

## In this lesson, students will:

- revise the material from Unit 8

**Resources:** Audio Tracks 8.1, 8.2; Formative Assessment Strategies Guide

## Warm Up

- Ask students to think of summer. Write the word *summer* in the centre of the board. Say *Summer is ...* and wait for students to give as many associations with the word summer as they can. Write all the relevant words around the word summer on the board. Say *Today we are talking about a summer day.*

### A

- Open Unit 8 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: 8.1**. 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: 8.1** making pauses each time for students to point and repeat each word.
- Start playing **TR: 8.1** for the second time. Make a pause after the first word is mentioned and ask *Yes or No?* (no) Continue playing **TR: 8.1** 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: 8.1** 1. beach ball, 2. shell, 3. boat, 4. ice cream, 5. sun hat, 6. sandcastle, 7. sea, 8. beach, 9. sand

**Answers:** 1. beach ball – no (beach); 2. shell – no (beach ball); 3. boat – yes; 4. ice cream – yes; 5. sun hat – no (sand); 6. sandcastle – yes; 7. sea – yes; 8. beach – no (shell); 9. sand – no (sun hat)

### B

- Point to the picture and say *Look! What can you see?* (sea, sand, shells, a palm tree) *Look at the words next to the picture.* Ask an individual student to read them. Encourage them to think if they can add some items from the list to the description of the picture.
- Then ask two individual students to read the speech bubbles under the words, other students should follow.
- Say *Listen and look at the picture*. Play **TR: 8.2** for the first time for students to get a general idea of the dialogue.
- Say *Now listen and tick*. Start playing **TR: 8.2** again, make a pause after the girl's question and point to the picture. Continue playing **TR: 8.2**, make a pause after the word beach. Say *beach* and gesture for students to tick the word.
- Ask students to continue working individually. Play **TR: 8.2** once again making pauses where necessary for students to be able to complete the task. Check the answers as a class by asking students the questions with phrases *Is there ... ? / Are there ... ?* Encourage students to answer as in the dialogue. (*Yes, there is / are. No, there isn't / aren't.*)

## Extention

- Put students into pairs. Encourage them to ask and answer questions about the picture using the questions *Is there ... ? / Are there ... ?* Monitor their work by walking around the class. Give delayed feedback on mistakes.

### Script for TR: 8.2

**Girl:** Look at the picture! What do you see?

**Boy:** There is a beach with sand and a beautiful sea.

**Girl:** Is there a sandcastle?

**Boy:** No, there isn't.

**Girl:** Are there any shells?

**Boy:** Yes, there are.

**Girl:** Is there a boat in the sea?

**Boy:** No, there isn't.

**Girl:** Are there beach balls?

**Boy:** No, there aren't.

**Answers:** beach (✓), sea (✓), sandcastle (X), shells (✓), boat (X), beach ball (X).

### C

- Write the letter *Uu* on the board. Ask *What's the letter? What's the sound?* Point to the pictures in Activity C, say *Letter Uu is hiding in these words.*
- Encourage students to guess the first word. Say *Yes, run. Write run.* Model writing the word on the board.
- Ask students to work individually on the task. Monitor their work by walking around the class.
- Check the answers as a class. Model writing the words on the board if needed. Ask students to read the words paying attention to the pronunciation of *Uu*.

**Answers:** 1. run; 2. fun; 3. hug; 4. jug; 5. sun; 6. rug

### D

- Say *Look at the photo next to the text. What can you see?* (three girls) *Where are the girls?* (at the beach) *Are they happy?* (yes)
- Say *Listen and follow*. Read the text to students, make sure they follow. Ask students to find all summer phrases in the text and name them. Make a list on the board: *at the beach, snorkel, build a sandcastle, shells, in the sea, in the boat, in the swimming pool, play with a beach ball, sun hat, eat ice cream.* Point to each phrase, ask students to find and read sentences from the text with these phrases.
- Ask students to read the text one by one. Then say *Look at the sentences under the text. Read and complete.* Ask students to work individually first, then check their answers with their classmates. After that revise as a class.

**Answers:** 1. beach; 2. sandcastle; 3. shells; 4. sea; 5. boat; 6. beach balls; 7. ice cream

## Wrap Up

- Ask students to imagine their summer day. Put students into pairs. Encourage them to use phrases on the board and tell their classmates about their summer day. Monitor students' work by walking around the class. Help if needed. Give delayed correction of mistakes.