

4 In the city

4 In the city

1 Listen. Find Meera's flat.

2 Ask and answer.

in front of behind next to between opposite

What's opposite the cinema?

The bus station.

36

4 In the city

1 Sort and write the words.

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5 enicam

6 ubs ttasoni

7 akbn

8 aelivlg

9 rpka

10 hspo

11 oshclo

12 ylrrbia

2 Look at the code. Write the secret message.

26	25	24	23	22	21	20	19	18	17	16	15	14
a	b	c	d	e	f	g	h	i	j	k	l	m
13	12	11	10	9	8	7	6	5	4	3	2	1
n	o	p	q	r	s	t	u	v	w	x	y	z

I h e r e ' s / / _ _ _ _ _ / _ _ _ _ _ /

7-19-22-9-22'-8 / 26 / 8-4-18-14-14-18-13-20 / 11-12-12-15 /

13-22-3-7 / 7-12 / 7-19-22 / 24-18-13-22-14-26

Objectives: By the end of the lesson, pupils will be able to talk about places in a city and say where they are.

Target language

- **Key language:** bank, bus station, cinema, library, market, sports centre, supermarket, swimming pool, near, opposite
- **Additional language:** cool, over here, see you, borrow (books), High Street
- **Revision:** house and home, prepositions, café, hospital, shop, park, town, map, food, look at, Let's ... , shoe shop, toy shop

Materials required

- City flashcards (54–62)
- Optional: Kid's Box Teacher's Resource Book 3 Unit 4 Reinforcement worksheet 1 (pages 36 and 37)

78 Kid's Box Teacher's Book 3

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Pupil's Book page 36

Warmer

- Revise prepositions *next to, between, in front of, behind*. Invite four pupils to come to the front. Give them instructions, e.g. *Sara, stand between Philip and Anthony. George, stand behind Philip*. Give other instructions to practise all the prepositions. Repeat with another group of four.
- Introduce *near* and *opposite* and demonstrate using pupils' objects. Invite another group of four and give instructions, including the new prepositions.

Presentation

- Teach/Elicit the new vocabulary using the flashcards. Review *café, park, shop* and *hospital* by drawing pictures and/or using mime.
- Ask questions about places, e.g. *Where can we do our shopping? Where can we play sports / watch a film / catch a bus?* Elicit the names of the shops, sports centres, etc. locally to check pupils' understanding. Elicit the words again and develop a mind map around the topic *In the city*.

1 Listen. Find Meera's flat.

- Elicit about Meera from Unit 2 (she's moving house from a village in the country to a flat in the city). Tell pupils to open their Pupil's Books at page 36. Focus on the picture. Elicit what they can see. Review *map* and the new vocabulary. Ask questions with *Where* to elicit prepositions, e.g. *Where's the swimming pool?* (behind the sports centre). Direct pupils to the activity instructions and check understanding. Play the CD. They place an eraser on Meera's flat (behind the park, next to the library). They check in pairs. Play the CD again. Check with the class. Check general comprehension by asking, e.g. *Where's the sports centre?* (next to the bus station). *Where does Meera's family buy their food?* (at the market). *What's the name of the street with lots of shops?* (High Street).

CD 2, 14

MEERA: Look at this map. My new flat's on it.
ALEX: Cool! Is there a sports centre near you?
MEERA: Yes, look. It's over here, next to the bus station.
SIMON: Wow! And there's a really big swimming pool behind it!
STELLA: Oh, look. Here's Park Road. There's a big library ...
 Mmm. Lots of books there.
MEERA: Yes, that's next to the bank, where my dad works.
LENNY: What's this, next to the cinema?
MEERA: That's the market. We get our fruit there.
ALEX: Oh, we go to the supermarket to get our food.
SIMON: ... Food. Come on! Let's go for lunch.
ALEX AND LENNY: Yeah, good idea, Simon. See you, Meera!
 See you, Stella!
MEERA: See you!
STELLA: So where is your flat, Meera?
MEERA: It's here, behind the park, next to the library.

2 Ask and answer.

- Focus pupils on Activity 2 and on the speech bubbles. Two pupils read the question and answer aloud. Practise other questions and answers in open pairs to check understanding and correct use of prepositions.
- Pupils work in pairs. They study the map for one minute. Then they take turns to ask and answer.
- Transfer the focus to the pupils' own town/village/city. Ask questions around the class about places where they live. Help with new vocabulary if necessary. Pupils ask and answer in open pairs.

Extra activity 1: see page 210 (if time)

Activity Book page 36

1 Sort and write the words.

- Tell pupils to open their Activity Books at page 36. Direct them to the activity instruction and the example answer. Check understanding. Pupils work individually. They solve the anagrams and write the words in the crossword grid. They check in pairs and then as a class.

Key: 2 town, 3 hospital, 4 supermarket, 5 cinema, 6 bus station, 7 bank, 8 village, 9 park, 10 shop, 11 school, 12 library

2 Look at the code. Write the secret message.

- Focus pupils on Activity 2 and elicit what they can see (a code). Check they know how it works. Pupils work in pairs to work out the code and complete the message. Check with the class. Fast finishers draw a picture to illustrate the sentence.

Key: There's a swimming pool next to the cinema.

Extra activity 2: see page 210 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 37).

Ending the lesson

- Review vocabulary by asking, e.g. *Where can I borrow books? Where can I buy food? Where can I go when I'm not well? Where can I go to exercise?*

4

3 Look at the picture. Listen and answer.

Where's the bank?
 It's next to the supermarket.

Grammar
 Where's the bank?
 The bank is **near** the bus station,
opposite the swimming pool.

4 Ask and answer.

You go to the cinema to see a film.

Where do you go ...

- 1 ... to see a film?
- 2 ... to play badminton?
- 3 ... to buy food?
- 4 ... to get some money?
- 5 ... to catch a bus?
- 6 ... to see a doctor?
- 7 ... to fly a kite?
- 8 ... to swim?

Grammar
 Where do you go
to learn English?

Where's the sports centre?
 It's next to the swimming pool.

Where's the ... ?
 It's ...

Vocabulary bank bus station cinema hospital library market shop sports centre supermarket swimming pool

Grammar Prepositions: near, opposite
 Infinitives of purpose:
 You go there to buy food.

37

3 Look, read and write. Match.

- 1 You go there to buy food and drink. supermarket
- 2 You go there to read books. _____
- 3 You go there to play tennis and volleyball. _____
- 4 You go there to get money. _____
- 5 You go there to see films. _____
- 6 You go there to catch a bus. _____
- 7 You go there to swim. _____
- 8 You go there to buy good fruit and vegetables. _____

4 Complete the picture. Answer the questions.

market bus station
 cinema bank
 sports centre library

- 1 Where's the market? The market is next to the
- 2 Where's the bus station? _____
- 3 Where's the cinema? _____
- 4 Where's the bank? _____
- 5 Where's the sports centre? _____
- 6 Where's the library? _____

37

Objectives: By the end of the lesson, pupils will have had more practice talking and writing about places in a city and their location.

