



REVIEW

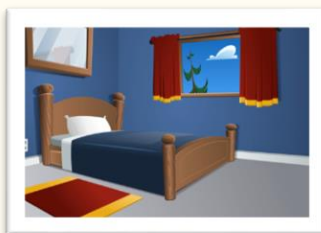


BULIA

G1-U5-L12



REVIEW



bedroom



kitchen



**dining
room**



Tips: 1. Read the words and let the students follow. 2. Say something about the word. 3. Let the students read the word three times.(50 sec.)

REVIEW



bathroom



living room



Tips: 1. Read the words and let the students follow. 2. Say something about the word. 3. Let the students read the word three times.(50 sec.)

REVIEW



washing clothes



sleeping



taking a shower



washing face



REVIEW



watching TV



reading



**putting on
clothes**



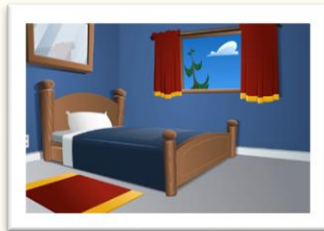
eating



Tips: 1. Read the words and let the students follow. 2. Say something about the word. 3. Let the students read the word three times.(50 sec.)

REVIEW

Choose *T* or *F*.



bedroom

T F



dining room

T F



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students choose. 3. Correct the mistakes.(40 sec.)

REVIEW

Choose *T* or *F*.



living room

T F



kitchen

T F



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students choose. 3. Correct the mistakes.(40 sec.)

REVIEW

Multiple choice.



1. He's ____.

A. eating

B. eatting

C. eat



Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

REVIEW

Multiple choice.

2. She's _____ in the bathroom.



- A. wash clothes**
- B. washing clothes**
- C. washing clothse**



Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

REVIEW



3. He's _____ in the bathroom.

A. washing his face

B. making dinner

C. cleaning



Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

REVIEW

Fill in the blanks.



_a_ing



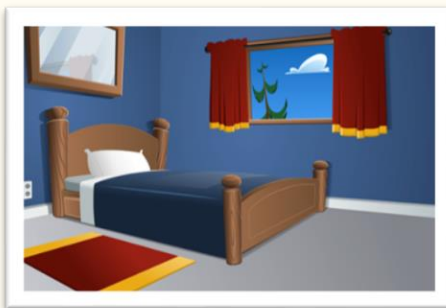
r_a_ing



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students fill in the blanks. 3. Correct the mistakes. 4. Say something about the words.(50 sec.)

REVIEW

Fill in the blanks.



_____ **room**



_____ **room**



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students fill in the blanks. 3. Correct the mistakes. 4. Say something about the words.(50 sec.)

REVIEW

Fill in the blanks.



Tips: 1. Let the students read and choose. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)

REVIEW

Where is = Where's

he is = he's, she is = she's

Where's she/ he?

She's/He's in the kitchen.

Where are

I am = I'm

Where are you?

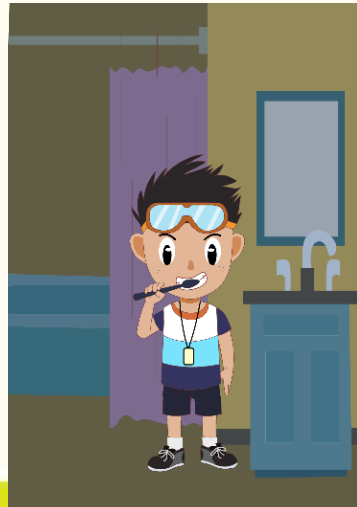
I'm in the dining room.



Tips: 1. Ask questions with where's. 2. Let the student answer the question with the contractions She's/He's. 3. Practice in roles. 4. Explain that we use the word is and 's with he and she. 5. Correct the mistakes.(50 sec.)

REVIEW

Rewrite the sentence with he's or she's.



**He is brushing teeth
in the bathroom.**



Tips: 1. Ask the question and let the student answer. 2. Let the students fill in the blanks . 3. Correct the mistakes. 4. Practice in roles.(50 sec.)

