

In this lesson, students will:

- revise material from Unit 6

Resources: Audio Tracks 6.1, 6.2; Formative Assessment Strategies Guide

Materials: colouring pencils, a set of cut-outs from pages 4–5 for each student

Warm Up

- Make a mind map of the words on the topic *Face and Body*. Draw a figure of a person on the board and elicit parts of the face and body. Ask students what adjectives they can use to describe different parts.

A

- Open Unit 6 Self-assessment, Activity A. Say *Read and unscramble the words*.
- 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 56 and check the spelling of the words.
- Point to the people in Activity A. Say *Now read the texts again and write the correct names*. Elicit the answers.
- 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. dark hair, 3. light hair, 4. curly, 5. tall, 6. fat, 7. moustache, 8. long face, 9. straight hair, 10. thin
a. Sam, b. Lily, c. Emma, d. Mr. Green

B

- Make sure students have got colouring pencils. Point to the picture of Mary. Say *Look at this picture. This is Mary, the doll. What does she look like?* Elicit the description of Mary's appearance. Say *Now, Listen and draw the doll Leila. You'll hear the recording twice*.
- Play **TR: 6.1** twice. If necessary, pause after the line.
- 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: 6.1

Teacher: Look, these are two dolls: Mary and Leila. Let's draw Leila.

Student: Okay. What colour are Leila's eyes?

Teacher: They're blue, and they're smaller than Mary's eyes.

Student: All right. What nose has Leila got?

Teacher: Her nose is longer than Mary's nose.

Student: I can draw that. What mouth has she got?

Teacher: Leila's mouth is bigger than Mary's mouth.

Student: Yes, I'm drawing a big mouth. What hair has she got?

Teacher: She's got dark curly hair. It's longer than Mary's hair.

Student: I'm ready. Here's Leila.

Teacher: Well done!

Answer: to draw a face according to the Audio Track

C

- Hand out each student a set of hand-outs from pages 4–5 and scissors.
- Say *Make your clown. Choose the parts that you like, cut them out and put them together. You have 5 minutes to do the activity*.
- Monitor the students' work. When students are ready, ask them to work in pairs. Ask two volunteers to read the sample dialogue.
- Say *Now you compare your clowns*.
- If time allows, ask students to find a new partner and repeat the activity.
- 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: 6.2** for students to check their answers.
- Ask students to open their Student's Books to pages 60–61 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: 6.2

It's my birthday — time to start!

We go to the park for fun and art.

A girl rides by on a happy horse,

We play some sport — of course, of course!

Answers (from left to right): horse, park, sports, start
The poem: 2. start, 3. park, 4. horse, 5. sports

E

- Point to the picture in Activity E. Say *What can you see? What sport does he do?* (I can see a sportsman. He is a runner.)
- Say *Now read the text about this sportsman and complete the sentences*. Point to the sentences after the text on the right 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 texts. Elicit the correct answers.
- Open page 3. Point to I can box. Make sure students know what they need to colour.

Answers: 2. tall, 3. metres, 4. fastest, 5. hero

Extension

- Invite students to prepare a short presentation about their families and say what 'superpower' each person has, e.g. My mum has got the longest hair in our family, etc.
- Invite students to share their presentations.

Wrap Up

- Make a group drawing. Draw a face on the board and say *This creature has got a long face*. Ask students in turns to add some

detail. When the drawing is ready, suggest thinking of the name of this creature.

- 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.