Target language

- **Key language:** infinitive of purpose, e.g.
You go there to buy food. Where do you go to see a film? fruit, vegetables, money, CD, flowers
- **Additional language:** *volleyball*
- **Revision:** city, prepositions, *doctor, toys, swim, play badminton, fly a kite, buy, tennis*

Materials required

- City flashcards (54–62)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 1* (pages 36 and 39); Grammar reference Unit 4 *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95)

Pupil's Book page 37

Warmer

- Review city vocabulary using a mind map. Write *In the city* in the centre of the board and elicit the words from the previous lesson, e.g. *bank, library*. Check for correct pronunciation. Pupils copy the mind map into their notebooks. Practise the words again using the flashcards. Ask one or two questions to prepare for Pupil's Book Activity 4, e.g. *Where do you go to watch a film?* (cinema).

3 Look at the picture. Listen and answer.

- Tell pupils to open their Pupil's Books at page 37. Focus pupils on the Grammar box. Read the question and the answer. Tell pupils to point at the bus station, the swimming pool and the bank in the picture and make sure they understand 'near' and 'opposite'. Direct them to the Activity 3 instructions and check understanding. Give them time to study the picture and find the places. Play the CD. Pupils whisper the answer to their partner. Play the CD again. Check after each one to elicit the answer from the class, or from groups of pupils.

Key: It's next to the cinema. It's next to the supermarket. It's between the bank and the hospital. It's next to the swimming pool. It's next to the bus station. It's next to the supermarket. It's behind the park.

CD 2, 15

Where's the park?
 Where's the bus station?
 Where's the hospital?
 Where's the supermarket?
 Where's the sports centre?
 Where's the cinema?
 Where's the bank?
 Where's the swimming pool?

4 Ask and answer.

- Focus pupils on the Grammar box. Read the question and pupils repeat. Tell pupils we use the infinitive (to learn) to express purpose. Then focus pupils on Activity 4 and on the example answer in the speech bubble. Two pupils read the question and the answer aloud. Direct them to the activity instruction and check understanding. Pupils do the activity in open pairs. Check for correct rhythm and intonation in the question (weak forms / falling tone) and sentence stress in the answer (on the place). Make sure all pupils in the class ask or answer.
- Pupils work in pairs, taking turns to ask and answer. More confident pupils can ask about different places. Elicit understanding of impersonal *you* and that it doesn't refer to individual pupils.

Key: 2 the sports centre, 3 the market/supermarket, 4 the bank, 5 the bus station, 6 the hospital, 7 the park, 8 the swimming pool

5 Look at the picture. Ask and answer.

- Focus pupils on the Activity 5 instructions and check understanding. Ask two pupils to read the speech bubbles aloud. They work in pairs. Make sure they realise it is a memory game. Pupil A closes his/her book and Pupil B looks at the picture and asks questions as in Activity 3. Pupil A answers. Pupils then swap roles.

Extra activity 1: see page 210 (if time)

Activity Book page 37

3 Look, read and write. Match.

- Tell pupils to open their Activity Books at page 37. Focus them on Activity 3 and elicit the places they can see in the pictures. Pupils work individually and write the shop/place in pencil. They check in pairs. Check with the class by eliciting the word and the spelling.

Key: 2 library, 3 sports centre, 4 bank, 5 cinema, 6 bus station, 7 swimming pool, 8 market

4 Complete the picture. Answer the questions.

- Focus pupils on Activity 4 and on the activity instruction. Make sure pupils realise the picture is a simple map of part of a city. Write the following places on the board: *bus station, cinema, bank, sports centre, library*. Pupils work individually. They decide what the function of the empty buildings marked on the map will be. They draw a simple picture/symbol to represent each place (e.g. buses at the bus station, a film ticket or projector for the cinema, currency symbols or notes and coins for the bank, etc.). Set a time limit.
- Focus pupils on the questions below the map and the example answer. Pupils read the rest of the questions and write the answers in their Activity Books according to the map they have drawn. Check by eliciting example answers in open pairs (one pupil asks a question from Activity 4, and another pupil answers according to his/her map).

Extra activity 2: see page 210 (if time)

Optional activities

- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 39).
- Grammar reference Unit 3 from *Pupil's Book 3* (page 95) and *Activity Book 3* (page 95). See answer key on *Teacher's Book 3* page 195.

Ending the lesson

- Elicit from different pupils what their favourite place in the town/city is and why.

4

6 Look, think and say the answer.

- Where are the children?
- Which children are happy?
- What book has Lenny got?
- What time is it?



7 Listen and check.

8 Listen and say 'yes' or 'no'.

Grammar
 We **must** be quiet in the library.


38 Grammar Must for obligation: statements

5 Read and circle the best answer.

- You must be quiet in a
 a) sports centre b) library c) park
- To catch a bus you must go to the
 a) bank b) bus station c) hospital
- You must clean
 a) the bank b) the bus station c) your bedroom
- To fly your kite you must go to
 a) the supermarket b) the library c) the park
- You must sit down in the
 a) market b) swimming pool c) cinema
- To see a doctor you must go to a
 a) hospital b) bank c) market
- You must take money to a
 a) park b) supermarket c) library
- To see a film you must go to the
 a) cinema b) swimming pool c) sports centre

6 Read and match.

Suzy must tidy her bedroom. She must put the books in the bookcase. She must put her kite on the cupboard and her T-shirt in the cupboard. She must put her pencils on the desk next to the computer and her shoes under the bed. She must put her toy box between the bed and the bookcase.



38

Objectives: By the end of the lesson, pupils will have talked about obligations using *must*.

Target language

- Key language:** *must* for obligation, impersonal *you*, *tidy*, *untidy*
- Additional language:** *book on doctors*, *book about football*, *now*
- Revision:** *town*, *quiet*, *love + -ing*, *come back*, *need to*, *Let's ...*

Materials required

- Extra activity 1: The CD script from Pupil's Book Activity 7 written on a large piece of paper
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Reinforcement worksheet 2* (pages 36 and 38)

Pupil's Book page 38

Warmer

- Show the class a book and say *I'm reading this book. It isn't my book. It's from a ...* Elicit *library*. Ask pupils *What do I do when I finish the book?* Check that pupils are familiar with the idea of borrowing a book from a library and then taking it back. Make sure that they don't confuse *library* and *book shop*. Ask different pupils *Do you sometimes go to the library? How often do you go?* Discuss in L1 what other things we can do at the library (e.g. *borrow CDs, use the internet, listen to a story*).