REVIEW

Rewrite the sentence with he's or she's.



**He is watching TV in
the living room.**



Tips: 1. Ask the question and let the student answer. 2. Let the students fill in the blanks . 3. Correct the mistakes. 4. Practice in roles.(50 sec.)

REVIEW

Rewrite the sentence with he's or she's.



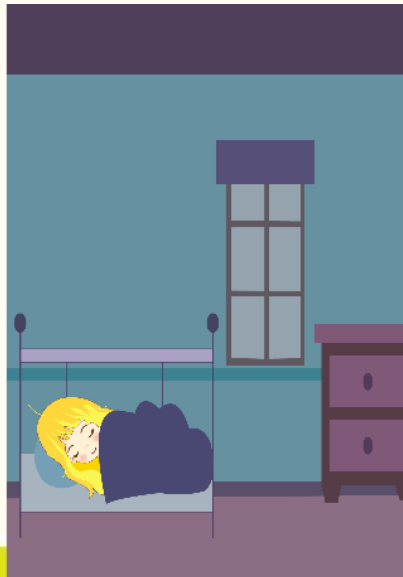
**She is eating in the
dining room.**



Tips: 1. Ask the question and let the student answer. 2. Let the students fill in the blanks . 3. Correct the mistakes. 4. Practice in roles.(50 sec.)

REVIEW

Rewrite the sentence with he's or she's.



**She is sleeping in
the bedroom.**



Tips: 1. Ask the question and let the student answer. 2. Let the students fill in the blanks . 3. Correct the mistakes. 4. Practice in roles.(50 sec.)

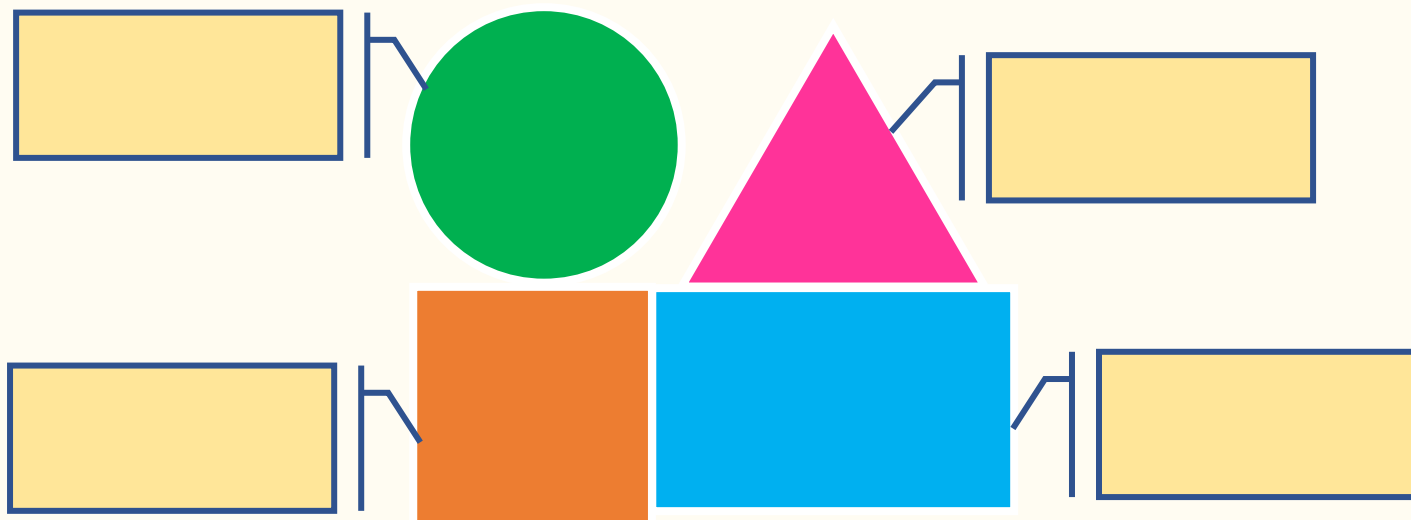
REVIEW



Tips: 1. Read the words and let the students follow. 2. Say something about the word. 3. Let the students read the word three times.(50 sec.)

