

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and played a game.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1 and 2

Additional language: procedural language: *It's my / your / his / her turn. Pass the dice, please. I'm / You're / He's / She's (yellow). I've / You've / He's / She's finished / won. That's wrong / right. If it's right, roll again. If it's wrong, stop. Wanted!*

Revision: character names, present continuous, *have got, play the game*

● **MATERIALS REQUIRED**

Dice and four different coloured counters for each group of four pupils

Warmer: Eight to ten pictures of people cut from magazines. The pictures should feature young and old people, beards, curly hair, fair hair, straight hair, long / short hair, moustache, different coloured eyes (if visible), glasses. Prepare a short description of the person in each picture.

Warmer

- Stick the pictures cut from magazines on the board. Write a letter (a, b, c, d, etc.) under each one. Read out your descriptions one by one. Read each one twice. They shouldn't be in the same order as the pictures. Pupils listen and write the letter corresponding to the picture in their notebooks. They check in pairs. Check with the class.

PB26. ACTIVITY 1. Play the game.

- Pupils open their Pupil's Book at page 26. Elicit what they can see (a game). Say *Yes, you're going to play a game. Quickly review the home / house vocabulary. Say, e.g. Can you find a laptop? Point to it. Do the same for balcony, village, basement, stairs, lift, etc.*
- Demonstrate the game using four pupils, before handing out the dice and counters to the rest of the class. Pupils take turns to throw the dice and move. When they land on a picture, they spell the word. If it's correct, they roll again. If not, they stop. If they land on a lift, they go up; if stairs, they go down. Pupils say the numbers aloud as they move (for practice).
- Direct pupils to the instructions on the Pupil's Book page. Make groups of four. Pupils clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. Pupils throw the dice to see who starts (the one with the highest number). Play moves up the board. The first pupil in each group to finish is the winner.
- If time, pupils can play the game again.

AB26. ACTIVITY 1. Listen and write the numbers.

- Tell pupils to open their Activity Book at page 26. Direct pupils to the activity instruction and check understanding. Pupils write the number as a numeral on the badges. Remind them to use a pencil. Play the CD. Pupils listen and write. They check in pairs. Play the CD again. Check with the class.

Key: 2: 43, 3: 42, 4: 70, 5: 37, 6: 50

CD 1, 34

1.

SUZY: How old are you, Grandma?

GRANDMA: I'm 68.

2.

ALEX: How old's your dad, Simon?

SIMON: He's 43.

3.

MEERA: How old's your mother, Stella?

STELLA: Mum's 42.

4.

SUZY AND STELLA: Happy birthday, Grandpa. You're 70 today.

5.

AUNT MAY: I'm 37.

6.

SIMON: Uncle Fred, are you 50 or 60?

UNCLE FRED: I'm 50, Simon.

AB26. ACTIVITY 2. Read and find.

- Focus pupils on Activity 2. Direct pupils to the instruction and check understanding. Pupils work individually. They read silently to find the correct picture. They check in pairs. Check with the class by eliciting the answer and then asking pupils around the class to read out the sentences to check.

Key: 8.

Extra activity: see page T102 (if time)

Ending the lesson

- On the board, draw a house with ten stairs going down into a swamp. Draw a big crocodile in the swamp. Draw a stick figure at the top of the stairs. Write a word from Units 1 or 2 as dashes, one for each letter in the word. Pupils take turns to guess a letter. Write correct letters in the word, and write incorrect letters on the right of the board. For each incorrect guess, move the stick figure one step down. Continue until pupils guess or the figure is eaten. Clean the board and repeat with a different word.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 1 and 2 and talked about pictures.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 1 and 2, *armchair*

Additional language: *This picture is different*

Revision: descriptions, food, clothes, toys, family, present continuous

● **MATERIALS REQUIRED**

The completed crossword for Activity Book Activity 4 copied on a large piece of paper

Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 1, Kid's Box 3 Language Portfolio page 3*

Warmer

- Describe someone in the class without giving their name, referring to hair, eyes, clothes, e.g. *This pupil's got short, dark hair. This pupil ...* The class guesses who it is. Repeat.