6 Look, think and say the answer.

- Tell pupils to open their Pupil's Books at page 38 and to look at the pictures. Elicit who and where the characters are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers/predictions in pairs, looking for clues in the picture.

7 Listen and check.

- Play the CD. Pupils listen for the answers. They check in pairs. Play the CD again. Check with the class. Elicit complete sentences for the answers.
- Focus on the sentence *We must go and catch the bus*. Point out to pupils that *must* is the same for all persons (*I must, She must, You must*, etc.). Focus pupils on the Grammar box. Check general comprehension by asking, e.g. *Why does Stella say 'Shh' to Lenny?* (They're in the library and they must be quiet).

Key: 1 They are in the library. 2 Lenny, Alex and Simon are happy. 3 He's got a book about football. 4 It's five o'clock.

CD 2, 16

NARRATOR: The children are in the library, looking at books.

LENNY: Look at this book, Stella! It's about football.

STELLA: Shh, Lenny! We're in a library. We must be quiet.

LENNY: Oops, sorry. Meera, look what I've got.

MEERA: That's nice, Lenny.

LENNY: It's about football! It's got lots of pictures of my favourite players!

MEERA: Shhhh, Lenny. You must be quiet in the library!

LENNY: Sorry!

ALEX: Hey, Lenny. What have you got?

LENNY: It's a book about football.

SIMON: Cool! That's GREAT! Can I see? Look, it says football is ...

STELLA, MEERA: Shhhh, Simon! You must be quiet in the library!

GRANDPA: Come on, everybody. It's five o'clock. We must go and catch the bus now.

LENNY: OK, OK. Can we come back next week?

GRANDPA: Yes, I think so ... but you must be quiet!

8 Listen and say 'yes' or 'no'.

- Focus pupils on the activity instruction and check understanding. Tell them to whisper to their partner the first time. Play the CD. Pupils listen and whisper. Play the CD again. Pause after each one. Elicit the response (yes/no) from the class and a correct sentence for 'no' responses. If pupils can't remember (this is not a test of memory), play the CD for Activity 7 again.

Key: 1 no (they're at the library), 2 yes, 3 no (he's got a book about football), 4 yes, 5 no (they must catch a bus), 6 yes

CD 2, 17

- 1 The children are at the bank.
- 2 You must be quiet in the library.
- 3 Lenny's got a book about art.
- 4 The book's got lots of pictures of Lenny's favourite football players.
- 5 Grandpa Star and the children must catch a plane.
- 6 The children want to come back next week.

Extra activity 1: see page 210 (if time)

Activity Book page 38

5 Read and circle the best answer. [YLE]

- Tell pupils to open their Activity Books at page 38. Focus them on the activity instruction and check understanding. Point out the example. Pupils work individually and circle the correct answer in pencil. They check in pairs. Check with the class. Elicit other examples for each one, e.g. *1 cinema*.

Key: 2 b, 3 c, 4 c, 5 c, 6 a, 7 b, 8 a

6 Read and match.

- Focus pupils on Activity 6. Elicit what they can see in the picture (Suzy's bedroom) and elicit/teach *untidy/tidy*. Say *Suzy's bedroom is very untidy. She must tidy it*. Direct pupils to the activity instruction and check understanding. Pupils work individually. They can ask their partner for help. They check in groups of three. Monitor and check pupils' work.

Extra activity 2: see page 210 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 38).

Ending the lesson

- Tell pupils what to do, using *must*, to close the lesson, e.g. *You must put your pencils in your pencil case. You must put your books in your bag. You must put your hands on your desk. You must stand up.*

4

9 Read and say the correct letter for each picture. Then listen and check.

1 - d

1 Must I make my bed, Dad?	Yes, you must.
2 Must I wear a skirt, Dad?	Yes, you must.
3 Must I go to school, Dad?	Yes, you must.
4 Must I do my homework, Dad?	Yes, you must.
5 Must I clean my shoes, Dad?	Yes, you must.
6 Can I play in the park, Dad?	Yes, you can!

Grammar

Must I study today?
Yes, you must.
Can I play later?
Yes, you can.

10 Sing the song.

Grammar Must for obligation: questions Impersonal you Can for permission

39

7 Read and tick. Listen and check.

At school we must:

answer the teacher's questions	<input checked="" type="checkbox"/>
listen to the teacher	<input type="checkbox"/>
wear trousers	<input type="checkbox"/>
run in the playground	<input type="checkbox"/>
come to class with a pencil	<input type="checkbox"/>
eat our lunch in the dining room	<input type="checkbox"/>
put our hands up to speak	<input type="checkbox"/>
sit next to our friends in the library	<input type="checkbox"/>
do our homework	<input type="checkbox"/>
drink in the playground	<input type="checkbox"/>
speak English in class	<input type="checkbox"/>

8 Write. What must you do at home?

do homework go to bed clean bedroom clean teeth
 clean shoes make bed put books in bookcase

I must clean my teeth

39

Objectives: By the end of the lesson, pupils will have had more practice using *must* for obligations and sung a song.

Target language

- **Key language:** *must* for obligation, *can* for permission
- **Revision:** town, school, clothes, lunch

Materials required

- Extra activity 1: Photocopiable activity 4a (page 199), copied onto thin card, one per pupil and one for yourself, scissors, envelopes
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Song worksheet* (pages 36 and 41); *Kid's Box Interactive DVD 3 The music room*, Unit 4 'Must I ...?' song

Pupil's Book page 39

Warmer

- Review *must* by asking *What must you do at home to help your mum and dad?* Pupils respond *I must ...* Write the ideas on the board.
- 9 Read and say the correct letter for each picture. Then listen and check.
 - Tell pupils to open their Pupil's Books at page 39. Focus them on the pictures and elicit what they can see. Direct pupils to the activity instructions and the example answer. Check understanding. Pupils match the sentences with the pictures. They check in pairs. Check with the class.
 - Focus pupils on the Grammar box. Elicit/Teach the difference between *must* (obligation / it's very important / it's a rule) and *can* (permission). Read the questions and answers in the box. Provide other examples which are in daily use in the classroom, e.g. *You must do your homework. You can work with a partner.* Note pupils are only familiar with *can* for ability.

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

CD 2, 18

As in Pupil's Book

10 Sing the song.

- Focus pupils on Activity 10. Teach the song to pupils line by line with actions. Encourage them to use appropriate intonation for the dad and the girl. Repeat the song with the class until they are confident. Make two groups: dads and girls. They sing the song in role and then swap roles and repeat.

