In this lesson, students will:

- revise the material from Unit 4

Resources: Audio Tracks 4.1, 4.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Play the guessing game with students. Write *Jobs* in the middle of the board. Then say *Guess the job.* E. g. for the word *doctor* write six dashes and encourage students to call out the letters to guess the word. If students call out the letter that is not in the word write it aside and cross it out.
- Play this game with different jobs.

A

- Open Unit 4 Self-assessment, Activity A. Ask students *What can you see?* Elicit the words *grow*. Say *Spell grow.* Elicit the answers.
- Say *Look at the words. Fill in the missing letters.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help if needed.
- Write the correct answers on the board. Invite students to work in pairs. Say *Read the words, circle jobs and underline actions.* Elicit the answers. Then point to 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 Unit 1 notes.

Answers (from top to bottom): *doctor, builder, grow, score a goal, taxi driver, farmer, help*
Jobs: *doctor, builder, taxi driver, farmer*
Actions: *grow, score a goal, help*

B

- Say *Listen. She grows tomatoes. She doesn't score goals. What's her job?* (She's a farmer).
- Point to the example and say: *Listen. What's the answer?* Play **TR: 4.1** and pause after the first dialogue. Elicit the answer and pay students' attention to what they need to write.
- Make sure students understand that they need to write the answers. Say *Now listen and write the answers. You will hear the recording twice.*
- Play **TR: 4.1** twice. Elicit the answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Script for TR: 4.1
1.
- Does she score goals?
- No, she doesn't.
- Does she build houses?
- Yes, she does. She's a builder.
2.
- Does he help people?
- No, he doesn't.
- Does he grow food?
- Yes, he does.
3.
- Does she drive a taxi?
- Yes, she does.
4.
- Does she build schools?
- No, she doesn't.
- Does she help people?
- Yes, she does.
5.
- Does he score goals?
- Yes, he does.
Answers: *2. He's a farmer. 3. She's a taxi driver. 4. She's a doctor. 5. He's a football player.*

C

- Ask two volunteers to read the sample dialogue from Activity C.
- Invite students to work in pairs and say *Think of a job. Ask and answer and guess the job. 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. S-A-K-N-E. Make the word from these letters.* (snake)
- Make sure every student has got a pencil. Say *Listen and write the letters. You will hear the recording twice.*
- Play **TR: 4.2** 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.

Script for TR: 4.2
1. *k-e-s-n-a*
2. *s-l-e-i-d*
3. *t-s-e-n*
4. *k-e-s-d*
5. *o-p-s-n-o*

Answers: *1. snake; 2. slide; 3. nest; 4. desk; 5. spoon*

E

- Point to the picture in Activity E. Ask *What can you see?* (I can see five children. The girl is a builder. The boy is a doctor. Two children are farmers. The boy is a taxi driver.)

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- Say *Now read the text about children at Work Day and match the children and their jobs. There's one extra job.* Point to the names and the jobs after the text and to the example line, so students see what they need to do.
- Give students about 5 minutes to read the text and draw the lines.
- When students finish, check the answers with the whole class. Ask volunteers to read the text sentence by sentence. Ask *Who is a builder?* (Sophie), *Who drives a taxi?* (Mark) Then ask *Which job is extra?* (A doctor. The boy who speaks is the doctor.) Elicit that Bob and Alice are both farmers, so *a* and *d* can be in any order.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *Sophie – c; Mark – e; Bob – a (d); Alice – d (a); extra – b*

Extension

- Invite students to work in pairs and create a short story about their classmates at the '*Children at Work' Day*.
- Encourage them to draw pictures to illustrate their stories.
- Invite students to share their stories.

Wrap Up

- Say the jobs from the lesson and encourage students to mime the job.
- 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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