

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5–8.

● **TARGET LANGUAGE**

Key language: revision of Units 5–8, colours, *have got*, *has got*

Additional language: *clown*

● **MATERIALS REQUIRED**

Flashcards from Units 5–8

Warmer

- Hand out the 25 flashcards. Point to a flashcard in turn. The class says the word. The pupil with the flashcard comes to the front, holds it up and says the word again.

PB62. ACTIVITY 1. Listen and say the number.

- Say *Open your Pupil's Books at page 62, please.* Play the first speaker on the CD. Check with the class. Play the rest of the CD. Pupils whisper the numbers to their partner. Play the CD again. Pause after each speaker. Pupils raise their hands. Elicit the answer.
- Ask, e.g. *What colour are the elephants?*
- Elicit pupils' favourite animals.

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

CD 3, 36

They aren't crocodiles. They're elephants.

Her jacket's green.

They're brown and yellow and they've got small heads.

They've got short legs and they're green.

He's got a red jacket.

I haven't got a blue T-shirt. I've got a yellow T-shirt.

We've got black hair.

She's got short brown hair.

She hasn't got a cat. She's got a dog.

My skirt's orange.

He's got grey trousers.

They've got a lot of teeth.

PB62. ACTIVITY 2. Look, read and match.

- Focus pupils on the four photographs. Point to the first one and say *It's a giraffe. Yes or no?* Pupils respond. *No. It's a hippo.*
- Pupils work in pairs. They take it in turns to say a sentence about one of the photographs, using the words in the boxes. Elicit answers from individuals, e.g. say *Number 2.* The pupil says *It's a crocodile.* Make sure pupils use *an* when necessary (*It's an elephant*).

Key: 1 It's a hippo. 2 It's a crocodile. 3 It's a zebra. 4 It's an elephant.

AB62. ACTIVITY 1. Read, draw and colour.

- Say *Open your Activity Books at page 62, please.* Elicit or teach the word *clown*. Say *Look at this clown. What's his name?* (Bill). Repeat for the other clown (Ben). Point to the text. Point to, e.g. *Long shoes.* Ask *Bill or Ben?* (Bill). Mime drawing long shoes on Bill. Do another example for Ben.
- Pupils complete the activity in pairs.

AB62. ACTIVITY 2. Listen and say 'Bill' or 'Ben'.

- Say *Listen and check.* Play the CD. Pause after each sentence for pupils to say *Bill* or *Ben* in chorus.

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

CD 3, 37

1. He's got black hair.
2. He's got short shoes.
3. He's got a red jacket.
4. He's got purple trousers.
5. He's got a dirty T-shirt.
6. He's got a sad mouth.

AB62. ACTIVITY 3. Say the sentences.

- Point to the pictures of the fish and the snakes in the table and read the example sentence in the speech bubble. Elicit the next sentence (*Cats and dogs haven't got hands*). Write the sentence on the board. Make sure pupils realise they have to change *no hands* to *haven't got hands*.
- Pupils work in pairs to make the rest of the sentences. Check answers. Pupils then cover the example speech bubble on the Activity Book page and practise saying the sentences using only the pictures and words in the table. Fast finishers can draw some picture and word prompts to make sentences of their own.

Key: Cats and dogs haven't got hands. Zebras and giraffes haven't got arms. Elephants and crocodiles haven't got hair.

Extra activities: see page T117 (if time)

Ending the lesson

- Pupils stand up. Say, e.g. *Point to your nose, please.* (Pupils point to their noses.) *Touch your ears.* (Pupils don't respond because you didn't say *please*.) Continue, going faster and faster. Pupils who respond incorrectly sit down.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 5–8.

● TARGET LANGUAGE

Key language: revision of Units 5–8, pronunciation

Additional language: *Start, Finish, It's my/your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.*

● MATERIALS REQUIRED

Flashcards from Units 5–8

Spinners from Review 1–4 (see pages xiii and T33), counters or coins (one per pupil)

Magazines with animal and clothes pictures

Extra activity 2: Prepare a photocopiable sheet for pupils as shown on page T117.

Optional: Evaluation 2 (page T123), Practice Test 2 from *Kid's Box Teacher's Resource Book 1* (pages 104–113), *Kid's Box Interactive DVD 1: Stella's room Quiz 2*

Warmer

- Draw three large circles on the board. In the middle of one write *Pets*, in the middle of another write *Clothes*, and in the middle of the third write *Wild animals*. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.

PB63. ACTIVITY 3. Play the game. Say the words.

- Say *Open your Pupil's Books at page 63, please*. Point to some of the squares on the board and elicit the words.
- Tell pupils they are going to play a game. Demonstrate how to play. Take out a counter and the spinner you made for the first Review Unit (see pages xiii and T33) or use one of the pupils' spinners. Hold up your book and put the counter on the *Start* arrow. Say *This is the start. The green arrow. You spin your spinner ... Spin and show pupils how to move their counter along the board, e.g. Look! I've got a four. One ... (moving your counter) two ... three ... four. I say 'Purple!' I stay on this square. ... Then it's Yolanda's turn. And then it's Carlos's turn. Now it's my turn again.* Spin your spinner and move your counter again, e.g. to the square with the shoes. Look thoughtful and say *Oh, I don't know this word. What are these?* Move your counter back to the purple square. Say *I don't know. I move back one, two, three. If you say the word you stay. If you don't say the word, you move back.* Point to the *Finish* square and say *This red square is the finish. The first person here is the winner! Hooray!*
- Write a list of useful language for games on the board, e.g. *It's my turn. It's your turn. I've got a (five). Pass me the spinner, please. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally.
- Make groups of three or four pupils. They need one spinner per group and a coin or counter for each pupil. Groups play the game. Monitor and check they are saying the words in English. Encourage pupils to use the language for games. The winner is the first pupil to get to the finish or the pupil who is furthest along the board after a certain amount of time (e.g. ten minutes).

AB63. ACTIVITY 4. Read and write. **S** towards Reading and Writing Part 2

- Say *Open your Activity Books at page 63, please*. Elicit what they can see (a monkey). Focus pupils on the text. Either read it aloud yourself, stopping at the pictures for pupils to supply the word, or read it with the class. Some pupils may find this amount of text difficult to process, so be ready to give a lot of support. Go through it orally with the class once or twice.
- Pupils work in pairs and write the words in the gaps. Remind them to use their picture dictionaries, to look back at the units in the book for help and to ask each other.
- Check with the class by reading the text around the class at the end.

Key: 2 two, 3 ears, 4 mouth, 5 arms, 6 two, 7 hands, 8 tail

Extra activities: see page T117 (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 2 (page T123) – see page xi of the Teacher's Book Introduction for instructions and teacher's script.
- Practice Test 2 from *Kid's Box Teacher's Resource Book 1* (pages 104–113). For test key and audioscript see pages 139–141 of the Teacher's Resource Book.
- Quiz 2 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

- Make groups of three. Groups need one picture dictionary between three. They use a book (or paper) to cover the words from Unit 5. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 6 and take turns to say the words. They choose which to cover for Units 7 and 8 (words or pictures).
- Talk about the units with the pupils, using LI if necessary. Ask them which lessons, topics and/or activities are their favourites.
- Draw three large circles on the board. In the middle of one write *animals*, in the middle of another write *face and body*, and in the middle of the third write *clothes*. Brainstorm with the class (books closed) the words that complete the word families. Either write the words on the board as pupils say them, or hand out flashcards around the class and have pupils come and stick them in the right place. The class confirms if it's right or wrong.