CD 2, 18

As in Pupil's Book

CD 2, 19

Now sing the song again. (Karaoke version)

Extra activity 1: see page 210 (if time)

Activity Book page 39

7 Read and tick. Listen and check.

- Tell pupils to open their Activity Books at page 39. Focus them on the school rules. Pupils take turns to read them aloud, including *We must* at the beginning of each one. Tell pupils to choose which rules they like. They compare in pairs (they don't have to agree).
- Play the CD. Pupils listen and put a tick of another colour next to the sentences they hear. Pupils check in pairs. Play the CD again. Check with the class by eliciting the sentences from the CD. Pupils write the sentences in their books. They follow the model.

CD 2, 20

- We must answer the teacher's questions.
- We must listen to the teacher.
- We must come to class with a pencil.
- We must put our hands up to speak.
- We must do our homework.
- We must speak English in class.

Extra activity 2: see page 210 (if time)

8 Write. What must you do at home?

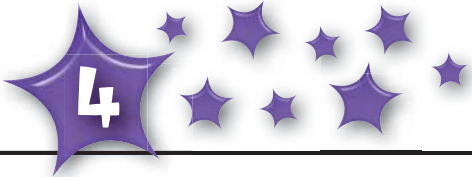
- Brainstorm responses to the question *What must you do at school?* Write the ideas on the board.
- Focus on the phrases in the box in Activity 8 and check understanding. Pupils write four sentences using the phrases or ideas of their own in their Activity Books. Monitor and check use of *must*. They compare their sentences in pairs. More confident pupils can read their sentences to the class.

Optional activities

- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 3* (pages 36 and 41).
- The music room*: Unit 4 from *Kid's Box Interactive DVD 3*. See pages 28-29, 31-33 of the *Teacher's Booklet*.

Ending the lesson

- Start a chain around the class, selecting pupils at random to continue. Start, e.g. *At home I must clean my room.*
 Pupil 1: *At home I must clean my room and help my mum.*
 Pupil 2: *At home I must clean my room, help my mum and feed my hamster,* etc. Stop the chain when it gets to about six activities and start another one with, e.g. *At school ... / At the swimming pool ...*



11

Stella's phonics

Cindy and Lucy are in the city.

They buy an ice cream at the cinema.

'This film is exciting!' says Cindy.

12

Ask and answer. Find a time when Vicky and Sam can play tennis.

Can Sam play tennis on Friday?

No, he must go to the doctor on Friday.

40

Phonics

Consonant sound: 's' (city, ice)

9

Listen and say. Circle the words with the 's' sound.

1 city

2 centre

3 comic

4 catch

5 face

6 computer

7 uncle

8 balcony

9 place

10 clean

11 exciting

12 dance

10

Put the words in groups.

granddaughter

bank

upstairs

wake-up

uncle

basement

cinema

daughter

have lunch

parent

shop

floor

get up

hospital

balcony

library

lift

grandson

catch

play

aunt

café

wash

downstairs

Actions

wake up

Places

bank

Home

upstairs

Family

granddaughter

Ha! Ha! Ha!

Doctor, doctor, I think I need glasses.

Yes, you do. This is the library!

Joke Box

40

Objectives: By the end of the lesson, pupils will be able to recognise that the letter *c* is pronounced with the /s/ phoneme before the letters *i*, *e* and *y*, and they will have asked and answered questions.

Target language

- **Key language:** *city, ice cream, cinema, exciting*
- **Additional language:** *Cindy, Lucy, find a time*
- **Revision:** days of the week, city, home, activities, family, *can, must*

Materials required

- Photocopiable activity 4b (page 200), one photocopy (cut in half) for each pair of pupils
- Extra activity 2: Two or three rolled up newspapers

Pupil's Book page 40

Warmer

- Say *Look and think*. Write the words *juice*, *dance* and *bicycle* on the board. Say *Think about the sound and the spelling*. Where is the sound 's' in these words? Ask a pupil to underline the letter which makes the sound 's' (underline the letter *c* as follows: *juice*, *dance*, *bicycle*). Pupils are going to learn more about the sound 's' for the letter *c*.

11 Stella's phonics.

- Tell pupils to open their Pupil's Book at page 40. Elicit what they can see in the picture (*city*, *ice cream*, *cinema*). Write the names *Cindy* and *Lucy* on the board and ask volunteers to say them aloud. Teach *exciting*. Tell pupils to listen and point the first time. Play the CD. Pupils point and follow the words. Play the CD again. Pause for pupils to repeat. Practise the words with 'c' chorally if necessary. Pupils practise saying the sentences in pairs.

Notes: Spanish-speaking pupils sometimes pronounce the *c* before *e* or *i* with the /θ/ phoneme. If your pupils speak Spanish, it is a good idea to review this rule as new words with this spelling pattern come up. This sound / spelling rule also applies to the letter *g*, which is pronounced with the /dʒ/ sound before *i* and *e* (e.g. *giraffe*, *general*, *gym*).

CD 2, 21

STELLA: Hi, I'm Stella! Repeat after me!
 /s/, /s/, Cindy
 /s/, /s/, Lucy
 Cindy and Lucy are in the city.
 Cindy and Lucy are in the city.
 They buy an ice cream at the cinema.
 They buy an ice cream at the cinema.
 'This film is exciting!' says Cindy.
 'This film is exciting!' says Cindy.

Extra activity 1: see page 210 (if time)

12 Ask and answer. Find a time when Vicky and Sam can play tennis.

- Focus pupils on Activity 12 and on the activity instructions. Check understanding. If you didn't do Extra activity 1, review use and meaning of *must* with reference to school rules, etc. Divide the class into pairs A and B. Hand out a copy of Photocopiable activity 4b (see page 200) to each pair: Vicky's diary to Pupil A and Sam's to Pupil B. Ask questions about the two diaries, e.g. *Can Sam play tennis on Saturday?* (Yes, he can.) *Can Vicky play tennis on Saturday?* (No. She must go to her grandma's house.). Say *They can't play tennis on Saturday. You must find a different day*. Pupils take turns to ask and answer about the two children's diaries, and find a time when they can play tennis. Encourage pupils to make full sentences. Elicit the answer from the class (Thursday).

Activity Book page 40

9 Listen and say. Circle the words with the 's' sound.

- Tell pupils to open their Activity Books at page 40. Play the CD. Pupils repeat the words. Play number 1 and then the rest of the CD, pausing after each word for pupils to repeat. Play the CD again. Pupils circle the words in pencil. Check with the class.

Key: 2 centre, 5 face, 9 place, 11 exciting, 12 dance

CD 2, 22

As in Activity Book

10 Put the words in groups.

- Focus pupils on Activity 10. Check they understand the instructions (groups = word families) and the group headings. Point out the example answers. They work in pairs and write the words in pencil in the correct column. Pairs check with pairs. Check with the class.

