

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 9–12.

### ● TARGET LANGUAGE

**Key language:** vocabulary from the units, present progressive for actions at the moment of speaking, *like, don't like, can't, can*

**Review:** vocabulary from all 12 units

### ● MATERIALS REQUIRED

Flashcards from Units 9–12, flashcards of cat, dog, and computer  
Two rulers

Extra activity 1: three or four flashcards from each of the following groups: colors, face, toys, pets, wild animals, food, amusement park, school

Optional: Word cards from *Kid's Box AE Teacher's Resource Book 1*

## Warmer

- Play the *board slap* game. Choose 12 flashcards or use word cards from the Teacher's Resource Book, display them on the board word side up, and divide the class into two teams. The teams line up facing the board. Give a ruler to one member of each team. Say one of the words. The students run to slap the correct flashcard. The first to do so wins a point for their team. Repeat. Don't remove the ones already slapped. The team with the most points at the end of the game is the winner.

### SB92. ACTIVITY 1. Listen and answer.

- Say *Open your Student's Books to page 92, please.* Elicit what students can see in the picture (rooms, animals, and activities). Say *Listen to the CD and answer.* Play the first question (*Where's the lion?*). Pause for students to think and look at the picture. They raise their hands when they have the answer. Choose a volunteer to respond. Do the same with the second question (*What's it doing?*).
- Continue the activity either in the same way, with individuals giving the answers in open class, or as pair work (students confer after each question, write their answers in their notebooks, and check answers as a class).
- Write a new question about the picture on the board, e.g., *Is the lion standing up?* Wait for students to find the answer and elicit *No, it isn't.* (*It's sitting down.*) Students work in pairs to write more new questions about the picture (that are not on the CD) for the class. Set a time limit of five minutes for this stage. Monitor and help as necessary. Encourage students to use a range of language (e.g., *Does ... like ... ? Does ... have ... ? and Can ... ?*) as well as the question types on the CD (*Is it ...-ing? What's the ... doing?*).
- Invite one pair to read their first question. The rest of the students look for the answer and raise their hands when they have found it. Elicit the answer from a volunteer. Continue in the same way, asking different pairs to read their questions aloud until there are no new questions.

**Key:** 1 It's in the living room. It's listening to music. 2 It's in the kitchen. It's eating (some) fish. 3 It's in the bathroom. No, it isn't. (*It's taking a bath.*) 4 It's in the bedroom. It's reading a book. 5 It's in the hallway. Yes, it is. 6 It's in the dining room. It's writing.

### CD 4, 53

- Where's the lion?  
What's it doing?
- Where's the tiger?  
What's it doing?
- Where's the crocodile?  
Is it riding a bike?
- Where's the hippo?  
What's it doing?
- Where's the elephant?  
Is it opening the door?
- Where's the giraffe?  
What's it doing?

### SB92. ACTIVITY 2. Read.

- Write the following sentences on the board, using flashcards to represent the words *cat, dog, and computer*: *I'm (your name). I have a (flashcard of cat) and a (flashcard of dog). I like my (flashcard of computer).*
- Read the first part of the sentence, pointing to the words and saying the word *cat* when you point to the flashcard. Ask a volunteer to read the rest, encouraging him/her to say the words for the flashcards. Elicit both sentences from the whole class.
- Focus students on Activity 2. Say *Look. This is Ben.* Read the words and look at the pictures. Say the words for the pictures. Read the first two sentences aloud along with the class. Students work in pairs to figure out the rest of the text and practice saying it aloud.
- Read the whole text aloud with the class.

**Key:** I'm Ben. I'm seven. I like soccer and basketball, but I don't like tennis. I can swim and ride a bike, but I can't play the guitar. I like cake and burgers, but I don't like chocolate or ice cream. I like apples and kiwis. I'm eating a banana now.

## Practice

- Review the adjectives *old, young, big, small, happy, sad* by using the mimes students learned in Unit 4.

### WB92. ACTIVITY 1. Check (✓) a box.

- Say *Open your Workbooks to page 92, please.* Say, e.g., *Point to the old monster* to check they notice the monsters are different. Do the same for girl and boy monsters to check they notice some are "she" and some "he."
- Copy the chart onto the board to show how the activity works. Check one box for each monster (mime thinking and choosing). Ask a question, e.g., *What's the happy monster doing?* Students respond, e.g., *She's taking a bath.* Elicit other questions and answers from students about your chart. Erase the board. Tell students to choose and check six boxes about the monsters.
- Make new pairs. Students sit facing one another, holding their books up so their partner can't see. Students take turns asking and answering about the monsters and to putting a ✓ in the boxes at the bottom of the page. Then they look and check.

## Extra activities: see page T121 (if time)

### Ending the lesson

- Write questions on the board for students to ask and answer in pairs:
  - What's your name?
  - How old are you?
  - Can you walk to school?
  - Can you swim?
  - Do you like tennis?
  - Do you like ice cream?

