

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

● TARGET LANGUAGE

Key language: vocabulary and language from Units 5–8

Review: animals, food, family, present progressive

● MATERIALS REQUIRED

Extra activity 1: Flashcards of new words from Units 5–8

Warmer

- Display a selection of eight flashcards of new items from Units 5 through 8 (e.g., *cousin* (Robert), *milk*, *eggs*, *duck*, *lizard*, *park*, *apartment*, *mirror*). Check comprehension by eliciting a sentence for each word (e.g., *My cousin's name is Elena. There's a mirror in my bedroom. I have milk for breakfast* etc.). Make pairs. Students write the words in alphabetical order, as quickly as possible. Elicit the words in the correct order.

SB62. ACTIVITY 1. Listen and say the letter.

- Say *Open your Student's Books to page 62, please*. Point to each picture in turn and elicit the letter and what students can see (e.g., a – two girls and a goat).
- Play the first item on the CD and elicit the correct letter (d). 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 sentence or dialog and elicit the answer.

Key: d, b, e, c, a, f

CD 3, 05

We're having chicken and fries for dinner.

I love horses.

So do I.

I'm kicking a ball.

We're having fish and fries for dinner.

I love goats.

I don't.

I'm hitting a ball.

SB62. ACTIVITY 2. Read and answer.

- Focus students on the picture and on the text. Remind them that they did a similar activity in Unit 6 (refer them to Student's Book page 43, Activity 2). Students read the story in pairs, figuring out what the picture words are. Check by going around the class asking students to read sections aloud. Don't force students to read aloud if they don't want to.
- Check comprehension of the questions. Students answer the questions individually in their notebooks in full sentences. Monitor and help as necessary. Check answers in open pairs.

- Ask further questions to check comprehension: *What are the ducks eating?* (They're eating bread.) *Where are the ducks?* (They're in the water.) *Where is the donkey?* (It's next to the ducks.) *Is Tony happy or sad?* (He's happy.)

Key: 1 He's on the farm. 2 They're looking at the donkey.

3 There are three ducks. 4 It's / The frog's jumping.

WB62. ACTIVITY 1. Find and write the words.

- Say *Open your Workbooks to page 62, please. Look at the word search puzzle*. Focus students on the two examples and the columns of writing lines to the left and right of the puzzle. Make sure students understand they need to write the words they find in the two categories. Students work in pairs. They find and circle the words and then copy them into the appropriate columns. Monitor students and help or guide where necessary. Check with the class.

Key: "food" words: breakfast, eggs, juice, dinner, fries; "family" words: grandmother, mom, dad, sister, grandfather

WB62. ACTIVITY 2. Listen and write the number.

- Focus students on the pictures and elicit what they can see (the Star family, animals, stores). Play number 1 on the CD and point out the example answer. Play the rest of the CD. Students write the numbers to match what they hear with the pictures. They check in pairs. Play the CD again. Check with the class.

Key:

3, 1, 6

5, 4, 2

CD 3, 06

- Are you Sally's mom?
No, I'm her grandma.
- Dad, can I have some orange juice, please?
Yes, here you are.
- What's Sally's mom doing?
She's sleeping.
- Which animals can you see?
I can see two ducks and a chicken.
- The café is between the park and the pet store.
- The lizard is in front of the ducks.

Extra activities: see page T123 (if time)

Ending the lesson

- Students close their books. Play a *Memory* game. Students say what they can remember about the picture in Student's Book page 62 Activity 2. Elicit sentences from different students.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 5–8 and learned a chant.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 5–8

Review: question words, prepositions

● MATERIALS REQUIRED

A die for each group of three or four students, game piece or small coin for each student

Extra activity 1: a selection of 12 flashcards from the new words in Units 5–8, two rolled-up newspapers

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

Warmer

- Review prepositions by hiding five or six stuffed animals (or flashcards of animals) around the classroom (make sure the position of each animal can be described with known language), e.g., put a cat under a table, a dog in the cupboard (leave the door open), a mouse between two of the students' backpacks. Students raise their hands when they can say a sentence about where one of the animals is. Write the sentences on the board.
- Move the toys and repeat the activity. This time, students write all the sentences in their notebook. Check with the class.

SB63. ACTIVITY 3. Play the game. Answer the question.

- Say *Open your Student's Books to page 63, please.* Tell students they are going to play a game, similar to the one on Student's Book page 33.
- Read the question and answer at the top of the page and say *In this game you answer the question "Where's the star?"* Point to some of the squares on the board and ask individual students *Where's the star?* They respond, e.g., *It's on the table, next to the chicken.*
- Demonstrate how to play the game. 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 five. One ... (moving your game piece) two ... three ... four ... five.* You ask *"Where's the star?"* I say *"It's on the hospital!"* I stay on this square. ... Then it's Yana's turn. And then it's Thomas's turn. Now it's my turn again. Roll the die and move your game piece again, e.g., to the square with the star in the park. Look thoughtful and say *Where's the star? Oh. I don't know.* Move your game piece back to the square you were on before. 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. If you land on an arrow square, you can stay where you are without saying where the star is. 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. I have a (five). Pass me the die, 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 speaking English and asking each other *Where's the star?* 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).

WB63. ACTIVITY 3. Read and draw lines.

- Say *Open your Workbooks to page 63, please.* Elicit what students can see (bedroom lamp, clock, polar bear, spider, baby, mother). Focus students on the first sentence: *The baby is behind the door.* Students look at the example line from the picture of the baby to the right place in the bedroom. They work in pairs. They read the sentences (silently) and draw lines to position the things correctly. Monitor students and prompt where necessary. Correct as a class.

WB63. ACTIVITY 4. Listen and complete. Chant.

- Focus students on the picture and elicit what some of the children are doing and what students can see in the picture. Play the CD. Students listen and point to the children in the picture. Students work in pairs and try to put the right question words in the sentences. Play the CD again for students to check. Check using open pairs around the class (Student 1 asks, Student 2 answers). Teach the chant. Students stand and say it as a class.

Key: 2 What, 3 Whose, 4 How old, 5 Where, 6 What, 7 How many, 8 Which, 9 who

CD 3, 07

Who is that?
That's my brother, Paul.
What's he doing?
He's catching a ball.
Whose ball is it?
It's my cousin Nick's.
How old is he?
He's very young.
He's only six.
Where is he now?
He's in the hallway.
What's he doing?
He's throwing his ball.
How many balls do you have?
I don't know! We have a lot!
Which one's your favorite, red or blue?
I don't know!
And who are you?

Extra activities: see page T123 (if time)

Optional evaluation:

- Quiz 2 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 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 *can do* statements from Units 5–8 with students and elicit examples from volunteer students for each one.
- Ask students which lessons, topics, and/or activities were their favorites.