

In this lesson, students will:

- revise material from Unit 4

Resources: Audio Tracks 4.1, 4.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Name different activities from the lesson and ask students to stand up if they like doing it. Then ask volunteers to name one hobby and the others to clap their hands if they like it. Discuss which are the five most popular hobbies in the class.

A

- Open Unit 4 Self-assessment, Activity A. Ask students *What can you see?* (children and the profiles with their hobbies) Say *Look at the drawings. What does each child like?* Elicit the ideas.
- 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 36 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 instructions from Self-assessment Notes Unit 1.

Answers: Mary: reading comics, roller-skating; Bob: playing computer games, baking chocolate cakes, making things, watching films

Jane: doing puzzles, dressing up, playing hide-and-seek

B

- Put students in pairs. Say *Look at the profiles in Activity A. Listen and answer the questions. Don't write, just say the answers quietly to your peers.*
- Make sure students understand that they answer orally.
- Play **TR: 4.1**. Monitor and help if necessary.
- Play **TR: 4.1** again. Elicit the answers.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

Script for TR: 4.1

1. Does Mary like playing hide-and-seek?
2. Does Bob like baking chocolate cakes?
3. Do Jane and Bob like collecting stickers?
4. Does Jane like doing puzzles?
5. Do Mary and Jane like making things?

Answers: 1. No, she doesn't. 2. Yes, he does. 3. No, they don't. 4. Yes, she does. 5. No, they don't.

C

- Draw students' attention to the sample survey. Ask volunteers to read the sample dialogue. Ask questions about the results *How many children answered? What does Lisa like? What*

doesn't she like? What do Alex and Stefania have in common?

- Ask students to complete the first column of their table and to write down two hobbies. Ask students to work in groups of four. Say *In turns, do a survey. Complete the table. Be ready to share the results.*
- Monitor the students' work. Model the activity with a student for extra help.
- Make new groups and ask students to share the results.
- 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: 4.2** for students to check their answers.
- Ask students to open their Student's Books to pages 40–41 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: 4.2

*Outside the window, I hear the rain,
A rainbow is in the sky again.
The door is closed, I'm safe at home,
I smile because it's nice to know!*

Answers (from left to right): home, rainbow, close, know

The poem: 2. rainbow, 3. close, 4. home, 5. know

E

- Point to the picture in Activity E. Ask *What can you see?* (The girl is drawing in the room.)
- Say *Now read the text about Lily and her new hobby and write T for true and F for false.* 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.
- When students finish 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. F (She's got a big brother), 3. T, 4. F (She reads books about animals.), 5. T

Extension

- Invite students to work in pairs and create a picture and a short text about one of the animals that Lily could draw.
- Invite students to share their stories.

Wrap Up

- Say the hobby from the lesson and encourage students to mime it.
- 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.