

In this lesson, students will:

- revise the material from Unit 1

Resources: Audio Tracks 1.1, 1.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Create a word cloud on the topic Our Amazing World. Write Our Amazing World in the middle.
- Ask students *What countries do you know? Can you spell them?* Collect the answers and write the words on the board.
- Ask students to make sentences with the words on the board. Elicit 5-7 sentences.

A

- Open Unit 1 Self-assessment, Activity A. Point to the pictures and ask students *What can you see?* (symbols of different countries). Elicit the names of the countries.
- Say *Look at the words. Fill in the missing letters.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help where necessary.
- Ask students to open their books to page 8 and check the spelling of the words.
- Open page 3. Point to I can box. Ask a volunteer to read the first sentence. Say *Colour the stars. One star – I need help, two stars – I'm okay, three stars – I'm cool with the task.* Use gestures to help students understand the task.

Answers (from left to right): Japan, Italy, Brazil, Spain, the UK, Australia, South Africa, the US, Poland

B

- Point to Activity B and say *Listen and write T for true or F for False.* Draw students' attention to the example. Say *You will hear the recording twice. The first time you complete what you can understand, you will have the second time to check and finish the task.*
- Play **TR: 1.1** till the end and ask students to complete what they catch. Remind that they will have the second chance.
- Play **TR: 1.1** again. Give students 1 minute to finish the task and compare in pairs.
- Elicit the answers.
- Open page 3. Point to I can box. Ask a volunteer to read the second sentence. Say *Colour the stars.*

Script for TR: 1.1

1. – Hi! What's your name?
– My name's Bella.
– Are you from the UK?
– No, I'm not. I'm from the US.
2. – Hi Mark. Is your grandpa from Argentina?
– No, he's not. My grandma's from Argentina, but my grandpa's from South Africa.
3. – I love your dad's car. Is it from Italy?

– No, it isn't. It's from Japan.

4. – Hi! What's your name?

– My name's Jan, and this is my sister, Emilia.

– Are you from Spain? – No, we aren't. We're from Poland.

5. – Zoe, is your friend from the US?

– No, she isn't. She's from Australia.

Answers: 2. F, 3. F, 4. T, 5. F

C

- Ask two volunteers to read the sample dialogue from Activity C.
- Invite students to work in pairs and say *Think of your family. Ask and answer about people in your families. Use the words from the box. Ask five questions and swap your roles.*
- Monitor their work walking around the class. Elicit what questions students answered.
- Open page 3. Point to I can box. Ask a volunteer to read the third sentence. Say *Colour the stars.*

D

- Say *Look at the pictures. What can you see? Write the words.* Elicit the answers.
- Draw students' attention to the poem below the pictures. Say *Complete the poem with the words above.*
- Students work individually but, if necessary, you can complete the first line in an open class.
- Say *Now, listen and check.* Play **TR: 1.2** for students to check their answers.
- Ask students to open their Student's Books to pages 12–13 and check the spelling of the words.
- Ask students to read the poems in pairs in turns.
- Open page 3. Point to I can box. Ask a volunteer to read the fourth sentence. Say *Colour the stars.*

Script for TR: 1.2

On Friday, I play a fun game,
With colours so bright, I paint my train.
I make a paper plane to fly
And watch it far away in the sky.

Answers (from left to right): train, plane, Friday, paint, play

The poem: 2. play, 3. game, 4. paint, 5. train, 6. plane

E

- Point to the picture in Activity E. Ask *What can you see?* (I can see a brother and a sister and their dog.), *Where are they?* (They're at home).
- Say *Now read the text about children and their dog and write T for true and F for false.* Point to the sentences after the text to make sure students see where they need to write.
- Give students about 5 minutes to read the text and write the answers.
- Work with the whole class. Ask volunteers to read the text and the questions. Elicit the answers.
- Open page 3. Point to I can box. Ask a volunteer to read the fifth sentence. Say *Colour the stars.*

Answers: 2. F, 3. T, 4. F, 5. T

Extension

- Invite students to work in pairs and create a short story from Lucky's point of view and imagine what his life is like in the Greens' family.

Wrap Up

- Ask *Which country do you want to visit? What do you want to see there?*
- Ask *What are three things you remember most from the unit?* students to give you some details from the text they read, lines from the poems or the song.