

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1–4.

● **TARGET LANGUAGE**

Revision: family, school, toy vocabulary, numbers, colours, prepositions

● **MATERIALS REQUIRED**

Flashcards from Units 1–4

Extra activity 1: one of the photocopyables from Units 1–4

Warmer

- Select any 12 flashcards from Units 1–4. Hand them out to different pupils in the classroom. Point to a flashcard in turn. The other pupils say what it is. The pupil comes to the front, holds up the flashcard, says what it is again and hands it to you.

PB32. ACTIVITY 1. *Listen and say the number.*

- Say *Open your Pupil's Books at page 32, please.* Play the first one as an example. Pupils check in pairs. Play the rest of the CD. Pupils listen, point and whisper the number to their partner each time. Play the CD again. Pause after each number and elicit the answer.

Key: 6, 4, 1, 10, 9, 3, 7, 8, 5, 2

CD 2, 23

My brother's eight.

The car's in the bag.

Five pink pens.

My sister's sad.

My doll's on the chair.

The ball's under the table.

My father's on the bike.

My grandfather's next to the train.

Two black erasers.

My grandmother's happy.

PB32. ACTIVITY 2. *Say and guess.*

- Point to the pictures in Activity 1 and say *Listen. Which picture? They're black.* Pupils respond by saying the number (Number five) and holding up five fingers.
- Pupils work in pairs to ask and answer in the same way. They make different sentences about the pictures if they can, or use the ones from the listening activity at the start of the lesson. Monitor and make sure they are making complete sentences.

AB32. ACTIVITY 1. *Listen and join the dots.*

- Do a quick clapping game to review numbers. Say *One*, clap once, say *Two*, clap twice, etc. Say *Open your Activity Books at page 32, please.* Pupils take a pencil. Say *Put your pencil on number 1.* Play the CD. Pupils listen and join the dots. They check in pairs. Play the CD again. Check with the class. Elicit what it is (a book).
- Pupils colour the picture.

CD 2, 24

1-4-3-9-1-7-8-2-5-6-10-3

AB32. ACTIVITY 2. *Look and draw.*

- Focus pupils on the rows of pictures. Point to the first row and elicit the names of the items in order (bike – train – car – bike – train – car). Say *Bike – train – what?* and elicit the next word *car.* Say *Look and draw. Use a pencil.*
- Pupils work in pairs to look at the rows of pictures and work out what comes next. Then they each draw the item in the box at the end of the row. Monitor and check pupils know what they have to do.
- Check answers as a class by asking volunteers to read out the words and give the answer.

Key: Pupils draw: 2 a pencil, 3 a sad face, 4 a girl

Extra activities: see page T113 (if time)

Ending the lesson

- Make two teams. Pupils close their books. In turn, team members say a sentence about the pictures in Activity 1. Award points for correct sentences. The team with the most points wins.

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● **MATERIALS REQUIRED**

Family flashcards (1–5, 45–46)

Spinner template (see page xiii), one for each pupil, scissors, glue, thin card, one made up for demonstration

Optional: Evaluation 1 (page T122), Practice Test 1 from *Kid's Box Teacher's Resource Book 1* (pages 98–103), *Kid's Box Interactive DVD 1: Stella's room Quiz 1*

Warmer

- Put the family flashcards face down on the desk and ask a pupil to pick three. Hold up the three for everyone to see. Stick them face down on the board. Slowly mix them up. Pupils have to try and follow where they are. Stop and take votes on who is where. Turn cards over to check. Repeat.

PB33. ACTIVITY 3. Listen and colour. Make a spinner.

