

## In this lesson, students will:

- revise the material from Unit 6

**Resources:** Audio Tracks 6.1, 6.2; Formative Assessment Strategies Guide

**Materials:** sheets of paper, coloured pencils, a list of words for the warm-up activity

## Warm Up

- Prepare a list of words from two categories – toys and clothes being mixed up. Include such words as *a doll, a robot, a car, a train, a plane, jeans, trousers, a dress, a skirt, a shirt, a T-shirt, socks, shoes*.
- Ask students to clap one time if they hear a toy word and clap two times if they hear a clothes word. Make sure everyone is involved.

### A

- Open Unit 6 Self-assessment, Activity A. Point to the photos and say *Listen, point and number*. Explain to students that they will hear the words randomly and must search for each word.
- Start playing **TR: 6.1**. Listen to the first word, make a pause and say *Point*. Give students some time to find it. Walk around the class and check if students are pointing correctly. Make corrections if needed. Then say *Repeat and number*.
- Continue playing **TR: 6.1** making pauses each time for students to point and number. Review the task as a class.

**Script for TR: 6.1** 1. jeans; 2. shirt; 3. shoes; 4. dress; 5. trousers; 6. socks; 7. skirt; 8. T-shirt

### B

- Point to the photo of two girls playing with their dolls. Ask *What can you see?* (girls with dolls) *How many girls can you see?* (two) *How many dolls?* (two) Ask students to describe what each of the girls is wearing (a dress).
- Say *Look at the four pictures of dolls. Listen*. Focus students' attention on the clothes the dolls are wearing. Point to the picture a and ask *What's this?* (a T-shirt and a skirt) *What colour is the T-shirt?* (yellow) *What colour is the skirt?* (black) Continue with other pictures.
- Start playing **TR: 6.1**. Make a pause after the description of the first doll. Say *Choose and point*. Walk around the class and make sure that students are pointing correctly. (c) Say *Put number 1 next to this doll*.
- Ask students to work individually. Continue playing **TR: 6.1** making pauses for students to choose and number the correct doll. Check the answers as a class.

**Script for TR: 6.1**

1.

**Girl:** Look at this doll. What colour is her dress?

**Boy:** The dress is red.

**Girl:** Great! What colour are her socks?

**Boy:** The socks are green.

**Girl:** Wow!

2.

**Girl:** Look at this doll. Is her dress red?

**Boy:** No, it isn't. Her dress is yellow.

**Girl:** That's right! What colour are the shoes? Are they blue?

**Boy:** Yes, they are. The shoes are blue.

**Girl:** Well done!

3.

**Girl:** Look at this doll. It is small. What colour is her shirt?

**Boy:** It's yellow.

**Girl:** What colour are the trousers? Are they green?

**Boy:** No, they aren't. They are pink.

**Girl:** Fantastic!

4.

**Girl:** This doll is big. What colour is her skirt?

**Boy:** It's black.

**Girl:** What colour is her T-shirt? Is it orange?

**Boy:** Yes, it is. The T-shirt is orange.

**Girl:** Good job!

**Answers:** 1. c; 2. b; 3. d; 4. a

### C

- Say *Look at the first picture. What is it?* (six) *Spell the word*. Then show students where to write the word in the crossword under number 1, down the vertical row of squares. Say *Write the word in the crossword*.
- Let students guess and write the second word. (sit) Monitor students' work by walking around the class. Help if needed.
- Show students that they can get some clues to the third word from the crossword as they already know the first and the third letters of this word. (s and i)
- Let students continue working individually on the crossword. Ask them to check their answers with their classmates first. Then review as a class.
- Ask students to read the words paying attention to the pronunciation of the short sound [i].

**Answers:** 1. six; 2. sit; 3. swim; 4. lip; 5. big; 6. pig

### D

- Point to the photo next to the text and ask *Look! What can you see?* (toys – a robot and a doll). *Have you got such toys at home?* Listen to students' answers and say *We are going to read about toys*.
- Read the whole text for the first time, ask students to follow. Then ask *What are the toys?* (a robot and a doll) *Is the boy's favourite robot big or small?* (big) *How many dolls has the girl got?* (six)
- Now ask students to look at the text again and find the answers to such questions as: *What colour is the robot's T-shirt?* *What colour are the robot's jeans/socks/shoes?* *What colour are the dolls' hats/socks/shoes?* Then ask students to read the text one by one.
- Attract students' attention to the sentences under the text. Say *Read and complete*. Start reading the first sentence, make a pause and invite students to finish the sentence with an appropriate gesture. Say *Yes, you are right. This is a big robot*.
- Ask students to work individually on the task, then check it with their classmates. Finally, review as a class.

**Answers:** 1. robot; 2. T-shirt; 3. jeans; 4. socks; 5. dolls; 6. gloves; 7. shoes

## Wrap Up

- Provide students with separate sheets of paper and coloured pencils. Ask students to draw their favourite toy and then exchange their drawings with one another. Ask students to describe their partner's favourite toy following the example from the text.