Key: Actions: have lunch, get up, catch, play, wash
 Places: cinema, shop, hospital, library, café
 Home: basement, floor, balcony, lift, downstairs
 Family: uncle, daughter, parent, grandson, aunt

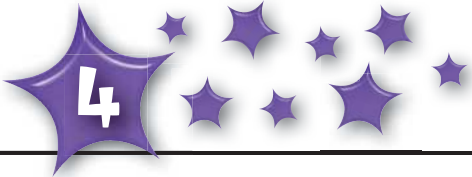
Extra activity 2: see page 211 (if time)

Joke box

- Focus pupils on the Joke box. Tell the joke to pupils as they follow in their books. Mime and use your voice to convey the meaning of the joke and the fact that it is a joke. If pupils don't get the joke the first time, tell it again.

Ending the lesson

- Pupils repeat the sentences from the beginning of the lesson. Divide the class into three. They each take a line. They say their sentences in turn, emphasising the 's' sounds.



13

Listen to the story.

Lock and Key are looking for work on the computer.

Hmm, Lottie Cash, the bank robber. We can find her.

WANTED
Lottie Cash

No problem, Lock!

I need some money. I must go to the bank.

Today is a lovely day for shopping in the city.

Come on then, let's go. I love shopping.

It's her! It's Lottie Cash, the bank robber! She's going to the bank now.

We must stop her! We need to get there before her.

Give me that money, Lottie Cash!

Lottie who?

Don't touch her money!

What? Not you again, Mr Key!

Stand up, Key. You and I need to talk!

No problem, Lock!

14

Act out the story.

41

Do you remember?

Look and read

Say

Cover the words

Write the words

Correct

_____ bank

_____ bus station

_____ cinema

_____ library

_____ market

_____ supermarket

_____ sports centre

_____ swimming pool

Can do

I can write 'city' words.

I can talk about places in my city.

I can talk about things I must do.

41

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

Target language

- **Key language:** language from the unit, *bank robber, look for, Hands up! Give me ...*
- **Additional language:** *I really need ... , so*
- **Revision:** *episode, cash, money, Lock and Key, No problem, must, shopping, lovely day, Let's go, Don't touch*

Materials required

- Playscript 4 *Kid's Box Teacher's Resource Book 3* (pages 80 and 85)
- Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 2* (pages 36 and 40); the animated version of the Unit 4 story from *Kid's Box Interactive DVD 3* (*Suzy's room* section)

Pupil's Book page 41

Warmer

- Review the *Lock and Key* story so far. Select six to eight speech bubbles from previous episodes and write them on the board. Elicit from pupils who said them and what's happening in that episode.

Story

13 Listen to the story.

- Tell pupils to open their Pupil's Books at page 41. Elicit which episode this is (5). Focus them on the Wanted notice on the computer screen. Use the picture to teach *bank robber*. Set the pre-listening questions: *What's the bank robber's name? Does Mrs Potts' friend like shopping? Do Lock and Key catch the bank robber?* Play the CD. Pupils look and listen. They check in pairs. Check with the class (Lottie Cash, Yes, she loves it, No, they catch Mrs Potts' friend!).
- Play the CD again. Pupils listen and repeat. Encourage them to say the words with intonation and feeling.
- Check comprehension by holding up your book and asking, e.g. *Why must Mrs Potts' friend go to the bank?* (she needs some money). *Where are they going shopping?* (in the city). *Who does Key think he sees?* (Lottie Cash). *What does Lock say?* (We must stop her). Elicit what Key's favourite phrase is (No problem, Lock). Ask if it's true (no).

CD 2, 23

As in Pupil's Book

Extra activity 1: see page 211 (if time)

14 Act out the story.

- Demonstrate the activity. Four pupils come to the front. Let each pupil choose a character. Play the CD and help them act out the story. Repeat with another group of three.
- To help children to act out the story, hand out a copy to each student of Playscript 4 from *Kid's Box Teacher's Resource Book 3* (page 85). See notes on page 80.

Activity Book page 41

Do you remember?

- Write the words *In the city* in the centre of the board. Brainstorm the words from the unit with pupils and write them as a mind map. Elicit the spellings from the class. Include: *bank, bus station, cinema, library, market, supermarket, sports centre, swimming pool*. Accept other words (e.g. *hospital, café, park*).
- Tell pupils to open their Activity Books at page 41. Clean the board. Direct pupils to the activity instructions and check understanding. They do the same as for the *Do you remember?* activity in previous units. They study the words on the right in silence, using the pictures to help. They cover the words on the right lines so that they can only see the pictures and the lines for the words. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *How do you spell 'cinema'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books with their friend and check their partner's. Weak pupils might simply copy the words.

Can do.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit/remind them of the activities they did in this unit when they wrote city words. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting/reminding them of the activities they did in this unit when they talked about places in their city. Pupils circle a face. Repeat for the third sentence, eliciting things they must do in school and at home. Pupils circle a face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

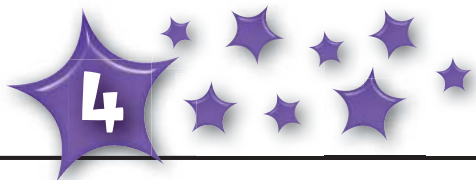
Extra activity 2: see page 212 (if time)

Optional activities

- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 3* (pages 36 and 40)
- *Suzy's room*: The animated version of the Unit 4 story from *Kid's Box Interactive DVD 3*. See pages 38-41, 43-45 of the *Teacher's Booklet*.

Ending the lesson

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



Maths Counting money

1 Do the maths.

- Sally wants a ball and a computer game.
 $£8 + £24 = £32$
- Lily wants a comic and a watch.
 $£1 + £15 = £16$
- John wants a watch and a kite.
 $£15 + £6 = £21$
- Fred wants a camera and a _____.
 $£60 + £1 = £61$
- Jane wants a _____ and a ball.
 $£15 + £8 = £23$
- I want a _____ and a _____.
 $£6 + £60 = £66$

2 Look at the menu. Read and answer.

- Four children are in a café. They've got ten pounds. Nick wants a chicken salad. Jill wants some ice cream. Tom wants some chocolate cake and Pat wants some milk.

How much money do they need?

£6.05

What else can they buy?

- Now you're in the café. You've got six pounds. You'd like an egg salad, some carrot cake and some lemonade.

How much money do you need?

What else can you buy?

Menu

Fish, rice and salad	£3.95
Chicken salad	£2.25
Egg salad	£1.75
Burger	£1.65
Apple cake	£1.30
Carrot cake	£1.45
Chocolate cake	£1.60
Ice cream	£1.25
Milk	95p
Lemonade	£1.15
Pineapple juice	£1.25
Orange juice	£1.10

42

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Pupil's Book page 42

Warmer

- Play the CD quietly in the background, if you have one. Put some of your local currency (coins and notes) on the desk. Say *Look. I've got some money. I'm rich!* Hold up the coins and notes. Elicit from pupils in English how much they're worth, e.g. *That's 10 euros. That's 50 cents.* Elicit/Teach the name of the currency used in your country in English. Elicit what the song on the CD is about – money!

