


1 Time for television

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

Listening 1 Listen and repeat the TV words you hear.



2 Listen again. Say 'yes' or 'no'.

- The children are in the supermarket at the beginning of the story. **No.**
- Fun time is on TV at ten past four.
- They want to watch a programme about animals.
- The kids arrive home at quarter past five.
- The kids go to Alvin's house to watch TV.
- Mr Nelson wants to watch the same programme as them.

Vocabulary

It's **quarter to** four.
 It's **quarter past** four.

3 Read and say the sentences.

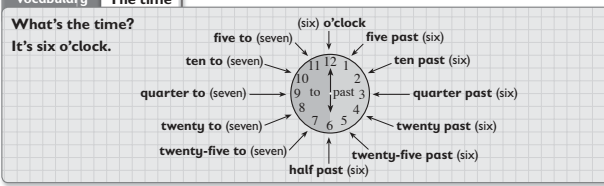
1 The children are in the library	a at ten past four.
2 They leave the library	b at twenty-five past seven.
3 Fun time is on TV1	c at ten to four.
4 Animals is on TV2	d at twenty past four.
5 The children arrive home	e at quarter past four.
6 The golf finishes	f at five to four.

10 Vocabulary Time

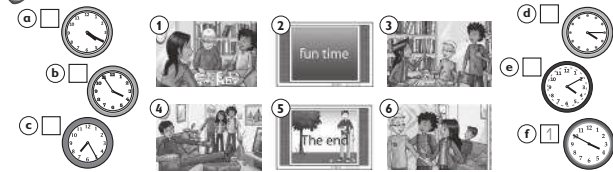
1 Time for television

Vocabulary The time

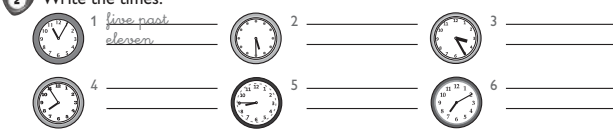
What's the time?
 It's six o'clock.



1 Match the clocks with the pictures.

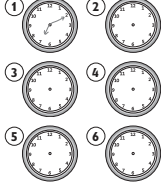


2 Write the times.



3 Read and draw the times on the clocks.

- Bill wakes up at 7.10 on Mondays, Wednesdays and Fridays.
- Nick leaves home at 8.55 in the morning.
- Alex sometimes plays football at 15.30.
- Anna always starts her homework at 16.00.
- Tom watches his favourite programme on TV at 18.45 on Tuesdays and Thursdays.
- Sue goes to bed at 21.00 every day.



10

Objectives: By the end of the lesson, pupils will be able to tell the time and will have reviewed TV programmes they know.

Target Language

- **Key language:** time: *o'clock, past* (e.g. *ten, quarter, half*), *to* (e.g. *quarter, twenty*)
- **Additional language:** *just in time*
- **Revision:** character names, TV programmes, suggestions: *Shall / Let's, golf*

Materials Required

- Extra activity 1: Two pieces of A4 coloured paper or card (white and blue) for each pair
- Optional: *Kid's Box Teacher's Resource Book 5* Unit 1 Reinforcement worksheet 1 (pages 15 and 16); Grammar reference Unit 1 *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94)

Pupil's Book page 10

Warmer

- Greet the pupils. Say you have forgotten your watch today and ask them to tell you what the time is. Write the time (if it isn't exactly *o'clock*) on the board, e.g. *2.05*. Elicit/Tell pupils how to say this in English, e.g. *Five past two*. Ask them what time the lesson finishes and do the same with this.

Presentation

- Tell pupils what time you, e.g. had breakfast today: *7.45 am*. Draw the time on a clock and teach *Quarter to eight*. Do the same for when you, e.g. arrived at school: *8.15 am*, and teach *Quarter past eight*. Use a circle on the board (to represent a clock) to show which part is *past* and which *to*. Use different colours. Draw clocks with different times on the board to practise how to tell the time, e.g. *12.00*, *1.25*, *4.50*, *3.15*, *9.45*, *5.30*. Use the colours on the circle on the board to remind pupils of *past* and *to*. Elicit/Teach *am* and *pm*. Tell pupils to open their Pupil's Books at page 10 and focus them on the Grammar box.

