

In this lesson, students will:

- revise material from Unit 7

Resources: Audio Tracks 7.1, 7.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Revise the names of the body parts from Unit 7. Point to a body part and ask students to name it. Keep the pace fast. Then, point to a sequence, e.g. eyes, shoulders, stomach, foot. Ask students to repeat the sequence. Then ask students to do this activity in pairs.

A

- Open Self-assessment Unit 7. Point to the diary in activity A. Ask *What's this? What's the doctor's name? How many patients has he got today?*
- Say *Look at the picture and unscramble the words. Write them.*
- 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 68 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: 2. cough, 3. cold, 4. stomach, 5. tooth, 6. shoulder, 7. ill

B

- Refer to Activity A. Ask *What problem has Jack got? What about Mary and Roy?* Elicit the answers. Say Listen and write must or mustn't.
- Play **TR: 7.1** twice.
- 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: 7.1

- Hello Jack! What's the matter?
– I've got a backache.
– You mustn't run or jump. You must stay in the bed.
– Thank you, doctor.
- Hello Mary! What's the matter?
– I've got a stomach ache.
– You mustn't eat chocolate. You must drink this tea.
– Thank you, doctor.
- Hello Roy. Have you got a cough?
– No, I haven't. And I haven't got a headache.
– Great! You're not ill then! You must do sport, and you mustn't drink much cold lemonade.
– Of course, doctor!

Answers: 1. mustn't, 2. must, 3. must

C

- Ask two volunteers to read the instruction and sample dialogue from Activity C.
- Ask students to work in pairs. Point to the box with the words and say *What's it like to be a student at our school? Discuss. Use the words from the box.*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit how many questions they asked to guess.
- 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: 7.2** for students to check their answers.
- Ask students to open their Student's Books to pages 72–73 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: 7.2

*The brown cow is jumping now,
It runs down the hill — oh wow!
It sees a house near a mountain,
And starts to bounce around the playground.*

Answers (from left to right): round, down, house, mountain
The poem: 2. down, 3. house, 4. mountain, 5. around

E

- Point to the pictures in Activity E. Ask *What can you see?* (apples with the texts) *What numbers can you see?* (1, 3, 5)
- Say *This is the text about Daryna. She wants to be healthy. Read and put the events in the correct order. There are numbers 1, 3, and 5 that can help you.* Point to the circles on the leaves 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 texts. Elicit the correct answers.
- Open page 3. Point to I can box. Make sure students know what they need to colour.
- Point to the proverb on the right and say *Read the famous English saying. What do you think it means?* Elicit the ideas.

Answers: 2. D, 4. B, 6. E, 7. F

Extension

- Write on the board I want to be healthy, I want to be calm, I

don't want to feel sad. Ask students to work in small groups and create a mind map to show different ways to be or feel the way it says.

Wrap Up

- Write some verbs: eat, drink, do, go, etc. Point to one of the verbs.
- Ask students to say one sentence using the structure It's (adj) to (verb) with it. The students mustn't repeat the adjectives.

For example, the verb is drink and the possible answers are: It's fun to drink juice. It's good to drink water. It's healthy to drink yogurt. It isn't easy to drink eight glasses of water a day.

- Elicit one sentence from each student until they have no ideas, then move to the next verb.
- 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.