**Week: 27** **Date of planning: 16/03/2024**

**Period: 53 Date of teaching: 18/03/2024**

**UNIT 8: FOOD**

**Review 7**

1. **Objectives:**

 By the end of this lesson, students will review talking about their ages and saying what food they want.

1. **Teaching aids:**

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

 **Students’ aids:** Student books, notebooks, workbooks.

1. **Languages focus:**

 **Vocabulary:** Review

 **Structure :** Review

1. **Procedures:**

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| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up: 5’*****Option 1:* Step away lines*** Give each student a blank sheet of paper and ask them to draw food ( banana, cookie, sandwich).
* Have students stand in two rows facing each other, so that each student has a partner in the opposite line.
* Have each pair hold up their drawing pictures and say a sentence. *E g. ‘I want a banana.’* Each time the pairs complete their sentences ,both partners take a giant step back and repeat the sentences. Every time they do so, they will naturally need to speak louder in order to be heard by each other.

***Option 2:* Erase the numbers*** Have ten students go to the board and write numbers from 1 to ten.
* Have other two students come to the board, one says a number and one erases it.
* Continue with other pairs.
 | * Teacher – whole class/ pair work
* Teacher – whole class/ individuals/ pair work
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| **New lesson: 25’****A-Listen and circle (A or B).**CD2- Track 37 10’* Have students look at the pictures and call out the numbers they can see. Guide them how to do with listening task.
* Have students guess the answers.
* Play audio and demonstrate the activity using the example.
* Play audio. Have students listen and circle A or B.
* Play audio again and check answers as a whole class.

**B- Play “ Magic fingers”. 5’*** Have students look at the example.
* Divide the class into pairs.
* Have Student A write a number with their finger on Student B's back. Have Student B try to guess.
* Swap roles and repeat.

**Optional activities: 10’*****Option 1:* Slap*** Divide the class into five groups and have the students make five lines.
* Place flashcards of numbers from 1 to 6 on the board.
* Call out a number and have the first student of each line run to the board and slap. Give one point for the student who slaps the correct flashcard first.

***Option 2:* Whisper*** Arrange children into rows of at least six.
* Secretly show a flashcard of a number to the first child in each group. This child whispers the sentence to the child next to him/her. E. g. “ I’m five.”
* Children continue whispering the sentence to the child next to them until the sentence reaches the final child.
* The final child says the sentence out loud, and the first child holds up the flashcard to see whether it is correct.
 | * Teacher – whole class/ individuals
* Teacher-whole class/ pair work
* Teacher-whole class/ groupwork
* Teacher-whole class/ teamwork
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| **Wrap-up: 5’*****Option 1: Domino**** Have students work in pairs.
* Give each pair a set of domino cards like pictures below:

1ninesix43sevenfive2one59tenfour8eight10three67two* Mix up all flashcards and have each pair arrange a word next to a correct number. E. g.

two72five5one * Check answers as a whole class.

***Option 2:* Throw the dice*** Put children in pairs. Each pair has a die with the numbers 1–6.
* Student A throws the die, student B asks, “ How old are you?”.
* Student A looks at the number on the die he/she ‘s got and answers: “I’m six.”
 | * Teacher – whole class/ pair work
* Teacher – whole class/ pair work
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Comments: ………………………………………………………………………….

**……………………………………………………………………………………….**

**Week:**  27 **Date of planning: 16/03/2024**

**Period: 54 Date of teaching: 21/03/2024**

**UNIT 8: FOOD**

**Review 8**

1. **Objectives:**

 By the end of this lesson, students will review talking about their ages and saying what food they want.

1. **Teaching aids:**

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

 **Students’ aids:** Student books, notebooks, workbooks.

1. **Languages focus:**

 **Vocabulary:** Review

 **Structures :** Review

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up: 5’*****Option 1:* True or False” Line.*** Put a line of tape on the floor and designate one side "True" and the other "False".
* Hold up a flashcard and say its word. If students think the word you have said is the correct word, they jump to the “True” side. And if not, they jump to the “False” side.
* Students that jump to the wrong side are out of the game and sit down.

***Option 2:* Seven lives** * Draw or stick seven bodies outlines on the board.
* Related imageRelated imageRelated imageRelated imageRelated imageRelated imageRelated image
* Choose a word. Draw one line on the board for each letter in a word, for example: \_ \_ \_ \_ \_ \_(banana).
* Have students put up their hands to say a letter, if the letter is in the word, teacher writes it on the line. If the letter is not in the word, the teacher removes one of the bodies from the board.
* When students complete the word or lose all seven lives the game finishes.
 | * Teacher – whole class
* Teacher-whole class/ individuals
 |
| 25’ | **New lesson 25’****A-Listen and circle (A or B).**CD2- Track 38 10’* Have students look at the pictures and call out the food items they can see. Guide them how to do with listening task.
* Have students guess the answers.
* Play audio and demonstrate the activity using the example.
* Play audio. Have students listen and circle A or B.
* Play audio again and check answers as a whole class.

**B- Play the “ Chain “ game. 5’*** Have students look at the example.
* Divide the class into groups of four.
* Have students stand up.
* Have Student A turn to Student B and say a sentence, then have Student B say a sentence.
* Next, have Student B turn to Student C and say a sentence, then have Student C say a sentence.
* Continue until all students have practiced.
* Have some groups demonstrate the activity in front of the class.

**Optional activities 10’*****Option 1:* Pass the card*** Give student a card ( banana/ cookie/ sandwich).
* Have students listen to music and pass the card.
* Stop music.
* Have the student with the card stand up and say a sentence. E.g. “I want a cookie.”
* Change the card and continue the game.

***Option 2:* Quick flash*** Use the flashcards of a banana, a cookie and a sandwich that students have learnt.
* Show each card very quickly and then hide it again. Ask the class to call out the word of the picture they have seen. Have students make a sentence with that word.
 | Teacher – whole class/ individualsTeacher- whole class/ groupworkTeacher- whole class/ individualsTeacher- whole class/ individuals |
| 5’ | **Wrap-up 5’*****Option 1:* Missing letters*** Divide the class into four teams.
* Write words about food on the board, each missing a letter.
* Have one student from each team come up and try to fill in the missing letters then make sentences with words given. The first team with the most correct letters and sentences is the winner.
 | Teacher – whole class/ teamwork |

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

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