

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and played a game.

● TARGET LANGUAGE

Key language: vocabulary and language from Units 7 and 8

Revision: weather, wild animals, city, country, language for games, adjectives

● MATERIALS REQUIRED

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

Warmer: Four large pieces of paper with *weather* written on one, *wild animals* on another, *city* on another and *country* on another, word cards from Units 4, 6, 7 and 8 (*Kid's Box Teacher's Resource Book 3* pages 85, 87, 88 and 89) each with sticky tack on the back, Flashcards city (53–62), country (71–78), wild animals (91–99) and weather (103–109)

Warmer

- Display the four pieces of paper with the topics written on them around the room. Mix up the word cards from Units 4, 6, 7 and 8 and hand one to each pupil in the class. Pupils stand up and stick their word card on the correct piece of paper. Fast finishers come and collect another word card from you.
- Pupils sit down again. Ask volunteers to read the words in each category. Check if the words are in the correct place with the class.
- Hand out flashcards from Units 4, 6, 7 and 8 (one for each pupil). Pupils stand up again. They stick each flashcard next to the appropriate word cards.

Note: If you do not have word cards or flashcards, call out words from the different topics at random. Pupils all point to the piece of paper with the appropriate topic. Volunteers write the words on the paper.

PB80. ACTIVITY 1. *Play the game.*

- Pupils open their Pupil's Book at page 80. Elicit what they can see (a game). Ask what number the game looks like (8). Say *Can you remember some of the language we use in games?* Elicit / prompt, e.g. *Whose turn is it? Pass the dice. I'm red. What does ... mean? You've won. That's not fair.* Remind pupils to use English. Say *You speak* (their mother tongue), *you miss a turn!* Check understanding of *miss a turn*.
- Focus pupils on the Instructions box. Read the instructions aloud and check comprehension of the topics. Check pupils know how to play and demonstrate the game. They play in groups of four. Each pupil has one group of words to collect, e.g. animals. They write their topic in their notebook, find the seven words for their topic in the game and write them in their notebooks as well. Pupils take it in turns to throw the dice and go around the board. When they land on a word from their word group, e.g. *parrot*, they must say it and then tick it in their notebooks.

- As a further follow-up activity, play a spelling game with the pupils using target words and language from Units 7 and 8, for example *penguin*, *brilliant*, *huge*, etc. Elicit the beginning of each word for pupils. For example, say *Give me a 'p'* (class repeat), *Give me an 'e'* (class repeat), etc.
- Pupils make groups of four. They clear their desks and place one book in the centre. Hand out a dice and four different coloured counters to each group. They throw the dice to see who starts. Play moves from Start to square 28. The first pupil in each group to collect all their seven words is the winner.

AB80. ACTIVITY 1. *Read, colour and draw.*

- Tell pupils to open their Activity Book at page 80. Focus them on the activity instruction and check understanding. Ask pupils to read the first three sentences of the story. Mime colouring the thinner bear grey as an example and elicit what they have to do in the rest of the activity (read and colour). Tell them they also have to draw something – they will find out as they read the story. Pupils work individually. They read the text and colour the picture / draw as instructed. Remind them to check with their partner if they're not sure. Monitor as pupils are working.
- Elicit from the class what they drew (the information in the final paragraph).

Extra activity: see page T109 (if time)

Ending the lesson

- Do a spelling chant to finish the lesson, e.g.
Teacher: *Give me a 'c'.*
Pupils: *c*
Teacher: *Give me an 'l'.*
Pupils: *l*
Teacher: *Give me an 'o'.*
Pupils: *o*
Teacher: *Give me a 'u'.*
Pupils: *u*
Teacher: *Give me a 'd'.*
Pupils: *d*
Teacher: *Give me a 'y'.*
Pupils: *y*
Teacher: *What have you got?*
Pupils: *Cloudy!*
- Pupils can take turns to lead other chants.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 7 and 8 and done a listening activity.

