

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 9–12 and will have talked about the differences between two pictures.

### ● TARGET LANGUAGE

**Key language:** vocabulary and language from Units 9–12  
**Review:** sports, clothes, vacation, adjectives, hobbies, food

### ● MATERIALS REQUIRED

Flashcards of new words from Units 9–12

Extra activity 1: any of Photocopiable activities 1–12b

### Warmer

- Display a selection of eight flashcards of new items from Units 9 through 12. Check comprehension by eliciting a sentence for each word. Students write the words in alphabetical order, as quickly as possible.

### SB92. ACTIVITY 1. Listen and correct.

- Say *Open your Student's Books to page 92, please.* Elicit known items in the picture (e.g., sausages, a cake, lemonade, jeans, mountains, etc.). Present *pineapple*.
- Play the first item on the CD and point to the example speech bubbles. Make sure students know that they need to listen and look carefully at the picture in order to correct the sentence. Play the rest of the CD. Students listen, point, and whisper the correct sentence to their partner each time. Play the CD again. Stop after each sentence and elicit the answer.

**Key:** No, she's eating a pineapple. No, there are three trees.  
No, there are some sausages on the table. No, he's painting a picture. No, there are five yellow flowers. No, there's some lemonade on the table. No, she's wearing a blue shirt and jeans. No, she doesn't have a purse.

### CD 4, 19

The boy's wearing a green shirt. The girl's eating a watermelon. There are six trees. There are some burgers on the table. The boy's taking a picture. There are five purple flowers. There's some orange juice on the table. The woman's wearing an orange dress. The woman has a purse.

### SB92. ACTIVITY 2. Look and say with a friend.

- Focus students on the two pictures in Activity 2. Elicit sports, hobbies, fruit, items of clothing, and other objects students can see in the two pictures (*badminton, baseball, reading, writing, watermelon, pineapple, sunglasses, hat, 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 remaining four differences. Elicit the differences and write sentences like the example on page 92 on the board.

**Key:** In picture 1, there's a watermelon on the table, but in picture 2, there's a pineapple on the table.

In picture 1, there are 3 shells under the table, but in picture 2, there are 2 shells under the table.

In picture 1, the boy making a sandcastle is wearing a big hat, but in picture 2, he's wearing a small hat.

In picture 1, the children are playing badminton, but in picture 2 they're playing baseball.

### WB92. ACTIVITY 1. Listen and connect the dots.

- Say *Open your Workbooks to page 92, please.* Play the CD while students trace the route with their fingers (pencils down, without drawing).
- Play the CD again for students to connect the dots. Elicit the name of the object. Read the question *What's this?* below the picture. Students complete the answer.

**Key:** pineapple

### CD 4, 20

Can you see the letter "d"? Put your pencil on "d." Now listen and draw.

d, y, a, m, x, b, z, c, h, o, q, e, l, p, w, v, s, g, i, f, j, d

### WB92. ACTIVITY 2. Listen and color. There is one example.



- Focus students on the picture and elicit what they can see (a beach). Play the CD. The first time, students choose the colors they need and look at the pictures. Play the CD again. Students color the jellyfish in the picture. Check with the class.

### CD 4, 21

Look at this picture. It's the beach.

Yes, it is. There are a lot of jellyfish!

I know! Can you see the jellyfish in the boat?

Yes, I can. Do you want to color it?

OK. Can I color the jellyfish in the boat gray?

Yes, you can.

### Can you see the gray jellyfish? Now you listen and color.

- There's a jellyfish on the sand.  
There are lots of jellyfish on the sand!  
Yes, there are. Can you see the one next to the tennis racket?  
Where's the tennis racket?  
Oh, I can see it! Can I color that jellyfish blue?  
Yes. Great!
- I can see two jellyfish behind the tree.  
Yes, there's a small one and a big one.  
Can I color the small jellyfish behind the tree?  
Yes. What color do you want to do it?  
Can I color it pink? That's my favorite color.  
OK.
- Look! There's a jellyfish between the shoes!  
I know. They're my shoes!  
Color it orange.  
OK. I like that color.  
Me too.
- There's a jellyfish in the water.  
Yes. The jellyfish in the water is very big!  
Can I color it green?  
Yes. I like that color.  
So do I.
- There's a jellyfish next to the chair.  
Yes. That's Dad's chair.  
Do you want to color that jellyfish?  
Yes, I do!  
OK. Color it yellow.  
Alright. Look, my picture's fantastic now!