- Show the pupils your spinner and demonstrate how it works. Say *It's a spinner. Let's make one together. Look.* Hand out the photocopies to pupils. They colour their spinners.
- Make sure pupils all have coloured pencils/crayons that include yellow, red, green, orange, purple and blue. Say *Listen. Make a dot for each colour.* Gesture that you want pupils just to make a dot on each numbered section of the spinner with the correct colour. Play the CD. Pupils make dots. Give them time to colour in the spinner.
- Hand out the scissors and glue. Pupils stick their spinners on thin card and then cut them out. (Alternatively, you can make the photocopies directly onto thin card.) Say *Look.* Demonstrate the next step of the activity. Make a hole in the centre of the spinner and push a sharp pencil through the hole. Go round the class and make the hole in the spinners for the pupils. They push the pencil through themselves. Pupils put their rubbish in the bins and put their glue and scissors back in the craft box.
- Pupils quickly try their spinners. In pairs, they take turns to spin their spinners and say the number. Say *Put your spinners on your desks.*

CD 2, 25

Colour number 1 yellow.
Colour number 2 red.
Colour number 3 green.
Colour number 4 orange.
Colour number 5 purple.
Colour number 6 blue.

PB33. ACTIVITY 4. Play the game.

- Put the family flashcards on the board and number them as in the activity. Demonstrate the game. A pupil spins their spinner. He/She says the number it lands on and the corresponding character on the game board, e.g. *Five, Grandpa Star.* Put a tick next to the character.
- Say *Now you play the game.* Pupils work in pairs, using the game boards in their books. If you do not wish them to write

in their Pupil's Books, they can write numbers 1–6 in their notebooks and tick a number each time they spin it. The first to tick them all is the winner. Repeat.

- Pupils keep their spinners for a later class.

AB33. ACTIVITY 3. Count and write the number.

- Say *Open your Activity Books at page 33, please. Look at the small pictures.* Hold up your book and point to the pictures of the book, pen, doll, train, bike and chair at the bottom of the activity and elicit the words.
- Focus pupils on the large picture with the items jumbled together. Point to the small picture of the book and say *Look. How many books in the picture?* Point to the books in the large picture and count them aloud: 1, 2, 3, 4, 5, 6. Say *Six books. Write number 6 in the box.* Point to the example answer.
- Pupils count and write the number of each item.
- Check with the class by asking, e.g. *How many pens?*

Key: pens – 10, dolls – 4, trains – 2, bikes – 3, chairs – 5

AB33. ACTIVITY 4. Say, look and answer.

- Point to the grid in Activity 4 and show pupils how it works. Read the example slowly (*Two, pencil*) and point to the number 2 at the top of the grid and the pencil at the side of the grid. Follow with your fingers to where this column and row meet (at the picture of the ugly monster). Read the example sentence: *He's ugly!* Make two or three more example sentences, e.g. *Five, book. He's happy! One, eraser. She's beautiful!* Once pupils have got the idea, say some numbers and items and elicit the sentences (e.g. *Three, book – pupils respond He's scary*).
- Pupils play the game in pairs. Pupil A says a number and item reference from the grid and Pupil B makes a sentence. They can score points for correct sentences. Monitor and make sure pupils are saying complete sentences. Set a time limit (e.g. two minutes) and then ask pupils to swap roles. Find out which pupil won in each pair and ask volunteers for some examples of the sentences they made.

Extra activities: see page T113 (if time)

Optional evaluations:

You may wish to carry out one or all of the following evaluations when your pupils have completed the Review section:

- Evaluation 1 (page T122) – see page xi of the *Teacher's Book Introduction* for instructions and teacher's script. **S** towards
- Practice Test 1 from *Kid's Box Teacher's Resource Book 1* (pages 98–103). For test key and audioscript see pages 138–139 of the *Teacher's Resource Book*.
- Quiz 1 from *Kid's Box Interactive DVD 1 (Stella's room section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 39–40 of the *Teacher's Booklet* for the *Interactive DVD*.

Ending the lesson

- Pupils work in threes. They need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 1. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 2 and take turns to say the words. They choose which to cover for Units 3 and 4 (words or pictures).
- Talk about the units with the pupils, using L1 if necessary. Ask them which lessons, topics and/or activities are their favourites.