● **TARGET LANGUAGE**

Key language: vocabulary and language from Units 7 and 8, *crying*

Revision: vocabulary and language from *Kid's Box 3*

● **MATERIALS REQUIRED**

Optional: *Kid's Box Interactive DVD 3: Stella's room Quiz 4*, Test Units 5–8 from *Kid's Box Teacher's Resource Book 3* (pages 113–136), *Kid's Box 3 Language Portfolio* page 6

Warmer

- Play a game of *I can see ...* Say, e.g. *I can see someone. This pupil's wearing green socks.* Pupils take turns to guess. Vary the game by describing objects as well as pupils.

PB81. ACTIVITY 2. Listen and draw lines. There's one example. **(M)** towards

- Tell pupils to open their Pupil's Book at page 81. Focus them on the picture and elicit some of the actions the children are doing. Teach *crying* using the picture of the little boy with the balloon. Play the CD. Pupils listen and write the names and the letters in their notebooks. They check in pairs. Play the CD again. Check with the class.

Note: an exam task would have 6 items not 5.

Key: Daisy a, Mary c, Sally d, Fred e, John b

CD 3, 26

Listen and draw lines. There is one example.

Hello. What are you all doing today?

We're playing in the park.

What's that boy's name? I don't know him.

That's Jack.

Why's he jumping on one leg?

Oh, he's hopping because he's playing a game.

1. What's Mary doing?

Mary? She's over there. She's skipping with Sally.

Oh, yes. I can see her. She's wearing a long purple scarf.

That's right, and the one with the big green sweater is Sally.

2. Look at Daisy. She's having fun. She's flying her kite.

Yes, but it's very windy and her hair's in her eyes.

3. Who's climbing the tree?

That's Fred. He's better at climbing than me.

4. What's the matter with that little boy in the red sweater?

He's crying because he can't catch his balloon.

Do you know him?

Yes, he's Jack's younger brother. His name's John.

Let's go and say hello.

OK.

PB81. Quiz!

- Say *Now let's do a quiz.* Focus pupils on the questions. Pupils look back through Units 7 and 8 and find the answers. They discuss them in groups of four. Check with the class.

Key: 1 The bat. 2 A whale. 3 They go to a café in town.

4 A rainbow. 5 He was with his aunt. 6 He was at the police station.

AB81. ACTIVITY 2. Circle the odd one out.

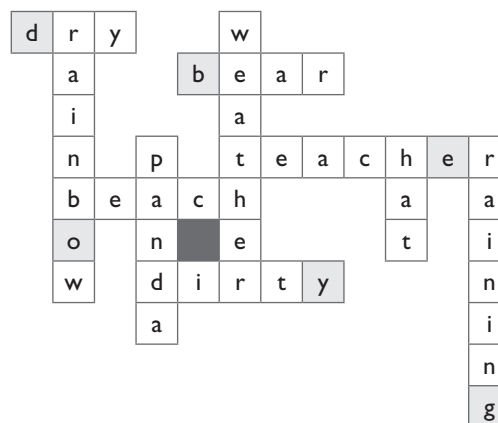
- Tell pupils to open their Activity Book at page 81. They find and circle the odd one out in each line. Pupils work in pairs. Check the odd ones out with the class.

Key: 2 rainbow, 3 beach, 4 dry, 5 bear, 6 hat, 7 dirty, 8 weather, 9 teacher, 10 raining

AB81. ACTIVITY 3. Now complete the crossword. Write the message.

- Focus pupils on the first part of the activity instructions. Pupils work in pairs and complete the crossword, using the words from Activity 2. Monitor and help pupils as they are working. Remind them to check with other pairs too.
- Focus on the second part of the activity instructions. Pupils find the secret message and write it in the box. Check the answer with the class (*goodbye!*).

Key:



Extra activity: see page T109 (if time)

Optional evaluations

- Quiz 4 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.
- The test for Units 5–8 from *Teacher's Resource Book 3* (see pages 113–136).

Language Portfolio

- Pupils complete page 6 of *Kid's Box 3 Language Portfolio* (*I can ... Units 7–8*).

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 7. 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 8.
- Talk about the *Can do* statements from Units 7 and 8 with pupils and elicit examples from volunteer pupils for each one.
- Ask pupils which lessons, topics and / or activities were their favourites. If this is your last class, say *Goodbye. See you next year!*