

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5–8

Revision: animals, food, family, present continuous

● **MATERIALS REQUIRED**

Extra activity 1: Flashcards of new words from Units 5–8

Warmer

- Display a selection of eight flashcards of new items from Units 5 to 8 (e.g. *cousin* (Lenny), *milk*, *eggs*, *duck*, *lizard*, *park*, *flat*, *mirror*). Check comprehension by eliciting a sentence for each word (e.g. *My cousin's name is Elena. There's a mirror in my bedroom. I have milk for breakfast.* etc.) Make pairs. Pupils write the words in alphabetical order, as quickly as possible. Elicit the words in the correct order.

PB62. ACTIVITY 1. Listen and say the letter.

- Say *Open your Pupil's Books at page 62, please.* Point at each picture in turn and elicit the letter and what pupils can see (e.g. a – two girls and a goat).
- Play the first item on the CD and elicit the correct letter (d). Play the rest of the CD. Pupils listen, point and whisper the letter to their partner each time. Play the CD again. Stop after each sentence or dialogue and elicit the answer.

Key: d, b, e, c, a, f

CD 3, 05

We're having chicken and chips for dinner.

I love horses.
So do I.

I'm kicking a ball.

We're having fish and chips for dinner.

I love goats.
I don't.

I'm hitting a ball.

PB62. ACTIVITY 2. Read and answer.

- Focus pupils on the picture and on the text. Remind them that they did a similar activity in Unit 6 (refer them to Pupil's Book page 43, Activity 8). Pupils read the story in pairs, working out what the picture words are. Check by going around the class asking pupils to read sections aloud. Don't force pupils to read aloud if they don't want to.
- Check comprehension of the questions. Pupils answer the questions individually in their notebooks in full sentences. Monitor and help as necessary. Check answers in open pairs.

- Ask further questions to check comprehension: *What are the ducks eating? (They're eating bread.) Where are the ducks? (They're in the water.) Where is the donkey? (It's next to the ducks.) Is Tony happy or sad? (He's happy.)*

Key: 1 He's at the farm. 2 They're looking at the donkey.
3 There are three ducks. 4 It's/The frog's jumping.

AB62. ACTIVITY 1. Find and write the words.

- Say *Open your Activity Books at page 62. Look at the word search.* Focus pupils on the two examples and the columns of writing lines to the left and right of the puzzle. Make sure pupils understand they need to write the words they find in the two categories. Pupils work in pairs. They find and circle the words and then copy them into the appropriate columns. Monitor pupils and help or guide where necessary. Check with the class.

Key: 'food' words: breakfast, eggs, juice, dinner, chips; 'family' words: grandmother, mum, dad, sister, grandfather

AB62. ACTIVITY 2. Listen and write the number.

- Focus pupils on the pictures and elicit what they can see (the Star family, animals, shops). Play number 1 on the CD and point out the example answer. Play the rest of the CD. Pupils write the numbers to match what they hear with the pictures. They check in pairs. Play the CD again. Check with the class.

Key:

3, 1, 6

5, 4, 2

CD 3, 06

1. Are you Stella's mum?
No, I'm her grandma.
2. Dad, can I have some orange juice, please?
Yes, here you are.
3. What's Stella's mum doing?
She's sleeping.
4. Which animals can you see?
I can see two ducks and a chicken.
5. The café is between the park and the pet shop.
6. The lizard is in front of the ducks.

Extra activities: see page T123 (if time)

Ending the lesson

- Pupils close their books. Play a Memory game. Pupils say what they can remember about the picture in Pupil's Book page 62 Activity 2. Elicit sentences from different pupils.

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

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 5–8

Revision: question words, prepositions

● **MATERIALS REQUIRED**

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

Extra activity 1: a selection of 12 flashcards from the new words in Units 5–8, two rolled up newspapers

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

Warmer

- Review prepositions by hiding five or six soft toy animals (or flashcards of animals) around the classroom (make sure the position of each animal can be described with known language), e.g. put a cat under a table, a dog in the cupboard (leave the door open), a mouse between two of the pupils' bags. Pupils put their hands up when they can say a sentence about where one of the animals is. Write the sentences on the board.
- Move the toys and repeat the activity. This time pupils write all the sentences in their notebook. Check with the class.

PB63. ACTIVITY 3. *Play the game. Answer the question.*

- Say *Open your Pupil's Books at page 63, please.* Tell pupils they are going to play a game, similar to the one on Pupil's Book page 33.
- Read the question and answer at the top of the page and say *In this game you answer the question 'Where's the star?' Point at some of the squares on the board and ask individual pupils 'Where's the star?' They respond, e.g. 'It's on the table, next to the pineapple.'*
- Demonstrate how to play the game. 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 five. One ... (moving your counter) two ... three ... four... five. You ask 'Where's the star?' I say 'It's on the hospital! I stay on this square. ... Then it's Yana's turn. And then it's Thomas's turn. Now it's my turn again. Throw the dice and move your counter again, e.g. to the square with the star on the table. Look thoughtful and say 'Where's the star?' Oh. I don't know. Move your counter back to the square you were on before. 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. If you land on an arrow square, you can stay where you are without saying where the star is. Point at the Finish square and say 'This is the Finish. The first person here is the winner! Hooray!'*
- Review the useful language for games and write it on the board, if necessary, 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 speaking English and asking each other *Where's the star?* 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.

AB63. ACTIVITY 3. *Read and draw lines.*

- Say *Open your Activity Books at page 63, please.* Elicit what pupils can see (bedroom lamp, clock, polar bear, spider, baby, mother). Focus pupils on the first sentence: *The baby is behind the door.* Pupils look at the example line from the picture of the baby to the right place in the bedroom. They work in pairs. They read the sentences (silently) and draw lines to position the things correctly. Monitor pupils and prompt where necessary. Correct as a class.

AB63. ACTIVITY 4. *Listen and complete. Chant.*

- Focus pupils on the picture and elicit what some of the children are doing and what pupils can see in the picture. Play the CD. Pupils listen and point to the children in the picture. Pupils work in pairs and try and put the right question words in the sentences. Play the CD again for pupils to check. Check using open pairs around the class (Pupil 1 asks, Pupil 2 answers). Teach the chant. Pupils stand and say it as a class.

Key: 2 What, 3 Whose, 4 How old, 5 Where, 6 What, 7 How many, 8 Which, 9 who

CD 3, 07

Who is that?
That's my brother, Paul.
What's he doing?
He's catching a ball.
Whose ball is it?
It's my cousin Nick's.
How old is he?
He's very young.
He's only six.
Where is he now?
He's in the hall.
What's he doing?
He's throwing his ball.
How many balls have you got?
I don't know! We've got a lot!
Which one's your favourite, red or blue?
I don't know!
And who are you?

Extra activities: see page T123 (if time)

Optional evaluation:

- Quiz 2 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 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 *can do* statements from Units 5–8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.