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| **Week: 17**  **Period:67** | **REVIEW 2 (Page 74,75)** | Planning day: 24/12/2023  Teaching day: 28/12/2023 |

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

-Review the following sentences patterns:

1. *Is this our*\_\_\_\_\_\_\_\_\_*? – Yes, it is. / No, it isn’t.*

2. *Let’s go to the . – OK, let’s go.*

3. \_\_ *, please.*

4. *May I ? − Yes, you can. / No, you can’t.*

5. *I have .*

6. *Do you have ? − Yes, I do. / No, I don’t.*

7. *What colour is it? − It’s .*

8.*What colour are they? − They’re .*

9. *I at break time.*

*10.What do you do at break time? − I* .

- Review Unit 6,7,8,9,10 by:

+ Reading and matching pairs of target sentence patterns.

+Reading and completing a gapped conversation between two pupils.

+ Asking and answering questions using personal information.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Decision making, teamwork, motivation, problem-solving

- Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

Oral Communication: let’s talk

**3. Attributes/ Qualities:**

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION**

- *Teacher:* Teacher’s guide Pages 134, 135, 136; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 74, 75, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (3’)**  Greet the class.  **Option 1:** Sing the song ***It ’s break time***on page 69 - Ask pupils to sing the song  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2**: Say the chant on page 72  - Ask pupils to chant and do the actions in Unit 10, Lesson 3 in groups.  - Give points for the groups and encourage them.  **Option 3**: **Game: Jeopardy**  Review the previous lesson by having the class play the game jeopardy which covers all the subjects from Unit 6 - 10. | Whole class  Group work  Individual work/ Group work |
| **\* New lesson:**  **Activity 1. Listen and tick.** 7 minutes  ***\* Goals:***  To listen to and understand five communicative contexts and tick the correct pictures  **– Picture cues:**  **1a.** a book being closed **1b.** a book being opened  **2a.** a pen **2b.** a pencil  **3a.** a brown school bag **3b.** a blue school bag  **4a.** a boy playing football **4b.** a boy playing basketball  **5a.** a music room **5b.** a computer room  **Audio script:**  **1.** *Female teacher*: Open your book, please!  **2.** *Female teacher*: Do you have a pen?  *Mai*: Yes, I do.  **3.** *Female teacher*: What colour is it?  *Mai*: It’s blue.  **4.** *Male teacher*: What do you do at break time?  *Nam*: I play basketball.  **5.** *Minh*: Is that your computer room  *Mary*: Yes, it is.  **-**Draw pupils’ attention to Pictures **1a** and **1b**. Tell pupils about the activity. Elicit the context of Pictures **1a** and **1b** and give feedback. Play the recording for pupils to listen. 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.  **-**Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **-**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.** a **3.** b **4.** b **5.** b  **Activity 2. Listen and number.** 7 minutes  ***\* Goals:***  To listen to and understand four communicative contexts and number the correct pictures  ***Picture cues:***   1. Mai is asking permission to enter the classroom. 2. A library 3. Two girls are playing badminton. 4. Five green books   ***Audio script:***  ***1. Linh: Is that our library?***  ***Nam: Yes, it is.***  ***2. Female teacher: What colour are they?***  ***Nam: They’re green.***  ***3. Mai: May I come in?***  ***Female teacher: Yes, you can.***  ***4. Male teacher: What do you do at break time?***  ***Girl: I play badminton.***  Pupils can listen to and understand four communicative contexts and number the correct pictures.  **-** Draw pupils’ attention to the pictures. Tell them about the activity. Elicit the content and context of each picture. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check the answers.  **-** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  **-** Play the recording again 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.** d **3.** a **4.** c  **Activity 3. Read and match.** 6 minutes  ***\* Goals:***To read and match pairs of target sentence patterns  **-** Draw pupils’ attention to the five pairs of sentence patterns. Tell them about the activity. Get pupils to read Question **1** in chorus and elicit the answer (Sentence **e**). Then give feedback and match with Sentence **e**. Have the class role-play the exchange.  **-** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** Tell pupils to swap books with a partner, 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 role-play the matched exchanges.  **Key: 1.** e **2.** d **3.** b **4.** c **5.** a  **Activity 4. Read and complete.** 7 minutes  ***\* Goals:***To understand and complete two incomplete sentence patterns and two exchanges  **-** Draw pupils’ attention to the incomplete sentences and picture cues. Tell pupils about the activity. Get them to read the first sentence. Elicit the missing words and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.  **-** Give pupils time to look, complete and read the rest of the sentences. Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with a partner, 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 sentences and the exchanges aloud.  **Key: 1.** a pencil case **2.** sit down, you can **3.** chess **4.** red  **Activity 5. Ask and answer.** 7 minutes  ***\* Goals:***To read and understand five question patterns, then take it in turns to ask and answer the questions  **-** Draw pupils’ attention to the questions and the pictures. Tell them about the activity. Point at Question **1**, tell pupils to look at the picture, elicit the answer and give feedback. Write the answer on the board and have pupils read the question and the answer as a class.  **-** Repeat **Step 1** with the rest of the questions.  **-** Have pupils work in pairs. Tell them to take it in turns to ask and answer the questions. Go around the classroom to offer support where necessary.  **Extension:** Invite a few pairs of pupils to stand up and take turns asking and answering the target questions.  **\* Fun corner and wrap-up:** 5 minutes  **Option 1**:  Using *sachmem.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2: Game:** Pass the ball  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turns passing the ball. After the music ends, 3 students who have the ball – stand up and say the sentence model.  **Option 3: Game: Lucky number** | Whole class  Whole class  Pair work/ Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work/  Individual work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Pair work/  Whole class  Pair work  Whole class/ Individual work  Pair work/  Individual work  Pair work  Whole class/ Individual work  Whole class  Pair work/  Whole class  Pair work  Individual work/ Whole class  Whole class  Group work  Group work |
| Homelink: Review Unit 6 – Unit 10 | Whole class |

