|  |  |  |
| --- | --- | --- |
| **Week: 26****Period:103** |  **REVIEW 3 (Page 36,37)** | Planning day: 10/3/2024Teaching day: 14/3/2024 |

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

**1. Knowledge:**

By the end of the unit, pupils will be able to:

* Review the following sentence patterns:
* *Who’s this / that? It’s my \_\_\_\_.; How old is he / she?*
* *He’s /She’s \_\_\_\_.; What’s her job? – He’s / She’s \_\_\_\_.*
* *Is he / she \_\_\_\_? – Yes, he / she is. / No, he / she isn’t.*
* *Where’s \_\_\_\_? – It’s here / there.; Where are the \_\_\_\_? – They’re \_\_\_\_.*
* *There’s / There are \_\_\_\_ in the room.;*
* *The \_\_\_\_ is \_\_\_\_.; The \_\_\_\_ are \_\_\_\_.;*
* *Would you like some \_\_\_\_? – Yes, please. / No, thanks.*
* *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. Through different contexts
* listen to and understand five communicative contexts and tick the correct pictures

listen to and understand four communicative contexts.

- ***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 194, 195, 196; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 36, 37, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (3’)**Greet the class.**Option 1:** Sing the song in Unit 15, Lesson 1.* 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 15, Lesson 3).* Ask pupils to chant and do the actions in Unit 15, Lesson 3 in groups.
* Give points and encourage them.

**Option 3**: * Play a game in the powerpoint Review 3 – period 1.
* Divide the class into 2 teams to play “ BattleShips”.
* Each team chooses one number to go to the question.
* Have pupils look, choose and answer the questions.
* Pupils can open 2 squares at once if they answer correctly.
* Back to the menu to choose a question.

Pupils continue their turns until they can find all the ships. | Whole classGroup workIndividual 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 father 1b. a mother2a. a mother working as a doctor 2b. a mother working as a teacher3a. a living room (near) 3b. a living room (far)4a. a big window 4b. a small window5a. a carton of milk 5b. a carton of juice**Audio script:**1. A: Who’s this? B: It’s my father.2. A: What’s her job? B: She’s a doctor.3. A: Where’s the living room? B: It’s there.4. The window is small.5. A: What would you like to drink? B: I’d like some milk, please.- Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the characters in each picture. Check comprehension. **-** Play the recording for pupils to listen to **Question 1**. Ask pupils to listen and circle the correct answer **a** or **b**. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity. **-** Repeat the same procedure with the rest of the pictures: **2a** – **2b**, **3a** – **3b**, **4a** – **4b** and **5a** – **5b**. **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.Pupils can listen to and understand five communicative contexts and tick the correct pictures.**Key:** **1.** a **2.** a **3.** b **4.** b **5.** a**Activity 2. Listen and number.** 7 minutes***\* Goals:***  To listen to and understand four communicative contexts and number the correct pictures**Picture cues:**a. a mother giving chicken to her daughter.b. a boy sitting near a birthday cake with the number 14 on itc. a father driving a taxid. two lamps on a table**Audio script:**1. A: How old is your brother?B: He’s fourteen years old.2. What’s his job?B: He’s a driver.3. A: Where are the lamps?B: They’re on the table.4. A: Would you like some chicken?B: Yes, please**-** Draw pupils’ attention to the pictures. Elicit the context of each picture (see Input).**-** Play the recording for pupils to listen and number the picture. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.**-** Check answers together as a class. Play the recording again for the pupils to double-check their answers and correct their answers in pairs.**Extension:** If time allows, play the recording sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation, where necessary.**Game: Slap the board.**Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points.Pupils can listen to and understand four communicative contexts and number the correct pictures.**Key:** **1.** b **2.** c **3.** d **4.** a.**Activity 3. Read and match.** 6 minutes***\* Goals:***To read and match pairs of target sentence patterns**-** Draw pupils’ attention to the first sentence (1. How old is your sister?). Read it together as a class. Check comprehension. **-** Draw pupils’ attention to the **Sentences a** to **e** on the right. Ask them to read and choose the correct answer to Question 1, then match. When pupils answer correctly, tell them to draw a line to match the question to the answer. Repeat the same procedure with the rest of the questions. **-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again. **Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges.Pupils can read and match pairs of target sentence patterns.**Key:** **1.** c **2.** e **3.** d **4.** b **5.** a**Activity 4. Read and complete.** 7 minutes***\* Goals:***To read and complete a gapped text.**-** Draw pupils’ attention to the first sentence *There (1) \_\_\_\_\_ two bedrooms in my house.* Write it on the board. **-** Draw pupils’ attention to the word cues to choose the correct word to fill in the gap in the first sentence. When pupils answer correctly, tell them to read and complete the sentence. Repeat the same procedure with the rest of the text. **-** Get pupils to swap books with a partner, then check answers together as a class. **Extension:** Invite some pupils to stand up and read aloud the completed text.**Game: Slap the board.*** Divide the class into four teams.
* Stick the pictures of activities on the board.

Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points.Pupils can read and complete a gapped text with the words in relation to the topics of *My houses* and *My bedrooms.***Key**: **1.** are **2.** is **3.** big  **4.** in  **5.** on**Activity 5. Ask and answer.** 7 minutes***\* Goals:***To read and answer questions using picture cuesPupils can ask and answer four questions using picture cues.**-** Draw pupils’ attention to the first picture. Get them to identify the people in the picture. Check pupils’ comprehension. **-** Draw pupils’ attention to Question 1 (1. Who’s this?). Have pupils point to each person in the picture to answer the question. Repeat the same procedure with the rest of the questions. **-** Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity. **Extension:** Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.**Game:** Matching gameT uses pictures and flashcards, gets 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 whole class to look and say aloud.**Option 1**:Play the game Board Race! * Divide the class into two teams.
* Give each team a colored marker.
* Draw a line down the middle of the board and write a topic at the top.
* Have pupils write as many words related to the topic in a relay.

**Option 2:** Game: Sentence Puzzle* Divide the class into groups of four.
* Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud.

**Option 3:** * Play a game in the powerpoint Review 3 – period 2.
* Divide the class into 2 teams to play “ Fabulous sounds”.
* Each team chooses one letter to go to the question.
* Have pupils look, read and choose the right letters that match the sounds.
* Back to the menu for pupils to pick another question.

Pupils continue their turns until there are not any numbers left. | Whole classWhole classPair work/ Whole classWhole class/ Individual workWhole classWhole class/ Individual workPair work/Whole classWhole class/ Individual workPair work/ Individual workWhole class/ Individual workWhole classWhole class/ Individual workPair work/Whole classPair workWhole class/ Individual workPair work/Individual workPair workWhole class/ Individual workWhole classPair work/Whole classPair workIndividual work/ Whole classWhole classGroup workGroup work |
| Homelink: Review Unit 11 – Unit 15 | Whole class |

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

|  |  |  |
| --- | --- | --- |
| **Week: 26****Period:104** |  **FUN TIME (Page 38,39)** | Planning day: 10/3/2024Teaching day: 14/3/2024 |

**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 197,198; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 38,39, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (6’)**Greet the class.**Option 1:** Choose one song from Unit 11 to 15.* 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**: Play game **Hot Seat!** * Divide the class into 2 teams.
* Choose one pupil to sit in front of their team.
* Stand behind the pupil and write a word on the board.
* Have the pupil in the hot seat listen to their teammates and try to guess the word.

**Option 3**: * Play a game in the powerpoint Fun time - period 3.
* Divide pupils into 2 teams.
* Pupils find words in categories beginning with the set letter.
* When they finish, they can shout 'Stop the bus!'

The winner can choose and open a gift box. | Whole classGroup workIndividual work/ Group work |
| **\* New lesson:****Activity 1. Do the puzzle.** 8 minutes***\* Goals:***  - To revise the spelling of five words: *teacher, brother, driver, mother and worker.***Picture cues:** 1. a teacher 2. a brother 3. a driver 4. a mother 5. a worker– To improve pupils’ speed and flexibility when checking vocabulary.**-** Have pupils look at the puzzle. Ask: Who do you see in the pictures? Stick the flash cards of the words, one by one, on the board. Point to each word on the board, and have pupils say the word as a class. **-** Point at Picture 1, elicit the word, write it in the crossword as an example. Tell pupils to repeat the same procedure with the other picture cues. **-** Check the answers as a class.Pupils can complete the crossword using the picture cues.**Key:** **Activity 2.** **Quiz time.** 10 minutes***\* Goals:***  To use the target vocabulary and sentence patterns to carry out a survey **-** Tell pupils that each of them needs to interview three different classmates to find out their favourite food or drinks.**-** Gives pupils 10 minutes to circulate and complete their survey tables**-** After pupils have interviewed their classmates and taken notes, give them another 5 to 10 minutes to prepare to share their findings.**-** Invite different pupils to come to the front of the class and share their findings.Pupils can use the target vocabulary and sentence patterns to carry out a survey.\* Pupils can demonstrate their understanding and ability to use the target vocabulary and sentence patterns learnt in Units 11 – 15.**Activity 3. Circle the healthy foods.** 8 minutes**Activity 3. Look and match.** 5 minutes***\* Goals:***  To identify healthy and unhealthy foods **-** Draw pupils’ attention to the pictures and elicit the names of the foods: *apple, chips, water, rice, fish, noodles, cake.***-** Put pupils into pairs and tell them to work together to circle the healthy foods.**-** Display a picture of an apple on the board. Ask pupils if it is healthy or unhealthy. When they answer correctly, write healthy under the picture and model it for pupils to repeat.Repeat the same procedure for the other foods. If a food is unhealthy, write unhealthy under the picture.**Fun corner and wrap up:** 5 minutes**Option 1**:Play game Pictionary! * Before the class starts, prepare a bunch of words and put them in a bag.
* Divide the class into two teams and draw a line down the middle of the board.
* Give one pupil from each team a pen and ask them to choose a word from the bag.
* Ask pupils to draw on the board and encourage their team to guess the word.

**Option 2:**Game: Sentence Puzzle* Divide the class into groups of four.
* Give each group a sentence that is broken/cut into pieces.
* Ask them to arrange the words to make a complete sentence, then read it aloud.
* The group that makes it first will be the winner

**Option 3:** * Play a game in the powerpoint Fun time 3.
* Divide the class into 2 teams to play “ Build a spaceship”.
* Have pupils guess the word letter by letter.
* Whenever pupils guess a letter that is in the secret word, click the letter to fill it into the blank where it occurs.

The one who has the correct answers can build a spaceship and fly to space. | Whole classWhole class/ Individual workWhole classPair workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workIndividual workIndividual work/ Whole classWhole classWhole classGroup workGroup work |
| **Homelink: Review Unit 11 – Unit 15** | **Whole class** |

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