1 Read. Say and answer.

- Briefly review numbers 1 to 100. Write *10, 20, 30, 40*, etc. on the board and elicit the words. Write *100* on the board and elicit *One hundred*.
- Tell pupils to open their Pupil's Book at page 42. Draw attention to the title of the lesson and check comprehension of *Maths* and *Counting money*. Focus pupils on Activity 1 and on the text. Read it aloud and check comprehension. Make sure pupils understand that *p* is an abbreviation for *pence* and that they recognise the pound symbol (£). Direct pupils to the photographs of the coins. If you have some of these coins and notes, show them to the pupils and let them handle and look at them. Hold up your book and point to the different coins. Say what each one is (e.g. *Fifty pence, One pound*). Pupils repeat.
- Focus pupils on the speech bubbles at the top of the activity. Ask two pupils to read them aloud. Elicit the question and answer for picture b (*What's b? One pence.*). Repeat for more coins if necessary. Pupils work in pairs. They take turns to ask and answer about the coins as in the example. Monitor and check that pupils are pronouncing the numbers and *pence/pound* correctly. Elicit the question and answer for each coin in open pairs.

Key: b one penny, c ten pence, d twenty pence, e one pound, f two pence, g two pounds, h five pence

2 Do the maths.

- Write the following simple sums on the board: $10 + 5 = 15$, $50 - 30 = 20$. Read the sums aloud (*Ten plus five equals fifteen, Fifty minus thirty equals twenty*). Pupils repeat. Teach *plus*, *minus* and *equals*. Dictate five or six sums. Pupils write them down in their notebooks. They check and do the maths in pairs. Elicit answers. Ask the pupil giving you the answer to say the whole sum in English first.
- Focus pupils on Activity 2. Ask a volunteer to read the first 'sum', using the pictures of the coins in Activity 1 to help (*Ten pence plus fifty pence plus five pence plus twenty pence equals eighty-five pence*). Elicit two or three more of the sums in the same way (without the answers). Pupils work in pairs to find the answers to the rest of the sums. Encourage them to say the sums out loud in English as they work. Monitor and help as necessary. Pairs compare their answers with other pairs.

3 Listen and check.

- Play the CD for pairs to check their answers to Activity 2. Play the CD again. Pause after each sum to elicit the answers. Write them on the board.

- Focus on the answers to numbers 3 and 5 and point to the Functions box. Explain that prices in English are pronounced with pounds first, then pence. Point out that the pound symbol is written at the beginning, but that we say *pound(s)* after the amount of pounds (e.g. *One pound, seventy-five*, not *Pound one, seventy-five*). Explain/Remind pupils that if the price is more than a pound, you do not need to add 'p' at the end.

Key: 2 73p, 3 £3.30, 4 35p 5 £1.84

CD 2, 24

- 1 10p plus 50p plus 5p plus 20p equals 85p
- 2 50p plus 1p plus 20p plus 2p equals 73p
- 3 £1 plus 20p plus 10p plus £2 equals £3.30
- 4 £1 minus 5p minus 50p minus 10p equals 35p
- 5 £2 minus 10p minus 1p minus 5p equals £1.84

4 Read, look and say the answer.

- Ask pupils in L1 if they sometimes save up to buy something they really want. Check comprehension. Read the text about Peter aloud and check comprehension of *buy*. Pupils work in pairs. They add up the value of the coins Peter has in order to see if he can buy the computer game. Elicit how much change Peter gets if he buys the game (5p).

Key: 1 £15.00, 2 Yes

Extra activity 1: see page 211 (if time)

Activity Book page 42

1 Do the maths.

- Tell pupils to open their Activity Book at page 42. Focus them on Activity 1 and ask what they can see in the photographs. Revise *price* and ask *How much is the (computer game)?* for each item. Pupils work in pairs to write the words and prices in numbers 2–6. Point out that they need to do some subtraction for number 5.

Key: 2 £16; 3 £15, £6; 4 comic, £60, £61; 5 kite, £6, £8

2 Look at the menu. Read and answer.

- Focus pupils on Activity 2 and elicit what they can see (a menu). Check understanding of *menu* and of the foods.
- Pupils work in the same pairs as for Activity 1. They study the problems and the menu and answer the questions.

Key: 1 anything which costs £3.95 or less (e.g. fish, rice and salad)
 2 £4.35 (four pounds, thirty-five), anything which costs £1.65 or less (e.g. a burger)

Extra activity 2: see page 211 (if time)

Ending the lesson

- Review with pupils what they learned about in today's lesson.

4

5 Ask and answer. How much is the book and the ball?
 That's £7, please.

£20
 £5
 85p
 £15.99
 £1.50
 £100
 £75
 £2
 £12.50
 £28.99

Project Make a shop. Go shopping.

Grammar How much is the book?
 How much are the books?

How much are the pens?
 They're 75p.
 Can I have two, please?
 That's £1.50, please.

Grammar How much / How many

Movers Reading and Writing, Part 4

3 Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

My name is Jack. I'm ten years old and I live in a house in a small village. Behind my house there's a big (1) _____. I go there with my (2) _____ Bonny. Bonny enjoys going there very much. She loves running and catching a ball. I like going there after school. I play with my friends.

My (3) _____ is in a big city near the village. I must catch a bus to school, but I can (4) _____ to the bus-stop. It's next to my house!

I enjoy going to the city on Saturdays, too. I always go shopping with my mum. We go to the big (5) _____ between the sports centre and the library. We buy our food for the week there.

After shopping I sometimes go to the library to get a good (6) _____ to read.

Example

village	walk	dog	ice cream	supermarket
book	park	climb	school	

(7) Now choose the best name for the story.
 Tick one box.

Jack's dog ☐ Jack's week ☐ Jack's school ☐

Objectives: By the end of the lesson, pupils will have talked more about money and prices and completed a project.

Target language

- **Key language:** money and prices, *trousers, book, watch, socks, digital camera, pen, ball, trainers, T-shirt, shopping list*
- **Additional language:** *MP3 player*
- **Revision:** toys, clothes, *How much is / are ... ?*

Materials required

- **Project:** Large piece of paper, coloured pens, scissors, shopping magazines, glue
- **Extra activity 2:** Word train materials from Pupil's Book pages 17, 25 and 35, a piece of paper for the 'carriage' for the words for this lesson
- **Optional:** *Kid's Box Teacher's Resource Book 3 Unit 4 Topic worksheet* (pages 36 and 42); Extra project idea, Unit 4 Changing money from *Kid's Box Teacher's Book 3* (page 219)

Pupil's Book page 43

Warmer

- Write a simple menu on the board with prices in English (see Activity Book page 42 for ideas) and elicit prices, using *How much is / are ... ?* Check for correct pronunciation of prices in pupils' answers.