**Comments:** ……………….…..……………………………………………………………

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| **Week: 17**  **Period:68** | **FUN TIME (Page 76,77)** | Planning day: 24/12/2023  Teaching day: 28/12/2023 |

**I. OBJECTIVES:** By the end of the lesson, Ss will be able to:

**1. Knowledge:**

take part in three fun activities relating to their language knowledge and competences.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

decision making, teamwork, problem-solving, communication, stress tolerance

**3. Attributes/ Qualities:**

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION**

- *Teacher:* Teacher’s guide Pages 137,138; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 76,77, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (6’)**  Greet the class.  **Option 1:** Sing the song “ Colours” on page 65.  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Option 2**: Chant and do activities (Unit 7, Lesson 3).  - Ask pupils to chant and do the actions in Unit 7, Lesson 3 in groups.  - Give points for the groups and encourage them.  **Option 3**: Game: I spy  Teacher says "I spy with my little eye something that begins with B".  Pupils try to guess the object (e.g. "book").  Colors are a good alternative for younger pupils ("... my little eye is something that is red"). | Whole class  Group work  Individual work/ Group work |
| **\* New lesson:**  **Activity 1. Find and circle.** 8 minutes  ***\* Goals:***  To revise vocabulary and sentence patterns by doing a word search  **-** Have pupils look at the pictures and elicit the words. 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 word *school*, then find and circle it in the word search as an example. Tell pupils to repeat the same procedure with the rest of the words.  **-** Check the answers as a class.  **Extension:** Have pupils work in pairs. Ask them to point at each circled word in the word search and say it aloud. Have pupils work in pairs, point at each picture and say the word aloud.  \* Key:    **Activity 2.** **Quiz time.** 10 minutes  ***\* Goals:***  To revise vocabulary and sentence patterns related to asking and answering questions that help to identify school things and their colours  **-** Draw pupils’ attention to the picture. Elicit the words and stick the flash cards on the board one by one as pupils say the corresponding words. Point at each flash card and have pupils say the word as a class.  **-** Point at a flash card and elicit the answers to the questions *Do you have\_\_\_\_\_\_\_?* and *What colour is it?* or *What colour are they?* Hold up a textbook, point at a picture of a school thing and ask these questions again.  **-** Show the class how to complete the task: Point at a picture of a school thing and ask the questions in pairs. Invite two more able pupils to take turns asking and answering the questions as an example. Check comprehension and give feedback before having pupils do the activity in pairs.  **-** Invite a few pairs to the front of the class to interact with each other. Encourage the class to praise them or cheer if they do a good job.  \*Pupils can ask and answer questions to identify school things and their colours.  \* Pupils can demonstrate their understanding and ability to use the target vocabulary and sentence patterns learnt in Units 6 – 10.  **Activity 3. Look and match.** 5 minutes  ***\* Goals:***  To understand how mixing two colours makes a third colour  **-** Recognize the colours through ppt. Then watch a video to see how colours are blended with each other.  **-** Draw pupils’ attention to the diagram and elicit the names of the three colours in the middle: *red, blue, yellow.*  **-** Use crayons or paints to show pupils what happens when you mix red and blue. Explain that this third colour is called *purple*. Write *purple* on the board and model it for pupils to repeat.  **-** Repeat **Step 2** for *red* and *yellow* (*orange*), *yellow* and *blue* (*green*).  **-** Have pupils complete the colour sums. Check answers together as a class.  Pupils understand how mixing two colours makes a third colour.  **Key: 2.** orange **3.** Green  **Fun corner and wrap up:** 5 minutes  **Option 1**:  Using *sachmem.vn*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:**  **Game: Last Letter, First Letter:**(A popular Japanese game called Shiri Tori).  Have the pupils sit in a circle with you.  Teacher starts by saying a word, then the student to the teacher's right must make a word that starts with the last letter of the word that the teacher said (e.g. bu**s** --- **s**tea**k** --- **k**e**y** --- **y**ello**w** --- etc.).  Continue around the circle until someone makes a mistake.  **Option 3:**  **Game: Space hunt**  The rule is the same with snakes and ladders. | Whole class    Whole class/ Individual work  Whole class  Pair work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class  / Individual work  Individual work  Individual work/ Whole class  Whole class  Whole class  Group work  Group work |
| **Homelink: Review Unit 6 – Unit 10** | **Whole class** |

**Comments:** ……………….…..……………………………………………………………