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

- Write *TV* on the board and draw a circle around it. Say *Show what you know ... about TV*. Brainstorm with the class all the different things they can say about TV in two minutes and create a mind map on the board. Pupils copy the mind map into their notebooks.

1 Listen and repeat the TV words you hear.

- Focus pupils on the Activity 1 pictures. Elicit the names of the characters and what they're looking at in picture 1 (a TV magazine). Focus pupils on the activity instruction.
- Play the CD. Pupils listen and repeat. Point at the words in the mind map on the board while listening.

CD 1, 13

NARRATOR: It's ten to four. Dan, Shari and Alvin are in the library.

ALVIN: Look at this, Dan. *Fun time* is on TV1 at ten past four. Shall we watch it?

DAN: Wait a minute. *Animals* is on TV2 at twenty past four.

SHARI: Let's watch that because we all like it.

DAN: Yeah, that's a good idea, but what time is it now?

SHARI: It's five to four. If we want to watch it, we have to leave now.

ALVIN: Come on, then. Let's go!

DAN: Phew. Just in time. It's quarter past four.

SHARI: Hi, Dad. Can we put TV2 on, please? We want to watch *Animals*.

MR NELSON: Oh, I'm sorry, Shari. Not today. The golf's on TV3 and you know I love golf.

ALVIN: What time does it finish, Mr Nelson?

MR NELSON: Oh, don't worry. It finishes at twenty-five past seven!

THREE CHILDREN: Oh.

SHARI: Well, boys, I think we can watch TV another day.

ALVIN: You're right. Let's go and write something about TV for our ezine.

DAN: Yeah. We can't watch TV, but we can write about it.

MR NELSON: Ssshhhh!

THREE CHILDREN: Ooh!

2 Listen again. Say 'yes' or 'no'.

- Focus pupils on Activity 2. Play the CD. Pupils listen and whisper the answers. Play the CD again. Pause after each one to elicit the response. For 'no' answers, elicit the corrections. Elicit what the time is in each of the four pictures and who the man in pictures 3 and 4 is.

Key: 2 yes, 3 yes, 4 no (quarter past four), 5 no (Shari's house), 6 no (he wants to watch golf)

CD 1, 14

See previous recording

3 Read and say the sentences.

- Focus pupils on Activity 3. In pairs, they try to match the actions with the times. They draw the different times in their notebooks. Play the CD again. Check with the class.

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

Extra activity 1: see page 213 (if time)

Activity Book page 10

1 Match the clocks with the pictures.

- Tell pupils to open their Activity Books at page 10. Focus them on the clock in the Vocabulary box and the times. Pupils copy the clock into their notebooks. They label the clock using the times given. Pupils practise different times in pairs. Then pupils do activity 1.

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

2 Write the times.

Key: 2 Half past five, 3 Twenty-five past three, 4 Five to eight, 5 Quarter to nine, 6 Ten past seven

3 Read and draw the times on the clocks.

Extra activity 2: see page 213 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 15 and 16).
- Grammar reference Unit 1 from *Pupil's Book 5* (page 102) and *Activity Book 5* (page 94). See answer key on *Kid's Box Teacher's Book 5* page 201.

Ending the lesson

- Choose about eight TV words. Write them in scrambled word form on the board for pupils to reorder.



4 Do the actions. Look at the clock and tell the time.

What time is it?
It's nine o'clock.

5 Look at the clocks. Ask and answer. 1-2

1 a b c

2 a b c

3 a b c

4 a b c

6 Listen and say the letter. 1 ... I have lunch at quarter to one every day.

7 Play the game. Ask and answer.

I get up at this time on Mondays. What time is it?
Quarter to eight.
No.

I start my lessons at this time. What time is it?
Nine o'clock.
Yes.

Functions What time is it? It's quarter past one.