5 Ask and answer.

- Tell pupils to open their Pupil's Book at page 43. Focus them on the Functions box on page 42 to remind them how to say the prices.
- Elicit what pupils can see in the pictures in Activity 5 (some trousers, a book, a watch, some socks, a digital camera, a pen, a ball, some trainers, an MP3 player, a T-shirt). Say each word. Pupils repeat. Focus pupils on the Grammar box. Read the questions aloud. Ask questions about four or five of the items, using *How much is / are ... ?* (e.g. *How much are the trousers? How much is the book?*). Point out that we use *How much is ... ?* for the singular items (e.g. *book, watch, camera*) and *How much are ... ?* for the plural items (e.g. *trousers, socks, trainers*).
- Demonstrate the activity. Invite two pupils to read the example speech bubbles. Continue practising around the class in open pairs.
- Pupils work in closed pairs and take turns to ask and answer. They decide which items to ask about. Monitor and listen for correct use of *How much is / are ... ?* and the prices.

Extra activity 1: see page 211 (if time)

Project Make a shop. Go shopping.

- Focus pupils on the photograph. Direct them to the first activity instruction. Hand out the large piece of paper, scissors, etc. to each pupil. Tell them they can make a toy shop, a clothes shop or a food shop/market. They draw the outline of a shop window and write a name at the top. They add at least eight items to their shop. Pupils can draw pictures of items or cut them out from magazines/adverts and stick them in the shop window. They decide the prices (in pounds) and write a price label for each item. Give pupils a time limit for this activity. Monitor and help/support where necessary.
- Direct pupils to the second part of the activity instruction. Divide the class into pairs. Tell them to look at their partner's shop window picture and choose five items they would like to buy. Say *Write a shopping list. You want five things*. Point to the shopping list in the photograph and demonstrate by writing a shopping list of your own on the board. Pupils individually write a shopping list of five items.

- Using your shopping list on the board, demonstrate the dialogue from the Pupil's Book, using one of the pupils' shops. Repeat until pupils understand what to do. Tell them when they 'buy' an item they should write the price on their shopping list.
- Pupils work in their pairs. Pupil A holds up his/her shop. Pupil B goes shopping for the items on his/her list. Make sure pupils use the dialogue in the book and note the prices when they buy something. Swap roles so that the shopkeepers can go shopping.
- Pupils add up what they spent. Elicit who spent the most/least, etc.

Activity Book page 43

Movers Reading and Writing, Part 4.

3 Read the story. Choose a word from the box. Write the correct word next to numbers 1–6. There is one example.

- Tell pupils to open their Activity Book at page 43. Focus them on the activity instruction and check understanding. Make sure they read the instruction for number 7 at the bottom of the page. Check comprehension of the words below the pictures. Pupils complete the text individually. They compare answers in pairs. Check with the class.

Key: 1 park, 2 dog, 3 school, 4 walk, 5 supermarket, 6 book, 7 Jack's week

Extra activity 2: see page 211 (if time)

Optional activities

- Unit 4 Topic worksheet from *Kid's Box Teacher's Resource Book 3* (pages 36 and 42).
- Extra project idea, Unit 4 Changing money. See notes on *Kid's Box Teacher's Book 3* (page 219)

Ending the lesson

- Review with pupils what they did in today's lesson and which activities they liked best from this and the previous day's lesson and why.

Review Units 3 and 4

Review Units 3 and 4

1 Play the game.

44 Vocabulary Routines Places in town

Review Units 3 and 4

1 Read and order the words. Make sentences.

1	play tennis	on	I sometimes	Wednesdays.
2	7 o'clock.	wakes up	Tom never	before
3	at	Mary never	the weekend.	rides her bike
4	before	dinner.	wash our hands	We always
5	do their homework	in	the evening.	Jim and Peter never
6	Sunday mornings.	read	on	They always

1 I sometimes play tennis on Wednesdays
2 _____
3 _____
4 _____
5 _____
6 _____

2 Find the words.

Now answer the questions.
How many town words are there? _____
What are they? _____

44

Objectives: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and played a game.

Target language

- **Key language:** vocabulary and language from Units 3 and 4
- **Revision:** procedural language, language for games, instructions, *go to ...*

Materials required

- City flashcards (54–63)
- Dice and four different coloured counters for each group of four pupils

Pupil's Book page 44

Warmer

- Review places in a city using the flashcards. Show the flashcards. Elicit the words chorally. Place the flashcards on the board. Choose volunteers to say them in order. Turn the cards over. See if pupils can remember the order. Turn them back to check.
- Give definitions for each place, e.g. *I can go here on Saturdays. I must be quiet here. I can read here.* (library). Give more than one definition for each place, starting with more general ones to encourage pupils to think before they guess.

1 Play the game.

- Pupils open their Pupil's Books at page 44. Elicit what they can see (a game). Say *Can you remember some of the language we use in games?* Elicit/Prompt, e.g. *It's my turn, Pass the dice, I'm red, I've won, That's cheating.* Remind pupils to use English. Say *You speak (their mother tongue), you miss a turn!* Check understanding of *miss a turn*. Check pupils know how to play and demonstrate the game. They throw the dice and go around the board. When they come to a 'go to ...' square, they move to that place and say the name aloud. They start their next turn there.
- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from *Start* to *Finish*. The first pupil in each group to reach the finish is the winner.

Extra activity 1: see page 211 (if time)

Activity Book page 44

1 Read and order the words. Make sentences.

- Tell pupils to open their Activity Books at page 44. Direct pupils to the activity instructions. Check understanding by writing the first jumbled sentence (play tennis / on / I don't / Wednesdays.) on the board and showing them how it becomes the example. Pupils work in pairs. They unjumble each sentence and write it on a line in pencil. Pairs check with pairs. Check with the class.
- Discuss with pupils what the different parts of the sentences are and how they know what the order is.

Key: 2 Tom never wakes up before 7 o'clock. 3 Mary never rides her bike at the weekend. 4 We always wash our hands before dinner. 5 Jim and Peter never do their homework in the evening. 6 They always read on Sunday mornings.

2 Find the words.

- Focus pupils on Activity 2 and on the activity instruction. Point out the example answer. Elicit the next word. Make sure pupils know that the first letters of the words overlap (the last letter of one word is used as the first letter of the next word). Pupils work individually. They find the words. They check in pairs.

