

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 5–8.

● **TARGET LANGUAGE**

**Key language:** review of Units 5–8, colors, *have*, *has*  
**Additional language:** *clown*

● **MATERIALS REQUIRED**

Flashcards from Units 5–8

### Warmer

- Hand out the 25 flashcards. Point to a flashcard in turn. The class says the word. The student with the flashcard comes to the front, holds it up, and says the word again.

**SB62. ACTIVITY 1. Listen and say the number.**

- Say *Open your Student's Books to page 62, please*. Play the first speaker on the CD. Check with the class. Play the rest of the CD. Students whisper the numbers to their partner. Play the CD again. Pause after each speaker. Students raise their hands. Elicit the answer.
- Ask, e.g., *What color are the snakes?*
- Elicit students' favorite animals.

**Key:** 7, 2, 6, 3, 4, 8, 1, 2, 5, 5, 4, 3

### CD 3, 36

They aren't crocodiles. They're elephants.  
Her jacket's green.  
They're brown and yellow, and they have small heads.  
They have short legs, and they're green.  
He has a red jacket.  
I don't have a blue T-shirt. I have a yellow T-shirt.  
We have black hair.  
She has short brown hair.  
She doesn't have a cat. She has a dog.  
My skirt's orange.  
He has gray pants.  
They have a lot of teeth.

**SB62. ACTIVITY 2. Look, read, and match.**

- Focus students on the four photographs. Point to the first one and say *It's a giraffe*. Yes or no? Students respond. No. *It's a hippo*.
- Students work in pairs. They take turns saying a sentence about one of the photographs, using the words in the boxes. Elicit answers from individuals, e.g., say *Number 2*. The student says *It's a crocodile*. Make sure students use *an* when necessary (*It's an elephant*).

**Key:** 1 It's a hippo. 2 It's a crocodile. 3 It's a zebra. 4 It's an elephant.

**WB62. ACTIVITY 1. Read, draw, and color.**

- Say *Open your Workbooks to page 62, please*. Elicit or teach the word *clown*. Say *Look at this clown. What's his name?* (Bill). Repeat for the other clown (Ben). Point to the text. Point to, e.g., *Long shoes*. Ask *Bill or Ben?* (Bill). Mime drawing long shoes on Bill. Do another example for Ben.
- Students complete the activity in pairs.

**WB62. ACTIVITY 2. Listen and say "Bill" or "Ben."**

- Say *Listen and check*. Play the CD. Pause after each sentence for students to say *Bill* or *Ben* in chorus.

**Key:** 1 Bill, 2 Ben, 3 Ben, 4 Bill, 5 Bill, 6 Bill

### CD 3, 37

1. He has black hair.
2. He has short shoes.
3. He has a red jacket.
4. He has purple pants.
5. He has a dirty T-shirt.
6. He has a sad mouth.

**WB62. ACTIVITY 3. Say the sentences.**

- Point to the pictures of the fish and the snakes in the chart and read the example sentence in the speech bubble. Elicit the next sentence (*Cats and dogs don't have hands*). Write the sentence on the board. Make sure students realize they have to change *no hands* to *don't have hands*.
- Students work in pairs to make the rest of the sentences. Check answers. Students then cover the example speech bubble on the Workbook page and practice saying the sentences using only the pictures and words in the chart. Fast finishers can draw some picture and word prompts to make sentences of their own.

**Key:** Cats and dogs don't have hands. Zebras and giraffes don't have arms. Elephants and crocodiles don't have hair.

### Extra activities: see page T117 (if time)

#### Ending the lesson

- Students stand up. Say, e.g., *Point to your nose, please*. (Students point to their noses.) *Touch your ears*. (Students don't respond because you didn't say *please*.) Continue, going faster and faster. Students who respond incorrectly sit down.

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 5–8.

### ● TARGET LANGUAGE

**Key language:** review of Units 5–8, pronunciation

**Additional language:** *Start, Finish, It's my/your turn. I have a (five). Pass me the spinner, please. Is this my game piece? I'm the winner.*

### ● MATERIALS REQUIRED

Flashcards from Units 5–8

Spinners from Review 1–4 (see pages xiii and T33), game pieces or coins (one per student)

Magazines with animal and clothes pictures

Extra activity 2: Prepare a photocopiable sheet for students as shown on page T117.

