**Week:**  34 **Date of planning:** 05/05/2024  
**Period: 67 Date of teaching:** 06/05/2024

**REVIEW 9**

1. **Objectives:**

By the end of this lesson, students will review saying what objects they have, asking and answering about numbers of objects, and identifying rooms in a house.

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:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  ***Option 1:***   * **Sing the alphabet song** * **I spy** * Stick pictures of the alphabet in many places on the walls of the class. * Think of a word and tell the students the first letter. “I spy with my little eye, something beginning with \_\_” * Have students guess the word.   ***Option 2:***   * **Sing the alphabet song** * **Missing letters** * Divide the class into four teams. * Write five words on the board ( about numbers), each missing a letter. * Have one student from each team come up and try to fill in the missing letters. The first team with the most correct letters is the winner. | * Teacher – whole class/ groupwork/ individuals * Teacher – whole class/ teamwork |
| 25’ | **New lesson**  **A- Listen and circle. (A or B).** CD2- Track 60   * Have students look at the pictures, call out the objects they can see, and count them. * 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.   ***Optional activity 1:* Conversation line**   * Have students make two lines and stand face to face. * Each student uses a picture of an object or objects to ask his/ her friend. E.g. S1: ‘How many ( balls)?’ S2: (Six) ( balls).   **B- Play the “ Chain” game.**   * Have students look at the example. * Divide the class into groups of four. * Have the 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 activity 2:***   * Divide the class into groups of three or four. * Have students talk about the numbers of toys or school objects they have. * Examples:   I have one car.  I have two bags.  ………………………………………. | * Teacher – whole class/ individuals * Teacher-whole class/ pair work * Teacher-whole class/ individuals * Teacher-whole class/ groupwork |
| 5’ | **Wrap-up**  ***Option 1: Find the objects***   * Hide some toys, school objects in the class. * Have students go around the class and find the toys and objects. * Have students work in pairs. One asks: “ How many….?” and one answers the question.   ***Option 2:* Draw and say**  Have students draw their toys or school objects in a piece of paper then work in pairs. Student A makes questions with “ How many….?” and student B answers the questions. | * Teacher – whole class/ pair work * Teacher – whole class/ pair work |

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**Week:**  34 **Date of planning:** 05/05/2024  
**Period: 68 Date of teaching:** 07/05/2024

**REVIEW 10**

1. **Objectives:**

By the end of this lesson, students will review saying what objects they have, asking and answering about numbers of objects, and identifying rooms in a house.

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**  ***Option 1:* Vanishing Flashcards Game**   * Place flashcards about houses on the board. * Give them a moment to memorize the pictures and then tell them to close their eyes. * Take away one of the flashcards and then tell the students to open their eyes again. * The first student who guesses the missing flashcard correctly can win that flashcard (for 1 point) and takes away another flashcard in the next round.   ***Option 2:* WORD TENNIS**   * Divide the class into two teams. * Gives a category of vocabulary (toys, school things, houses). * Teams think of a new word in the group until they can’t think of a new word or they repeat an old word. * Keep score on the board. | * Teacher – whole class * Teacher-whole class/ teamwork |
| 25’ | **New lesson**  **A- Listen and circle. (A or B).**  CD2- Track 61   * Have students look at the pictures and call out the rooms they can see. Play audio and demonstrate the activity using the example. * Have students guess the answers before they listen. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   ***Optional activity 1: Role-play***  Have students work in pairs, use the correct pictures of listening task to practice again.  **B- Play the “ Board race”.**   * Have students look at the example. * Divide the class into teams and have one student from each team stand a distance from the board. * Stick two flashcards on the board and then say one of them. * Have the students race to the board, touch that flashcard, and say the correct sentence. * The first student to touch the flashcard and say the sentence gets a point for their team. * Continue with other students   ***Optional activity 2:* Matching**   * Write three sentences: “ This is my living room.” “ This is my bedroom.” “ This is my kitchen.” on the board. * Have students read the sentences on the board. * Give students flashcards. * Have students hold the flashcards to match the sentences on the board and read them aloud. | * Teacher – whole class/ individuals * Teacher- whole class/ pair work * Teacher- whole class/ group work * Teacher- whole class/ individuals |
| 5’ | **Wrap-up**  ***Option 1:* Erase the word**   * Write some sentences on the board. E. g. “ This is my living room.” * Have one student come to the board. * Read the sentence and omit a word in it and have him/her erase this word. * Continue with the others.   ***Option 2:* Run and Draw**   * Divide the class into four groups and have them make four lines. * Have the first student of each group run to the board and draw a house, the next student draw a room,… When they finish drawing, each of them say a sentence about the house. E.g. “ This is my bedroom.” | * Teacher – whole class * Teacher – whole class/ Team work |

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