

In this lesson, students will:

- revise material from Unit 9

Resources: Audio Tracks 9.1, 9.2; Formative Assessment Strategies Guide

Materials: flashcards from the unit, colouring pencils, a handout of a game (pages 4–5): one set for a group of 3–4 students, dice, counters

Warm Up

- Show the flashcards from Unit 9 and ask students to cheer if they did this activity during the previous holidays. Elicit the sentences about their experience. Focus on the correct past forms of the verbs.

A

- Open Unit 9 Self-assessment, Activity A. Point to picture a and ask *What activity is it?* Point to the other pictures and say *Match and complete the phrases.*
- 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 88 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: 1. c, eat outside; 2. b, go canoeing; 3. d, go on a ride; 5. e, lose your way; 6. g, make friends; 7. j, ride on a motorbike; 8. f, see a shooting star; 9. h, sleep in a tent; 10. i, swim in a lake

B

- Point to Activity B and encourage students to read the title. Point to the example and say *This is a rebus for you. What happened last weekend? Read the example? How did the emojis help you?* Elicit the answers.
- Say *Look at the other emojis and complete the sentences.*
- Ask students to compare their sentences in pairs. Say *Now listen and check.*
- Play **TR: 9.1**. 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: 9.1

- Mark had a picnic in the park.
- We went canoeing on the river.
- Kate and Alex made new friends at school.
- Linda slept in the tent near the river.
- Bob and Brenda swam in the lake all afternoon.

Answers:

- We went canoeing on the river.
- Kate and Alex made new friends at school.
- Linda slept in the tent near the river.
- Bob and Brenda swam in the lake all afternoon.

C

- Make small groups of 3 or 4 students. Say *Now, you will play a board game. Ask and answer about the weekend.*
- Hand out the rules and the board, some scissors. You can prepare the stars in advance to save some time.
- Say *First, read the name of the game and the instruction box.* Give students some time to read, then ask questions to check understanding, e.g. *What can you see on the board? What do you do with the pictures? What are your questions about? How can you get points? Why do you need two stars? Who's the winner?*
- Ask two volunteers to read the instruction and sample dialogue from Activity C.
- Monitor the students' work. Model the activity with a student for extra help.
- For the feedback, ask who the winner in each group is and what interesting questions students remember.
- 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: 9.2** for students to check their answers.
- Ask students to open their Student's Books to pages 92–93 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: 9.2

*A giraffe, a goat, and a little cat
Were in the centre — imagine that!
They had smiles on their funny faces,
Playing together in different places!*

Answers (from left to right): centre, cat, faces, goat

The poem: 2. goat, 3. cat, 4. centre, 5. faces

E

- Point to the picture and say *This is the monument to Marco Polo. He was a famous explorer more than 700 years ago. What countries do you think he visited?* Invite students to name their ideas. Say *Now read the text about this famous explorer and put the sentences in the correct order.*
- Give students about 5 minutes to read the text and do the task.
- When students finish work with the whole class. Ask volunteers to read the correct order of the instructions.
- Open page 3. Point to I can box. Make sure students know

what they need to colour.

Answers: 2. C, 3. E, 4. D, 5. F, 6. A

Extension

- Invite students to create a cover for Marco Polo's book.
- Invite students to present their works and tell others what inspired them.

Wrap Up

- Do some drills to review irregular verbs. You ask the question and students make a sentence out of it. Example: Did you eat salad yesterday? - I ate salad yesterday. Did you go canoeing yesterday? - I went canoeing yesterday? Did you swim in the lake yesterday? - I swam in the lake yesterday., 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.