In this lesson, students will:

- revise the material from Unit 6

Resources: Audio Tracks 6.1, 6.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Elicit what students like to do at the parties. Invite them to draw their favourite activity on a piece of paper. Then say *Take your drawing and walk around the room. Look at other drawings and remember as many activities as possible.* Give students about 2 minutes for this.
- Elicit what activities students remember.

A

- Open Unit 6 Self-assessment, Activity A. Say *Complete the phrases. Match them with the pictures.*
- 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.
- 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: *2. drink lemonade – d; 3. take photos – a; 4. eat a cake – c; 5. listen to music–b*

B

- Point to the pictures and the names and say *These children are at the party. What is each person doing? Listen and match. You will hear the recording twice.*
- Play **TR: 6.1** twice. If necessary, pause after the line *She's holding a present*.
- 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: 6.1

It's my birthday, and I've got a party! There're my friends. This is Lisa. She's holding a present. It's big. And this is Mike. He's eating pizza. His favourite is cheese pizza. Yummy! And this is Mark. He's taking photos. Mark wants to be a photographer. And that girl is Ann. She's holding five balloons. She's nice. My friend Zelda is drinking lemonade. And this is me, Marta. I'm eating my birthday cake.

Answers:

Lisa – a big present
Mike – a cheese pizza
Mark – a camera
Ann – five balloons
Zelda – lemonade
Marta – a cake

C

- Ask two volunteers to read the instruction and sample dialogue from Activity C.
- Say *Write a list of five things you can do at party. Invite students to work in pairs and say Mime and guess the activities from the list.*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit how many activities students could guess.
- 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 letters. You will hear the recording twice.*
- Play **TR: 6.2** 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: 6.2

1. *y-n-g-a-r*
2. *t-h-g-i-n-k-i-n*
3. *o-r-m-n-n-g-i*
4. *b-k-a-n*
5. *g-r-n-i*

Answers: *2. thinking; 3. morning; 4. bank;5. ring*

E

- Point to the pictures in Activity E. Ask *What can you see?* (I can see children, a tomato, a mask, flowers.)
- Say *Now read the text about three festivals and match the texts to the pictures.* Point to the pictures on the right 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 texts. Elicit the correct answers.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *1. b; 2. c; 3. a*

Extension

- Invite students to choose their favourite festival from Activity E and say what they are doing at the festival.
- Invite students to share their descriptions.

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Wrap Up

- Say the actions from the lesson and ask students to add different words to make as many phrases as possible. e. g. *drink – lemonade, water, juice, milk,* etc.
- 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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