**Week:**  21 **Date of planning:** **28/02/2024**

**Period: 41 Date of teaching: 29/02/2024**

**REVIEW 5**

1. **Objectives:**

By the end of this lesson, students will review identifying animals and saying what animals they like.

1. **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.

1. **Languages focus:**

**Vocabulary:** review animals.

**Structures:** review

* I like (dogs).

1. **Procedures:**

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| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up & Review**  - Option 1: Review. Pictures and Letters.   * Put 4 flashcards/pictures (food, elephant, girl, hop) on the board. * Have students look at the flashcards/pictures and call out the letter sounds. * Have some students go to the board and write the letters under the flashcards/pictures.   - Option 2: Review. Guess, say and act.   * Teacher mouths an animal, e.g. “cat” * Students guess and say what the animal is (e.g. “It’s a cat.”). * Have students act out the word. * Continue the activity with the name of other animals. | * Teacher – whole class/ students * Teacher – whole class |
| 25’ | **New lesson**  **A- Listen and circle (A or B). (10’)**  1. Pre-listening: Have students look at the pictures. Point to each picture and have students call out the animals they see.  2. While-listening:   * Play audio and have students look at the pictures and animals. * 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 picture and have students say "I like cats/...". 3. Post-listening: Have some students demonstrate the activity in front of the class. 4. **Play the "Chain" game: (10')**   1. Have students look at the example.  2. Divide the class into groups of four.  3. Have the student stand up.  4. Have Student A turn to Student B and say a sentence.  5. Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.  6. Continue until all students have practiced.  7. Have some groups demonstrate the activity in front of the class.  **Activity: (5’) (*optional*)**  Draw and say.   * Have students work in pairs, take turns drawing their favorite animal in the air and saying “I like + the name of the animal-s.” to their partners. * Have some pairs demonstrate the activity in front of the class. | * Teacher – whole class/ students * Teacher - students in groups * Teacher - Students in pairs |
| 5’ | **Wrap-up**  - Option 1: Review. Play the game “Who is faster?”.   * Divide the class into groups. * Arrange the flashcards on the board. * Invite a student from each group to go to the board. * Teacher says a word and the students run to tap the right card.   - Option 2: Review. **Singing.**  Play the audio of Unit 5 - lesson 1 - Part C and have students sing the song. | * Teacher - students in groups * Teacher - whole class |

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

**Week:**  21 **Date of planning:** **28/02/2024**

**Period: 42 Date of teaching: 30/02/2024**

**REVIEW 6**

**I. Objectives:**

By the end of this lesson, students will review talking about abilities.

**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 swim, sing, run.

**Structures:** review

I can (run).

**IV. Procedures:**

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| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up & Review**  - Option 2: Review. Favorite animals.   * Have students work in pairs and talk about their favorite animals “I like….”. * Have some students demonstrate in front of the class. | * Teacher – students in pairs/ individuals |
| 25’ | **New lesson**  **A- Listen and circle (A or B). (10’)**  1. Pre-listening: Have students look at the pictures. Point to each picture and have students call out the actions they see.  2. While-listening:   * Play audio and have students look at the pictures and activities. * Demonstrate the activity by pointing at the example. * Have students listen and circle.   3. Post-listening: Check the answers as a whole class.  4. Post-listening: Point at each picture and have students say "I can run/...".  5. Post-listening: Have some students demonstrate the activity in front of the class.  **B - Play "Guess the picture": (10')**  1. Have students look at the example.  2. Divide the class into 2 teams.  3. Have a student stand facing away from the board and stick a flashcard on the board behind him/her.  4. Have the student try to guess the answer without looking at the flashcard.  5. Give that team 1 point if it's a correct guess.  6. Have teams take turns.  **Activity: (5’) (*optional*) Mime and Say**   * Have students work in pairs, one mimes an action and the other guesses and says a sentence. E.g. Student A mimes ‘swim’ and Student B says ‘I can swim.’ * Have some pairs demonstrate the activity in front of the class. | * Teacher – whole class/ students * Teacher - students in pairs * Teacher - Students in pairs |
| 5’ | **Wrap-up**  - Option 1: Review. What is the missing letter?   * Have students look at the flashcards and call out the words. * Write them on the board. * Erase 1 or 2 letters of each word. * Have a student go to the board. * Have that student look at a flashcard, call out the word and write the missing letters. * Repeat the activity with other students. | * Teacher - whole class/ students |

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