4 Match the clocks with the sentences for Dan's day yesterday. Put the sentences in order.

a He had lunch at half past twelve. 5
 b Classes started again at quarter to two. —
 c He caught a bus to school at twenty-five past eight. —
 d School finished at four o'clock. —
 e Dan caught the bus home at ten past four. —

f Dan got dressed at ten to eight. —
 g He went out to the playground for break at quarter to eleven. —
 h Classes began at nine o'clock. —

5 Find the past of these verbs and write them.

w	a	g	o	t	u	p	u
o	e	y	p	l	k	e	d
k	o	n	u	s	c	j	r
e	i	q	t	o	o	k	a
u	o	p	a	s	y	l	n
p	c	a	u	g	h	t	k
k	b	d	t	i	c	a	f
h	c	a	m	e	h	o	d

go _____ went _____
 come _____
 have _____
 catch _____
 wake up _____
 get up _____
 eat _____
 drink _____
 put _____
 take _____

6 Answer the questions about yesterday.

- What time did you get up?
I got up at
- What time did you go to school?

- Where did you have lunch?

- What time did you go home?

- What did you eat for dinner?

- What did you drink in the evening?

7 Now choose your favourite day of last week and write about what you did.

was my favourite day of last
week.

Objectives: By the end of the lesson, pupils will have had more practice telling the time and talked about school routines.

Target language

- **Key language:** time, *What time is it?*, present simple for routines (affirmative), past simple (questions and affirmative)
- **Revision:** days of the week, school subjects

Materials required

- Extra activity 1: Photocopiable activity 1 (see page 202), one copy for each pupil
- Extra activity 2: Strips of paper
- Optional: *Kid's Box Teacher's Resource Book 5* Unit 1 Extension worksheet 1 (pages 15 and 18)

Pupil's Book page 11

Warmer

- Draw eight clocks on the board and draw a different time on each. Number the clocks. Pupils draw a 2 x 2 grid in their notebooks. They choose four of the clocks and write the corresponding number in each grid square, e.g. 4. Call out the times at random keeping a note of which ones you have said. Pupils cross through a square if they have chosen the time. The first pupil(s) to cross out all four shout(s) *Bingo!* Elicit the times to check.

4 Do the actions. Look at the clock and tell the time.

- Focus pupils on the Activity 4 instructions. Demonstrate the activity for pupils, holding your arms to show a time. Repeat, with pupils asking you the question as in the example. Practise with the class. Pupils secretly write six times in their notebooks before they do the closed pair activity. They take it in turns to ask and demonstrate the time.

5 Look at the clocks. Ask and answer.

- Make new pairs. Focus pupils on the Activity 5 instructions and speech bubbles. Check understanding. Then focus them on the Functions box to refresh the time. They take it in turns to say one of the three times. Their partner says *a*, *b* or *c*. Monitor pupils as they do the activity to check they are telling the time correctly.

6 Listen and say the letter.

- Focus pupils on the Activity 6 instruction and check understanding. They listen to the CD and look at the clocks in Activity 5. Remind pupils to whisper the letter to their friend (or write it) the first time they listen. Play the CD. Pupils listen and whisper/write. Play the CD again to check answers.

Key: 2 c, 3 b, 4 b

CD 1, 15

1

INTERVIEWER: Where do you have lunch?

BOY: I have it at school.

INTERVIEWER: What time do you have it?

BOY: I have lunch at quarter to one every day.

2

INTERVIEWER: What time do you get up during the week?

BOY: On school days, I have to get up early. I get up at twenty past seven.

INTERVIEWER: Ooh, that's earlier than me!

3

INTERVIEWER: Do you walk home from school?

BOY: No, I catch the bus.

INTERVIEWER: Do you have to wait for it?

BOY: Sometimes, but the bus usually comes at twenty-five past four.

4

INTERVIEWER: Do you study geography at school?

BOY: Yes, it's my favourite subject.

INTERVIEWER: When do you have it?

BOY: At ten to ten on Tuesdays and Fridays.

Extra activity 1: see page 213 (if time)

7 Play the game. Ask and answer.

- Focus pupils on the Activity 7 instructions and on the prompts. Give pupils five minutes to write a sequence of times during the day when they do different things. Demonstrate the game first with the class. Make pairs. Pupils take turns to play the game using the prompts. Monitor and help/correct where necessary. Check some questions and answers using open pairs.

