

OBJECTIVES: By the end of the lesson, students will have reviewed language from Units 1 and 2 and completed a reading and a listening activity.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 1 and 2

● MATERIALS REQUIRED

Warmer: Key vocabulary from Units 1 and 2, each word written on a small piece of paper, enough for each student in the class, different colored markers

Twenty pieces of paper, each with half a joke from Workbook page 26 Activity 3

Warmer

- Make groups of six. Hand out a word 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. Read the text. Choose the right words and write them on the lines.  toward

- Tell students to open their Student's Book to page 26. Focus them on the reading text and on the instructions. Check that they know what to do. Do the example first with the class. Remind students to read the words around the blank to help them choose the correct word each time. Students complete the text individually and then check in pairs. Check with the class by asking students to read the text aloud in turn around the class.

Key: 2 goes, 3 smaller, 4 its, 5 on, 6 when, 7 was, 8 say, 9 wants, 10 works

SB26. ACTIVITY 2. Listen and color and write. There is one example.  toward

- Focus students on the Activity 2 picture. Elicit some of the things they can see. Tell students to read the activity instructions and check understanding. Students need different colored markers for this activity. 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 1, 37

WOMAN: Can you see this picture of a space museum?

BOY: Yes. It looks great.

WOMAN: Well, I'm going to ask you to color some of it for me.

BOY: Of course. What would you like me to color?

WOMAN: Can you see the Sun on the poster? Can you color it yellow, please?

BOY: OK. I'm doing that now.

Can you see the yellow sun? Now you listen and color and write.

1

WOMAN: Now, can you color the astronaut's uniform, please?

BOY: Do you mean all of it?

WOMAN: That's right, from his head to his feet. Color it gray, please.

2

BOY: OK. What next?

WOMAN: Now, can you write the word "astronaut" at the bottom of his uniform?

BOY: Here, below his feet?

WOMAN: That's right.

3

BOY: What else?

WOMAN: Look at the poster again.

BOY: The one with Earth, the Moon, and the Sun?

WOMAN: Yes. Color Earth, please.

BOY: Earth. OK, I'll use blue. That's the color it looks from space.

WOMAN: Yes, that's right.

BOY: Finished.

4

WOMAN: I'd like you to write something else now. We need to complete the name of the poster, too.

BOY: OK, that's a good idea.

WOMAN: Well, can you see the words 'The planets and..' we need to write a word there.

BOY: Alright.

WOMAN: We'll call it 'The planets and earth'.

BOY: OK, that sounds good. I'll write that now.

WOMAN: Thank you.

5

WOMAN: Do you want to do some more coloring?

BOY: Yes. What should I color?

WOMAN: Can you see the boy looking at the poster? He's with his mother, on the right. Color her sweater.

BOY: His sweater?

WOMAN: No, his mother's sweater. Color her sweater purple.

BOY: Finished.

WOMAN: Perfect. Good job.

WB26. ACTIVITY 1. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.  toward

Key: 1 future, 2 food, 3 will, 4 picture, 5 museum

WB26. ACTIVITY 2. Now choose the best name for the story.  toward

Key: Future plans

WB26. ACTIVITY 3. Read and match the jokes.

Key: 2 f, 3 a, 4 c, 5 i, 6 b, 7 h, 8 j, 9 g, 10 d

Extra activities: see page T104 (if time)

Ending the lesson

- Hand out the pieces of paper with jokes and punch lines at random to students. If you have more than 20 students, pair some of the students up. If you have fewer, give one or more students more than one piece of paper. Ask a student with a question to start. He/she stands up and reads the first part of the joke, e.g., *How does a monster count to 13?* Encourage them to use appropriate intonation. The class replies in chorus *I don't know. How does a monster count to 13?* The student with the correct punch line stands up and says it, again with appropriate intonation, e.g., *On its fingers!* Repeat for all the jokes.

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: language and vocabulary from Units 1 and 2, *fuel, launch*

Additional language: *Always travel clockwise!*

Review: language for playing games

● MATERIALS REQUIRED

One die for each group, colored game pieces

Optional: *Kid's Box AE Interactive DVD 6: The classroom*

Quiz 1, Test Units High Technology – 2 *Kid's Box AE Teacher's Resource Book 6* (pages 76–90), *Kid's Box AE Workbook 6*

Language Portfolio page 91

Warmer

- Review the names of the planets and their order with the class (using the mnemonic if they remember it). Elicit *rocket* and pre-teach *fuel* and *launch*.

SB27. ACTIVITY 3. Play the game.

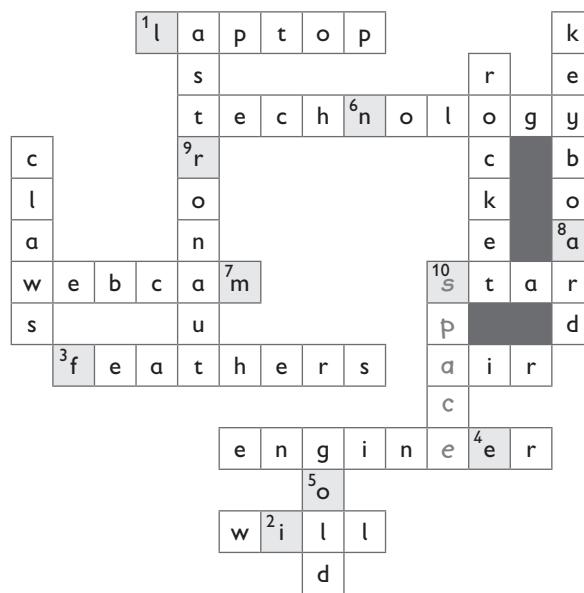
- Tell students to open their Student's Book to page 27. Elicit that this is a board game. Focus them on the instructions. Read them through aloud with the class and check that students know what to do. Check understanding of *Always travel clockwise!* Students play in groups of three. They take turns rolling the die and move around the board following the instructions. Monitor students as they are playing the game. If a student doesn't roll the correct number or launch from the correct square, he/she misses a turn. On the Mars landing square, students have to say something good they will do (or something bad they won't do) for the planet. They must not repeat a verb someone else has used. The first player to finish in each group is the winner.

WB27. ACTIVITY 4. Complete the sentences. Count and write the letters.

Key: 2 gold (4), 3 technology (10), 4 air (3), 5 astronaut (9), 6 feathers (8), 7 laptop (6), 8 will (4), 9 star (4), 10 keyboard (8), 11 rocket (6), 12 engineer (8), 13 webcam (6), 14 Claws (5)

WB27. ACTIVITY 5. Write the words in the crossword puzzle. Write the message.

Key:



1	2	3	4		5	6	7	8	9	10
l	i	f	e		o	n	M	a	r	s

WB27. ACTIVITY 6. Quiz time!

Key: 1 a lion. 2 The Argo. 3 Theseus. 4 In spaceplanes.
5 Mars. 6 More than 60.

WB27. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Students' own answers

Extra activities: see page T105 (if time)

Optional evaluations

- Quiz 1 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 High Technology – 2 from *Kid's Box AE Teacher's Resource Book 6* (see pages 76–90). toward

Language Portfolio

- Students complete page 91 of *Kid's Box AE Workbook 6 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 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, topics, and/or activities were their favorites.