**REVIEW 1**

**( 2 period)**

**Objectives:**

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

1. **Knowledge:**

• Hello. / Hi. I’m \_\_\_\_. – Hello , / Hi, I’m \_\_\_.

• How are you? − \_\_\_\_\_, thank you.

• What's your name? − My name's \_\_\_\_.

• How old are you? – I’m \_\_\_\_\_ years old.

• Is this / that ? − Yes, it is. / No, it isn't. It's \_\_\_.

• What's your hobby? − It's \_\_\_\_.

• What do you like? – I like \_\_\_\_.

- read and fill in a gapped conversation.

- Ask and answer about: name, age and hobby

- Take part in three fun activities relating to their language knowledge and competences

**2. Competences:**

- Teamwork, reliability, motivation

- Written Communication: comeplete the sentence.

- Communication and collaboration: work in pairs or groups.

- Problem-solving and creativity: answer comprehension questions after reading the story.

**3.Attributes**:

- Kindness: help partners to complete learning tasks.

- Diligence: complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

1. Teacher’s preparation: Book, TV, laptop.

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **Week: 9 Review 1 ( part 1,2)** |  |
| **\* Warm-up and review: 5’**  **-**Sing the song My hobby on page 37 and say the chant on page 38.  **Activity 1. Listen and tick.** 12 minutes  Goal: To listen to and understand five communicative contexts and tick the correct pictures.  -Draw pupils’ attention to Pictures 1a and 1b. Tell pupils about this activity. Elicit the names of the characters in each picture and what they say. Then play the recording for Question 1. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  - Repeat Step 1 for the rest of the pictures: 2a and 2b, 3a and 3b, 4a and 4b, and 5a and 5b.  - Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  - Play the recording for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  Key: 1. b 2. b 3. a 4. b 5. b | Whole class  Whole class/ Individual work  Listen  Whole class/ Individual work |
| **Activity 2. Listen and number.** 12minutes  Goal: To listen to and understand four communicative contexts and number the correct pictures.  - Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the names of the characters in each picture and what they say. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for pupils to check their answers.  - Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  - Play the recording again for pupils to check their answers again.  Extension: If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  Key: 1. b 2. c 3. d 4. a | Whole class  Whole class/ Individual work  Listen  Whole class/ Individual work  Listen |
| **Fun corner and wrap-up: (**5 minutes)  **Game: What’s behind the square.**  Divide the class into groups of two. Ask pupils of each group to answer the words about hobbies. Give points to the groups.  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

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| **Teaching and learning activities** | **Classroom management** |
| **Review 1 ( part 3,4,5)** |  |
| **\* Warm-up and review: 5’**  Sing a Hello song | Whole class |
| **Activity 3. Read and match.** 16 minutes  Goal: To read and match pairs of target sentence patterns   * Draw pupils’ attention to the sentences. Tell them about this activity. Point at Sentence 1, elicit the answer and give feedback. Draw a line to match Sentence 1 with the letter e. * Give pupils time to do the task. Go around the classroom to offer support.   - Tell pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  Extension: Invite pairs of pupils to stand up and read the matched exchanges aloud.  Key: 1. e 2. a 3. b 4. c 5. d  **Activity 4. Read and complete.** 16minutes  Goal: To read and complete a gapped conversation between two pupils.  - Draw pupils’ attention to the words in the box and the conversation. Tell them about this activity. Point at the first sentence and read as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.  - Give pupils time to do the task. Go around the classroom to offer support where necessary.  - Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  Extension: Invite pairs of pupils to stand up and read the completed conversation aloud.  **Game: Matching game**  Using pictures and flashcards, get 3 pupils to hold the pictures and 3 more to hold the sentences. Ask them to find and match. Praise the ones who finish matching. Then ask the class to look and say aloud. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/  Individual work  Whole class    Whole class/ Individual work  Whole class |
| **\*Fun corner and wrap-up: (**5 minutes)  **Quiz game**  - Pupils use their mini board to write A in one side and B in the other side.  - Teacher asks pupils to look at the question and choose the correct answer in only 10 seconds. Then hold up their board.  **Homelink:** prepare Fun conner | Whole class  Whole class  Whole class |

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| **Teaching and learning activities** | **Classroom management** |
| **Week: 9 Review 1 – Fun time** |  |
| **\* Warm-up and review: 5’**  Greet the class.  **Sing the song ABC**   * Ask pupils to sing the song * Praise pupils and get the class to cheer or clap hands. | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Find, circle and match. (**10 minutes)  Goal: To revise target vocabulary by doing a word search.   * Have pupils look at the activity. Point at the pictures and ask “What’s this?” or “What do you see in the pictures?” Write the words or stick the flash cards of the words, one by one, on the board. Point at each word on the board and have pupils say the word as a class. * Point at the picture of an ear, and draw pupils' attention to the word ear that has been circled as an example. Tell pupils to find the rest of the words in the word search. * Have pupils match the words in the word search with the pictures. Have them check and correct their answers in pairs. Check the answers as a class. * Have pupils work in pairs, one points at the pictures and the other points at the circled words in the word search and say them aloud.   **Activity 2.Quiz time.** 10 minutes  Goal: To revise vocabulary and sentence patterns learnt in Units 1–5.   * Put pupils into two teams, Team 1 and Team 2. * - Have one representative of each team stand next to their boxes, Box 1 and Box 2. * Explain the rules: Two quiz masters will read different dialogues for each pair of pupils.   Example:  Pupil 3 (showing the flash card): What’s this? Pupil 4: It’s a hand. After listening to the dialogue, Pupils 1 and 2 must race to find the right flash card and put it in their team’s box. Whoever is quickest earns one point for his / her team. Other pairs then take turns to compete. The quiz continues until the end of the time limit (5 – 10 dialogues are recommended). The team with most points wins.  **Activity 3.Look and match.**8 minutes  Goal: To learn the five senses and how they relate to our bodies.   * Draw pupils’ attention to Pictures 1 to 5 and elicit the names of the body parts: eye, ear,   nose, hand, mouth.  - Point to your eyes and ask pupils what they do with their eyes. Encourage pupils to  share their ideas, then explain that we see with our eyes. Write see on the board and model it  for pupils to repeat.   * Repeat Step 2 for Pictures 2 to 5 (hear, smell, touch, taste).   **-** Have pupils complete the activity by drawing lines to match the body parts to the  senses. Check answers together as a class. | Whole class    Whole class  Whole class  Whole class/ Individual work  Pair work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Excellent reader!**   * Divide the class into 4 groups (around 5 pupils/group). Each group has a leader. They are made to stand in a line. * Each group will be given a set of 5 words. Each member has to read out loud one word for the leader to check. As soon as they finish, the leader will run and slap the board. * The group that finishs the reading task in the shortest time is the winner. * **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

**Comments:**

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