Extra activity 2: see page 213 (if time)

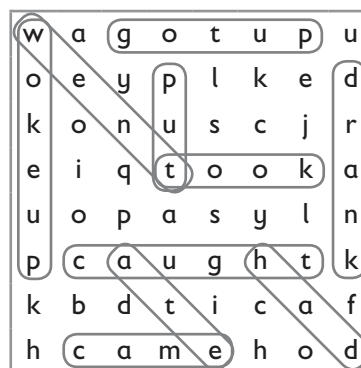
Activity Book page 11

4 Match the clocks with the sentences for Dan's day yesterday. Put the sentences in order.

Key: b6, c2, d7, e8, f1, g4, h3

Order: 1f, 2c, 3h, 4g, 5a, 6b, 7d, 8e

5 Find the past of these verbs and write them.



Key: came, had, caught, woke up, got up, ate, drank, put, took

6 Answer the questions about yesterday.

Key: Pupils' own answers

7 Now choose your favourite day of last week and write about what you did.

Key: Pupils' own answers

Optional activity

- Unit 1 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 15 and 18).

Ending the lesson

- Play another game of Clock bingo to end the lesson.



Reading 9 Read and think. What's your favourite TV programme? Why?

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

Kid's Box Ezine! home reports games world email

Most children love watching TV. So today's ezine is about television. There are lots of channels on TV and many different kinds of programmes.

Kid's Box reports TV

a Cartoons are moving pictures. Children love them. They can be short programmes or complete films. They're usually funny.

b We watch the weather to find out if it is sunny, rainy, windy or cloudy. What's the weather like today?

c A documentary is a programme which tells us about our world. It can be about animals, history or geography.

d A comedy is a funny programme which makes us laugh. What's your favourite comedy?

e The news is about all the things which happen in the world. It is on the television every day. What time is the news on in your country?

f A quiz is a kind of competition. One person asks others lots of different questions. The winner is the person with most points.

g The most popular sports programmes in our country are football, basketball, tennis and rugby. What are they in your country?

h We watch a series in parts. These parts are called 'episodes'. You can sometimes watch an episode every day.

cartoon weather documentary news comedy series sport quiz

9 Listen. Repeat the word and say the letter. **1** Quiz. Quiz. That's 'f'.

10 Read again and say the answers.

- Which programme is in episodes?
- Which programme is funny?
- Which programme is a kind of competition?
- Which programme can be short or a complete film?
- Which programme can tell us things about animals?
- Which programme can tell us to take an umbrella with us?

12 Vocabulary TV programmes

8 Choose words from the box to label the pictures.

series quiz cartoon comedy weather sport news documentary

1 weather

2 cartoon

3 comedy

4 news

5 quiz

6 sport

9 Write the programmes.

- On this you can see swimming, basketball, tennis or motorbike racing. sport
- This programme is funny, with funny people. comedy
- We watch this programme to see if today it is hot or cold. weather
- This is on every day. It's about important things around the world. news
- A programme which tells us interesting facts about animals, history or places. documentary
- This programme has episodes and can be on TV every day. series

10 Read and answer the questions.

Channel 1	Channel 2	Channel 3	Channel 4
12.10 Fun house (cartoon)	11.50 Top songs (music videos)	12.30 The news	1.15 Maskman returns (film)
1.00 The news	12.30 Friendly (comedy)	1.05 Explorers (documentary)	2.30 Our body (documentary)
1.45 The weather	2.10 Count to ten (quiz)	2.20 Annie get your gun (musical comedy film)	3.15 Answer first (quiz)
2.15 Chelsea v Milan (football)	3.15 Giants v Bouncers (basketball)	3.45 Cartoon hour	3.55 Laugh out loud (comedy)
4.15 Animals of Africa (documentary)			

- What time is the news on Channel 3? At 12.30.
- What channels are the cartoons on? Channel 1
- What's on Channel 1 at quarter to two? Count to ten
- What are the names of the two quiz programmes? Count to ten, Answer first
- What are the documentaries about? (1) Explorers, (2) Annie get your gun, (3) Our body
- What time is the film on Channel 4? 1.15

11 Write a TV page with your favourite programmes and times.

Channel 1	Channel 2	Channel 3	Channel 4
<u>12.45 Sport today</u>			

12

Objectives: By the end of the lesson, pupils will have read and talked about TV programmes.

Target language

- **Key language:** TV programmes: *cartoon, weather, documentary, comedy, news, quiz, sport, series, TV channel, episode*
- **Additional language:** *webpage*
- **Revision:** sports, adjectives

Materials required

- Extra activity 2: Digital or video camera, props for making short excerpts of TV programmes, paper
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Reinforcement worksheet 2 and Extension worksheet 2 (pages 15, 17 and 19)*

Pupil's Book page 12

Warmer

- Elicit types of TV programmes in English or L1. Write them on the board. Make sure you include the programme types featured on Pupil's Book page 12.
- 8 Read and think. What's your favourite TV programme? Why?**
- Tell pupils to open their Pupil's Books at page 12. Focus them on the Activity 8 instructions. Ask a pupil to read them aloud. Check understanding.
 - Focus pupils on the text and elicit that it's a webpage. They read the text silently and think about their answers to the question in the instructions. Discuss their ideas as a class, reminding them to say why, as well as choosing a programme. Check comprehension of vocabulary by referring pupils back to the texts and encouraging them to work out the meanings for themselves, e.g. *episode*. Discuss pupils' answers to the questions in the text. Check general comprehension by asking, e.g. *What does the weather tell us? Which series do you like?* Check pupils realise that *news* is singular.
- 9 Listen. Repeat the word and say the letter.**
- Focus pupils on the Activity 9 instructions. Play the example to check pupils know what to do. Play the rest of the CD. Pupils repeat the word in chorus. Play the CD again. Pupils repeat the word and say the letter.

Key: 2 Weather. That's 'b'. 3 Documentary. That's 'c'. 4 News. That's 'e'. 5 Comedy. That's 'd'. 6 Series. That's 'h'. 7 Sport. That's 'g'. 8 Cartoon. That's 'a'.

CD 1, 16

1 quiz, 2 weather, 3 documentary, 4 news, 5 comedy, 6 series, 7 sport, 8 cartoon

10 Read again and say the answers.

- Focus pupils on Activity 10. They work in pairs and take turns to read out a question and say the answer. They don't have to ask the questions in order. Check with the class, eliciting examples where possible. Pupils write the answers as full sentences in their notebooks.

Key: 1 series, 2 comedy/cartoon, 3 quiz, 4 cartoon, 5 documentary, 6 weather

Extra activity 1: see page 213 (if time)

Activity Book page 12

8 Choose words from the box to label the pictures.

Note: There are two extra words in the box.

Key: 2 documentary, 3 comedy, 4 news, 5 sport, 6 series

9 Write the programmes.

Key: 2 comedy, 3 weather, 4 news, 5 documentary, 6 series

10 Read and answer the questions.

Key: 2 Channel 1 and Channel 3. 3 The weather. 4 Count to ten and Answer first. 5 (1) Animals of Africa, (2) Explorers, (3) Our body. 6 1.15.

11 Write a TV page with your favourite programmes and times.

Key: Pupils' own answers

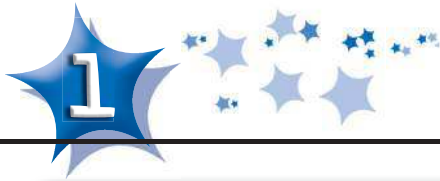
Extra activity 2: see page 213 (if time)

Optional activities

- Unit 1 Reinforcement worksheet 2 and Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 15, 17 and 19).

Ending the lesson

- Play a mime game to end the lesson. Mime something related to one of the programme types. Pupils try to guess. Pupils then take turns to do similar mimes (using their own ideas) for the rest of the class to guess.