### Extra activities: see page T127 (if time)

### Ending the lesson

- Play a memory game using the flashcards. Stick a selection of flashcards word side up on the board. Ask students to close their eyes and then take one away. Ask them to remember the missing word.

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

### ● TARGET LANGUAGE

**Key language:** vocabulary and language from Units 9–12

**Additional language:** procedural language, *mat*

**Review:** question words, present progressive

### ● MATERIALS REQUIRED

Flashcards: (vacation) 98–103

Extra activity 1: a selection of 12 flashcards from the new words in Units 9–12, three rolled-up newspapers

Optional: *Kid's Box AE 2 Interactive DVD*: Sally's room Quiz 3, Test Units 7–12 from *Kid's Box AE 2 Teacher's Resource Book* (pages 115–129)

### Warmer

- Review the vacation vocabulary, using the flashcards. Cover each one and slowly reveal it (picture side up). Students say the word. Ask *Do you want to go there? What can you do there?* Students respond.

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

- Say *Open your Student's Books to page 93, please.* Tell students they are going to play a game, similar to the one on Student's Book pages 33 and 63.
- Read the white box at the top of the page and say *In this game you do different things on the red, blue, and green squares. On a red square you follow the instructions. Read some examples of the instructions on the red squares. Say On a blue square you answer the question "What's this?" Do some examples of blue squares. Then say On a green square you have to say what the person in the picture is doing. Look! Point to one of the green squares (e.g., the boy playing baseball) and ask What's he doing? Students respond, e.g., He's playing baseball.*
- Demonstrate how to play the game. Hold up your book and put the game piece on the Start square (bottom right). Say *This is the Start. You move forward one square at a time. One ...* (moving your game piece) *Red. I follow the instruction. "The ocean's clean. Go forward 2 squares."* Move your game piece forward and stay on the square you land on. Say *OK, I was right. I stay where I am. Now it's Hilaria's turn. Now it's my turn again. I'm on a green square. I have to say "He's playing basketball." I can move one square. Point to the Finish square and say This is the Finish. The first person here is the winner! Hooray!*
- Review the useful language for games and write it on the board, if necessary, e.g., *It's my turn. It's your turn. Is this my game piece? I'm the winner.* Students practice saying the sentences chorally.
- Make pairs. Each student needs a coin or game piece. Students play the game. Monitor and check they are speaking English and following the color key for each square. If you wish, 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).

### WB93. ACTIVITY 3. Match the questions and answers.

- Say *Open your Workbooks to page 93, please.* Read the example question *Whose shorts are they?* and point to the example letter "f" in the box on the right. Elicit the answer *They're mine.*
- Say *Read and match.* Students work individually or in pairs to match by writing letters.
- Check answers in open pairs (one student asks a question and chooses another student in the class to answer).

**Key:** 2 b, 3 e, 4 d, 5 a, 6 c

### WB93. ACTIVITY 4. Read and complete.

- Focus students on Activity 4. Explain that this is a puzzle they need to complete by writing a word on each card. Point out the arrows, which show the direction they follow. Point to the example answer and say *Look at the picture. It's "eat." Write the word. Follow the arrow down to the next card.* Point to the picture on the second card and elicit *ear*. Ask a volunteer to spell it aloud. Explain/Elicit that *eat* and *ear* are spelled in the same way, apart from one different letter. Say that all the words in the puzzle will be like that – with just one letter different from one to the next. Explain that *mat* is a very small rug.
- Demonstrate with two or three more cards if necessary. Students complete the puzzle in pairs. Monitor and help as necessary.
- Check answers by eliciting the words in order and writing them on the board so students can check their spelling.

**Key:** ear, car, cat, hat, mat, man, men, ten, pen, pea, pet

### Extra activities: see page T127 (if time)

#### Optional evaluations:

- Quiz 3 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*.
- The test for Units 7–12 from *Teacher's Resource Book 2* (see pages 115–129).

### 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 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 with students about the *can do* statements from Units 9–12 and elicit examples from volunteer students for each one.
- Ask students which lessons, topics, and/or activities were their favorites.