

In this lesson, students will:

- revise material from Unit 5

Resources: Audio Tracks 5.1, 5.2; Formative Assessment Strategies Guide

Materials: flashcards for the words from the unit, playing cards for each group of 3-4 students, colouring pencils

Warm Up

- Use the flashcards from the unit. Hand out the flashcards to different students and ask them to describe the food they have got. Other students must listen to it and say the words. Once the word is known, put the flashcard on the board.

A

- Open Unit 5 Self-assessment, Activity A. Elicit what students can see (food, different dishes). Say *Look and write 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 48 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 (from left to right): *vegetables, soup, noodles, pasta, sandwiches, sauce, milkshakes, pancakes*

B

- Point to the dialogue and say *Read the dialogue and complete it with is or are, isn't or aren't*. Give some time for students to do the task individually.
- Say *Now, listen and check*. Play **TR: 5.1** and let students check their answers.
- 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: 5.1

- *This is my favourite snack bar. There are lots of cheese sandwiches. I like them very much.*
- *Is there any pasta?*
- *No, there isn't. There are a lot of noodles.*
- *Are there any pancakes?*
- *Yes, there are. There are some pancakes and there is lots of chocolate sauce for them.*
- *Are there any milkshakes?*
- *Yes, there are.*

Answers: 2. *Is*, 3. *isn't*, 4. *are*, 5. *Are*, 6. *are*, 7. *are*, 8. *is*, 9. *Are*, 10. *are*

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 the*

Can I have...? game. *Read the instructions.* Then hand out the cards and ask questions to check their understanding. Ask *What do you do with the cards in the beginning? What do you need to do in this game? How do you ask for a card? What do you do when you have all four cards? Who's the winner?*

- Monitor the students' work. Model the activity with a student for extra help.
- Elicit what groups students collect.
- 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: 5.2** for students to check their answers.
- Ask students to open their Student's Books to pages 52–53 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: 5.2

*On Tuesday night, the moon is blue,
It looks like a huge balloon.
The sky is dark, and that's a rule –
The stars are next to the moon.*

Answers (from left to right): *huge, Tuesday, rule, moon*
The poem: 2. *blue*, 3. *huge*, 4. *rule*, 5. *moon*

E

- Point to the title of the text in Activity E. Say *I sort out the garbage. This is how I help the planet. How do you help?* Elicit the ideas. Say *These children are chatting. They are telling each other how they help the planet. How many children are there? What are their names?*
- Say *Now read and match the children with their things. There are two choices you don't need*. Point to the pictures after the text to make sure students can see the task.
- 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 texts and tell you the answers.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

Answers: 1. *b*, 2. *a*, 3. *c*, 4. *e*

Extension

- Draw students' attention to the picture f in Activity E. Ask them to work in pairs and suggest a design for such a bag.

Wrap Up

- Ask students to describe a favourite dish and its taste, e.g. I like tomato soup and cheese sandwiches.
- 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.