

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, car park, cinema, circus, funfair, 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 (53–62)

Optional: *Kid's Box Teacher's Resource Book 3 Unit 4*

Reinforcement worksheet 1 (page 37)

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*.

PB36. ACTIVITY 1. Listen. Find Meera's flat.

- Elicit information 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 Book at page 36. Focus on the picture. Elicit what they can see. Review / present *map* and the new vocabulary. Ask questions with *Where* to elicit prepositions, e.g. *Where's the swimming pool?* (behind the sports centre). Introduce the word *car park* by asking pupils *What's behind the swimming pool?*, *What do you do in a car park?*
- 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 fruit?* (at the market). *What's the name of the street with lots of shops?* (High Street).

CD 2, 04

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: 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.

SIMON: 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.

PB36. ACTIVITY 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 local places. Help with new vocabulary if necessary. Pupils ask and answer in open pairs.

AB36. ACTIVITY 1. Sort and write the words.

- Tell pupils to open their Activity Book 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 building, 8 village, 9 car park, 10 shop, 11 school, 12 library

AB36. ACTIVITY 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 activities: see page T103 (if time)

Optional activity

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

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?*

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 (53–62)

Optional: *Kid's Box Teacher's Resource Book 3* Unit 4 Extension worksheet 1 (page 39)

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. *cinema, 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 see a film?* (cinema).

PB37. ACTIVITY 3. Look at the picture. Listen and answer.

- Tell pupils to open their Pupil's Book at page 37. Direct them to the Activity 3 instructions and check understanding. Play the first sentence and point out the example answer. Give pupils time to study the picture and find the places. Play the rest of 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, 05

- 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?

PB37. ACTIVITY 4. Ask and answer.

- 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 car park, 5 the bus station, 6 the hospital, 7 the park, 8 the swimming pool

PB37. ACTIVITY 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 4. Pupil A answers. Pupils then swap roles, with A asking and B answering.

AB37. ACTIVITY 3. Look, read and write. Match.

- Tell pupils to open their Activity Book at page 37. Focus them on Activity 3 and elicit the places they can see in the pictures. Direct pupils to the activity instructions and the example answer and check understanding. Pupils work individually and write the shop / place in pencil. They check in pairs. Remind them to check the Pupil's Book or their notebooks for the spellings. Check with the class by eliciting the word and the spelling for each one.

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

AB37. ACTIVITY 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, car park, 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, cars in a row for the car park, sports equipment for the sports centre, books for the library). Set a time limit for the drawing phase.
- 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. Monitor and help where necessary. 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 activities: see page T103

Optional activity

- Unit 4 Extension worksheet 1 from *Teacher's Resource Book 3* (pages 36 and 39).

Ending the lesson

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

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: *city*, *quiet*, *come back*, *need to*

● **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 (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 *bookshop*. Ask different pupils *Do you sometimes go to the library? How often do you go?* Discuss in LI what other things we can do at the library (e.g. borrow CDs, use the internet, listen to a story).

PB38. ACTIVITY 6. *Look, think and answer.*

- Tell pupils to open their Pupil's Book 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 pictures.

PB38. ACTIVITY 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 now*. Point out to pupils that *must* is the same for all persons (*I must, She must, You must*, etc.). Focus pupils on the Look 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, 06

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!

PB38. ACTIVITY 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, 07

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.

AB38. ACTIVITY 5. *Read and circle the best answer.*

- Tell pupils to open their Activity Book 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 possible ways to complete the sentences, e.g. *I cinema*.

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

AB38. ACTIVITY 6. *Read and match.*

- Focus pupils on Activity 6. Elicit what they can see in the picture (Suzy's bedroom) and elicit / teach *tidy* and *untidy*. 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 activities: see page T103 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 from *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.*

OBJECTIVES: By the end of the lesson, pupils will have had more practice using *must* for obligations.

● **TARGET LANGUAGE**

Key language: *must* for obligation, *can* for permission

Revision: city, school, clothes, lunch

● **MATERIALS REQUIRED**

Photocopiable 4a (see page T93), copied onto thin card, one per pupil and one for yourself, scissors

Optional: *Kid's Box Teacher's Resource Book 3* Unit 4 Song worksheet (page 41)

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.

PB39. ACTIVITY 9. *Read and match. Then listen and check.*

- Tell pupils to open their Pupil's Book at page 39. Focus on the pictures and elicit what they can see. Direct pupils to the activity instructions and the example answer. Give pupils time to read all the sentences. Check understanding. Pupils match the rest of the sentences with the pictures. They write the numbers and letters in their books. They check in pairs. Check with the class. Elicit / teach the difference between *must* (obligation / it's very important / it's a rule) and *can* (permission). 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, 08

As in Pupil's Book

PB39. ACTIVITY 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 in role and then swap roles and repeat.

CD 2, 09

As in Pupil's Book

CD 2, 09

Now sing the song again. (Karaoke version)

Photocopiable 4a (see pages T88 and T93)

AB39. ACTIVITY 7. *Read and tick. Listen and check.*

- Tell pupils to open their Activity Book 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, 10

1. We must answer the teacher's questions.
2. We must listen to the teacher.
3. We must come to class with a pencil.
4. We must put our hands up to speak.
5. We must do our homework.
6. We must speak English in class.

AB39. ACTIVITY 8. *Write. What must you do at home?*

- Brainstorm responses to the question *What must you do at home?* 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.

Extra activity: see page T103

Optional activity

- Pupils complete the Unit 4 Song worksheet from *Teacher's Resource Book 3* (pages 36 and 41).

