

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 9–12 and will have talked about the differences between two pictures.

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from Units 9–12

**Revision:** sports, clothes, holidays, adjectives, hobbies, food

● **MATERIALS REQUIRED**

Flashcards of new words from Units 9–12

Extra activity 1: any of Photocopiable activities 1–12b

## Warmer

- Display a selection of eight flashcards of new items from Units 9 to 12. Check comprehension by eliciting a sentence for each word. Pupils write the words in alphabetical order, as quickly as possible.

### PB92. ACTIVITY 1. Listen and correct.

- Say *Open your Pupil's Books at page 92, please*. Elicit known items in the picture by asking *What can you see?* (e.g. *sausages, a cake, lemonade, jeans, mountains*, etc). Present *pineapple*.
- Play the first item on the CD and point to the example speech bubbles. Make sure pupils know that they need to listen and look carefully at the picture in order to correct the sentence. Play the rest of the CD. Pupils listen, point and whisper the correct sentence to their partner each time. Play the CD again. Stop after each sentence and elicit the answer.

**Key:** No, she's eating a pineapple. No, there are three trees. No, there are some sausages on the table. No, he's painting a picture. No, there are five yellow flowers. No, there's some lemonade on the table. No, she's wearing a blue shirt and jeans. No, she hasn't got a handbag.

### CD 4, 19

The boy's wearing a green shirt. The girl's eating a watermelon. There are six trees. There are some burgers on the table. The boy's taking a photo. There are five purple flowers. There's some orange juice on the table. The woman's wearing an orange dress. The woman's got a handbag.

### PB92. ACTIVITY 2. Look and say with a friend.

- Focus pupils on the two pictures in Activity 2. Elicit sports, hobbies, fruit, items of clothing and other objects pupils can see in the two pictures (*badminton, baseball, reading, writing, watermelon, pineapple, sunglasses, hat*, 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 (tell them there are four more). Elicit the differences and write sentences like the example on page 92 on the board.

**Key:** In picture 1, there's a watermelon on the table, but in picture 2, there's a pineapple on the table.  
In picture 1, there are 3 shells under the table, but in picture 2, there are 2 shells under the table.  
In picture 1, the boy making a sandcastle is wearing a big hat (a sunhat), but in picture 2, he's wearing a small hat.  
In picture 1, the children are playing badminton, but in picture 2 they're playing baseball.

### AB92. ACTIVITY 1. Listen and join the dots.

- Say *Open your Activity Books at page 92, please*. Play the CD while pupils trace the route with their fingers (pencils down, without drawing).
- Play the CD again for pupils to join the dots. Read the question below the picture. Pupils complete the answer.

### CD 4, 20

Can you see the letter d? Put your pencil on d. Now listen and draw.

d, y, a, m, x, b, z, c, h, o, q, e, l, p, w, v, s, g, i, f, j, d

### AB92. ACTIVITY 2. Listen and colour. There is one example.



- Focus pupils on the picture and elicit what they can see (a beach). Play the CD. The first time pupils choose the colours they need and look at the picture. Play the CD again. Pupils colour the jellyfish in the picture. Check with the class.

### CD 4, 21

Look at this picture. It's the beach.  
Yes, it is. There are a lot of jellyfish!  
I know! Can you see the jellyfish in the boat?  
Yes, I can. Do you want to colour it?  
OK. Can I colour the jellyfish in the boat grey?  
Yes, you can.

### Can you see the grey jellyfish? Now you listen and colour.

1. There's a jellyfish on the sand.  
There are lots of jellyfish on the sand!  
Yes, there are. Can you see the one next to the tennis racket?  
Where's the tennis racket? Oh, I can see it! Can I colour that jellyfish blue?  
Yes. Great!
2. I can see two jellyfish behind the tree.  
Yes, there's a small one and a big one.  
Can I colour the small jellyfish behind the tree?  
Yes. What colour do you want to do it?  
Can I colour it pink? That's my favourite colour.  
OK.
3. Look! There's a jellyfish between the shoes!  
I know. They're my shoes!  
Colour it orange.  
OK. I like that colour.  
Me too.
4. There's a jellyfish in the water.  
Yes. The jellyfish in the water is very big!  
Can I colour it green?  
Yes. I like that colour.  
So do I.
5. There's a jellyfish next to the chair.  
Yes. That's Dad's chair.  
Do you want to colour that jellyfish?  
Yes, I do!  
OK. Colour it yellow.  
Right. Look, my picture's fantastic now!

