Week: 17 Date of planning: 24/12/2023

Period: 65 Date of teaching: 28/12/2023

**REVIEW 2**

**Period 1**

**I. OBJECTIVES**

By the end of the lesson, pupils will be able to:

**1. Knowledge** - correctly use the following sentence patterns:  
*+ Where’s your school? – It’s in the \_\_\_\_\_\_.  
+ How many \_\_\_\_ are there at your school? – There is / are \_\_\_\_.*

*+ What’s your favourite subject? – It’s \_\_\_\_.*

*+ Is your sports day in \_\_\_\_? – Yes, it is. / No, it isn't. It's in \_\_\_\_.*

*+ When's your sports day? – It's in \_\_\_\_.*

*+ Were you \_\_\_\_ last weekend? – Yes, I was. / No, I wasn't.*

*+ Where were you last summer? – I was in \_\_\_\_.*

**2. Competences** - Self-control & independent learning: perform learning tasks

- Communication and collaboration: work in pairs or groups

**3.Attributes** - Work hard to consolidate what they have learnt and make good progress

**II. PREPARATION:**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  Greet the class.  **Option 1: Game: Hot air-balloon (ppt)**  **Option 2:**  - Ask pupils to choose a song from *Units 6 to 10* and sing along (*e.g. Gardens and buildings at my school,* page 47*; What subjects do you have today?,* page 53*; My favourite subject,* page 57*; Our sports day,* page 63*; Were you on the beach yesterday?,* page 69*).*  - Get pupils to open their books page74 and look at *Review 2 Activity 1*. | Group work  Whole class/ Individual work |
| ﻿ **PRACTICE**  **Activity 1. Listen and tick.**  5 minutes  ***Goal:*** *To ﻿listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our timetable, my favourite subjects, our sports day, and our summer holidays and tick the correct pictures.*  **-** Draw ﻿pupils’ attention to Pictures 1a, 1b and 1c. Elicit the words or phrases to describe the pictures in each option (e.g. *a school in a city, a school in the mountains, a school in a village*). Elicit the questions the speaker may ask (e.g. *Where’s your school?*)*.* Play the recording for pupils to listen. Play it again for them to do the task. Then play the recording a third time for them to check their answers.  **-** Repeat Step 1 for the rest of the pictures: 2a, 2b and 2c; 3a, 3b and 3c; 4a, 4b and 4c, and 5a, 5b and 5c.  **-** Get pupils to swap books with a partner to check their answers before checking as a class. Write the correct answers on the board.  **-** Play the recording for pupils to listen and double-check the answers.  **Key:** 1. b 2. c 3. b 4. c 5. a | Whole class/ Individual work    Pair work  Whole class/ Individual work |
| ﻿﻿ **Activity 2. Ask and answer.**  5 minutes  ***Goal****: To ﻿ask and answer questions using picture cues or personal information.*  **-**Draw pupils’ attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.  **-** Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to oﬀer support where necessary.  **-** Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges. | Whole class/ Individual work    Pair work |

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| **Activity 3. Read and match.**  5 minutes  ***Goal :*** *To ﻿read and match four pairs of target sentence patterns*.  **-** Draw pupils’ attention to the questions and answers. Tell them about this activity. Point at Question 1, *What subjects do you have today?* and elicit the type of answer required (*subjects*). Have pupils read the answers, find the correct one and give feedback. Draw a line to match Question 1 with Sentence b.  **-** Give pupils time to do the task individually. Go around the classroom to offer support.  **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Key:** 1. b 2. d 3. a 4. c | Whole class/ Individual work  Pair work |
| ﻿﻿ **Activity 4. Read and complete.**  5 minutes  ***Goal:*** *To read a gapped letter on familiar topics and show understanding of it by choosing the correct words to fill the gaps*.  **-** Tell pupils the goal of the activity and explain that they should read a letter and choose the words in the box to complete. Check comprehension.  **-** Do Sentence 1 as an example. Point at the first sentence and read aloud as a class. Elicit the missing word and give feedback. Have them complete the sentence and get pupils to read the completed sentence in chorus.  **-** Set a time limit for pupils to do the task independently. Go around the classroom and oﬀer help if necessary.  **-** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Key:** 1. village 2. computer rooms 3. music 4. sing 5. were | Whole class/ Individual work    Pair work  Whole class/ Individual work |
| ﻿﻿ **PRODUCTION**  **Activity 5. Let’s write.**  5 minutes  **Goal**: *To ﻿complete a gapped letter about their school using the target language.*  **-** Tell the class the goal of the activity and explain that they should read the gapped letter and fill in the gaps with their own information. Check comprehension.  **-** Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit suitable answers (e.g. *the city, the mountains, the town, the village*). Then have them fill in the gap.  **-** Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.  **-** Get pupils to swap their books with a partner and check their answers before checking as a class. | Whole class/ Individual work  Pair work  Individual work |
| **Fun corner and wrap up:** 5 minutes  **Game: Mystery box (ppt)**  - Divide the class into 3 teams.  - Pupils from each team take turns choosing a number and answering a question.  - Pupils who answer correctly will get some points. | Group work |