11 Listen and say the programme. **1 Goal!** Sport.

a cartoon b weather c sport d documentary e news f music videos g comedy programme h quiz show

12 Choose words to talk about the different programmes.
 interesting exciting boring good bad funny amazing

I think quiz shows are more interesting than the weather. I think music videos are the best.

13 Listen and say the words to complete the song. Check and sing.

I don't like TV, I don't like it much,
 But there are some programmes that
 I sometimes watch.

On channel one at **1** .
 There's a really good documentary
 About animals and where they live,
 What they do and what they eat,
 And on channel four at **2** .
 They put on a great cartoon.

At one o'clock and then at **3** .
 They show the news and then the weather.
 They're not my thing, they're not for me,
 But I like the sport at **4** .
 But what I like, what I love the best,
 Are the action films, more than the rest.
 They're on at **5** .
 And at **6** , but I want more.

14 Read and say the corresponding words for each number.
 news turned on waited
 four arrived past

Tim and Jen went to the park last Saturday. They ran on the grass, played with a ball and went on the swings. At ten to **1** they sat down because they were tired. They saw a newspaper on the bench. They opened it at the TV page and looked to see what was on the different channels. Tim wanted to go home and watch 'Friendly' at half **2** four. They went to the bus stop and **3** . The bus didn't come until quarter past four. They **4** home at twenty-five to five, ran into the living room and **5** the TV. The programme wasn't 'Friendly', it was the **6** . They looked at the newspaper again. It was an old one! They showed 'Friendly' on Friday, not on Saturday.

Vocabulary TV, adjectives

12 Read and complete the table.
 Now it's four o'clock. Four friends have got a problem because they can't decide which programme to watch.

- Sophia's favourite programme starts in 20 minutes and is called *Quacky Duck*. She likes cartoons, but doesn't like documentaries or sports programmes.
- The other girl, Emma, loves quiz programmes.
- Who wants to be a *billionaire*? started at 3.50.
- Frank loves playing sport and he likes watching it too. His favourite programme starts in 45 minutes.
- The other boy's favourite programme is called *World about us*. He's the only child who likes documentaries.
- The documentary starts at ten past four and the cartoon starts at twenty past four.
- Harry doesn't want to watch *Sunday sports*.
- Finally they all decide to watch Emma's favourite programme, but it started ten minutes ago!

Name	Sophia			
Kind of programme				
Programme name	Quacky Duck			
Programme time				

13 Now answer the questions.

- Who doesn't like documentaries? *Sophia, Emma and Frank.*
- What's the name of the programme they decide to watch? _____
- When did it start? _____
- Whose favourite programme is it? _____
- Who doesn't want to watch what's on TV at 4.45? _____
- When does the cartoon start? _____

14 Answer the questions.

- What's your favourite TV programme?
My favourite TV programme is _____
- What kind of programme is it? _____
- What time is it on? _____

15 How many words can you find in 'documentaries'?
stan, mice _____

Objectives: By the end of the lesson, pupils will have had further practice reading and talking about TV programmes and sung a song.

Target language

- **Key language:** TV programmes, *music videos, action films*, comparative and superlative adjectives: *interesting, exciting, boring, good, bad, funny, amazing*; past simple, *turn on, wait*
- **Additional language:** *not my thing, the rest, until, the swings*
- **Revision:** time

Materials required

- Extra activity 1: A copy of the TV page from a newspaper / TV magazine for each group of four. Ten questions about the programmes, e.g. *What's on at 8.30 on Channel 5? What's the name of the news programme? What time's the film on?* One set of questions for each group of four
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Song worksheet* (pages 15 and 20); *Kid's Box Interactive DVD 5, The music room*, Unit 1 'I don't like TV' song

Pupil's Book page 13

Warmer

- Name TV programmes pupils know for them to guess the genre. Introduce *music videos* and write it on the board.

11 Listen and say the programme.

- Tell pupils to open their Pupil's Books at page 13. Focus them on Activity 11. Play the CD. Pupils point to/say the programme quietly to their friend. Play the CD again. Check with the class.