REVIEW

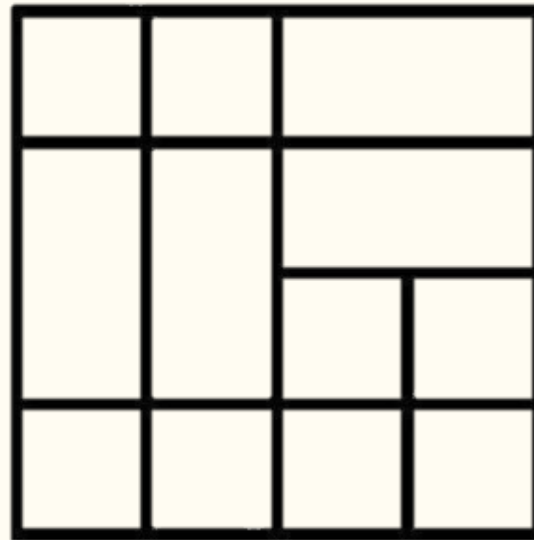
Fill in the blanks.



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students fill in the blanks. 3. Correct the mistakes. 4. Say something about the words.(50 sec.)

REVIEW

Answer the question.



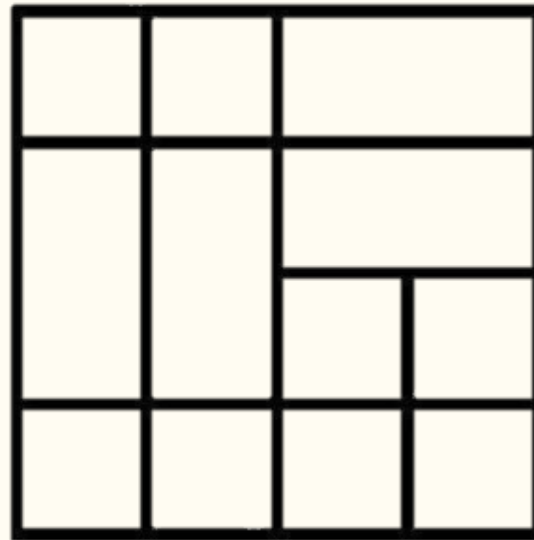
**How many
squares are
there?**



Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

REVIEW

Answer the question.



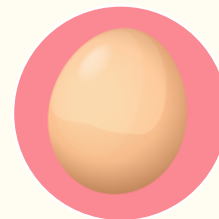
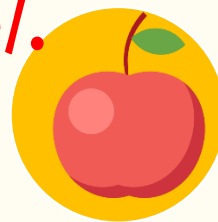
**How many
rectangles
are there?**



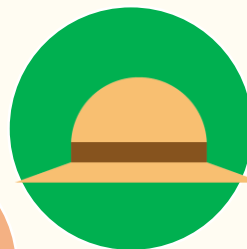
Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes. 3. Practice in roles.(50 sec.)

REVIEW

Draw a line to the picture that
has the sound /æ/.



/æ/



Tips 1. Read the words and let students repeat. 2. Pay attention to the pronunciation of red letter. 3. Let student read the words three times. (1 min)

REVIEW

Write three words with sound /æ/.

words with sound /æ/ :



Tips: 1. Give some examples. 2. Let the student write three words with sound /æ/. 3. Correct the mistakes.(1 min)

REVIEW

Underline the words that have
sound /æ/.

1. Please give me a napkin.

**2. The bat wants to eat the
apple.**



Tips: 1. Read one sentence and let student follow. 2. Let the student underline the words. 3. Take turns to read the underline words. 4. Let the students read the sentences twice.(1 min)

SEE YOU!



BUIA