In this lesson, students will:

- revise material from Unit 3

Resources: Audio Tracks 3.1, 3.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Mime different actions from the unit (throw, catch, jump etc.) for students to guess the words.
- Invite students to work in small groups. Say *Take turns. Show an action and guess.*
- Monitor and help if needed.

A

- Open Unit 3 Self-assessment, Activity A. Ask students *What can you see?* Elicit the word *hockey*. Say *Spell hockey.* Elicit the answers.
- Say *Look at the words. Fill in the missing letter.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help if needed.
- Invite students to work in pairs. Say *Read the words, circle games and underline actions.* Elicit the answers. Then point at two boxes and elicit a name for each. Say *Now sort out the words. Write in the correct box.*
- Open page 3. Point to *I can* box. Make sure students know what they need to colour. If necessary, repeat the instruction from the Unit 1 notes.

Answers (from top to bottom): *bounce, hockey, throw, catch, tennis, jump*
Games: *basketball, hockey, tennis*
Actions: *bounce, throw, catch, jump*

B

- Mime the word *tennis.* Ask *What actions do I do? Do I throw the ball?* (Yes, you do.) *Do I jump?* (Yes, you do.) *Do I bounce the ball?* (No, you don't.)
- Point to the example and say: *Listen. What's the answer?* Play **TR: 3.1** and pause after the first question. Elicit the answer and draw students' attention to what they need to write.
- Make sure students understand that they need to write short answers. Say *Now listen and write* Yes, I do *or* No, I don't. *You will hear the recording twice.*
- Play **TR: 3.1** twice. Elicit the answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Script for TR: 3.1
1 You play tennis. Do you catch a ball?
2 You play football. Do you kick a ball?
3 You play hockey. Do you jump?
4 You play basketball. Do you bounce a ball?
5 You play baseball. Do you hit the ball?

Answers: *2. Yes, I do. 3. No, I don't. 4. Yes, I do. 5. Yes, I do.*

C

- Ask two volunteers to read the sample dialogue from Activity C.
- Invite students to work in pairs and say *Think of a sport. Say two things sportsmen or sportswomen do or don't do. Then, swap roles.*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit what questions students answered.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

D

- Say *Listen to me and write the letters. K-C-K-I. Make the word from these letters.* (kick)
- Say *Listen and write the letters. You will hear the recording twice.*
- Play **TR: 3.2** twice. Make sure students understand that they will get the second listening in order to complete the task.
- Say *Now make up the words. The pictures can help you.* Elicit the answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *2. think; 3. kick; 4. blanket; 5. black*

Script for TR: 3.2
1. k-i-s-n
2. n-k-i-t-h
3. c-k-i-k
4. l-a-b-k-e-t-n
5. a-b-c-k-l

E

- Point at the picture in Activity E. Ask *What can you see?* (I can see two dogs. They play with the ball.)
- Say *Now read the text about a day in the park and write* True *or* False. Point to the sentences after the text 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 text and the sentences. Elicit the correct sentences for the false ones.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *2. False (I catch and kick the ball.), 3. False (Blackie and Tink don't play football. They play with the ball.), 4. True, 5. False (I like this game.)*

Extension

- Invite students to work in pairs and create a short story of two animals that play with a ball.
- Encourage them to draw a mind map that shows what the animals are, where they are, what actions they do, who plays with the animals.
- Invite students to share their stories.

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Wrap Up

- Say the actions from the lesson and encourage students to name as many sports for each action as they can.
- 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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