Key: 2 quiz show, 3 documentary, 4 cartoon, 5 weather, 6 music videos, 7 comedy programme, 8 news

CD 1, 17

- COMMENTATOR:** Goal!
CROWD: Yeah!
- QUIZ MASTER:** Question one. What's the capital of Venezuela?
BOY: Caracas.
QUIZ MASTER: Yes. Two points.
- This is a forest. There are lots of birds hiding in its trees. Let's go and find them.
- Meow! Meeooooow!
- WEATHER PRESENTER:** Good morning. It was sunny yesterday, but today it's raining.
- School is cool, it's where we go,
From Monday to Friday, I'm sure you know.
We study and we play, that's what we do.
We do it in the morning and the afternoon!
- COMEDIAN 1:** Why didn't the skeleton go to the park?
COMEDIAN 2: It had no body to go with!
- NEWS READER:** The Education Minister is visiting a new library in Liverpool today. The library has got one million books.

12 Choose words to talk about the different programmes.

- Focus pupils on the word box and dialogue prompts. Pre-teach *amazing*. Elicit some comments about the programmes, using the prompts. Make sure they use comparatives and superlatives correctly. Make groups of four. Pupils take turns to make comments about the programmes.
- Each pupil then writes six sentences about the programmes in their notebooks, using the comparative or superlative.

13 Listen and say the words to complete the song. Check and sing.

- Focus pupils on the song and on the Activity 13 instructions.
- Play the CD. Pupils listen and draw the clock hands. Check with the class. Play the CD again. Check general understanding, e.g. how many programmes the person watches and the meaning of *not my thing*. Pupils repeat it line by line and then verse by verse. Then they sing the song right through.

Key: ten past three, five to two, seven o'clock, half past three, quarter past four, ten past seven

CD 1, 18

As in Pupil's Book and key

CD 1, 19

Now sing the song again. (Karaoke version)

14 Read and say the corresponding words for each number. **F** towards

- Focus pupils on Activity 14. Set the question: *What's the name of the programme Tim and Jen wanted to watch?* (Friendly). Pupils quickly read to find the answer. They check in pairs. Pupils read the text in more detail to complete the text using the words in the box. They check in pairs. Ask why Tim and Jen didn't see the programme.

Key: 1 past, 2 waited, 3 arrived, 4 turned on, 5 news

Extra activity 1: see page 213 (if time)

Activity Book page 13

12 Read and complete the table.

Key:

Name	Sophia	Emma	Frank	Harry
Kind of programme	Cartoon	Quiz	Sport	Documentary
Programme name	Quacky Duck	Who wants to be a billionaire?	Sunday sports	World about us
Programme time	4.20	3.50	4.45	4.10

13 Now answer the questions.

Key: 2 *Who wants to be a billionaire?*, 3 3.50, 4 Emma's, 5 Harry, 6 4.20

14 Answer the questions. **F** towards

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

15 How many words can you find in 'documentaries'?

Key: Pupils' own answers

Optional activities

- Unit 1 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 15 and 20).
- The music room:* Unit 1 'I don't like TV' song from *Kid's Box Interactive DVD 5*. See pages 28-30, 32-33 of the *Teacher's Booklet*.

Ending the lesson

- Pupils sing the song again from earlier in the lesson.



15 **Dan's phonics**

The students usually use computers At the university on Tuesdays. But today they're at the museum, Playing beautiful music!

Speaking 16 Ask your friend.

Questionnaire

- How often do you watch TV? Three times a week.
- What's your favourite programme?
- What kind of programme is it?
- What day's it on?
- What time's it on?
- Why do you like it?

Writing 17 Write about your friend.

Peter watches TV three times a week. His favourite programme is ...

Joke Corner

What's the worst time to play football?

Phonics Vowel sound: 'yoo' (usually, music)

When it's five to one.

16 Complete the sentences.

Tuesday university review usually documentary amazing

- After you see a film, you can write a review about it.
- I _____ wake up at 8.30 in the morning.
- Let's watch the _____ about monkeys on TV tonight.
- On _____ afternoon the students have computer studies.
- My sister is going to _____ next year.
- Look at Daisy's _____ new jacket!

