



# **REVIEW**



**BULIA**

**G1-U3-L12**



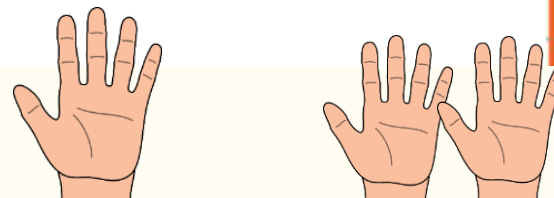
# REVIEW



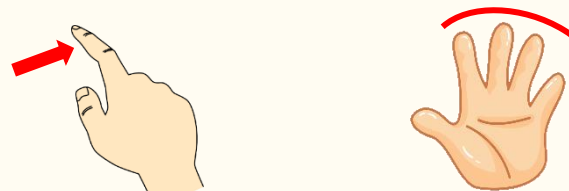
**foot - feet**



**nose - noses**



**hand - hands**




**finger - fingers**



Tips: 1. Let the students read these words. 2. Correct the mistakes.(50 sec)

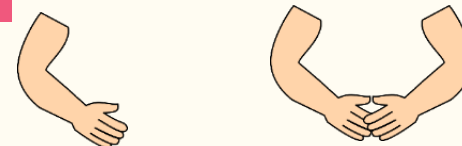
# REVIEW



**eye - eyes**



**ear - ears**



**arm - arms**



Tips: 1. Let the students read these words. 2. Correct the mistakes.(50 sec)

# REVIEW



**mouth - mouths**



**leg - legs**



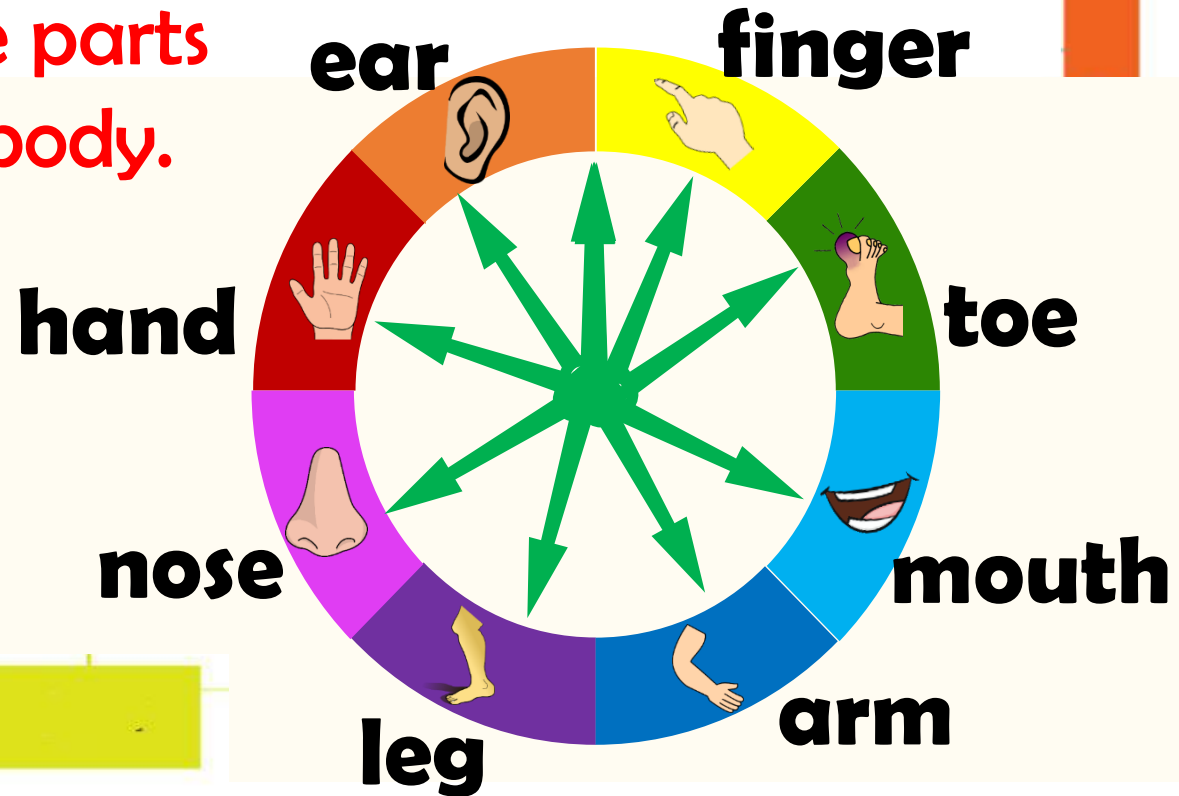
**toe - toes**



Tips: 1. Let the students read these words. 2. Correct the mistakes.(50 sec)

