

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 1–4.

● **TARGET LANGUAGE**

Review: family, school, toy vocabulary, numbers, colors, prepositions

● **MATERIALS REQUIRED**

Flashcards from Units 1–4

Extra activity 1: one of the photocopyables from Units 1–4

Warmer

- Select any 12 flashcards from Units 1–4. Hand them out to different students in the classroom. Point to the flashcards in turn. The other students say what each is. The student comes to the front, holds up the flashcard, says what it is again, and hands it to you.

SB32. ACTIVITY 1. *Listen and say the number.*

- Say *Open your Student's Books to page 32, please.* Play the first one as an example. Students check in pairs. Play the rest of the CD. Students listen, point, and whisper the number to their partner each time. Play the CD again. Pause after each number and elicit the answer.

Key: 6, 4, 1, 10, 9, 3, 7, 8, 5, 2

CD 2, 23

My brother's eight.

The car's in the bag.

Five pink pens.

My sister's sad.

My doll's on the chair.

The ball's under the table.

My father's on the bike.

My grandfather's next to the train.

Two black erasers.

My grandmother's happy.

SB32. ACTIVITY 2. *Say and guess.*

- Point to the pictures in Activity 1 and say *Listen. Which picture? They're black.* Students respond by saying the number (Number five) and holding up five fingers.
- Students work in pairs to ask and answer in the same way. They make different sentences about the pictures if they can, or use the ones from the listening activity at the start of the lesson. Monitor and make sure they are making complete sentences.

WB32. ACTIVITY 1. *Listen and connect the dots.*

- Do a quick clapping game to review numbers. Say *One*, clap once, say *Two*, clap twice, etc. Say *Open your Workbooks to page 32, please.* Students take a pencil. Say *Put your pencil on number 1.* Play the CD. Students listen and connect the dots. They check in pairs. Play the CD again. Check with the class. Elicit what it is (a book).
- Students color the picture.

CD 2, 24

1–4–3–9–1–7–8–2–5–6–10–3

WB32. ACTIVITY 2. *Look and draw.*

- Focus students on the rows of pictures. Point to the first row and elicit the names of the items in order (bike – train – car – bike – train – car). Say *Bike – train – what?* and elicit the next word *car*. Say *Look and draw. Use a pencil.*
- Students work in pairs to look at the rows of pictures and figure out what comes next. Then they each draw the item in the box at the end of the row. Monitor and check students know what they have to do.
- Check answers as a class by asking volunteers to read aloud the words and give the answer.

Key: Students draw: 2 a pencil, 3 a sad face, 4 a girl

Extra activities: see page T113 (if time)

Ending the lesson

- Make two teams. Students close their books. In turn, team members say a sentence about the pictures in Activity 1. Award points for correct sentences. The team with the most points wins.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 1–4.

● **TARGET LANGUAGE**

Review: family, school and toy vocabulary, numbers, colors, prepositions

● **MATERIALS REQUIRED**

Family flashcards (1–5, 45–46)

Spinner template (see page xiii), one for each student, scissors, glue, thin cardboard, one made up for demonstration

Optional: Evaluation 1 (page T122), Practice Test 1 from *Kid's Box AE Teacher's Resource Book 1* (pages 98–103), *Kid's Box AE Interactive DVD 1: Sally's room Quiz 1*

Warmer

- Put the family flashcards face down on the desk and ask a student to pick three. Hold up the three for everyone to see. Stick them face down on the board. Slowly mix them up. Students have to try and follow where they are. Stop and take votes on who is where. Turn cards over to check. Repeat.

SB33. ACTIVITY 3. Listen and color. Make a spinner.

- Show the students your spinner and demonstrate how it works. Say *It's a spinner. Let's make one together. Look.* Hand out the photocopies to students. They color their spinners.
- Make sure students all have colored pencils/crayons that include yellow, red, green, orange, purple, and blue. Say *Listen. Make a dot for each color.* Gesture that you want students just to make a dot on each numbered section of the spinner with the correct color. Play the CD. Students make dots. Give them time to color in the spinner.
- Hand out the scissors and glue. Students stick their spinners on thin cardboard and then cut them out. (Alternatively, you can make the photocopies directly onto thin cardboard.) Say *Look.* Demonstrate the next step of the activity. Make a hole in the center of the spinner and push a sharp pencil through the hole. Go around the class and make the hole in the spinners for the students. They push the pencil through themselves. Students put their trash in the trash cans and put their glue and scissors back in the craft box.
- Students quickly try their spinners. In pairs, they take turns spinning their spinners and saying the number. Say *Put your spinners on your desks.*

CD 2, 25

Color number 1 yellow.

Color number 2 red.

Color number 3 green.

Color number 4 orange.

Color number 5 purple.

Color number 6 blue.

SB33. ACTIVITY 4. Play the game.

- Put the family flashcards on the board and number them as in the activity. Demonstrate the game. A student spins their spinner. He/She says the number it lands on and the corresponding character on the game board, e.g., *Five, Grandpa Star.* Put a check mark next to the character.
- Say *Now you play the game.* Students work in pairs, using the game boards in their books. If you do not want them to write in their Student's Books, they can write numbers 1–6

in their notebooks and check a number each time they spin it. The first to check them all is the winner. Repeat.

- Students keep their spinners for a later class.

WB33. ACTIVITY 3. Count and write the number.

- Say *Open your Workbooks to page 33, please. Look at the small pictures.* Hold up your book and point to the pictures of the book, pen, doll, train, bike, and chair at the bottom of the activity and elicit the words.
- Focus students on the large picture with the items scrambled together. Point to the small picture of the book and say *Look. How many books in the picture?* Point to the books in the large picture and count them aloud: 1, 2, 3, 4, 5, 6. Say *Six books. Write number 6 in the box.* Point to the example answer.
- Students count and write the number of each item.
- Check with the class by asking, e.g., *How many pens?*

Key: pens – 10, dolls – 4, trains – 2, bikes – 3, chairs – 5

WB33. ACTIVITY 4. Say, look, and answer.

- Point to the grid in Activity 4 and show students how it works. Read the example slowly (*Two, pencil*) and point to the number 2 at the top of the grid and the pencil at the side of the grid. Follow with your fingers to where this column and row meet (at the picture of the ugly monster). Read the example sentence: *He's ugly!* Make two or three more example sentences, e.g., *Five, book. He's happy! One, eraser. She's beautiful!* Once students have understood how the grid works, say some numbers and items and elicit the sentences (e.g., *Three, book* – students respond *He's scary*).
- Students play the game in pairs. Student A says a number and item reference from the grid, and Student B makes a sentence. They can score points for correct sentences. Monitor and make sure students are saying complete sentences. Set a time limit (e.g., two minutes) and then ask students to swap roles. Find out which student won in each pair and ask volunteers for some examples of the sentences they made.

Extra activities: see page T113 (if time)

Optional evaluations:

You may wish to carry out one or all of the following evaluations when your students have completed the Review section:

- Evaluation 1 (page T122) – see page xi of the Teacher's Book Introduction for instructions and teacher's script.

S toward

- Practice Test 1 from *Kid's Box AE Teacher's Resource Book 1* (pages 98–103). For test key and audioscript see pages 138–139 of the *Teacher's Resource Book*.
- Quiz 1 from *Kid's Box AE Interactive DVD 1 (Sally's room section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Students work in threes. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 1. They take turns saying what each picture is. They look and check. They then cover the pictures from Unit 2 and take turns saying the words. They choose which to cover for Units 3 and 4 (words or pictures).
- Talk about the units with the students, using L1 if necessary. Ask them which lessons, topics, and/or activities are their favorites.