|  |  |  |
| --- | --- | --- |
| **Week: 34****Period:135** | **REVIEW 4** | Planning day: 05/05/2024Teaching day: 09/05/2024 |

|  |
| --- |
| **I. OBJECTIVES** |
| **Language:** | By the end of the lesson, pupils will be able to:– review the following sentence patterns: * *Do you have any \_\_\_\_\_? − Yes, I do. / No, I don’t.*
* *How many \_\_\_\_\_ do you have? − I have \_\_\_\_\_.*
* *He / She has \_\_\_\_\_.*
* *They have \_\_\_\_\_.*
* *I’m \_\_\_\_\_.*
* *What are you doing? − I’m \_\_\_\_\_.*
* *He’s / She’s \_\_\_\_\_.*
* *What’s he / she doing? − He’s / She’s \_\_\_\_\_.*
* *What can you see? − I can see \_\_\_\_\_.*
* *What’s the \_\_\_\_\_ doing? − It’s \_\_\_\_\_.*
* - listen to and understand five communicative contexts and tick the correct pictures;

- listen to and understand four communicative contexts and number the correct pictures. |
| **Core competencies:** | Teamwork, work standards, communication |
| **General competences:** | Listening: listen and recognize the toys, then repeat.Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.Diligence: complete learning tasks.Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * - Student’s book Page 70
* - Audio Tracks 104, 105
* - Teacher’s guide Pages 253, 254, 255
* - Website *sachmem.vn*
* - Flash cards/ pictures and posters (Review 4 and Fun time)
* - Computer, projector, …
 |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Listen and number – Fun corner and wrap-up.**  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes  |  |
|  | Greet the class.**Option 1:** Sing the chant in Unit 20 Lesson 3.- 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:** **Game: Polygraph**Review the previous lesson by having the class play the game, using the words in Unit 20.**Step 1:** Divide the class into 4 teams.**Step 2:** Invite each pupil from the groups to go to the board and look at the screen, then choose true or false and say aloud the name of the animal. The fastest pupil gets one point for the team.**Step 3:** Encourage pupils to join in the game.**Step 4:** Give points for pupils. | Whole classGroup work |  |
| **Activity 1. Listen and tick.** 8 minutes |
| a. Goal: | To listen to and understand five communicative contexts and tick the correct pictures. |  |
| b. Input: | Picture cues: 1a. two girls with three planes 1b. two girls with three trains2a. a boy playing with a cat 2b. a boy playing with a dog3a. a girl listening to music 3b. a girl drawing a picture4a. a monkey 4b. a tiger5a. a boy reading a book 5b. a boy cycling***Audio script:*** ***1.*** *They have three planes.****2.*** *A: Do you have any cats?*  *B: No, I don’t. I have a dog.* ***3.*** *A: What are you doing?*  *B: I’m listening to music.* ***4.*** *A: What can you see?*  *B: I can see a monkey.* ***5.*** *A: What’s he doing?* *B: He’s cycling.* |  |
| c. Outcome: | The pupils can listen to and understand five communicative contexts and tick the correct pictures. **Key: 1**. a **2**. b **3**. a **4**. a **5**. b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the quantity of planes and trains that the girls have in two pictures. Check comprehension. **Step 2:** Play the recording for pupils to listen and circle the correct letter, **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. **Step 3:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording with the pupils to check their answers again. **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:** **Who’s faster?****Step 1:** Divide the class into 4 teams.**Step 2:** Invite 1 pupil from each team to go to the monitor and touch. The fastest pupil to have the correct answer will have 1 point for the team.**Step 3:** Encourage pupils to join in the game to practise speaking English.**Step 4:** Give points for teams. | Individual work/Whole classIndividual work/ Whole classPair work/ Whole classIndividual work/ Whole classIndividual work/ Teamwork |  |
| **Activity 2. Listen and number.** 9 minutes |  |
| a. Goal: | To listen to and understand four communicative contexts and number the correct pictures. |  |
| b. Input: | Picture cues: **a.** a boy and his two rabbits **b.** one parrot counting **c.** a girl holding a teddy bear **d.** a grandfather watching TV ***Audio script:*** ***1****. She has a teddy bear.* ***2.*** *A: Do you have any rabbits?*  *B: Yes, I do. I have two rabbits.* ***3.*** *A: What’s he doing?*  *B: He’s watching TV.* ***4.*** *A: What’s the parrot doing?*  *B: It’s counting.* |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts and number the correct pictures. **Key: 1.** c **2.** a **3.** d **4.** b |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the context in each picture (as mentioned in *Input*). **Step 2:** Play the recording for pupils to listen and number the pictures. Play the recording again for pupils to do the activity. Play the recording a third time to give pupils another listening opportunity. **Step 3:** Check answers 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: Chinese Whisper** **Step 1:** Divide the class into 4 teams.**Step 2:** Invite 4 pupils to line up. The first pupil gets a card. Pupils then whisper the sentence to each other. The last pupil says the sentence aloud. **Step 3:** Encourage pupils to join in the game to practice speaking English.**Step 4:** Give points for teams. | Whole classWhole class/ Individual workPair work Whole classIndividual work/ Teamwork |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Using *sachmem.vn*, have pupils do the Activities 1, 2 to consolidate the lesson.**Option 2:** **Game: Lucky Machine** **Step 1:** Divide the class into 4 teams.**Step 2**: Set rule: invite 1 pupil from each team to go to the board and spin the machine, then say aloud the answer (with unscramble words). If correct, one point goes for the team. **Step 3**: Encourage pupils to practise speaking English.**Step 4:** Give points for pupils. | Whole classGroup work |  |

