In this lesson, students will:

- revise the material from Unit 10

Resources: Audio Tracks 10.1, 10.2; Formative Assessment Strategies Guide

Materials: flashcards for the words from the unit, colouring pencils

Warm Up

- Put the flashcards from the unit on the board and elicit the words. Say *Close your eyes. I will change the cards. When you open your eyes, tell me what is different.* Play the game several times.

A

- Open Unit 10 Self-assessment, Activity A. Point to the word cloud. *Say Look at the word cloud. What word is pink?* (loud). Continue with other words.
- Say *Read the sentences and write the missing words.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help if needed.
- Encourage students to check their answers in pairs. Write the correct answers on the board.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour. If necessary, repeat the instruction from Unit 1 notes.

Answers: *1. little; 2. dirty; 3. kind; 4. silly; 5. loud*

B

- Point to Activity B and make sure students see that there are two options for each sentence. Say *Listen to five recordings and choose the correct answer. You will hear the recording twice.*
- Play **TR: 10.1** twice. If necessary, pause after the first question and point to the example.
- 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: 10.1

1.
- Dad, what's this?
- This was your favourite toy, Max, when you were six.
- I remember this car. I was five, not six.
2.
- In music class we were very loud. We weren't quiet. The teacher wasn't happy.
3.
- My dog is very silly. She thinks my socks are her toys. I'm not happy.
4.
- Mum, what was your favourite subject? Was it sport?
- I was good at sport, but my favourite subject was maths. I was good at maths, too.
5.
- Where are my sweets? There were 20 sweets in the morning. Now there are only 12.

Answers: *1. a — (five); 2. a — very loud; 3. b — very silly; 4. a — maths; 5. b — twenty 20*

C

- Ask two volunteers to read the instruction and sample dialogue from Activity C. Elicit that students can use their pencils for spinning. Invite students to work in pairs. Say *The numbers in the circle are your age.* Point to number 2 and say *What were you like when you were two?* Elicit students' ideas and invite students to play the game: one student spins, the partner guesses what he/she was like at that age and says a sentence with a word from the box, e. g. *When you were four, you were loud.* The first student answers *Yes, I was.* or *No, I wasn't.*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit one fact students remember about their partners.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

D

- Make sure every student has got a pencil. Say *Listen and write the words. You will hear the recording twice.* If you see that students have difficulties, explain that they can use the pictures as an aid.
- Play **TR: 10.2** twice. Make sure students understand that they will get the second listening in order to complete the task. Elicit the answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Script for TR: 10.2

1. cube
2. tune
3. huge
4. tube
5. cute

Answers: *2. tune — d; 3. huge — b; 4. tube — e; 5. cute — c*

E

- Point to the picture and ask *What can you see?* (Children, a Christmas tree, costumes.) *What are the children wearing?* (An astronaut, a doctor, a teacher, a pirate and a cowboy costume.)
- Say *Now read the text about Mum's New Year party when she was nine. Write the job and the name.* Point to the empty labels around the picture and to the example, so students see what they need to write.
- Give students about 5 minutes to read the text and write the answers.
- When students finish, check the answers with the whole class. Ask volunteers to read the sentences from the text and

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say which child is speaking. Elicit how students found the answers, e. g. *Mum is between an astronaut and a teacher, so she is the doctor.*
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *Mum – a doctor; Peter – a cowboy; Olena – a teacher; Serhii – a pirate; Mariia – an astronaut*

Extension

- Invite students to draw their costumes from the parties before. These could be festivals at the kindergarten or their (their friends') birthday parties. Invite students to walk around the classroom and present their pictures with a short description of who they were and how old they were.

Wrap Up

- Invite students to look at the words from Activity C and put them in the ABC order.
- Ask *What are your three favourite words of the unit? What do you remember from the unit?* Encourage students to give you some details from the text they read, lines from the chants or the song.

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