

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 7 and 8 and done speaking, reading, and listening activities.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 7 and 8, describing pictures: *in the foreground, in the background, in the center, on the left, on the right, on the left of, on the right of*

Review: descriptions, people, clothes, activities, food, directions

● MATERIALS REQUIRED

Warmer: Key vocabulary from Units 7 and 8, each word written on a small piece of paper, enough for each student in the class

Photocopiable 8 (see page T97), one photocopy for each pair, cut into two parts

Warmer

- Make groups of six. Hand out a word on to each student. They take turns providing definitions of their words for the other students in their group to guess. Regroup students and repeat.

SB80. ACTIVITY 1. Look at the picture. Talk about it in pairs.

F toward

- Tell students to open their Student's Books to page 80. Focus them on the picture. Tell them to ignore the people's names around the picture for now. Use this to pre-teach/ review language for picture description, e.g., *I can see ... in the foreground, in the background, in the center, on the left (of), on the right (of)*. Write the key language on the board. Elicit some sentences from different students to demonstrate the activity. Students work in pairs and talk about the picture. Monitor and give ideas where necessary. Elicit the description of the picture from the whole class.

SB80. ACTIVITY 2. Listen and draw lines. There is one example. **F** toward

- Focus students on the Activity 2 instructions and on the names. Play the CD and do the example with the class. Play the rest of the CD in one go. Students listen and draw lines. They check in pairs. Play the CD again. Check with the class.

CD 3, 36

Boy: What are you looking at, Uncle Paul?

Man: It's a photograph of me when I was younger.

Boy: Who are you?

Man: I'm the little boy, playing with the plastic car.

Boy: Is that Aunt Daisy riding the bike?

Man: That's right. Daisy loved her bike.

Boy: Who are the people sitting at the table next to you?

Man: Well, the man who's eating the piece of bread is your grandfather, Jack, when he was younger. He's wearing a yellow T-shirt.

Boy: Is the woman who's drinking water my grandmother?

Man: No, that's your grandfather's sister, Sally.

Boy: Who's the other man? The one who's putting butter on his bread?

Man: He was a friend of Sally's, but I can't remember his name.

Boy: Is my mom in the photograph?

Man: No, she wasn't born when this photograph was taken.

Boy: Do you know the names of the other people, Uncle Paul?

Man: Well, yes, I do, or at least three of them. Can you see the man in the uniform?

Boy: The police officer standing on the corner?

Man: Yes. His name's Fred. He was one of your grandad's school friends.

Boy: Oh! Really?

Man: Yes. And the waiter with the striped T-shirt is John. He lived in the house next to us.

Boy: And who is the third person you know?

Man: Well, John, the waiter, is talking to a woman with long hair. She's named Vicky. She's a teacher. She taught math to me and your mom and your Aunt Daisy.

Boy: Wow! You know them all.

SB80. ACTIVITY 3. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. **F** toward

- Ask a student to read the instructions aloud. Do the example with the class by asking another student to read the first three lines of the story aloud. Briefly review how students know this word is correct (verb following I). Remind students to think carefully about which words to use by looking at the words around each blank. Give a time limit for students to complete the activity individually. Students check in pairs. Check with the class.

Key: 1 water, 2 Have, 3 dangerous, 4 shouldn't, 5 sandwiches

SB80. Now choose the best name for the story. Check (✓) one box.

- Focus students on the second part of the activity. Give them thinking time before they check one of the boxes. Check opinions around the class, eliciting reasons for their answers.

Key: A day at the beach

Photocopiable 8 (see pages T89 and T97)

WB80. ACTIVITY 1. Read the story. Choose a word from the box. Write the correct word next to numbers 1–6.

F toward

Note: There are five extra words in the box.

Key: 2 ride, 3 were, 4 skis, 5 sled, 6 snowman

WB80. ACTIVITY 2. Choose a title for this episode of Friendly. **F** toward

Key: b) Snowy disaster!

WB80. ACTIVITY 3. Match the questions with the answers.