17 Listen, check and say.

18 Read the text and answer the questions.

Detective Will Hard is an amazing TV programme about a police officer and his adventures. He has to catch dangerous thieves in a big city. He's often in terrible situations. Ben Jones is the actor who plays the police officer. It's on Channel 4 at half past five on Saturday afternoons. I like this programme because it's really fast and exciting. There are lots of action scenes. The programme is funny, too. Detective Hard makes a lot of jokes.

• When you write about something which happened to you, or you read or saw, you need to think about these questions: What? Where? When? Who?

• Apart from that, you can also answer these questions: Do you like it? Why? / Why not?

Write it right!

- What's the TV programme called? Detective Will Hard.
- What's it about? _____
- Which actor's in it? _____
- Which channel is it on? _____
- What time is it on TV? _____
- Why does he like it? _____

19 Use the questions and answers to write a review of a TV programme or film.

I'm going to review a _____

Objectives: By the end of the lesson, pupils will have practised the phoneme /ju:/ and completed a writing activity.

Target language

- **Key language:** the phoneme /ju:/, present simple, review
- **Additional language:** five to one
- **Revision:** TV programmes

Materials required

- Extra activity 1: Large sheet of paper for each group of four, coloured markers
- Optional: *Kid's Box Teacher's Resource Book 5 Unit 1 Topic worksheet* (pages 15 and 21)

Pupil's Book page 14

Warmer

- Write the words *you*, *Tuesday* and *usually* on the board. Ask pupils which sound all three words have in common. Say the words aloud. Pupils discuss in pairs. Elicit suggestions. Repeat the words emphasizing the /ju:/ sounds. Elicit the sound. Underline the sound on the board (*you*, *Tuesday*, *usually*). Tell pupils they will be practising recognising this sound and looking at different spellings for the sound in today's lesson.

15 Dan's phonics

- Tell pupils to open their Pupil's Books at page 14. Focus them on the Activity 15. Elicit that this is the pronunciation activity. Play the CD. Say the rhyme while pupils follow it silently in their books. Play the CD again for pupils to join in. Repeat once or twice more, making sure pupils say the /ju:/ sound correctly. In pairs, pupils practise the rhyme.

CD 1, 20

As in Pupil's Book

16 Ask your friend. **F** towards

- Focus pupils on the first question and example answer in the questionnaire. Prompt different pupils to ask this first question around the class and for different pupils to answer (open pairs). Pupils read the other questions aloud. Check for correct pronunciation and intonation of the questions. Pupils work in pairs. They write their partner's answers in their notebooks.

Extra activity 1: see page 214 (if time)

17 Write about your friend.

- Focus pupils on Activity 17. Ask one pupil *What did you find out?* Elicit one or two sentences about their friend, prompting use of the third person. Repeat for one or two other pupils, to check understanding of the activity. Pupils work individually and write about their partner in their notebooks.

Joke Corner

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

CD 1, 21

As in Pupil's Book

Activity Book page 14

16 Complete the sentences.

Key: 2 usually, 3 documentary, 4 Tuesday, 5 university, 6 amazing

17 Listen, check and say.

- Play the CD for pupils to listen and check. They compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key: See audioscript

CD 1, 22

- After you see a film, you can write a review about it.
- I usually wake up at 8.30 in the morning.
- Let's watch the documentary about monkeys on TV tonight.
- On Tuesday afternoon the students have computer studies.
- My sister is going to university next year.
- Look at Daisy's beautiful new jacket!

18 Read the text and answer the questions.

- Before pupils do the activity, focus them on the Write it right! box and discuss the questions. Pre-teach/Show examples of *reviews*.

Key: 2 It's about a police officer and his adventures. 3 Ben Jones is in it. 4 It's on Channel 4. 5 It's on at half past five on Saturday afternoons. 6 Because it's really fast and exciting, and it's funny too.

19 Use the questions and answers to write a review of a TV programme or film.

Key: Pupils' own answers

Extra activity 2: see page 214 (if time)

Optional activity

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

Ending the lesson

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