

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1–4

Revision: rooms and objects in a house, numbers, colours

● **MATERIALS REQUIRED**

A photograph of you and your family OR a picture from a magazine of a family

Warmer

- Review the alphabet by playing a spelling game. Say *Who's this? Listen and look at the class. Point at the right person.* Spell the name of one of the pupils in the class, letter by letter (without looking at the pupil), e.g. *S-o-f-i-a*. Pupils point to the correct person. Repeat with other pupils' names. If you have two pupils with the same first name, spell the pupil's surname, too. Choose a name with a double letter in it if possible, and remind pupils that we use the word *double* before these letters, e.g. *double 'o'*.

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

- Say *Open your Pupil's Books at page 32, please.* Point at each picture in turn and elicit the number and the word (e.g. *eleven, kite*).
- Play the first item on the CD and elicit the correct number (fourteen). Play the rest of the CD. Pupils listen, point and whisper the number to their partner each time. Play the CD again. Stop after each word and elicit the answer.

Key: 14, 11, 20, 17, 13, 18, 16, 19, 15, 12

CD 2, 04

C-l-o-c-k
K-i-t-e
M-i-r-r-o-r
W-a-t-c-h
P-h-o-n-e
B-o-o-k-c-a-s-e
R-u-l-e-r
R-o-b-o-t
C-a-m-e-r-a
C-u-p-b-o-a-r-d

Pair work game

- Focus pupils on the pictures in Activity 1 again. Say *Listen to the number and spell the word. Put your hand up.* Say one of the numbers (from 11 to 20) from Activity 1, e.g. *Nineteen*. Volunteers put up their hands when they have found the correct picture and are ready to spell the word. Elicit the whole word and the spelling, letter by letter (e.g. *Robot, R-o-b-o-t*).
- Make pairs. Pupils play the game, swapping roles so each one gets the chance to choose the numbers.

PB32. ACTIVITY 2. *Look and say.*

- Elicit toys, furniture and other objects pupils can see in the two pictures (*bed, lamp, watch, mirror, cupboard, bookcase, robot, chair, car, rug, mat, etc.*).
- Say *Look. Picture 1 and picture 2 are different.* Read the speech bubble with the class. Pupils work in pairs or individually to find the rest of the differences. Elicit the differences and write sentences like the example on page 32 on the board.

- Fast finishers can write sentences about the differences in their notebooks.

Key:

In picture 1, there's a robot on the bed, but in picture 2, there's a robot under the bed.

In picture 1, there's a cupboard, but in picture 2, there's a bookcase.

In picture 1, there's a mirror, but in picture 2, there isn't a mirror.

In picture 1, there's a watch on the table, but in picture 2 there isn't.

In picture 1, there are two lorries under the chair, but in picture 2 there are three lorries under the chair.

In picture 1, there's a yellow lamp on the table, but in picture 2, there's a green lamp on the table.

AB32. ACTIVITY 1. *Match the colour.*

- Say *Open your Activity Books at page 32, please. Look at the example.* Point to the first rectangle and say *Read the number. Elicit Seven.* Say *It matches the word.* Point to the word. (Pupils point to the other rectangle coloured grey in the bottom row). Make sure they understand that the rectangle has been coloured grey because the word *seven* matches the number 7 in the other rectangle (and that rectangle has grey written in it). Do the next one with the class (nine matches figure 9 – and pupils have to colour both rectangles green).
- Pupils get coloured pencils or crayons ready. Tell them to mark the rectangles with a coloured dot only. They work individually to match and mark the rectangles. Pupils compare their answers in pairs. Check as a class.

AB32. ACTIVITY 2. *Listen and write the number.*

- Focus pupils on the pictures in their books. Play the first one on the CD: *The phone's on the table.* Point to the example answer '13' next to the picture of the living room. Play the rest of the CD. Pupils listen and match. Don't check answers. Pupils check in pairs. Play the CD again. Check with the class, playing each one again if necessary.

Key: 14, 17, 15, 13, 16, 18

CD 2, 05

- 13 The phone's on the table.
14 There are three teachers.
15 Who's that?
My teacher.
16 How many toys are there on the mat?
Four. There are three lorries and a robot.
17 Whose ruler is this?
It's mine.
18 There's an armchair next to the table.

Extra activities: see page T118 (if time)

Ending the lesson

- Show the class the photograph of your family or the family picture from the magazine. Tell pupils about the picture, e.g. *This is my mother and father. This is my brother. This is our house. These are my children.* Show it around the class as you talk about it.
- Tell pupils to bring a picture of their family for the next English class (to prepare for the topic in Unit 5). Pupils write a note about this in their homework books.

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

● **TARGET LANGUAGE**

Key language: key vocabulary and language from Units 1–4

Revision: other vocabulary and language from Units 1–4

● **MATERIALS REQUIRED**

Dice for each group of three or four pupils, counter or small coin for each pupil

A photograph of you and your family OR a picture from a magazine of a family

Extra activity 1: a selection of 12 flashcards from flashcards 26–53, two rolled up newspapers

Optional: *Kid's Box 2 Interactive DVD*: Stella's room Quiz 1

Warmer

- Show pupils your family picture again. Elicit who has brought a picture. Pupils take turns to come to the front, show their picture to the class and talk about it, e.g. *This is my mum. This is my dad. This is my house.*

PB33. ACTIVITY 3. *Play the game. Ask and answer.*

- Say *Open your Pupil's Books at page 33, please.* Point at some of the squares on the board and elicit the words and the numbers. Use the same language as in the speech bubbles at the top of the page (*What's this? A ...*).
- Tell pupils they are going to play a game. Demonstrate how to play. Take out a dice (or a spinner, if the pupils studied *Kid's Box 1*) and a counter or coin. Hold up your book and put the counter on the Start square (bottom left). Say *This is the Start. You throw the dice...* Throw the dice 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. You ask 'What's this?' I say 'Ruler!' I stay on this square. ... Then it's Mario's turn. And then it's Emilia's turn. Now it's my turn again.* Throw the dice and move your counter again, e.g. to the square with the robot. Look thoughtful and say *What's this? Oh, I don't know this word. Move your counter back to the ruler square. Say I don't know. I move back to where I was ... one, two. If you say the word, you stay. If you don't say the word, you move back.* Point at 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 dice, 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 dice per group and a coin or counter for each pupil. Groups play the game. Monitor and check they are saying the words in English and asking each other *What's this?* If you wish, set a rule that anyone you hear speaking in their own language misses a turn. 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).

AB33. ACTIVITY 3. *Write the questions. Answer the questions.*

- Pupils use the grid to work out the questions that appear in code. They write the questions and then look at the picture in order to answer the questions.

Key:

- 1 Where are the lorries? Under the bed.
- 2 Whose toy is on the bed? Simon's.
- 3 Are the shoes clean or dirty? Dirty.
- 4 How many lorries are there? Five.
- 5 Where is the camera? On the table.
- 6 What is on the chair? A T-shirt.

Extra activities: see pages T118–T119 (if time)

Optional evaluation:

- Quiz 1 from *Kid's Box 2 Interactive DVD* (Stella's room section). This quiz can be done as a whole-class activity or as a team competition. See pages 39 and 40 of the Teacher's booklet for the *Interactive DVD*.

Ending the lesson

- Pupils work in groups of three. 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 *can do* statements from Units 1–4 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.