|  |  |  |
| --- | --- | --- |
| **Week: 34****Period:136** | **REVIEW 4** | Planning day: 05/05/2024Teaching day: 09/05/2024 |

|  |
| --- |
| **I. OBJECTIVES** |
| **Language:** | By the end of the lesson, pupils will be able to:– review the following sentence patterns: * *Do you have any \_\_\_\_\_? − Yes, I do. / No, I don’t.*
* *How many \_\_\_\_\_ do you have? − I have \_\_\_\_\_.*
* *He / She has \_\_\_\_\_.*
* *They have \_\_\_\_\_.*
* *I’m \_\_\_\_\_.*
* *What are you doing? − I’m \_\_\_\_\_.*
* *He’s / She’s \_\_\_\_\_.*
* *What’s he / she doing? − He’s / She’s \_\_\_\_\_.*
* *What can you see? − I can see \_\_\_\_\_.*
* *What’s the \_\_\_\_\_ doing? − It’s \_\_\_\_\_.*

- read and match pairs of target sentence patterns.- read and complete a gapped passage.- read and answer questions using picture cues. |
| **Core competencies:** | Teamwork, work standards, communication |
| **General Competences:** | Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.Diligence: complete learning tasks.Leadership: collaborate with teachers to enhance language skills. |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * - Student’s book Page 71
* - Teacher’s guide Pages 255, 256
* - Website *sachmem.vn*
* - Flash cards/ pictures and posters (Review 4 and Fun time)
* - Computer, projector, …
 |
| **III. PROCEDURE** | **Warm-up and review – Read and match – Read and complete –** **Ask and answer – Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes  |  |
|  | Greet the class.**Option 1:** Sing the chant in Unit 20 Lesson 3.- 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**: **Game: Honey bee**Review the previous lesson by having the class play the game, using the words.**Step 1:** Divide the class into 4 teams.**Step 2:** Set rules: invite 1 pupil to go to the board and touch the monitor, then choose the correct answer. The fastest pupil gets one point for their team.**Step 3:** Encourage pupils to join in the game.**Step 4:** Give points for pupils. | Whole classGroup work |  |
| **Activity 1. Read and match.** 8 minutes |  |
| a. Goal: | To read and match pairs of target sentence patterns. |  |
| b. Input: | Five pairs of sentence patterns, which together form simple exchanges between two pupils. |  |
| c. Outcome: | Pupils can read and match pairs of target sentence patterns. **Key: 1.** b **2.** e **3.** d **4.** a **5.** c |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first sentence (*1. Do you have any goldfish?).* Read it together as a class. Check comprehension. **Step 2:** Draw pupils’ attention to the sentences **a** to **e** on the right. Ask them to 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 (1 – b). Repeat the same procedure with the rest of the questions (**2** to **5**). **Step 3:** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. **Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges.**Game:** **Listen and choose A or B.** **Step 1:** Divide the class into 4 teams.**Step 2:** Invite 1 pupil from each team to go to the monitor. Listen and touch. The fastest, correct answer will have 1 point for the team.**Step 3:** Encourage pupils to join in the game to practise speaking English.**Step 4:** Give points for teams. | Whole classWhole classPair work/ Whole classPair workGroup work |  |
| **Activity 2. Read and complete.** 9 minutes |  |
| a. Goal: | To read and complete a gapped passage. |  |
| b. Input: | – Word cues: *drawing, in, reading, watching* – A gapped passage |  |
| c. Outcome: | Pupils can read and complete a gaped passage with the words related to the topic “Playing and doing”. **Key: 1.** watching **2.** reading **3.** in **4.** drawing |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first gapped sentence (*He is (1) \_\_\_\_\_ TV.).* Write it on the board. **Step 2:** Now draw their attention to the word cues and ask them to choose the correct word to complete the sentence. When pupils answer correctly, tell them to read and complete the sentence in their notebooks. Repeat the same procedure with the rest of the passage. **Step 3:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. **Extension:** Invite some pupils to stand up and read aloud the completed passage. | Whole classWhole class/ Individual workPair workIndividual work |  |
| **Activity 3. Ask and answer.**  |  |
| a. Goal: | To read and answer questions using picture cues. |  |
| b. Input: | Four questions with picture cues |  |
| c. Outcome: | Pupils can ask and answer four questions using picture cues. |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the first picture. Get them to identify the characters in the picture and what they are doing. Check their comprehension. **Step 2:** Draw pupils’ attention to Question 1 (1. *What’s he / she doing?).* Have pupils point to each character in the picture to answer the question. Repeat the same procedure with the rest of the questions. **Step 3:** Tell pupils to take it in turns 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 act out the questions and answers.**Game: The lucky wheel** **Step 1:** Divide the class into 4 teams.**Step 2:** Invite 1 pupil from each team to choose 1 number. Then answer the question. After that, spin the wheel to get the points.**Step 3:** Encourage pupils to join the game to practice speaking English.**Step 4:** Give points for teams. | Whole classWhole class/ Individual workPair work/ Whole classPair work/ Whole classGroup work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1:**Using *sachmem.vn*, have pupils do the Activities 4, 5 to consolidate the lesson.**Option 2:** **Game: Making sentences****Step 1:** Divide the class into groups of four.**Step 2:** Ask pupils to look at the screen then rearrange the words in order to make a sentence, then write on the boards. If correct, one point for that group.**Step 3:** Encourage pupils to practise speaking English.**Step 4:** Give points for pupils. | Whole classGroup work |  |

|  |  |  |
| --- | --- | --- |
| **Week: 35****Period:137** | **FUN TIME** | Planning day: 14/05/2023Teaching day: 15/05/2023 |