**Comments:**

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Week: 17 Date of planning: 24/12/2023

Period: 66 Date of teaching: 28/12/2023

**EXTENSION ACTIVITIES**

**Period 3**

**I. OBJECTIVES**

By the end of the lesson, pupils will be able to:

1. **Knowledge** - read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.  
   - distinguish the features of the city and the countryside.  
   - revise the target vocabulary and sentence patterns by playing *Board* *game*.

**2.Competences** - Communication and collaboration

**3.Attributes** Respect their differences between the countryside and the city

**II. PREPARATION.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

2. Student’s preparation:Students’ aids: books, notebooks, workbooks

**III. PROCEDURES**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm-up and review:**  5 minutes  Greet the class.  **Option 1: Game: Pass the bomb! (ppt)**  **Option 2:**  - Ask pupils to choose a chant from *Units 6 to 10* and chant together. | Group work  Whole class/ Individual work |
| - Get pupils to open their books at page 76 and look at *Extension activities, Activity 1.* |  |
| ﻿﻿ **PRACTICE**  **Activity 1. Read and match.**  5 minutes  ***Goal :*** *To read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.*  **-** Draw pupils’ attention to the texts and the pictures. Tell them about this activity. Have pupils look at Pictures a and b and elicit the features of them. Ask *What can you see in the city?* and then *What can you see in the countryside?*  **-** Read text 1 aloud. Ask pupils to match text 1 to Picture a or b. Continue with text 2.  **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **-** Have pupils underline the features of the city in text 1 and the features of the countryside in text 2.  **Key:** 1. b 2. a | Whole class/ Individual work  Pair work  Whole class/ Individual work Pair work |
| ﻿﻿ **PRACTICE**  **Activity 2. Write *a* for *countryside* or *b* for *city*.**  10 minutes  ***Goal:*** *To ﻿﻿distinguish the features of the city and the countryside*.  **Mini game: Slap the board!**  - Invite 2 - 3 pupils to come to the board.  - Give each pupil a slapper (if not, students can play with their bare hands).  - Players look at the picture carefully.  - Teacher counts down 3..2…1, players run to slap and say the word aloud.  **-** Draw pupils’ attention to the words and phrases.  Tell them about this activity. Check comprehension.  **-** Do Question 1 together. Read the phrase in Question 1 aloud and elicit the answer (*city*). Have pupils write down the answer.  **-** Give pupils time to do the task individually. Go around the classroom to offer support.  **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **Key:** 1. b 2. b 3. a 4. a 5. b 6. b 7. b 8. a | Whole class/ Individual work      Whole class/ Individual work  Pair work |
| ﻿﻿ **PRACTICE**  **Activity 3. Board game. Roll a dice. Listen and answer.** 10 minutes  ***Goal:*** *To revise the target vocabulary and sentence patterns by playing “Board* *game*.”  **-** Lead the game for the whole class. Divide the class into four groups. Determine which group goes first, second, third and fourth.  **-** Each group rolls the dice in turn. A member of each group moves the group’s counter forward by the number of spaces indicated by the dice.  **-** When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as *Go back one space, Move ahead one space and Miss a turn*. When landing on these spaces, the instructions must be followed. Check comprehension.  **Questions and instructions:**  **1.** Where’s his school?  **2.** How many buildings are there at your school?  **3.** Go back one space  **4.** What subjects do you have today?  **5.** Move ahead one space  **6.** When does she have music?  **7.** Miss a turn  **8.** Were you in the countryside last weekend?  **9.** Move ahead three spaces  **10.** Where were you last summer?  **11.** Go back one space  **12.** Is your sports day in June?  **-** The game continues until one or all groups reach the “Finish” space. | Group work |
| **Fun corner and wrap-up:** 5 minutes  **Chant**  We have a lesson. (2x)  We have lots of fun. (2x)  Our lesson is done.  It’s time to say goodbye  Goodbye, goodbye  Goodbye children!!! | Group work |

**Comments:**

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