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

Extra activity: see page T109 (if time)

Ending the lesson

- Describe someone in the class for the other students to guess, e.g., *This student has dark hair and is wearing ...* Students can then take turns giving descriptions for the class to guess.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 7 and 8 and played a game.

● TARGET LANGUAGE

Key language: vocabulary and language from *Kid's Box AE 5*

Review: language for playing games

● MATERIALS REQUIRED

Warmer: The following questions on a large sheet of paper, each one in scrambled order:

- 1 What do they look like?
- 2 When did you go snowboarding?
- 3 What does it feel like?
- 4 What do they sound like?
- 5 What should we do with them?
- 6 What would you like?
- 7 How many times a week do you go to school?
- 8 What's the name of the fifth month?

Board game: Dice, red and blue counters

Warmer

- Display a large sheet of paper with scrambled questions. Students work in pairs to unscramble them and write them in their notebooks. Elicit the questions from students and write them on the board. Elicit one or more possible answers.

SB81. ACTIVITY 4. Play the game.

- Tell students to open their Student's Books to page 81 and erase the board. Elicit that this is a board game. Focus students on the instructions and check understanding. If they land on a circle that is their color, they ask a related question. Their partner decides if the question is correct or not. If it is correct, the questioner receives 3 points. If not, he/she loses a point. Students play in pairs. They take turns throwing the dice and moving around the board, asking the questions. Be ready to give your verdict in any disputes. Encourage students to be inventive with their questions – there are many different possibilities.
- Monitor students as they are playing the game. At the end of the game, the player with the most points in each pair is the winner.
- Fast finishers can play again, changing color.

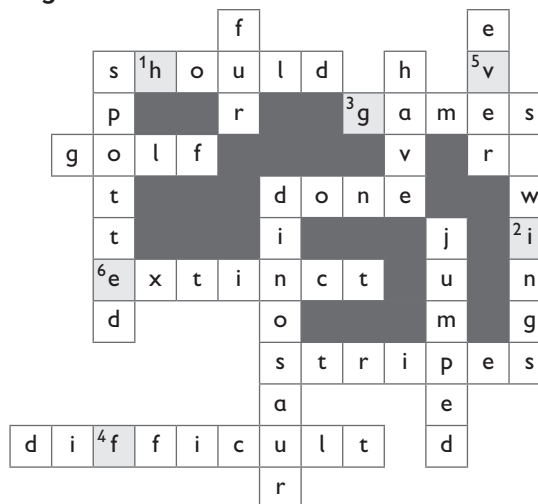
Key (possible questions): 1 What time / When do you go to bed? 2 What does a lime look like? 3 What should we do with plastic, glass bottles, etc? 4 What did you have for breakfast? 5 What does it feel like? 6 What's (the name of) the eighth month? 7 How old is he? 8 How many books are there in your bag / on the table, etc.? 9 How often / many times a day do you brush your teeth? 10 Where did you go yesterday? 11 What does it taste like? 12 What color are the socks? 13 How do you go to school? 14 Why did you phone me / leave me a message? 15 What does it sound like? 16 Can I help you? / Which book would you like? 17 Who's that / this? / your favorite teacher? 18 Who did you have lunch with yesterday? 19 How many days are there in a year? 20 How many medals have you won?

WB81. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 ever 4, 3 extinct 7, 4 done 4, 5 spotted 7, 6 have 4, 7 should 6, 8 dinosaur 8, 9 wings 5, 10 jumped 6, 11 Games 5, 12 stripes 7, 13 fur 3, 14 golf 4

WB81. ACTIVITY 5. Now complete the crossword puzzle. Write the message.

Key:



Message: high five

WB81. ACTIVITY 6. Quiz time!

Key: 1 They should recycle it. 2 a beetle, 3 because an asteroid hit the earth, 4 He hasn't won any races. 5 in the winter, 6 in London, in England

WB81. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Students' own questions and answers

Extra activities: see page T109 (if time)

Optional evaluations

- Quiz 4 from *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 7–8 from *Kid's Box AE Teacher's Resource Book 5* (see pages 121–135) **F** toward

Ending the lesson

- Students work in groups of three. They find the *Can do* Workbook sections for Units 7 and 8 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.