

REVIEW 2

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • give advice using should / shouldn't • describe people and/or animals using adjectives such as selfish, lazy, generous, brave, kind, polite, rude, clever, sweet, cute, greedy, dangerous • express how they feel (physical states) using expressions such as: I've got a toothache/headache/cold/ sore throat/ temperature/ earache / backache • make comparisons using comparatives and superlatives using adjectives taught in the previous units (e.g. long, tall, thin, fat, high, heavy, clever, big, small, short, nice, cute) • name food items taught and reviewed in the previous units (e.g. mushrooms, peppers, olives, salt, pepper, bread, potato, butter, lemonade, orange juice, carrots, apples, tomatoes, coffee, tea, strawberries, cake, pizza, chocolate, milk, water, biscuit, eggs, bananas, cucumbers, honey, pears)
MATERIALS	Small pieces of paper (optional), soft ball
TIME	1 X 40 minutes
PROCEDURE	
	<ul style="list-style-type: none"> • The teacher tells pupils that they are going to play vocabulary games using the vocabulary for food, adjectives, feelings and physical states and personality adjectives which they've learnt. S/he gives them a few minutes to go over the relevant vocabulary in their picture dictionaries. If pupils have not updated their picture dictionaries yet, they can go through their books and identify the key vocabulary to review. • Pupils play a food vocabulary scrabble. Pupils are divided into teams of 4 and each pupil is asked to write on a piece of paper a food word from their picture dictionary. In this way each team has 4 words. <p>The teacher writes the first word on the board, e.g.</p>

M
U
S
H
R
O
O
M

and pupils take turns (one from each team) to come and add their word to the teacher's word, e.g.:

M
U
S
H
R
O
n
I
O
N
O
M

M
U
S
H
R
O
N
I
O
N
P
T
A
T
O
O

If a group can't find a word to match anywhere, they miss a turn. The aim of the game is for the teams to use up all their word cards. The winning team is the team to do that first.

- Pupils play charades in two teams. The teacher has got cards with the words: toothache /earache /headache /backache / temperature /sore throat / cold. Pupils from each team take turns to pick a card and try to explain to their group what's the matter with them using ONLY miming. Alternatively, the teacher can whisper to volunteers from each team a phrase for

them to mime. Each group gets a point if they guess correctly (Pupil's Book, activity 1).

The charades game can also be enriched with personality adjectives which the pupils can try to mime for their classmates to guess (e.g. rude, dangerous, polite, selfish, etc.).

- Pupils play hangman. They are allowed to use only words from the categories they revised from their picture dictionaries or their books. The game can be played in two teams again, with pupils from each team taking turns to set the mystery word.
- Pupils play naughts and crosses. The teacher draws on the board a table with nine squares and writes a phrase in each square, as in the example below. Pupils play in two teams. Group A is the naughts (0) team and Group B the crosses (X) team. Pupils from each team take turns to pick a square and make a correct statement about what we should or shouldn't do in order to have healthy teeth.

brush only the front teeth	brush once a day	brush your teeth quickly
use dental floss	visit the dentist every 5 years	brush up and down
use a soft toothbrush	eat sugar	use a hard toothbrush

e.g. dental floss. - We should use dental floss.

use a hard toothbrush. - We shouldn't use a hard toothbrush.

- Pupils play the game again in pairs (Pupil's Book, activity 2).
- Pupils play a ball game to practice comparatives and superlatives. The teacher throws the ball to a pupil saying an adjective (e.g. tall). The pupil who catches the ball says the

	<p>comparative form of the adjective and then throws the ball to another pupil who should say the superlative form e.g.: Teacher: tall Pupil A: taller Pupil B: the tallest</p> <ul style="list-style-type: none"> • Pupils work with activities 1, 2 and 3 in their Activity Book. In activity 3 pupils can either use vocabulary from a specific thematic area (e.g. food, adjectives, personality) or from all the thematic categories dealt with in the previous Units. Once they complete their puzzles, they can then exchange books with their partner and solve each other's puzzle. When they finish they can assess each other and give each other one point for each word found. If computers are available in the classroom, a number of pupils can work in pairs and create their puzzles on puzzlemaker.com or other similar sites. • Pupils can also work on the following extension activities: <ul style="list-style-type: none"> - prepare a poster with rules for class behavior based on activity 1 (Activity Book), - prepare signs with the rules in activity 1 and put them up in their classroom - update their picture dictionary - update their portfolio - add word cards to the class Word Wall - complete any projects which may be pending from previous Units
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils and their responses to the tasks carried out. Teachers should note down their observations as soon as possible after class.