

**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 (53–62)

Dice and four different coloured counters for each group of four pupils

### 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). Say several sentences for each place, starting with more general clues to encourage pupils to think before they guess.

**PB44. ACTIVITY 1. Play the game.**

- Pupils open their Pupil's Book 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.

**AB44. ACTIVITY 1. Read and order the words. Make sentences.**

- Tell pupils to open their Activity Book at page 44. Direct pupils to the activity instructions. Check understanding by writing the first jumbled sentence (*play tennis / on / I sometimes / Wednesdays.*) on the board and showing pupils 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.

**AB44. ACTIVITY 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 and circle them in pencil. They check in pairs.

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

**AB44. 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: see page T104 (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	rary
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

**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

**Revision:** *crossword*

● **MATERIALS REQUIRED**

The completed crossword for Activity Book page 45, Activity 4 written on a large piece of paper

Extra activity 1: Photocopiable 4a (see page T93). If pupils played the game before, they will need their envelopes of cards. If they didn't play before, see instructions on page T88. Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 2*, Test Units 1–4 *Kid's Box Teacher's Resource Book 3* (pages 90–112), *Kid's Box 3 Language Portfolio* page 4

**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?*

**PB45. ACTIVITY 2. Listen and choose the correct picture.**

**M** towards

- Tell pupils to open their Pupil's Book at page 45. Play the CD. Pupils listen and circle the correct picture in pencil. 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, 15**

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?

**PB45. 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. Check with the class.

**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.

**AB45. ACTIVITY 3. Circle the odd one out.**

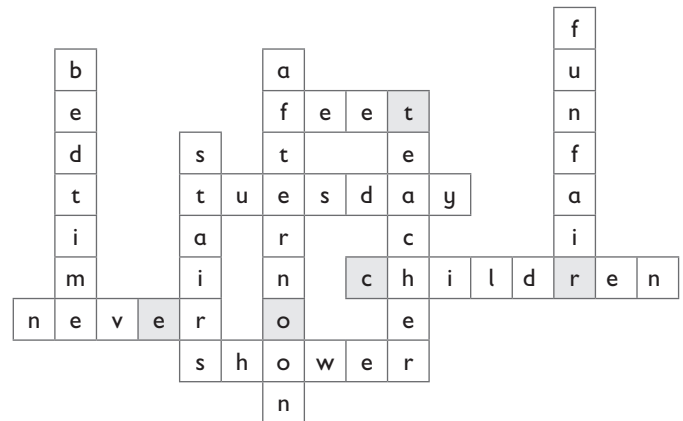
- Tell pupils to open their Activity Book at page 45. Pupils work in pairs and complete the activity.

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

**AB45. ACTIVITY 4. Now complete the crossword. Write the message.**

- Focus pupils on Activity 4. 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 so pupils can check their answers.
- Pupils write the message using the shaded letters (*Correct!*).

**Key:**



**Extra activity: see page T104 (if time)**

**Optional evaluations**

- Quiz 2 from *Kid's Box Interactive DVD 3 (Stella's room section)*. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units 1–4 from *Teacher's Resource Book 3* (see pages 90–112)

**Language Portfolio**

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