

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1–4

Review: rooms and objects in a house, numbers, colors

● **MATERIALS REQUIRED**

A photograph of you and your family OR a picture from a magazine of a family

Warmer

- Review the alphabet by playing a spelling game. Say *Who's this? Listen and look at the class. Point to the right person.* Spell the name of one of the students in the class, letter by letter (without looking at the student), e.g., *S-o-f-i-a*. Students point to the correct person. Repeat with other students' names. If you have two students with the same first name, spell the student's last name, too.

SB32. ACTIVITY 1. Listen and say the number.

- Say *Open your Student's Books to page 32, please.* Point to each picture in turn and elicit the number and the word (e.g., *eleven, kite*).
- Play the first item on the CD and elicit the correct number (fourteen). Play the rest of the CD. Students listen, point, and whisper the number to their partner each time. Play the CD again. Stop after each word and elicit the answer.

Key: 14, 11, 20, 17, 13, 18, 16, 19, 15, 12

CD 2, 04

C-l-o-c-k
K-i-t-e
M-i-r-r-o-r
W-a-t-c-h
P-h-o-n-e
B-o-o-k-c-a-s-e
R-u-l-e-r
R-o-b-o-t
C-a-m-e-r-a
C-u-p-b-o-a-r-d

Pair work game

- Focus students on the pictures in Activity 1 again. Say *Listen to the number and spell the word. Raise your hand.* Say one of the numbers (from 11 to 20) from Activity 1, e.g., *Nineteen*. Volunteers raise their hands when they have found the correct picture and are ready to spell the word. Elicit the whole word and the spelling, letter by letter (e.g., *Robot, R-o-b-o-t*).
- Make pairs. Students play the game, swapping roles so each one gets a chance to choose the numbers.

SB32. ACTIVITY 2. Look and say.

- Elicit toys, furniture, and other objects students can see in the two pictures (*bed, lamp, watch, mirror, cupboard, bookcase, robot, chair, car, rug, mat, etc.*).
- Say *Look. Picture 1 and picture 2 are different.* Read the speech bubble with the class. Students work in pairs or individually to find the rest of the differences. Elicit the differences and write sentences on the board like the example on page 32.

- Fast finishers can write sentences about the differences in their notebooks.

Key:

In picture 1, there's a robot on the bed, but in picture 2, there's a robot under the bed.

In picture 1, there's a cupboard, but in picture 2, there's a bookcase.

In picture 1, there's a mirror, but in picture 2, there isn't a mirror.

In picture 1, there's a watch on the table, but in picture 2 there isn't.

In picture 1, there are two trucks under the chair, but in picture 2 there are three trucks under the chair.

In picture 1, there's a yellow lamp on the table, but in picture 2, there's a green lamp on the table.

WB32. ACTIVITY 1. Match the color.

- Say *Open your Workbooks to page 32, please. Look at the example.* Point to the first rectangle and say *Read the number.* Elicit *Seven.* Say *It matches the word.* Point to the word. (Students point to the other rectangle colored gray in the bottom row.) Make sure they understand that the rectangle has been colored gray because the word *seven* matches the number 7 in the other rectangle (and that rectangle has *gray* written in it). Do the next one with the class (nine matches figure 9 – and students have to color both rectangles green).
- Students get colored pencils or crayons ready. Tell them to mark the rectangles with a colored dot only. They work individually to match and mark the rectangles. Students compare their answers in pairs. Check as a class.

WB32. ACTIVITY 2. Listen and write the number.

- Focus students on the pictures in their books. Play the first one on the CD: *The phone's on the table.* Point to the example answer "13" next to the picture of the living room. Play the rest of the CD. Students listen and match. Don't check answers. Students check in pairs. Play the CD again. Check with the class, playing each one again if necessary.

Key: 14, 17, 15, 13, 16, 18

CD 2, 05

- 13 The phone's on the table.
14 There are three teachers.
15 Who's that?
My teacher.
16 How many toys are there on the rug?
Four. There are three trucks and a robot.
17 Whose ruler is this?
It's mine.
18 There's an armchair next to the table.

Extra activities: see page T118 (if time)

Ending the lesson

- Show the class the photograph of your family or the family picture from a magazine. Tell students about the picture, e.g., *This is my mother and father. This is my brother. This is our house. These are my children.* Show it around the class as you talk about it.
- Tell students to bring a picture of their family for the next English class (to prepare for the topic in Unit 5). Students write a note about this in their homework books.

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

● TARGET LANGUAGE

Key language: key vocabulary and language from Units 1–4

Review: other vocabulary and language from Units 1–4

● MATERIALS REQUIRED

Dice, one for each group of three or four students, a game piece or small coin for each student

A photograph of you and your family OR a picture from a magazine of a family

Extra activity 1: a selection of 12 flashcards from flashcards 26–53, two rolled-up newspapers

Optional: *Kid's Box AE 2 Interactive DVD*: Sally's room Quiz 1

Warmer

- Show students your family picture again. Elicit who brought a picture. Students take turns coming to the front, showing their picture to the class, and talking about it, e.g., *This is my mom. This is my dad. This is my house.*

SB33. ACTIVITY 3. Play the game. Ask and answer.

- Say *Open your Student's Books to page 33, please.* Point to some of the squares on the board and elicit the words and the numbers. Use the same language as in the speech bubbles at the top of the page (*What's this? A ...*).
- Tell students they are going to play a game. Demonstrate how to play. Take out a die (or a spinner, if the students studied *Kid's Box AE 1*) and a game piece or coin. Hold up your book and put the game piece on the Start square (bottom left). Say *This is the Start. You roll the die ...* Roll the die 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. You ask "What's this?" I say "Ruler!" I stay on this square. ... Then it's Mario's turn. And then it's Emilia's turn. Now it's my turn again.* Roll the die and move your game piece again, e.g., to the square with the robot. Look thoughtful and say *What's this? Oh. I don't know this word. Move your game piece back to the ruler square.* Say *I don't know. I move back to where I was ... one, two. 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 on the board a list of useful language for games, e.g., *It's my turn. It's your turn. I have a (five). Pass me the die/dice, please. Is this my game piece? I'm the winner.* Students practice saying the sentences chorally.
- Make groups of three or four students. They need one die 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 and asking each other *What's this?* If you want, set a rule that anyone you hear speaking in their own language misses a turn. 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).

WB33. ACTIVITY 3. Write the questions. Answer the questions.

- Students use the grid to figure out the questions that appear in code. They write the questions and then look at the picture in order to answer the questions.

Key:

- 1 Where are the trucks? Under the bed.
- 2 Whose toy is on the bed? Scott's.
- 3 Are the shoes clean or dirty? Dirty.
- 4 How many trucks are there? Five.
- 5 Where is the camera? On the table.
- 6 What is on the chair? A T-shirt.

Extra activities: see pages T118–T119 (if time)

Optional evaluation:

- Quiz 1 from *Kid's Box AE 2 Interactive DVD* (Sally's room section). This quiz can be done as a whole-class activity or as a team competition. See pages 39 and 40 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Students work in groups of three. 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 with students about the *can do* statements from Units 1–4 and elicit examples from volunteer students for each one.
- Ask students which lessons, topics, and/or activities were their favorites.