

In this lesson, students will:

- revise material from Unit 3

Resources: Audio Tracks 3.1, 3.2; Formative Assessment Strategies Guide

Materials: colouring pencils, one set of playing cards for a group of 3–4 students (pages 4–5)

Warm Up

- Mime different actions from the unit (cook, do the washing up, etc.) for students to guess the words.
- Invite students to work in small groups. Say *Take turns. Show an action and guess.*
- Monitor and help if necessary.

A

- Open Unit 3 Self-assessment, Activity A. 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 if needed.
- Ask students to open their books to page 28 and check the spelling of the words.
- Ask *What do you do every day? Tick these activities.* Invite students to compare answers in small groups and find out what they all have in common.
- 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: *do the washing up, feed my dog, fix my bike, go shopping, make my bed, practise the piano, take out the rubbish, tidy my room, water the plants*

B

- Point to the table and the key above it. Ask *What can you see? What names are there? What home tasks are there? If you sometimes do the task how many battery indicators do you colour? What does Ilona always do? How do you know?*
- Say *Listen and complete the table. Use the key.* Make sure students understand that they need to colour the bars. Say *You will hear the recording twice.*
- Play **TR: 3.1** twice. Elicit the answers.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

Script for TR: 3.1

– Hi! I'm Ilona. I help my parents every day. I always make my bed and sometimes water the plants. I usually do the washing up, but I never cook breakfast.
– Hello! I'm Martin. On Saturdays, I usually do the washing up and cook breakfast. I sometimes make my bed, and I always water the plants.

Answers: *Ilona – do the washing up: usually, water plants: sometimes, cook breakfast: never*

Martin – make my bed: sometimes, do the washing up: usually, water plants: always, cook breakfast: usually

C

- Prepare the playing cards for each group of 3–4 students before the lesson.
- Make groups of 3–4 students and say *We are going to play Memory game. Read the instructions.* Then hand out the cards and ask questions to check their understanding. Ask *Do you put the cards face up or face down? What do you need to match? What do you do when you get a matching pair? What question do you ask? How do you choose who to ask? Who's the winner?*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit what students remember about their peers.
- 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: 3.2** for students to check their answers.
- Ask students to open their Student's Books to pages 32–33 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: 3.2

*At night I take my kite up high,
The wind is strong, it starts to fly.
I smile and have a poem to write,
It dances left, that feels all right.*

Answers (from left to right): *right, night, kite, smile*
The poem: 2. *kite*, 3. *fly*, 4. *smile*, 5. *right*

E

- Point to the picture in Activity E. Ask *What can you see?* (The children are collecting rubbish.)
- Say *Now read the text about Ella and her friends and complete the sentences.* Point to the sentences after the text to make sure students can 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 sentences. Elicit the correct sentences for the false ones.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

Answers: 2. *plastic*, 3. *pick up*, 4. *the seeds*, 5. *planet*

Extension

- Invite students to work in pairs and create notes that children from the text could find and help the planet. Ask children to draw a box with a note and some things, e.g. a dog's bowl and the note that says Give some water to animals in the street.
- Invite students to share their ideas.

Wrap Up

- Say the actions from the lesson and encourage students to name as many things for each action as they can (feed – the dog, the cat, birds in the park, younger sister, etc.)
- 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.