Key: always, swim, market, town, never, read, daughter, robot, tell, library, yes, station, need, dinner

Now answer the questions.

- Pupils answer the two questions in their pairs. Check with the class.

Key: There are five town words. They are: cinema, market, town, library, station

Extra activity 2: see page 211 (if time)

Ending the lesson

- Write the following parts of phrases/words in two columns on the board:

1 wake	beat
2 super	off
3 lib	gen
4 heart	up
5 have a	market
6 oxy	on
7 take	station
8 bus	bed
9 put	rare
10 go to	shower

- Pupils take turns to come to the board and match the halves to make words and phrases from Units 3 and 4. Check comprehension of all the words and practise pronunciation with the whole class.

Key: 1 wake up, 2 supermarket, 3 library, 4 heartbeat, 5 have a shower, 6 oxygen, 7 take off, 8 bus station, 9 put on, 10 go to bed

2

Listen and say the correct picture.

1

What does Jack do on Saturday afternoons?

2

What time does Daisy come home from school?

3

What does Paul do after dinner?

4

Where does Vicky catch the bus?

5

Where's John going?

Quiz!

1

What time does Stella catch the bus to school?

2

How often does James Flunk go swimming?

3

Do Lock and Key get up before ten o'clock?

4

Where do you catch a bus?

5

What must we do in a library?

6

Where are Mrs Potts and her friend going?

Grammar

Present simple Frequency adverbs Prepositions Infinitive of purpose
Must Can How much / How many

45

3

Circle the odd one out.

1

car

2

lunch

3

afternoon

4

Monday

5

always

6

library

7

brother

8

children

9

evening

10

never

lorry

shower

school

Saturday

bank

cinema

teacher

between

morning

get up

bus

breakfast

teacher

bedtime

sometimes

stairs

mother

behind

afternoon

wash

feet

dinner

homework

Friday

never

market

father

above

Tuesday

wake up

4

Now complete the crossword. Write the message.

n

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v

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a

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Objectives: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and practised listening.

Target language

- **Key language:** vocabulary and language from Units 3 and 4, *checks, teeth, sheep, cows*
- **Revision:** *clean, crossword, across, down, clue*

Materials required

- The completed crossword for Activity Book Activity 4 written on a large piece of paper
- Extra activity 1: Photocopiable activity 4a (see page 199). If pupils played the game before, they will need their envelopes of cards
- Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 2; Evaluation 4 from Kid's Box Teacher's Book 3 (page 227); Test Units 1–4 Kid's Box Teacher's Resource Book 3 (pages 90–112)*
- *Kid's Box Language Portfolio 3 (page 4)*

Pupil's Book page 45

Warmer

- Ask questions around the class to prepare pupils for the listening activity, e.g. *What do you do on Sunday afternoons / Friday evenings? What time do you get home from school / get up in the mornings? What do you do before/after dinner?* Draw some clocks on the board showing *o'clock* and elicit the times.

2 Listen and say the correct picture. [YLE]

- Tell pupils to open their Pupil's Books at page 45. Focus them on the activity instruction and check understanding. Give pupils time to read the questions before they listen and to check they understand the pictures. Play the CD. Pupils listen and say the correct picture. They check in pairs. Play the CD again. Check with the class.

Key: 1 b, 2 b, 3 a, 4 a, 5 c

CD 2, 25

- 1 Do you play in the park on Saturday, Jack?
No. I always go out with my mum on Saturdays.
Oh, that's nice! Where do you go?
We go to the cinema.
- 2 Do you finish school at three o'clock, Daisy?
Yes, but I don't come home then.
Really? Why not? Where do you go?
I go to the swimming pool after school.
So, what time do you come home?
I come home at five o'clock.
- 3 When do you do your homework, Paul?
I do it before dinner.
What do you do after dinner?
I always watch TV.
- 4 Do you walk to school, Vicky?
No. I never walk to school. I catch the bus every day.
Oh, do you go to the bus station every morning?
No. I catch the bus in front of my house.
- 5 Are you going into town, John?
Yes. I need a new book.
Are you going to the library?
No. I'm going to that big new bookshop next to the hospital.
Oh, can I come with you?

Quiz!

- Say *Now let's read and remember*. Remind pupils of the meaning of *quiz*. Focus pupils on the questions. Pupils look back through Units 3 and 4 and find the answers to the questions. They discuss them in groups of four.

Key: 1 She catches the bus to school at eight o'clock.
2 He never goes swimming. 3 No, they don't. 4 You catch a bus at the bus station. 5 We must be quiet in a library.
6 They are going shopping.

Extra activity 1: see page 211 (if time)

Activity Book page 45

3 Circle the odd one out.

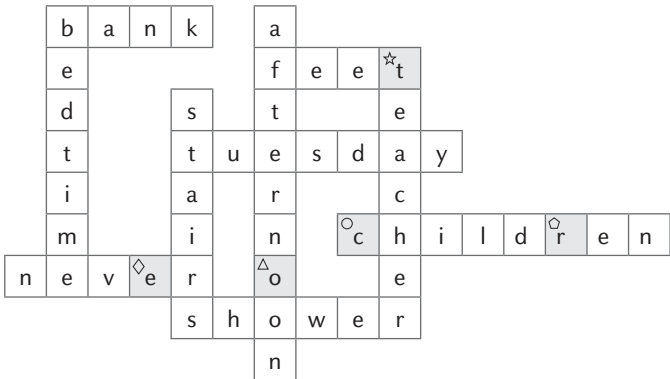
- Tell pupils to open their Activity Books at page 45. Pupils work in pairs and complete the activity.

Key: 2 shower, 3 afternoon, 4 bedtime, 5 bank, 6 stairs,
7 teacher, 8 children, 9 Tuesday, 10 never

4 Now complete the crossword. Write the message.

- Pupils work in pairs and complete the crossword, using word lengths and the letters given to help them.
- Display the large copy of the completed crossword on a large piece of paper so pupils can check their answers.
- Pupils write the message (Correct!).

Key:



Extra activity 2: see page 211 (if time)

Optional evaluations

- *Stella's room*: Quiz 2 from *Kid's Box Interactive DVD 3*. This quiz can be done as a whole-class activity or as a team competition. See pages 7, 36-37 of the *Teacher's Booklet*.
- Evaluation 4 from *Kid's Box Teacher's Book 3* (page 227). See notes on page 222.
- The test for Units 1-4 from *Kid's Box Teacher's Resource Book 3* (see pages 90-112)

Language Portfolio (online)

- Pupils complete page 4 of *Kid's Box Language Portfolio 3* (*I can ... Units 3-4*).

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* Two pupils (A) cover the words from Unit 3. The other two pupils (B) take turns to say what each picture is and spell the word. 'A's look and check. They reverse roles for Unit 4.