|  |
| --- |
| **I. OBJECTIVES** |
| **Language:** | By the end of the lesson, pupils will be able to:- revise key vocabulary and sentence patterns by doing the crossword with the picture cues and completing the gapped sentences using the words from the crossword.- prepare and carry out an interview.- learn the names of baby animals and match them to their parents. |
| **Core competencies:** | Teamwork, work standards, communication |
| **General competences:** | Communication and collaboration: work in pairs or groups. |
| **Attributes:** | Kindness: help partners to complete learning tasks.Diligence: complete learning tasks.Leadership: collaborate with teachers to enhance language skills.Take part in three fun activities to apply their language knowledge and competences. |
| **II.** **RESOURCES AND MATERIAL:** |
|  | - Student’s book Page 72, 73- Teacher’s guide Pages 256, 257, 258- Website *sachmem.vn* - Flash cards/ pictures and posters (Review 4 and Fun time)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Do the puzzle. Then complete and say the sentences. – Quiz time – Look and match. Then talk.** **– Fun corner and wrap-up** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes  |  |
|  | Greet the class.**Option 1:** Sing the chant in Unit 20 Lesson 3.- Ask pupils to chant and do the action.- Invite some of them to come to the board to role play, the rest of the pupils will chant.**Option 2:** **Game: The magic apple**Review the previous lesson by having the class play the game.**Step 1:** Divide the class into 4 teams.**Step 2:** Invite 1 pupil from each team to come to the front to choose the correct answer. If the answer is correct, one point for that team.**Step 3:** Encourage pupils to join in the game.**Step 4:** Give points for pupils. | Whole classWhole class |  |
| **Activity 1. Do the puzzle. Then complete and say the sentences.** 8 minutes |  |
| a. Goal: | To revise key vocabulary and sentence patterns by doing the crossword with the picture cues and completing the gapped sentences using the words from the crossword. |  |
| b. Input: | – The crossword and five picture cues illustrating things and actions:  **1**. drawing **2**. train **3.** rabbits **4.** elephant **5**. parrot – Flash cards for *drawing, train, rabbits, elephant* and *parrot*. |  |
| c. Outcome: | Pupils can complete the crossword using the picture cues, and complete the gapped sentences using the words from the crossword and read them aloud.**Key:** **Across (→)** **3.** rabbits **4.** elephant**Down (↓)** **1.** drawing **2.** train**5.** parrot |  |
| d. Procedure: | **Step 1:** Hold up the flash cards for *drawing, train, rabbits, elephant* and *parrot* to revise the words.**Step 2:** Tell pupils about the task. Point at Picture 1, elicit the word, write the word in the crossword as an example. Tell pupils to repeat the same procedure with the other picture cues.**Step 3:** Check the answers as a class. **Step 4:** Have pupils complete the gapped sentences. Read sentence 1 (Down ↓) and 3 (Across →) to complete as two examples. Check the answers as a class. Have them check and correct their answers in pairs. **Step 5:** Have pupils work in pairs, point at each sentence and say it aloud.**Activity:** **Welcome to the** **zoo!****Step 1:** Divide the class into 4 teams.**Step 2:** Invite 1 pupil from each team to go to the front, read and choose the correct answer. The fastest pupil with the correct answer will have 1 point for the team.**Step 3:** Encourage pupils to join in the game to practice speaking English.**Step 4:** Give points for teams. | Whole classWhole classWhole classWhole classPair workGroup work |  |
