In this lesson, students will:

- revise the material from Unit 5

Resources: Audio 5.1, 5.2; Formative Assessment Strategies Guide

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

Warm Up

- Use the flashcards from the unit. Hand out the flashcards to different students and ask them to describe the food they have got. Other students must listen and say the words. Once the word is known, put the flashcard on the board.

A

- Open Unit 5 Self-assessment, Activity A. Say *Look at the first word. Read.* (Sausage). *Look at the second word. What is it?* (cheese) *What letters are missing?* (s, e). *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 and say* I like it *or* I don't like it. Then encourage students to write the words on the plates.
- Open page 4. 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 left to right): *cheese, chicken, grapes, chips, beans, juice*

B

- Point to the big picture and say *Look at the picnic. What can you see?* (a girl, a tree, a blanket) *The girl's name is Mary. What food is around the big picture?* (juice, cheese, sausages, beans, chicken, pears, grapes, mangoes). *What food has Mary got? Listen and draw the lines. You will hear the recording twice.*
- Play **TR: 5.1** twice. If necessary, pause after the line *There's some juice* and point to the line for students to understand the task. Elicit the answers.
- Open page 4. Point to *I can* box. Ask a volunteer to read the second sentence. Say *Colour the stars.*

Script for TR: 5.1

Look at my picture. It's a picnic with my friends. There's some juice. There isn't any cheese, but there are some sausages. There're some beans and there's some chicken. We've got some fruit, too. There're pears and grapes, but there aren't any mangoes.

Answers: *sausages, beans, chicken, pears, grapes*

C

- Ask two volunteers to read the instruction and sample dialogue from Activity C.
- Invite students to work in pairs and say *Draw your picnic basket. Don't show it to your friend.* Give students about 2 minutes to draw. Say *Ask and answer. Draw your products in your friend's basket.*
- Monitor the students' work. Model the activity with a student for extra help. Elicit what questions students answered.
- Open page 4. 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 letters. You will hear the recording twice.*
- Play **TR: 5.2** 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 4. Point to *I can* box. Make sure students know what they need to colour.

Script for TR: 5.2

1. *f-u-i-t-r*
2. *s-e-s-d-r*
3. *s-r-n-p-e-t-e*
4. *g-f-r-o*
5. *a-b-c-r*

Answers: *1. fruit; 2. dress; 3. present; 4. frog; 5. crab*

E

- Point to the pictures in Activity E. Ask *What can you see?* (I can see food.) Elicit the differences among the pictures.
- Say *Now read the text about Frank's breakfast and circle the picture of his breakfast.* Point to pictures a, b and c after the text to make sure students see what they need to circle.
- Give students about 5 minutes to read the text and circle the picture.
- When students finish, check the answer with the whole class. Ask volunteers to read the text sentence by sentence. Ask *What has Frank got for breakfast?* (An omelette with cheese.) *What fruit is there?* (Pears and mangoes.) *What juice is there?* (Grape juice.) Elicit which picture matches the text and why the other two don't.
- Open page 4. Point to *I can* box. Ask a volunteer to read the fifth sentence. Say *Colour the stars.*

Answers: *picture c*

Extension

- Invite students to work in pairs and describe their breakfast.
- Encourage them to draw pictures to illustrate their descriptions.
- Invite students to share their descriptions.

Wrap Up

- Say the food from the lesson and encourage students to stand up if they like the food and sit down if they don't.
- 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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