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 about rules in a different place, e.g. *At school ... / At the swimming pool ...*

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, circus, exciting*

Additional language: *Cindy, Lucy, find a time*

Revision: days of the week, city, home, activities, family, *can, must*

● **MATERIALS REQUIRED**

Photocopiable 4b (see page T94), one copy (cut in half) for each pair of pupils

Extra activity 2: Two or three rolled up newspapers

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?* Invite a confident pupil to the front. Ask him / her to underline the letter which makes the sound 's' (help the pupil to underline the letter *c* as follows: *juice, dance, bicycle*). Tell pupils that they are going to learn more about when we make the sound 's' for the letter *c* in this lesson.

PB40. ACTIVITY 11. Stella's phonics.

- Tell pupils to open their Pupil's Book at page 40. Elicit what they can see in the pictures (make sure the pupils say *city, ice cream, circus*). 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. Monitor and check pronunciation.

Notes: Spanish-speaking pupils sometimes pronounce the *c* before *e* or *i* with the /θ/ phoneme, a habit which can last into their later years. 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* and *y* (e.g. *giraffe, general, gym*).

CD 2, 11

STELLA: Hi, I'm Stella! Repeat after me!

/s/, /s/, Cindy

/s/, /s/, Lucy

Cindy and Lucy leave the city for the day.

Cindy and Lucy leave the city for the day.

They go to the circus and eat ice cream.

They go to the circus and eat ice cream.

'This is exciting!' says Cindy.

'This is exciting!' says Cindy.

Photocopiable 4b (see pages T88, T94 and instructions below)

PB40. ACTIVITY 12. Ask and answer. Find a time when Vicky and Sam can play tennis.

- Review the use and meaning of *must*. Elicit some of the school rules from the previous lesson. Ask *Can Vicky and Sam play tennis on Friday?* Elicit *No, they can't. (Sam must go to the doctor.)* Say *You must ask more questions to find a day when Vicky and Sam can play together.* Check understanding.
- Divide the class into pairs (A and B). Hand out one part of Photocopiable activity 4b (see page T94) to each pupil in the pair (Vicky's diary to Pupil A and Sam's diary 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. Remind pupils not to look at each other's diaries. Encourage pupils to make full sentences. Elicit the answer (Thursday).

AB40. ACTIVITY 9. Listen and say. Circle the words with the 's' sound.

- Tell pupils to open their Activity Book at page 40. Play number 1 on the CD. Pupils repeat the words. Play the rest of the CD, pausing after each word for pupils to repeat. Play the CD again. Pupils circle the words in pencil.

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

CD 2, 12

As in Activity Book.

AB40. ACTIVITY 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. Pupils work in pairs and write the words in pencil in the correct list. 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

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.

Extra activities: see page T104 (if time)

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.

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, *robber, look for, Give me ...*

Additional language: *I need ...*

Revision: *episode, cash, money, Lock and Key, No problem, must, shopping, lovely day, Let's go, Don't touch*

● MATERIALS REQUIRED

Optional: *Kid's Box Teacher's Resource Book 3 Unit 4 Extension worksheet 2 (page 40) and / or animated version of the Unit 4 story from Kid's Box Interactive DVD 3 (Suzy's room section)*

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 who said them and what's happening in that episode.

Story

PB4I. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 4I. Elicit which episode this is (five). 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, 13

As in Pupil's Book

AB4I. DO YOU REMEMBER?

- Write the words *In the city* in the centre of the board. Brainstorm the city words from the unit 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 relevant words (e.g. *hospital, café, park*).
- Tell pupils to open their Activity Book at page 4I. 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 fold the page down the middle so that they can see the pictures and the gaps 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.

AB4I. 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 pupils 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 activities: see page T104 (if time)

Optional activities

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

Ending the lesson

- Ask pupils 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, pupils will have read about money and prices and done some Maths in English.

● TARGET LANGUAGE

Key language: *Maths, money, count, coins, pence, pound, plus, minus, equals, How much ...?*

Additional language: *Britain, pay for, buy, price*

Revision: numbers, food, want, computer game, comic, watch, camera, ball, menu

● MATERIALS REQUIRED

Warmer: (Optional) CD of a song about money, e.g. *Money, money, money* (Abba), *Money* (Pink Floyd)

British notes and / or coins, notes and coins of your local currency

Note: Check the exchange rate of your currency against pounds sterling.

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!

PB42. ACTIVITY 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 pence, c ten pence, d twenty pence, e one pound, f two pence, g two pounds, h five pence

PB42. ACTIVITY 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.

PB42. ACTIVITY 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 Look 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, 14

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

PB42. ACTIVITY 4. Read, look and answer.

- Ask pupils in LI 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

AB42. ACTIVITY 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 2–5. Point out that they need to do some subtraction for number 5. For number 6, pupils choose both items themselves. They write the words and prices in the spaces.

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

AB42. ACTIVITY 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 activities: see page T104 (if time)

Ending the lesson

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

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 (page 42)*

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.

PB43. ACTIVITY 5. Ask and answer.

- Tell pupils to open their Pupil's Book at page 43. Focus them on the Look 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. 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.

PB43. 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.

AB43. ACTIVITY 3. MOVERS Reading and Writing, Part 3

M towards

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. 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 6 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 walk, 4 supermarket, 5 book, 6 Jack's week

Extra activities: see page T104 (if time)

Optional activity

- Unit 4 Topic worksheet from *Teacher's Resource Book 3* (pages 36 and 42).

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.