# REVIEW

**Tell the parts  
of the body.**



Tips: 1. Let the students play this game and tell the parts of the body. 2. Correct the mistakes.(50 sec)

# REVIEW



**How many ears do you have?**



**I have two ears.**



**How many toes does she have?**



**She has ten toes.**



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)



# REVIEW



**I have ten  
toes.**

**How many toes  
do you have?**

**I have ten  
fingers.**

**How many fingers  
do you have?**



Tips: 1. Let the students answer these questions. 2. Correct the mistakes.(50 sec)

# REVIEW



**I have one  
mouth.**

**How many mouths  
do you have?**

**I have two  
ears.**

**How many ears  
do you have?**



Tips: 1. Let the students answer these questions. 2. Correct the mistakes.(50 sec)



# REVIEW



**I can't find my toy dog. Can you help me, Dad?**



**Ok. Let's see. What does your toy dog look like?**



**It has big ears.**



**Is this your toy dog?**



**No, it isn't! It has long legs.**



# REVIEW



**Is this your toy dog?**



**No, it isn't! It has big eyes.**



**Big eyes? Is it white and brown?**



**Yes, it is.**



**Is this your toy dog?**



**Yes, it is! That's my toy dog.**



# REVIEW



**Wow! That's a cool dinosaur.**



**Yes, the dinosaur has a long neck and a small head.**



**Does it have long arms?**



**No, it doesn't. It has short arms.**



# REVIEW

## Grammar

- @ **Does she** have small feet?
- @ **Yes, she does.**
- @ **Does he** have big hands?
- @ **No, he doesn't.**



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

## Grammar

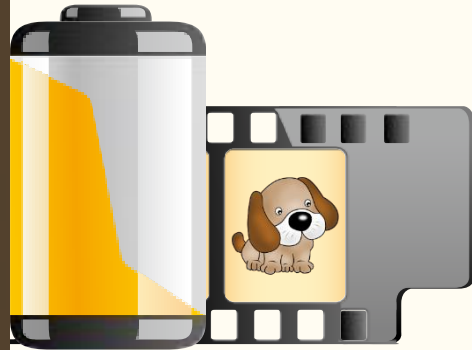
- @ **Does it have big ears?**
- @ **Yes, it does.**
- @ **Does it have a small head?**
- @ **No, it doesn't.**



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

Answer the questions.



**Does it have a big head?**

**Yes, it does.**



Tips: 1. Have the students see these pictures one by one and answer these questions. 2. Correct the mistakes. (1 min)



# REVIEW

Answer the questions.

**Does it have  
big ears?**

**Yes, it does.**



Tips:1. Have the students see these pictures one by one and answer these questions. 2. Correct the mistakes. (1 min)

# REVIEW

Answer the questions.

Does it have  
small eyes?

No, he doesn't.



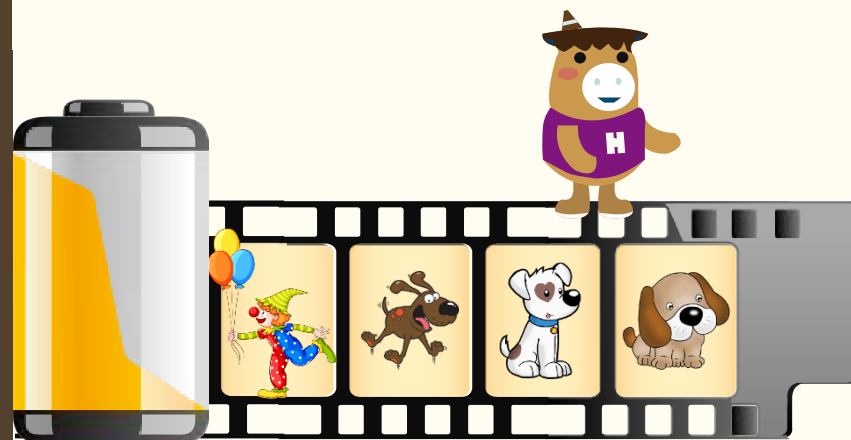
Tips:1. Have the students see these pictures one by one and answer these questions. 2. Correct the mistakes. (1 min)

# REVIEW

Answer the questions.

Does he have  
a small nose?

Yes, it does.



