

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 1 and 2 and told and written a story.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 1 and 2
Additional language: *platform*

● MATERIALS REQUIRED

Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each student in the class.

Warmer

- Make groups of six. Hand out a word from Unit 1 or 2 to each student. They keep their word secret. They take turns providing a definition of their word for the other students in their group to guess. If time, regroup students and repeat.

SB26. ACTIVITY 1. *Sarah is talking to her mother, Mrs. Smith. Read the conversation and choose the best answer. You do not need to use all the letters.* **F** toward

- Tell students to open their Student's Books to page 26. Focus them on the Activity 1 instructions. Ask a student to read them aloud. Elicit what *best answer* means and check that students know what to do (complete the conversation). Students work individually to read the conversation and complete it. They check in pairs. Check with the class by asking pairs to read sections of the conversation aloud. Focus them on the key words which give them clues for the answers each time. Teach some techniques for this kind of activity, e.g., looking at the line that comes after the blank, looking at nouns, verbs, pronouns, etc. to check for coherence.

Key: 1a, 2g, 3b, 4e, 5f

SB26. ACTIVITY 2. *Tell your friend the story.* **F** toward

- Focus students on Activity 2 and on the pictures. Give them time to look at the pictures and work out what is happening in the story. Elicit useful words for each picture as well as several sentences to describe what is happening in each picture. , e.g., *It's 8:30, and Peter is waiting on the platform for the train. He's going to be late, and he's not happy.* Encourage students to bring the story to life by giving the characters names, and to "fill in" the story between the pictures, e.g., *Peter runs out of the house. He is thinking about his homework.* Put students into pairs. They take turns telling the story (one picture each), saying at least two sentences for each picture and one sentence for in between the pictures. Remind them to use adjectives and adverbs to make the story more interesting. Go around the class, monitoring and listening in to the storytelling.

Key: Students' own answers

SB26. ACTIVITY 3. Now write the story. **F** toward

- Focus students on the activity instruction. They write a draft of their story on paper or in their notebooks. Remind them to give the story a title, to give the people names, to write at least two sentences for each picture, to fill in between the pictures, and to use adjectives and adverbs to make it more interesting. Students write their first draft individually. They swap their work with a partner. They suggest corrections and improvements for each other's work. Students then write a final draft in their notebooks.

Note: In the real test, there are only three pictures.

WB26. ACTIVITY 1. *Read the story. Choose words from the box to complete the sentences.* **F** toward

Note: There are five extra words in the box.

Key: 2 jobs, 3 firefighter, 4 painted, 5 going

WB26. ACTIVITY 2. *Choose a title for this episode of Friendly.* **F** toward

Key: a) Modern art

WB26. ACTIVITY 3. *Draw and color Sue's painting.*

WB26. ACTIVITY 4. *Match the questions with the answers.*

Key: 3, 6, 4, 1, 2, 5

Extra activities: see page T101 (if time)

Ending the lesson

- Review *going to* by asking around the class what students are going to do that evening and on the weekend.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 1 and 2 and played a board game.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 1 and 2
Revision: language for playing games

● MATERIALS REQUIRED

Board game: Dice, colored counters

Optional: Kid's Box AE Interactive DVD 5: The classroom Quiz 1, Kid's Box AE Teacher's Resource Book 5 Test Units Welcome–2 (pages 76–90), Kid's Box AE Workbook 5 Language Portfolio page 91

Warmer

- Revise telling the time with the class. Students make pairs. One sits with their back to the board, holding their notebook and a pencil. The other faces the board. Draw six numbered clocks on the board showing different times. Students whisper the number of each clock and then the time to their friend. The friend draws the time on the clock in their notebook. Students look and check. Pairs swap roles. Draw six more numbered clocks on the board showing different times.

SB27. ACTIVITY 4. Play the game.

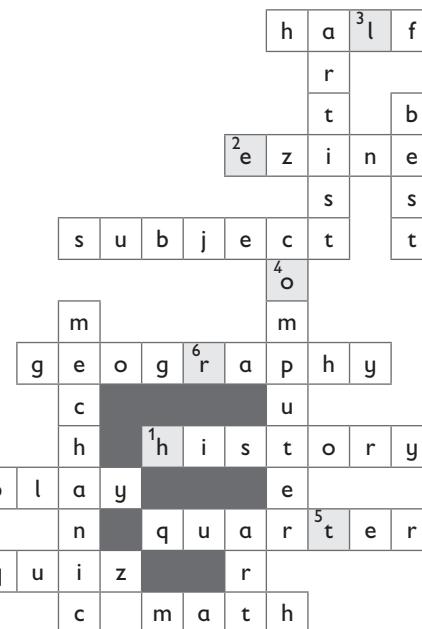
- Tell students to open their Student's Books to page 27. Elicit that this is a board game. Focus them on the instructions and check understanding. Students play in groups of three. One member of the group is the secretary and the other two are the players. The players take turns throwing the dice and moving around the board. When they land on a square, they say the time and what they're going to do at that time, as in the first example. The secretary makes a secret note of what is said. The next time it is their turn, they have to say the new time and then remember what they have planned to do the next day before adding the new activity, as in the second example. If they make a mistake or cannot remember the activity that goes with each time, they have to go back to the start. After the game, the players swap roles so that there is a new secretary.

WB27. ACTIVITY 5. Complete the sentences. Count and write the letters.

Key: 2 history 7, 3 quarter 7, 4 art 3, 5 best 4, 6 geography 9, 7 quiz 4, 8 mechanic 8, 9 subject 7, 10 computer 8, 11 half 4, 12 math 4, 13 artist 6, 14 play 4

WB27. ACTIVITY 6. Now complete the crossword. Write the message.

Key:



Message: hello there

WB27. ACTIVITY 7. Quiz time!

Key: 1 They can study French, German, or Spanish, 2 science, 3 twelve, 4 a dentist, 5 writer and reporter, 6 four

WB27. ACTIVITY 8. Write questions for your quiz in your notebook.

Key: Students' own answers

Extra activities: see page T101 (if time)

Optional evaluations

- Quiz 1 from Kid's Box AE Interactive DVD 5 (The classroom section). This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units Welcome–2 from Kid's Box AE Teacher's Resource Book 5 (see pages 76–90) **F** toward

Language Portfolio

- Students complete page 91 of Kid's Box AE Workbook 5 Language Portfolio (I can ... Units 1 and 2).

Ending the lesson

- Students work in groups of three. They find the *Can do* Workbook sections for Units 1 and 2 (pages 15 and 23) and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Student's Book, the Workbook, or their notebooks if necessary. Elicit some examples from volunteer students in the class for each one.
- Ask students which lessons, topics and/or activities were their favorites.