**Week:**  33 **Date of planning:** 01/05/2024
**Period: 65 Date of teaching:** 02/05/2024

**REVISION**

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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**Comment: ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

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**Week:**  33 **Date of planning:** 01/05/2024
**Period: 66 Date of teaching:** 06/05/2024

**REVISION**

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/ groupwork
* 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
 |

**Comment: ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**