Tips: 1. Have the students see these pictures one by one and answer these questions. 2. Correct the mistakes. (1 min)

# REVIEW

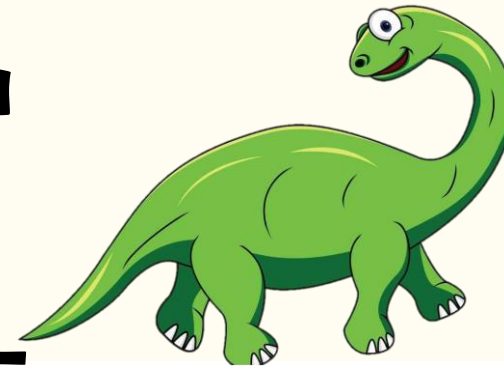


**A: Does she have long hair?**

**B: \_\_\_\_\_**

**A: Does it have a small head?**

**B: \_\_\_\_\_**



Tips: 1. Ask the students to see the picture and answer the question. 2. Correct the mistakes. (50 sec)

# REVIEW



**What do we use our ears for?**

**We use our ears to hear.**



**What do we use our mouths for?**

**We use our mouths to taste.**



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

**I hear with my ears.**



 **I see with my eyes.**

**I taste with my mouth.**



**I smell with my nose.**



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)



# REVIEW

True or false.

T <sup>01</sup> F  


**I taste with  
my mouth.**

**I smell with  
my nose.**

T  F  
<sup>02</sup>



Tips: 1. Have the students read these sentences and choose T or F. 2. Correct the mistakes. 3. Ask the students to read the correct sentences again. (50 sec)

# REVIEW

True or false.

O3  
T  F

I see with  
my ears.

I hear with  
my eyes.

T  F  
O4



Tips: 1. Have the students read these sentences and choose T or F. 2. Correct the mistakes. 3. Ask the students to read the correct sentences again. (50 sec)

# REVIEW

**smell**

**hear**

**see**

**taste**

**1. We use our eyes to \_\_\_\_\_.**

**2. I \_\_\_\_\_ with my ears.**



Tips: : 1. Ask the students to read the sentences and fill in the blanks with these words. 2. Correct the mistakes. 3. Let the students read the sentences again.(1min)

# REVIEW



**How many colors does your flag have?**

**My flag has three colors.**



**What color is it?**

**It is green, white and orange.**

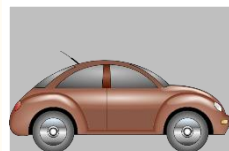


Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

What color is it?

**brown**



1

**yellow**

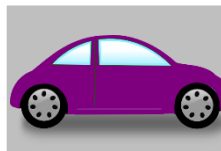


2

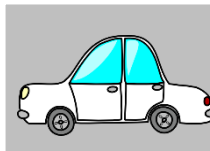


3

**white**



4



5



6

**orange**

**purple**

**black**



Tips: 1. Let the students see these pictures and answer what color it is. 2. Correct the mistakes.(1 min)

# REVIEW

Choose d or t.



**foot**

**d t**



**hand**

**d t**



**toes**

**d t**



Tips: 1. Let the students choose letter d or t and pay attention to the pronunciation of these letters. 2. Correct the mistakes.(50 sec)



# REVIEW

Choose d or t.



red

d t



desk

d t



bat

d t



dog

d t



Tips: 1. Let the students choose letter d or t and pay attention to the pronunciation of these letters. 2. Correct the mistakes.(50 sec)

# REVIEW



**How do you wash  
your hands?**

**First, I wet my hands.**

**Then, I rinse my hands.**

**Last, I dry my hands.**



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

Fill in the blanks.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Tips: 1. Let the students see these pictures and fill in the blanks. 2. Correct the mistakes. (50sec)

# REVIEW

Look, choose and write.



1. First, I \_\_\_\_\_ my hands.



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

Look, choose and write.



2. Then, I \_\_\_\_\_ my hands.



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)

# REVIEW

Look, choose and write.



3. Last, I \_\_\_\_\_ my hands.



Tips: 1. Read the sentences and let the students follow. 2. Pay attention to the students' pronunciation. 3. Practice this dialogue in other condition. (1 min)



# REVIEW

**Talk.**

- 1. Do you have a pet?**
- 2. Can you describe your pets?**  
( head, ear, leg, color...)
- 3. Can you describe your mother?**  
( mouth, hair, eye...)



Tips: 1. Have the students answer these questions. 2. Correct the mistakes. (50 sec)

SEE YOU!



B U L A