PB27. ACTIVITY 2. Look, read and write.

- Tell pupils to open their Pupil's Book at page 27. Elicit what they can see (people in a house doing different things). Elicit some of the things they are doing. Pupils work in pairs.

Key: 1 sofa, 2 lamp, 3 (The family/They are) in the hall/living room., 4 (He's reading) a comic., 5 and 6 e.g. The woman is cleaning the window., The boy's sitting on the floor.

PB27. ACTIVITY 3. Look at the pictures. Say which is different.

- Focus pupils on Activity 3 and on the first row of pictures. Elicit what each one is and which one is different (go through the example answer, but accept other options, as long as pupils can explain them – there may be more than one possible answer).
- Direct pupils to the activity instructions to remind them this is a speaking activity. In pairs, they look at the rows of pictures and decide which ones are different. Check with the class and discuss.

Key: 2 b, 3 d, 4 a

PB27. Quiz!

- Say *Now let's read and remember*. Explain / elicit the meaning of *quiz*. Focus pupils on the questions. Pupils look back through Units 1 and 2 and find the answers to the questions. They discuss them in groups of four. Check with the class.
- Pupils write two more questions of their own to help them remember the language and / or vocabulary from the units. They write the questions in their notebooks. Pupils close their Pupil's Books. Volunteers ask the class one of their revision questions.

Key: 1 Her name's Aunt May. 2 She loves painting. 3 It's white. 4 You can find a basement under a house. 5 Her new address is 14 Park Road. 6 It's straight.

AB27. ACTIVITY 3. Circle the odd one out. **M** towards

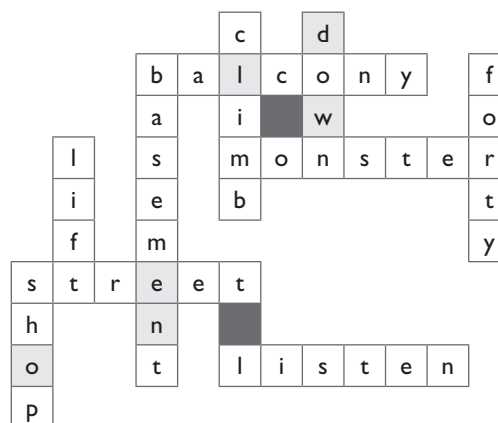
- Tell pupils to open their Activity Book at page 27. Direct them to the activity instruction and the example answer and check they know what to do. Elicit in L1 why 'down' is different (a preposition, not a family noun). Pupils work in pairs and complete the activity. They can ask their classmates for help. Check with the class.

Key: 2 balcony, 3 monster, 4 basement, 5 forty, 6 street, 7 climb, 8 lift, 9 shop, 10 listen

AB27. ACTIVITY 4. Now complete the crossword. Write the message.

- Focus pupils on Activity 4 and the first part of the activity instruction. Explain what they have to do (use the words from Activity 3 to complete the crossword).
- Tell pupils to look and find where their words can fit. Discuss the example and the possibilities for the word across ending 'y' (*balcony*). Pupils work in pairs and complete the crossword using the word lengths and the letters given to help them. Display the large copy of the completed crossword so pupils can check their answers.
- Pupils write the message, using the shaded letters from the crossword (*Well done!*).

Key:



Extra activities: see page T102 (if time)

Optional evaluation

- Quiz 1 from *Kid's Box Interactive DVD 3 (Stella's room section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils work in groups of four. They need one *Do you remember?* between three. Two pupils (A) use a book (or paper) to cover the words from Unit 1. The other two pupils (B) take turns to say what each picture is and to spell the word. 'A's look and check. They reverse roles for Unit 2.
- Talk about the *can do* statements from Units 1 and 2 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites.