

In this lesson, students will:

- revise the material from Unit 7

Resources: Audio Tracks 7.1, 7.2; Formative Assessment Strategies Guide

Warm Up

- Play a memory game about food. Say *In the shop I buy bananas*. Invite a student to repeat the sentence. Add one more food item, for example, *In the shop I buy bananas and carrots*. Then invite another student to repeat the sentence and add a third item, for example, *In the shop I buy bananas and carrots and cheese*. Invite a few more students to continue this way, adding one more item each time and remembering all the previous items.

A

- Open Unit 7 Self-assessment, Activity A. Point to the photos and say *Listen and point*. Explain to students that they will hear the words randomly and must search for each word.
- Start playing **TR: 7.1**. Make a pause when the first word is mentioned 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*.
- Continue playing **TR: 7.1** making pauses each time for students to point and repeat each word.
- Start playing **TR: 7.1** for the second time. Make a pause after the first word is mentioned and ask *Yes or No?* (yes) Continue playing **TR: 7.1** making pauses for students to say yes or no. If the answer is no, ask students to say what food item is presented in the photo.

Script for TR: 6.1 1. banana; 2. bread; 3. lemon; 4. milk; 5. potato; 6. rice; 7. sweet; 8. tomato; 9. water

Answers: 1. banana – yes; 2. bread – no (water); 3. lemon – yes; 4. milk – no (sweet); 5. potato – yes; 6. rice – yes; 7. sweet – no (tomato); 8. tomato – no (bread); 9. water – no (milk)

B

- Ask students to look at the photo and describe what they see. Accept all relevant answers.
- Ask two students to read the dialogue which is next to the photo. Then turn to all other students with the question *What are they talking about?* (food they like or don't like)
- Say *Listen*. Play **TR: 7.2** till the end. Then point to the pictures of food items and say *Listen again and write A (for Anna) or T (for Tom)*. Play **TR: 7.2** again making pauses each time for students to write the answers.

Extension

- Put students into pairs and ask them to act out a dialogue asking each other about the food they like or dislike.

Script for TR: 7.2

Tom: Do you like lemons, Anna?

Anna: Yes, I do. I like lemons with tea. And you, Tom?

Tom: I don't like lemons. I like sweets. Do you like milk?

Anna: Yes, I do. I like milk with bread. It is very tasty. Do you like potatoes?

Tom: No, I don't. I like rice. And you?

Anna: I like potatoes with tomatoes. Do you like bananas?

Tom: Yes, I do. I like bananas.

Answers: Anna: lemon, milk, bread, potatoes, tomatoes;

Tom: sweets, rice, bananas.

C

- Say *Look at the pictures and write the words*. Point to the first picture and ask *What is it?* (hot) Turn to an individual student and ask him to spell the word hot for other students to check their writing.
- Let students work individually on the task. Ask them to check their answers with their classmates first. Then review as a class.
- Say *Read and match 1-3 with a-c*. Help students with the first pair of words by trying to rhyme the word hot to every a/b/c word and asking students each time yes or no. Let students finish this task individually. Check as a class.

Answers: 1. hot – c. dot; 2. box – a. fox; 3. mop – b. top

D

- Point to the photo next to the text. Ask students to describe it. Accept any relevant answers.
- Say *Listen and follow*. Read the whole text, then ask *Where are the people?* (in the café) *Who are they?* (a sister, a dad, a friend)
- Ask students to read the text one by one. Then point to the sentences after the text. Say *Write like or don't like*. Help them understand that they need to search the text for the information. Read the words from the first sentence. Then look into the text and read the sentence with the word rice. Finally say *I like rice*.
- Ask students to work individually on the task. Then let them check their answers with their classmates. After that review as a class.

Answers: 1. like; 2. like; 3. don't like; 4. don't like; 5. like; 6. don't like; 7. like; 8. like

Wrap Up

- Play the game *In a Café*. Invite one student to be a Waiter, other students are going to be Customers. Everyone is going to order some food and comment on their choice.
- Write the example of a dialogue on the board for students to follow. **Waiter:** Hello! What do you want to eat? **Customer 1:** Hello! [Fish], please. (turning to Customer 2) I like [fish]. Do you like [fish]? **Customer 2:** No, I don't. I like [spaghetti]. (turning to the Waiter) [Spaghetti], please. (turning to Customer 3) Do you like [spaghetti]? **Customer 3:** Yes, I do. But I like [potatoes] more. (turning to the Waiter) [Potatoes], please.
- Model the dialogue with some individual students. Then encourage students to act out the dialogue. Monitor their work. If the class is large, help students form several groups to act the dialogue out.