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 9–12.

### • TARGET LANGUAGE

**Key language:** language from Units 9–12, vocabulary, present progressive for actions at the moment of speaking, *can, can't, I like ... , I don't like ...*

**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, Hooray!, code*

**Review:** language from the units

### • MATERIALS REQUIRED

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

Flashcards of food (91–96)

Optional: Evaluation 3 (page T124), Practice Test 3 from Kid's Box AE Teacher's Resource Book 1 (pages 114–125), Kid's Box AE Interactive DVD 1: Sally's room Quiz 3, End of Year Test from Kid's Box AE Teacher's Resource Book 1 (pages 126–137)

### Warmer

- Draw three large circles on the board. In the middle of each write vehicles, rooms, or food. Brainstorm with the class words that complete the word families.

### SB93. ACTIVITY 3. Play the game. Say.

- Say *Open your Student's Books to page 93, please.* Elicit the sentence in the speech bubble and ask students to point to the correct square on the game board (the one next to *Finish*). Point to two or three other squares on the board and elicit more sentences in the present progressive. Make sure students use *He/She/They* and the correct form of *be* (*is* or *are*).
- Tell students they are going to play a game. Take out a game piece and the spinner you made for the first Review Unit (see pages xiii and T33). Hold up your book and put the game piece on the *Start* square. Say *This is the start.* Spin and mime moving your game piece along the board. Say, e.g., *Look! I have a three. One ...* (moving your game piece) *two ... three. I say, "They're playing basketball."* *I stay on this square. ... Then it's Kasia's turn. And then it's Victor's turn. Now it's my turn again.*
- Spin your spinner and move your game piece to another square with a picture. Look thoughtful and say *Oh, I don't know. What do I say?* Move your game piece back to the basketball square. Say *I don't know. I move back. If you say the sentence, you stay. If you don't say the sentence, you move back.* Point to the green *Finish* circle and say *This is the finish. The first person here is the winner! Hooray!* Move your game piece to one of the squares next to a ladder and say *Where do I move?* Elicit from students that you go up the ladder to the square at the top. Do the same with one of the squares close to a banana. Make it clear that you have to follow the banana back down.
- Elicit some useful language for games and write examples on the board, e.g., *It's my turn. It's your turn. I have a (three). Pass me the spinner, please. Is this my game piece? I'm the winner.*
- 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. 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). Students say *Hooray!* when they reach the Finish.

### WB93. ACTIVITY 2. Circle the different word.

- Say *Look at Activity 2. Read the words in the first line. Elicit why guitar is different. Ask Is a kiwi food? Repeat for apple and orange. For guitar, students respond No, it isn't.*
- Students complete the activity in pairs. Check with the class.

Note: If students give you an unexpected answer, ask them why. This activity relies on critical thinking (like the one on Workbook page 40). It is possible for there to be more than one answer. Listen to students' reasons for their choice. Be prepared to accept their answer.

**Key:** 2 ice cream, 3 burger, 4 chocolate, 5 hallway, 6 bike

### WB93. ACTIVITY 3. Read and complete. Draw.

- Review food words using the flashcards. Show each card and elicit the words. Practice questions in open pairs around the class. Show a card (picture side up), e.g., banana to Student A, and encourage him/her to make the question *Do you like bananas?* for the student of his/her choice (Student B) to answer. Student B answers *Yes, I do.* or *No, I don't.* Show Student B a different food flashcard. Student B makes the next *Do you like ... ?* question and chooses a different student to answer.
- Say *Open your Workbooks to page 93, please.* Point to the frame and say *This is for a picture of you. First, let's write.*
- Read the beginning of the first sentence and say *I'm (your name). What's your name? Write your name.* Elicit the next sentence and say *Think. Imagine. You're in the kitchen in your house. What food do you like? What don't you like? What's your favorite food? Write "I like ... , but I don't like ... "* Students work individually to complete the rest of the paragraph.
- Students draw a picture of themselves in their kitchen at home. They can draw a plate with their favorite food on it or two plates – one with food they like and one with food they dislike. They compare their pictures in pairs.

### Extra activities: see page T121 (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 3 (page T124) – see page xi of the Teacher's Book Introduction for instructions.
- Practice Test 3 from Kid's Box AE Teacher's Resource Book 1 (pages 114–125). For test key and audioscript see pages 141–143 of the Teacher's Resource Book.
- Quiz 3 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.
- The End of Year Test from Kid's Box AE Teacher's Resource Book 1 (pages 126–137). For test key and audioscript see pages 143–144.

#### Ending the lesson

- Students work in groups of three. They need one picture dictionary for each group. They use a book (or paper) to cover the words from Unit 9. They take turns saying what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns saying the words. They choose which to cover for Units 11 and 12 (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.