

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 3 and 4 and completed a listening and speaking activity.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 3 and 4, hairdryer, one that doesn't belong

● MATERIALS REQUIRED

Photocopiable Review 3 and 4 (see page T97), one copy for each pair of students

Warmer

- Write *Camping* in a circle in the middle of the board. Brainstorm a mind map of all the camping and country words that students remember in two minutes. They keep their Student's Book closed.

SB44. ACTIVITY 1. Listen and draw lines. There is one example.  toward

- Tell students to open their Student's Book to page 44. Focus them on the Activity 1 picture and elicit some of the things they can see. Draw their attention to the names at the top and ask students to read them aloud to you. Tell students to read the activity instructions and check understanding. Play the CD once through. Pause to give students time to quickly check with their partner before playing the CD again. Check with the class.

CD 2, 25

MAN: What are you looking at there, Diana?

DIANA: It's a picture of my friends camping. They went on a camping trip last week. Harry gave me some pictures to look at.

MAN: Is Harry one of the boys playing badminton?

DIANA: No, he isn't. Harry's trying to put up his tent with his friend. Harry's the boy who's standing up, holding the tent.

MAN: Who's the boy with his head in the backpack?

DIANA: The one with the big jacket?

MAN: That's right.

DIANA: Oh, that's Richard. He loves camping. I think he's looking for something in his backpack.

MAN: Yes, because I think Harry and his friend need some help.

DIANA: Yes, they do.

MAN: Who's the girl in the tent?

DIANA: There are two girls in the tent. One of them's Katy. She's holding a flashlight so she can read her book. Her friend's asleep in her sleeping bag.

MAN: Is Helen playing badminton, then?

DIANA: Yes, she is. Look, she's the tallest girl here. She always takes her things to play badminton when she goes camping.

MAN: That's a good idea. Who's she playing with?

DIANA: I don't know the shorter girl, but the two boys are Michael and William. They like badminton, but they're not very good.

MAN: So, which is the boy with the dark hair?

DIANA: That's Michael. He's the one who's jumping in the air.

MAN: So William is the boy with the short fair hair, the one who's wearing a red T-shirt?

DIANA: That's right.

MAN: Well, they all had a really good time, didn't they? What a great photograph!

Photocopiable Review 3 and 4 (see pages T91 and T97 and instructions below)

SB44. ACTIVITY 2. Ask and answer.  toward

- Focus students on the Activity 2 instructions and on the picture. Demonstrate the activity for the class. Students work in pairs, A and B. Hand out a copy of Photocopiable Review 3 and 4 (see page T97) to each pair, part A to Student A and part B to Student B. They ask questions and write down their partner's answers. Elicit some example questions before students begin the activity, e.g., Name restaurant: *What's the name of the restaurant?* How many people: *How many people are there?* Where sitting: *Where are they sitting?* Remind students of useful language, e.g., *Could you repeat that, please?* Monitor, but try not to interrupt the activity.

WB44. ACTIVITY 1. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

 toward

Key: 1 camp, 2 backpack, 3 map, 4 tents, 5 too

WB44. ACTIVITY 2. Now choose the best name for the story.  toward

Key: Jenny's big suitcase

WB44. ACTIVITY 3. Which is the one that doesn't belong and why?

Key (possible answers): 2 flashlight, You don't eat with it. 3 best, It's not a direction / not on a map. 4 pan, You don't eat it. 5 cave, It isn't camping equipment. 6 cheese, You don't make it from flour.

Extra activities: see page T107 (if time)

Ending the lesson

- In pairs, students each think of a "one that doesn't belong" example (four words, one of which is different in some way). Pairs take turns saying theirs to the class, for the rest of the class to say which they think is the one that doesn't belong and why.

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 3 and 4 and played a game.

● TARGET LANGUAGE

Key language: language and vocabulary from Units 3 and 4
Review: language for playing games

● MATERIALS REQUIRED

One die for each group of three students, colored game pieces

Optional: Kid's Box AE Interactive DVD 6: The classroom Quiz 2, Test Units 3–4 from Kid's Box AE Teacher's Resource Book 6 (pages 91–105), Kid's Box AE Workbook 6 Language Portfolio page 92

Warmer

- Review past progressive and simple past. Say, e.g., *Guess what! This morning when I was eating my breakfast, a tree fell on the house! What a surprise!* Ask students to imagine other things that happened to them. Prompt them to use the simple past and past progressive. They can use the same opener to start with: *Guess what! This morning when I was eating my breakfast ...*, but encourage them to think of their own openers, too.

SB45. ACTIVITY 3. Play the game.

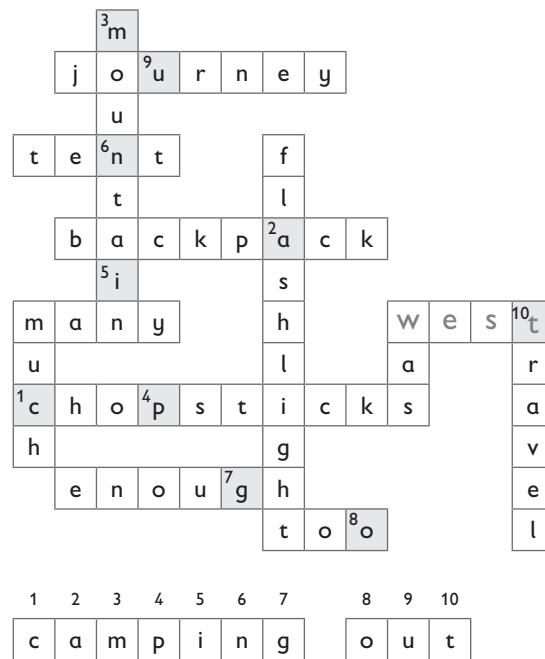
- Tell students to open their Student's Book to page 45. Elicit that this is a board game. Focus them on the instructions. Read them through aloud with the class and check that students know they have to make sentences using the simple past and past progressive. Students play in groups of three. They take turns rolling the die and moving around the board following the instructions. Remind them that they can only speak in English. Monitor students as they are playing the game. Students decide if their friends say the sentences correctly or not. If they don't, the student misses a turn. The first player in each group to finish is the winner.

WB45. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 journey (7), 3 tent (4), 4 mountain (8),
 5 chopsticks (10), 6 flashlight (10), 7 too (3), 8 travel (6),
 9 much (4), 10 backpack (8), 11 many (4), 12 was (3),
 13 snack (5), 14 enough (6)

WB45. ACTIVITY 5. Write the words in the crossword puzzle. Write the message.

Key:



WB45. ACTIVITY 6. Quiz time!

Key: 1 ... taking off his dirty boots and he fell over. 2 With small spots. 3 Possible answer: Monet. 4 They didn't have enough flour or eggs. 5 Fungus and bacteria. 6 From milk and the right type of bacteria.

WB45. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Students' own answers

Extra activities: see page T107 (if time)

Optional evaluations

- Quiz 2 from Kid's Box AE Interactive DVD 6 (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 3–4 from Kid's Box AE Teacher's Resource Book 6 (see pages 91–105). **F** toward

Language Portfolio

- Students complete page 92 of Kid's Box AE Workbook 6 Language Portfolio (*I can ... Units 3 and 4*).

Ending the lesson

- Students work in groups of three. They find the *Can do* Workbook sections for Units 3 and 4 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, and their notebooks if necessary. Elicit some examples from volunteer students in the class for each one.
- Ask students which lessons and activities were their favorites.