

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 5 and 6 and completed a reading and a speaking activity.

### ● TARGET LANGUAGE

**Key language:** language and vocabulary from Units 5 and 6,  
poisonous

**Additional language:** blowfish

### Warmer

- Write *Hobbies and free time activities* in a circle in the middle of the board. Brainstorm a mind map of all the hobby and free time words that students remember in two minutes. They keep their Student's Book closed.

**SB62. ACTIVITY 1.** Read the letter and write the missing words. Write one word on each line. **F** toward

- Tell students to open their Student's Book to page 62. Focus them on Activity 1 and elicit that it's a letter. Ask who wrote it (Robert), who he wrote to (Peter) and what they think it's about (hobbies). Tell students to read the activity instructions and check understanding. Students do the activity individually, checking in pairs when they have finished. Check with the class, asking students to take turns reading the letter aloud.

**Key:** 2 for, 3 on, 4 like/love/enjoy, 5 to, 6 riding

**SB62. ACTIVITY 2.** Look at the pictures. Tell the story.

**F** toward

- Focus students on the Activity 2 pictures. Elicit what they can see in the different pictures. Focus them on the activity instructions and make sure they know what to do. Demonstrate the activity with the whole class first. Ask questions about the first picture to encourage students to describe what happened. Encourage them to extend their responses, using, e.g., *One day / One Saturday*, and to give the people names. Remind them to use adjectives, adverbs, and connectors to make the story more interesting. Students then work in pairs, asking, answering, and talking about the pictures in order. As they do this, they create their stories. Pairs write their story in their notebooks so they can tell another pair about it. Make groups of two pairs. Students share their stories. Elicit and create a definitive version of the story by asking students to dictate for you to write on the board.

**Note:** In the real test, the story title and the names of the main characters are given.

**WB62. ACTIVITY 1.** Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

**F** toward

**Key:** 1 ridden, 2 dangerous, 3 someone, 4 squid, 5 anything

**WB62. ACTIVITY 2.** Now choose the best name for the story. **F** toward

**Key:** Living dangerously

**WB62. ACTIVITY 3.** Which is the one that doesn't belong and why?

**Key:** 2 walked, It's a regular verb. 3 soccer, You kick the ball. 4 jellyfish, It doesn't have a shell. 5 chess, It's not something we ride on. 6 laughed, The final sound is a /t/.

**Extra activities: see page T109 (if time)**

### Ending the lesson

- In pairs, students each think of one “that doesn't belong” example, as in Workbook Activity 3, using words from Units 5 and 6. Pairs take turns saying theirs, for the rest of the class to say which they think is the word that doesn't belong and why.

**OBJECTIVES:** By the end of the lesson, students will have reviewed language from Units 5 and 6 and played a game.

## • TARGET LANGUAGE

**Key language:** language and vocabulary from Units 5 and 6  
**Review:** language for playing games

## • MATERIALS REQUIRED

One die and game pieces for each group of three or four students, small pieces of paper

Optional: Kid's Box AE Interactive DVD 6: The classroom Quiz 3, Test Units 5–6 from Kid's Box AE Teacher's Resource Book 6 (pages 106–120), Kid's Box AE Workbook 6 Language Portfolio page 93

## Warmer

- Review use of the present perfect by asking questions around the class, e.g., *How long have you lived in this city/town? Have you ever eaten octopus? Have you ever climbed a mountain? Which countries have you visited?* Students give full answers each time.

**SB63. ACTIVITY 3.** *Play the game.*

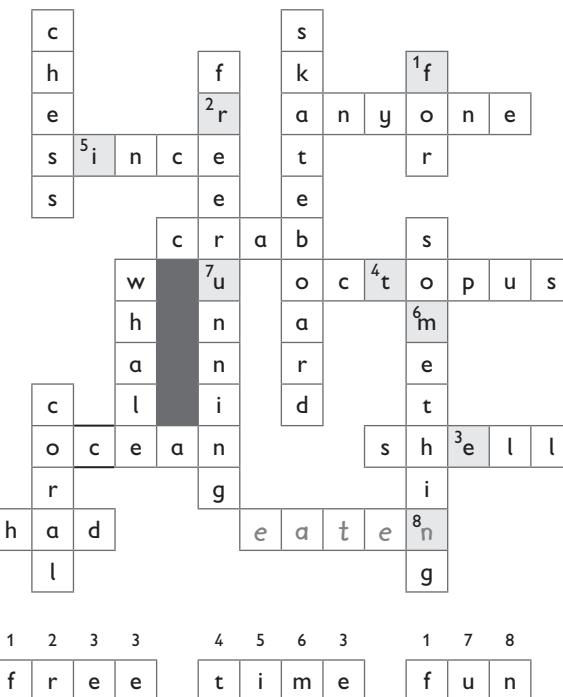
- Tell students to open their Student's Book to page 63. Ask a student to read the instructions aloud. Check that students understand how to play by playing a demonstration game. Students play in groups of three or four. The students can move in different directions. The object of the game is to "win" three verbs in a line. To win a verb, students make a correct sentence using the verb in the present perfect tense. They then cover it with a piece of paper with their name on. Other students can land on a square that someone else has won, but they can't win it, too. When they land on a square that's already won, they don't make a sentence. Remind students of language for playing games, e.g., *Whose turn is it?* *It's your turn.* Monitor and help.

**WB63. ACTIVITY 4.** Complete the sentences. Count and write the letters.

**Key:** 2 free running (11), 3 octopus (7), 4 Chess (5), 5 ocean (5),  
6 anyone (6), 7 shell (5), 8 skateboard (10), 9 crab (4),  
10 since (5), 11 Coral (5), 12 whale (5), 13 something (9),  
14 had (3), 15 for (3)

**WB63. ACTIVITY 5.** Write the words in the crossword puzzle.  
Write the message.

### **Key:**



**WB63. ACTIVITY 6. Quiz time!**

**Key:** 1 rescuing a dolphin. 2 Because they make food for other animals. 3 A predator with no natural enemies. 4 The harmony. 5 400 years old.

**WB63. ACTIVITY 7.** Write questions for your quiz in your notebook.

- Students' own answers

**Extra activities: see page T109 (if time)**

## Optional evaluations

- Quiz 3 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 5–6 from *Kid's Box AE Teacher's Resource Book 6* (see pages 106–120). **F** toward

# Language Portfolio

- Students complete page 93 of Kid's Box AE Workbook 6 Language Portfolio (*I can ...* Units 5 and 6).

## **Ending the lesson**

- Students work in groups of three. They find the *Can do* Workbook sections for Units 5 and 6 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. Elicit examples for each one.
  - Ask students which topics and activities were their favorites.