Optional: Evaluation 2 (page T123), Practice Test 2 from *Kid's Box AE Teacher's Resource Book 1* (pages 104–113), *Kid's Box AE Interactive DVD 1: Sally's room Quiz 2*

## Warmer

- Draw three large circles on the board. In the middle of one write *Pets*, in the middle of another write *Clothes*, and in the middle of the third write *Wild animals*. Brainstorm with the class (books closed) words that complete the word families. Either write the words on the board as students say them, or hand out flashcards around the class and have students come and stick them in the right place. The class confirms if it's right or wrong.

### SB63. ACTIVITY 3. Play the game. Say the words.

- Say *Open your Student's Books to page 63, please*. Point to some of the squares on the board and elicit the words.
- Tell students they are going to play a game. Demonstrate how to play. Take out a game piece and the spinner you made for the first Review Unit (see pages xiii and T33) or use one of the students' spinners. Hold up your book and put the game piece on the *Start* arrow. Say *This is the start. The green arrow. You spin your spinner ...* Spin and show students how to move their game piece along the board, e.g., *Look! I have a four. One ...* (moving your game piece) *two ... three ... four. I say, "Purple!" I stay on this square. ... Then it's Yolanda's turn. And then it's Carlos's turn. Now it's my turn again.* Spin your spinner and move your game piece again, e.g., to the square with the shoes. Look thoughtful and say *Oh, I don't know this word. What are these?* Move your game piece back to the purple square. Say *I don't know. I move back one, two, three. If you say the word you stay. If you don't say the word, you move back.* Point to the *Finish* square and say *This red square is the finish. The first person here is the winner! Hooray!*
- Write a list of useful language for games on the board, e.g., *It's my turn. It's your turn. I have a (five). Pass me the spinner, please. Is this my game piece? I'm the winner.* Students practice saying the sentences in chorus.
- Make groups of three or four students. They need one spinner per group and a coin or game piece for each student. Groups play the game. Monitor and check they are saying the words in English. Encourage students to use the language for games. The winner is the first student to get to the finish or the student who is farthest along the board after a certain amount of time (e.g., ten minutes).

### WB63. ACTIVITY 4. Read and write. **S** toward Reading and Writing Part 2

- Say *Open your Workbooks to page 63, please*. Elicit what they can see (a monkey). Focus students on the text. Either read it aloud yourself, stopping at the pictures for students to supply the word, or read it with the class. Some students may find this amount of text difficult to process, so be ready to give a lot of support. Go through it orally with the class once or twice.
- Students work in pairs and write the words in the blanks. Remind them to use their picture dictionaries, to look back at the units in the book, and to ask each other.
- Check with the class by reading the text around the class at the end.

**Key:** 2 two, 3 ears, 4 mouth, 5 arms, 6 two, 7 hands, 8 tail

## Extra activities: see page T117 (if time)

### Optional evaluations:

You may wish to conduct one or all of the following evaluations when your students have completed the Review section.

- Evaluation 2 (page T123) – see page xi of the Teacher's Book Introduction for instructions and teacher's script.
- Practice Test 2 from *Kid's Box AE Teacher's Resource Book 1* (pages 104–113). For test key and audioscript see pages 139–141 of the Teacher's Resource Book.
- Quiz 2 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

- Make groups of three. Each group needs one picture dictionary. They use a book (or paper) to cover the words from Unit 5. They take turns saying what each picture is. They look and check. They then cover the pictures from Unit 6 and take turns saying the words. They choose which to cover for Units 7 and 8 (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.
- Draw three large circles on the board. In the middle of one write *animals*, in the middle of another write *face and body*, and in the middle of the third write *clothes*. Brainstorm with the class (books closed) words that complete the word families. Either write the words on the board as students say them, or hand out flashcards around the class and have students come and stick them in the right place. The class confirms if it's right or wrong.