

In this lesson, students will:

- revise the material from Unit 9

Resources: Audio Tracks 9.1, 9.2; Formative Assessment Strategies Guide

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

Warm Up

- Prepare a list of words from two categories – family members and things being mixed up. Include such words as *a bike, a camera, a robot, a guitar, a tablet, a skateboard, felt-tip pens, building bricks, mother, father, brother, sister*.
- Ask students to clap one time if they hear a family word and clap two times if they hear a thing word. Make sure everyone is participating.

A

- Open Unit 9 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: 9.1**. 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: 9.1** making pauses each time for students to point and repeat each word.
- Start playing **TR: 9.1** for the second time. Make a pause after the first word is mentioned and ask *Yes or No?* (yes) Continue playing **TR: 9.1** 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: 9.1 1. *bike*; 2. *robot*; 3. *camera*; 4. *felt-tip pens*; 5. *guitar*; 6. *building bricks*; 7. *tablet*; 8. *skateboard*

Answers: 1. *bike – yes*; 2. *robot – no (building bricks)*; 3. *camera – yes*; 4. *felt-tip pens – yes*; 5. *guitar – yes*; 6. *building bricks – no (robot)*; 7. *tablet – no (skateboard)*; 8. *skateboard – no (tablet)*

B

- Point to pictures in Activity B and ask students to name them: *a bike, a tablet, a robot, bricks, a skateboard, a camera, a guitar, felt-tip pens*.
- Pre-teach the expressions *Can I play? Can I have a go?* Turn to an individual student and ask *Have you got a robot?* Find the student who answers yes to this question and ask *Can I play?* Turn to another student and ask *Have you got a bike?* Find the student who says yes to this question and ask *Can I have a go?* Gesture as needed for students to understand the meaning of the expressions.
- Ask some students to read the phrases in the speech bubbles. Encourage the rest of the students to think of the continuation of these dialogues with the phrase *Can I ... ?*
- Say *Listen, choose and circle*. Make sure students understand that they need to circle the things which are mentioned in the dialogue. Gesture as needed.

Script for TR: 6.1

1.

Boy: *Is this your bike?*

Girl: *Yes, it is. It's my bike.*

Boy: *I haven't got a bike. Can I have a go?*

Girl: *Sure, you can.*

2.

Girl: *What are these?*

Boy: *These are building bricks.*

Girl: *Are these your building bricks?*

Boy: *Yes, they are.*

Girl: *Great! Let's play!*

3.

Boy: *This is my room.*

Girl: *Wow! And what's this? Is this your skateboard?*

Boy: *Yes, it is. This is my skateboard.*

Girl: *Can I have a go?*

Boy: *Sure.*

4.

Girl: *Are these your instruments?*

Boy: *Yes, they are. This is my favourite guitar.*

Girl: *Wow! Can I play?*

Boy: *Yes, you can.*

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

C

- Write the letter combination *th* on the board. Ask students to pronounce it and recollect the words with this sound from the lesson, e.g. *this, father, mother, brother, that*.
- Ask students to look at the pictures in Activity C and try to guess as many words as they can. Let students work individually first and write the words under the pictures.
- Encourage students to check their answers with their classmates first, then review as a class. Write the words on the board, if needed, for extra support.
- Ask students to read the words paying attention to the correct pronunciation of the voiced sound *th*.

Answers: 1. *this*; 2. *these*; 3. *there*; 4. *they*; 5. *brother*; 6. *mother*

D

- Say *Look at the photo next to the text. What can you see?* (a girl with building bricks) *Where is the girl?* (at home) *Is she happy?* (yes)
- Say *Listen and follow*. Read the text to students, make sure they follow. Then tell students you are going to name a member of the family from the text and students should find and name their things: *dad – a new camera; mum – a cool brown guitar; baby sister – building bricks, felt-tip pens; me – a new bike, an old skateboard*. Check student attentiveness by naming the brother from the text, whose things are not mentioned.
- Ask students to read the text one by one. Tell students to be attentive and clap their hands one time when they hear a colour while reading the text. (yellow, red, orange, green, brown)
- Say *Look at the questions under the text*. Read them and be ready to answer. Give students some time to read the questions and find the answers. Turn to an individual student, ask him or her to read the first question and

nominate a classmate who is going to answer this question. Go in a chain when one student answers a question, reads the next one and nominates a classmate who is going to answer it. Be sure to feedback orally or in writing, so that students understand why they are receiving the mark they're getting.

Answers: 1. *a camera*; 2. *No, they aren't. They are yellow and red.*; 3. *twenty*; 4. *Yes, they are.*; 5. *No, it isn't. It is mum's guitar.*; 6. *No, it isn't. It is old.*

Wrap Up

- Provide students with separate sheets of paper and coloured pencils. Ask them to draw 3 things out of the list that belong to different members of their family.
- Invite each student to demonstrate his or her drawing to the class and encourage other students to guess and ask who this or that thing belongs to using the question *Is it your [brother's bike]?*
- Are these your sister's [building bricks]? Encourage students to answer using the phrases *Yes, it is.* / *Yes, they are.* / *No, it isn't.* / *No, they aren't.*