## Extra activities: see page T127 (if time)

### Ending the lesson

- Play a memory game using the flashcards. Stick a selection of flashcards with the word facing outwards on the board. Ask the pupils to close their eyes and then take one away. Ask pupils to remember which word has gone.

**OBJECTIVES:** By the end of the lesson, pupils will have reviewed language from Units 9–12 and played a game.

● **TARGET LANGUAGE**

**Key language:** vocabulary and language from Units 9–12

**Additional language:** procedural language

**Revision:** question words, present continuous

● **MATERIALS REQUIRED**

Flashcards: (holiday) 98–103

Extra activity 1: a selection of 12 flashcards from the new words in Units 9–12, three rolled up newspapers

Optional: *Kid's Box 2 Interactive DVD*: Stella's room Quiz 3,

Test Units 7–12 from *Kid's Box 2 Teacher's Resource Book*

(pages 115–129)

## Warmer

- Review the holiday vocabulary, using the flashcards. Cover each one and slowly reveal it (picture side). Pupils say the word. Ask *Do you want to go there? What can you do there?* Pupils respond.

### PB93. ACTIVITY 3. Play the game.

- Say *Open your Pupil's Books at page 93, please.* Tell pupils they are going to play a game, similar to the one on Pupil's Book pages 33 and 63.
- Read the white box at the top of the page and say *In this game you do different things on the red, blue and green squares. On a red square you follow the instructions. Read some examples of the instructions on the red squares. Say On a blue square you answer the question 'What's this?' Do some examples of blue squares. Then say On a green square you have to say what the person in the picture is doing. Look! Point at one of the green squares (e.g. the boy playing baseball) and ask What's he doing? Pupils respond, e.g. He's playing baseball.*
- Demonstrate how to play the game. Hold up your book and put the counter on the Start square (bottom right). Say *This is the Start. You move forward one square at a time. One ... (moving your counter) Red. I follow the instruction. 'The sea's clean. Go forward 2 squares' Move your counter forward and stay on the square you land on. Say OK, I was right. I stay where I am. Now it's Hilaria's turn. Now it's my turn again. I'm on a green square. I have to say He's playing basketball. I can move one square. 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. Is this my counter? I'm the winner.* Pupils practise saying the sentences chorally.
- Make pairs. Each pupil needs a coin or counter. Pupils play the game. Monitor and check they are speaking English and following the colour key for each square. 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).

### AB93. ACTIVITY 3. Match the questions and answers.

- Say *Open your Activity Books at page 93, please.* Read the example question *Whose shorts are they?* and point at the example letter 'f' in the box on the right. Elicit the answer *They're mine.*
- Say *Read and match.* Pupils work individually or in pairs to match by writing letters.
- Check answers in open pairs (one pupil asks a question and chooses another pupil in the class to answer).

**Key:** 2 b, 3 e, 4 d, 5 a, 6 c

### AB93. ACTIVITY 4. Read and complete.

- Focus pupils on Activity 4. Explain that this is a puzzle they need to complete by writing a word on each card. Point out the arrows, which show the direction they follow. Point to the example answer and say *Look at the picture. It's 'eat'. Write the word. Follow the arrow down to the next card.* Point at the picture on the second card and elicit *ear.* Ask a volunteer to spell it aloud. Explain/elicit that *eat* and *ear* are spelt in the same way, apart from one different letter. Say that all the words in the puzzle will be like that – with just one letter different from one to the next.
- Demonstrate with two or three more cards if necessary. Pupils complete the puzzle in pairs. Monitor and help as necessary.
- Check answers by eliciting the words in order and writing them on the board so pupils can check their spelling.

**Key:** ear, car, cat, hat, mat, man, men, ten, pen, pea, sea

## Extra activities: see page T127 (if time)

### Optional evaluations:

- Quiz 3 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*.
- The test for Units 7–12 from *Teacher's Resource Book 2* (see pages 115–129).

### 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 9. They take turns to say what each picture is. They look and check. They then cover the pictures from Unit 10 and take turns to say the words. They choose which to cover for Units 11 and 12 (words or pictures).
- Talk about the *can do* statements from Units 9–12 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and/or activities were their favourites.