

In this lesson, students will:

- revise material from Unit 10

Resources: Audio Tracks 10.1, 10.2; Formative Assessment Strategies Guide

Materials: flashcards from the unit, colouring pencils

Warm Up

- Write HOLIDAYS on the board. Ask students to say the words from the unit that have one letter from the word HOLIDAYS. Write them vertically to make a crossword. If you feel more support is necessary, then ask students to look through the unit. Example:

						G	
			F			A	
			U			L	
	D	S	N	W		L	
	I	C	F	I		E	M
T	N	U	A	L	C	R	U
H	O	L	I	D	A	Y	S
E	S	P	R	L	M		E
M	A	T		I	P		U
E	U	U		F			M
P	R	R		E			
A		E					
R							
K							

A

- Open Unit 10 Self-assessment. Point to the first sentence. Say *Read. What is it?* (dinosaur) Elicit which words in the sentence helped students understand what it is (animal, long time ago)
- Say *Read the sentences and write the words.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help if needed.
- Encourage students to check their answers in pairs. Ask students to open their books to page 96 and check the spelling of the words.
- Open page 3. Point to I can box. Make sure students know what they need to colour.
- If necessary, repeat the instruction from Self-assessment Notes Unit 1.

Answers: 2. art gallery, 3. funfair, 4. museum, 5. ride, 6. water park, 7. theme park, 8. sculpture, 9. wildlife park, 10. summer camp

B

- Point to Activity B and ask students to look through it, then ask *What information can you see? When is the summer camp in Odesa? What is on May 15th? What works on Mondays and Thursdays? Where is Tom going to go? What hobby could he have then?* Elicit the answers. Then say *Listen and match.*
- Play **TR: 10.1** twice. If necessary, pause after the first question and point to the example.
- Invite students to check their answers 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: 10.1

Tom is going to look at paintings and sculptures.

Hannah wants to see the bones of big animals that lived a long time ago.

Max loves building big and small figures from different materials.

Sarah wants to swim, run, and have fun with new friends all day long.

Leo is excited to ride a roller coaster and play games with his friends.

Answers: b. Sarah, c. Hannah, d. Leo, e. Max

C

- Point to the pictures in Activity C and elicit what places and actions they show (A – go to a summer camp, B – have a picnic, C – visit the dinosaur museum, D – make sculptures on the beach). Ask two volunteers to read the instruction and sample dialogue from Activity C. Say *Work in pairs. Choose an activity, don't say it. Ask and answer.*
- Monitor the students' work. Model the activity with a student for extra help.
- Discuss with the class what was the most popular place.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

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: 10.2** for students to check their answers.
- Ask students to open their Student's Books to pages 100–101 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: 10.2

In summer, I jump like a kangaroo,

On my holiday, I eat a banana too.

*I run to the waterfall, big and blue,
And roar like a dinosaur — how about you?*

Answers (from left to right): *dinosaur, kangaroo, summer, waterfall*

The poem: *2. kangaroo, 3. banana, 4. waterfall, 5. dinosaur*

E

- Point to the picture and ask *What can you see?* (a girl is painting flowers) *Now read the text about an art club and complete the notes with 1, 2, 3 or 4 words from the text.* Point to the lines below to make sure students can see where they need to write.
- Give students about 5 minutes to read the text and write the answers.
- When students finish work with the whole class. Ask volunteers to read the correct order of the instructions.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

Answers: *2. new art skill, 3. the park, 4. see that art is, 5. friendly, 6. artists, 7. art show*

Extension

- Invite students to draw a poster for the club they would like to visit or organise. Ask students share their posters and choose the most popular clubs.

Wrap Up

- Invite students to share their plans for the nearest weekend.
- Ask *What are three things you remember most from the unit?* Encourage students to give you some details from the text they read, lines from the poems or the song.
- Discuss what was the most interesting unit out of all ten. Choose Top-3 units according to the students' preferences.