

- Elicit what students remember about the story of Jason and the Golden Fleece, singing the song again with the class if necessary. Elicit that this is a myth. Tell students that today's topic is myths and another kind of story, legends.

SB16. FACT

- Tell students to open their Student's Book to page 16. Focus them on the top of the page. Ask a student to read the fact to the class. Elicit if myths are about real people (no). Establish the difference between myths and legends by eliciting other examples. Ask if any students know the story of King Arthur and the sword in the stone.

SB16. ACTIVITY 1. Read and talk with your friend.

- Focus students on the Activity 1 text. Ask three students to read the first part of the text aloud for the class (the first three sentences). Write the words *fact / fiction* on the board. Elicit examples of each one from books the students like to read. Focus students on the activity instructions. They read the rest of the text silently and then discuss their answers for the questions in pairs. Pairs share ideas with the whole class. Check understanding of key vocabulary in the text.

SB16. ACTIVITY 2. Read the story. Copy and complete the diagram.

- Focus students on the Activity 2 instructions. Draw the diagram on the board. Ask students to read the text aloud in turn around the class. Elicit how to complete the diagram and write the first answer in place. Students continue to work in pairs. Check with the class by asking students to tell you the other answers to complete the diagram on the board.

Key: 1 Jason and the Argonauts, 2 centaur, 3 dragon, 4 harpies, 5 sirens, 6 Jason, 7 fight the harpies, 8 sail between two huge rocks, 9 escape from the sirens, 10 Medea

WB16. ACTIVITY 1. Choose words from the box to complete the text.

Key: 2 many, 3 lot, 4 whose, 5 so

WB16. ACTIVITY 2. Read again and answer.

Key: 2 The goddess of love. 3 Apollo. 4 She had a snake's head. 5 Pegasus. 6 Cerberus.

WB16. ACTIVITY 3. Write about a legend from your country.

Key: Students' own answers

Extra activities: see page T103 (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 myths and legends and completed a project.

● TARGET LANGUAGE

Key language: narrative tenses, *prize, string*

Additional language: *Minos, Aegeus, Minotaur, Ariadne*

Review: beasts and animal parts, *labyrinth, sail, bull*

● MATERIALS REQUIRED

Project: For each student, paper, a sheet of thin cardboard, different colored markers.

A stapler.

Optional: *Kid's Box AE Teacher's Resource Book 6* Unit 1 Topic worksheet (page 21)

Warmer

- Review the previous lesson by asking students to tell you the difference between *fact* and *fiction* and *myths* and *legends*. Elicit examples of stories to fit these groups.

SB17. ACTIVITY 3. Look at the picture and read the story. Complete the sentences about the story. You can use 1, 2, 3, or 4 words. **F** toward

- Tell students to open their Student's Book to page 17. Focus them on the activity instructions and check understanding of how many words they can use. Students do the task individually. Tell them to underline any words they don't know, but not to worry about their meaning at this stage. Students check their answers in pairs. Check with the class. Encourage students to guess the meanings of the words they didn't know as a class.

Key: 1 of an island called / of, 2 labyrinth, 3 ate some, 4 name was, 5 to change the color, 6 the sail was black / he felt very sad

SB17. PROJECT. Invent and write a myth. Make a book.

- Focus students on the project. Read through the instructions with the class. Check that students understand what they have to do. Remind students to follow the instructions carefully. Remind them to include any of the mythical beasts they have seen or invented in the unit. Monitor and help. Supply paper, thin cardboard, different colored markers, and a stapler, as and when students need them. Make sure they have written a rough draft of their myth for you to check before they write the final version in their books. Display the books in the classroom.

WB17. ACTIVITY 4. FLYERS Listening, Part 5.

Listen and color and write. There is one example. **F**

- Tell students to open their Workbook to page 17. Elicit what they can see (items of furniture, technology, a dragon). Check that they know what to do. Explain there is an example and that they will hear the example described first.
- Play the CD. Students don't color or write the first time. They listen and look. Play the CD again. Students put a colored dot on the relevant part of the picture. They check in pairs. Students color the picture and write, or listen again if necessary. Show a completed picture for students to check their answers or elicit the correct colors/word from the class.

CD 1, 22

NARRATOR: Listen and look at the picture. There is one example.

MAN: Hello, Holly. Would you like to color this picture?

GIRL: Yes, I would. It looks just like my brother's bedroom.

MAN: Really? What are you going to color first?

GIRL: Um ... Can I color the newspaper?

MAN: The one on the floor? OK. Color it gray, please.

Can you see the gray newspaper? This is an example. Now you listen and color and write.

1

GIRL: What should I color now?

MAN: Do you want to color the scissors?

GIRL: OK. Where are they?

MAN: They're on the chair. Can you see them?

GIRL: Oh, yes. What color do you want them?

MAN: They're going to be purple.

GIRL: Fine. I'm coloring them now.

2

GIRL: What am I going to do next?

MAN: Next I'd like you to write a word.

GIRL: What should I write?

MAN: Can you write the word "screen" on the computer screen, please?

GIRL: OK.

3

MAN: Have you done that?

GIRL: Yes. What next?

MAN: Would you like to color something else?

GIRL: Yes. What about the sled? Can I color that, please?

MAN: Do you mean the one on the poster?

GIRL: That's right.

MAN: Good idea. Color it red.

GIRL: OK.

4

MAN: Now I'd like you to write another word.

GIRL: OK. Should I write something on the newspaper?

MAN: No. Can you see the large book on top of the bookcase?

GIRL: Yes. Can I write "racing" above the cars?

MAN: Yes – the book is about those.

5

GIRL: What now?

MAN: Now I'd like you to color the shelf.

GIRL: The one with the dragon on it?

MAN: That's right. Color it green.

GIRL: OK.

Extra activities: see page T103 (if time)

Optional activity

- Unit 1 Topic worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 15 and 21).

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.