In this lesson, students will:

- revise the material from Unit 9

Resources: Audio Tracks 9.1, 9.2; Formative Assessment Strategies Guide

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

Warm Up

- Write the letters *u-s-b*. Ask *Can you make a word from these letters?* (bus). Do the same with two or three other words from the unit.

A

- Open Unit 9 Self-assessment, Activity A. *Say Look at the pictures. What is yellow?* (a bus), *What can you ride?* (a bike), *What is brown?* (a plane). Point to the sentences below the pictures. Say *Read the sentences and write the 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: *2. bus; 3. bike; 4. lorry; 5. plane*

B

- Point to Activity B and encourage students to count the children. Say *These children are answering the questions about transport. Read their answers.* Give students two minutes to read. Invite volunteers to read out loud. Then say *Listen to the questions and number the children. You will hear the recording twice.*
- Play **TR: 9.1** twice. If necessary, pause after the first question and point at 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: 9.1

1. *When does the plane come?*
2. *How do you get to school?*
3. *How do you get home?*
4. *When do you come home?*
5. *Where does the bus go?*

Answers: *2. a; 3. c; 4. e; 5. d*

C

- Ask two volunteers to read the instruction and sample dialogue from Activity C.
- Open Activity A. Invite students to work in pairs. Say *Find the objects and count.*
- Monitor the students' work. Model the activity with a student for extra help.
- Elicit the numbers of the objects.
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers: *Students' own answers.*

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: 9.2** 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: 9.2

1. cone
2. nose
3. throw
4. rope
5. bone

Answers: *2. nose — d; 3. throw — b; 4. rope — e; 5. bone — c*

E

- Point to the picture and ask *What can you see?* (bananas) *Where is this photo from?* (Students' own ideas.). Invite students to name their ideas.
- Say *Now read the text about a farmer and answer the questions. Write sentences.* Point to the questions below 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, check the answers with the whole class. Ask volunteers to read the text and the questions, then to read their answers aloud. If a sentence is incomplete, elicit a full one (e. g. *He lives in Lviv*, not just *In Lviv*).
- Open page 3. Point to *I can* box. Make sure students know what they need to colour.

Answers:

1. *Serhii lives in Lviv.*
2. *Bananas get to the market by lorry / in boxes.*
3. *She goes to her uncle in summer.*
4. *She gets there by train and bus.*
5. *He makes banana cakes.*

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Extension

- Invite students to work in pairs. Each pair chooses a word from Activity A. They make a mind map to show why this type of transport is important for people. Invite students to show their mind maps and present their ideas.

Wrap Up

- Invite students to work in small groups. In turns, they think of a transport and mime it for others to guess. Once a student names the vehicle, he or she starts to mime another word.
- 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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