Week: 17 Date of planning: 23 / 12 /2023

Period: 65 Date of teaching: 27 / 12 /2023

**REVIEW 2**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Perform their abilities in listening, speaking and writing related to the topics from units 6-10, using the phonics, vocabulary and sentence patterns they have learnt.

- Develop Ss speaking, listening and writing skills.

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

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

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

**III. Procedures**

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| **Teacher’s activities** | **Classroom management** |
| ***Warm up***: - Review the model sentences from unit1 to unit 5**1. Listen and tick**- Have pupils look at pictures 1, 2, 3, 4 and 5 on page 70 of the Student Book. Give the identification of the characters in the pictures and the characters’ words. Tell pupils that they are going to listen to the recording and tick the pictures they hear. Guess the answer- Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner.- Play the recording again pupils check their answers. T give the answer:- Ask some questions to ensure pupils’ comprehension of the listening text.*Answers:*1 – c; 2 – d; 3 – b; 4 – a.**2. Listen and number**- Have pupils look at pictures a, b, c and d on page of the Student Book. Elicit the identification of the characters in the pictures and the characters’ words. Tell pupils that they are going to listen to the recording and match the information they hear to the pictures. They should number the boxes. Guess the answer- Play the recording 2 times pupils to listen and number the boxes. Check their guess. Compare the answer with the partner.- Play the recording again pupils check their answers. T give the answer:- Ask some questions to ensure pupils’ comprehension of the listening text.**Answer**: *1. 2. 3.* *4.***3. Read and complete**-T explains the situation and how to do the exercise-Ask students to read the dialogue in the book and fill the words given to complete the dialogue. Work in pairs to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark.Correct the pronunciation.Answer: 1. school 2. Playground 3. room 4. Quan**4. Read and match**- Whole class. Have pupils turn their books to page 37. Tell pupils that they are going to read the sentences to get the information in order to match the sentences to the sentences.- Pupils read the sentences individually and do the task. Monitor the activity and offer help when necessary.- Pair works. Have pupils trade their answers for correction.- Call on some pupils to report their answers. The rest of the class listen give comments.- Make a few questions to check pupils’ comprehension of the sentences.- Have the whole class read each sentence in chorus to reinforce their pronunciation.Answer: 1.e 2. c 3. a 4.c 5. d**5. Look and say**Have pupils look at pictures a, b, c and d on Page 71. Elicit the characters in the pictures and their names. Ask pupils to guess and complete the speech bubbles.- Model: Call on a pair. Allocate the parts of the characters Mai and Nam to the pupils. Ask them to act out the dialogues. Using the pictures in their books. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary.- Call on some pairs to perform their task in front of the class. The rest of the class observe and give comments.- Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.***4.Consolidation:***Summary the lesson***5.Homework*** | Whole classWhole class/ Individual workListenWhole class/ Individual workWhole classWhole class/ Individual workListenWhole class/ Individual workListenWhole classWhole class/ Individual workWhole class/ Pair worksWhole class/Individual workPair worksWhole class/ Individual workWhole classWhole class/ Individual workWhole class/Pair worksWhole class |

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Week: 17 Date of planning: 23 / 12 /2023

Period: 66 Date of teaching: 29 / 12 /2023

**Fun time 2**

**Period 3**

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

**1. Knowledge:**

- revise the target vocabulary by doing a word search

- revise vocabulary and sentence patterns related to asking and answering questions that help to identify school things and their colours

- understand how mixing two colours makes a third colour

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

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

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

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| **Teaching and learning activities** | **Pupil’s****activities** |
| **Warm-up and review:** 5 minutes 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 to 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).  Colours are a good alternative (E.g. I spy with my little eye something that is red). | Whole classGroup workIndividual work/ Group work |
| **PRACTICE****Activity 1. Find and circle.** 8 minutes***Goal: To revise vocabulary and sentence patterns by doing a word search*** **Step 1:** 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.**Step 2:** 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.**Step 3:** Check the answers as a class. | Whole class/ Individual workWhole classPair work |
| **Activity 2: Point and say 8 minutes*****Goal: To revise vocabulary and sentence patterns related to asking and answering questions that help to identify school things and their colours*** **Step 1:** 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.**Step 2:** 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.**Step 3:** 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.**Step 4:** 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 | Whole class/ Individual workPair work  |
| **Activity 3. Look and write.** 10 minutes***Goal: To understand how mixing two colours makes a third colour*** **Step 1:** Recognize the colours through ppt slide. Then watch a video to see how colours are blended with each other. **Step 2:** Draw pupils’ attention to the diagram and elicit the names of the three colours in the middle: *red, blue, yellow.***Step 3:** 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.**Step 4:** Repeat **Step 2** for *red* and *yellow* (*orange*), *yellow* and *blue* (*green*). **Step 5:** 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 | Whole class/ Individual workIndividual work |
| **Fun corner and wrap up:** 5 minutes**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 that word (e.g. bu**s** --- **s**tea**k** --- **k**e**y** --- **y**ello**w** --- …). Continue around the circle until someone makes a mistake.  | Group workGroup work |

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