**Week:**  7 **Date of planning:** 14/10/2023

**Period: 13 Date of teaching:** 16/10/2023

**REVIEW 1**

**I. Objectives:**

By the end of this lesson, students will introducing family members.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student book, notebooks, workbook.

**III. Languages focus:**

**Vocabulary:** review father, mother, brother, sister.

**Structures:**

* This is my (brother).

**IV. Procedures:**

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| **Steps/Activities** | **Organization** |
| **Warm-up & Review: 5’**  - Option 1: Review. Singing.   * Have students sing the songs of letters ‘c’ and ‘d’ again. * Have them sing and make the gestures of a cap or a door. * Have some students sing and make the gestures.   - Option 2: Review. Hop or Clap.   * Call out a letter sound or a word with that letter. * Have students stand up and hop if they hear the ‘c’ sound or clap if they hear the ‘d’ sound. | * Teacher – whole class/ students * Teacher – whole class |
| **New lesson**  **A- Listen and circle (A or B). (8’)**  1. Pre-listening: Have students look at the pictures. Point to each person in the pictures and have students call out the people they see.  2. While-listening:   * Play audio and have students look at the picture and people. * Demonstrate the activity by pointing at the example. * Have students listen and circle.  1. Post-listening: Check the answers as a whole class. 2. Post-listening: Point at each person in the picture and have students say "This is my mother/...". 3. Post-listening: Have some students demonstrate the activity in front of the class. 4. **Play "Stepping Stones": (8')**   1. Divide the class into pairs.  2. Have Student A start at A and say the first sentence.  3. Have Student B start at B and say the first sentence.  4. Have students take turns saying the sentences and go all the way round.  5.Have some pairs demonstrate the activity in front of class.  **Activity: (4’) (*optional*)** Play the game “Whispering”.   * Choose 2 groups of the same number of students. * Have students make 2 lines. * Teacher whispers a word to the 2 students at the back of the lines. These students then whisper the word to the 2 students standing right in front of them. This is repeated until the word reaches the 2 students at the front of the lines. * The 2 students at the front of the lines call out the word and the 2 students at the back hold up the flashcard to see whether the word is correct. * The 2 students at the front of the lines move to the back of the lines. T repeats the activity with other words. | * Teacher – whole class/ students * Teacher - students in pairs * Teacher - Students in groups |
| **Wrap-up** - Review. **Draw and say: 5’**  Have students draw a big picture of their family. Then show it in front of class and introduce the members of their family.  *E.g. This is my family. This is my father…* | * Teacher - students/ individuals |

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**Week:**  7 **Date of planning:** 14/10/2023

**Period: 13 Date of teaching:** 19/10/2023

**REVIEW 2**

**I. Objectives:**

By the end of this lesson, students will review identifying classroom objects.

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student book, notebooks, workbook.

**III. Languages focus:**

**Vocabulary:** review pencil, bag, book.

**Structures:** It’s a (pencil).

**IV. Procedures:**

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| **Steps/Activities** | **Organization** |
| **Warm-up & Review: 5’**  - Option 1: Review. Play the game “Family Jumble”.   * Mix the flashcards of Unit 1 - lessons 1 and 3. * Put them on a table in front of the class. * Divide the students into two teams. | Teacher – students in groups |
| * Invite a student from each group to go to the board. * Say a word and have the students race to find the flashcard. |  |
| **New lesson**  **A- Listen and circle (A or B). (8’)**  1. Pre-listening: Have students look at the pictures. Point to each object in the pictures and have students call out the objects they see.  2. While-listening:   * Play audio and have students look at the picture and objects. * Demonstrate the activity by pointing at the example. * Have students listen and circle.  1. Post-listening: Check the answers as a whole class. 2. Post-listening: Point at each object in the picture and have students say "It's a bag/...". 3. Post-listening: Have some students demonstrate the activity in front of the class. 4. **Play "Guess the picture": (8')** 5. Have students look at the example. 6. Divide the class into 2 teams. 7. Have a student stand facing away from the board and stick a flashcard on the board behind him/her. 8. Have the student try to guess the answer without looking at the flashcard. 9. Give that team 1 point if it's a correct guess. 10. Have teams take turns.   **Activity: (4’) (*optional*)**  **Running dictation**   * Stick some pictures (bag,book,pencil) on the walls in the class. * Have students work in pairs. One runs and find the pictures around him/ her, then turn back to his pair and tell what he/ she has seen. E. g It’s a pencil. His/ Her friend writes down the word he/ she has heard. E. g pencil. | * Teacher – whole class/ students * Teacher - students in pairs * Teacher - Students in pairs |
| **Wrap-up** : Review. Pictionary.   * Have students work in pairs. * Give each child a piece of paper. * Have children draw a part of a classroom object on the paper as quickly as possible, then pass their drawings to their partners and ask “A what?’ The partner responds ‘A pencil’. * Have students continue the game. | * Teacher - students in pairs |

Comments: …………………………………………………………………………………

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