| **Activity 2. Quiz time.** 9 minutes |  |
| a. Goal: | To prepare and carry out an interview.  |  |
| b. Input: | Three questions:**1.** What are you doing?**2.** Do you have any dogs / parrots / rabbits?**3.** How many teddy bears / cars / trucks do you have? |  |
| c. Outcome: | Pupils can prepare the questions, interview one of their friends and write down the answers. |  |
| d. Procedure: | **Step 1:** Have pupils choose the words to complete the questions. Write the questions in the notebooks. Remember, they can choose any word in the list to make the questions. Invite some pupils to read their questions aloud.**Step 2:** Have pupils use the questions to interview a friend and write down the friend’s answer. Invite two good pupils to take turns interviewing each other by asking and answering the questions and then write down the answers in their notebooks.**Step 3:** Have pupils work in pairs and interview each other. Give pupils time to do the task. Go around the classroom to offer support. **Step 4:** Invite a few pairs to the front of the class to interview each other. Enable the class to praise them or cheer if they do a good job.**Extra activity: Survey** **Step 1:** Have pupils choose the words to complete the questions. Write the questions in the notebooks. Remember, they can choose any word in the list to make the questions. Invite some pupils to read their questions aloud.**Step 2:** Have pupils use the questions to interview a friend and write down the friend’s answer. Invite two good pupils to take turns interviewing each other by asking and answering the questions and then write down the answers in their notebooks.**Step 3:** Have pupils work in pairs and interview each other. Give pupils time to do the task. Go around the classroom to offer support. **Step 4:** Invite a few pairs to the front of the class to interview each other. Enable the class to praise them or cheer if they do a good job. | Whole classWhole class/ Individual workPair workWhole classWhole classWhole classPair workPair work |  |
| **Activity 3. Look and match. Then talk.** 8 minutes |  |
| a. Goal: | To learn the names of baby animals and match them to their parents. |  |
| b. Input: | – Four pictures showing baby animals, labeled **1** puppy, **2** kitten, **3** cub, **4** calf– Four pictures showing adult animals, labeled **a** to **d** |  |
| c. Outcome: | Pupils can match the names of baby animals to their parents |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **a** to **d** and elicit the names of the adult animals: *elephant, dog, cat, tiger.***Step 2:** Draw pupils’ attention to Picture **1**, or display a picture of a puppy on the board. Write *puppy* on the board and model it for pupils to repeat. Repeat the same procedure with Pictures **2** to **4**.**Step 3:** Have pupils complete the activity by drawing lines to match the baby animals to their parents. Check answers together as a class. **Step 4:** Write *A puppy is a baby dog*. on the board. Put pupils into pairs to take turns talking about the animals, using the structure on the board: A kitten is a baby cat. A cub is a baby tiger. A calf is a baby elephant. | Whole classWhole class/ Individual workWhole classWhole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1:**Using *sachmem.vn*, have pupils do the Activities 1, 2 to consolidate the lesson.**Option 2:****Game: The magic forest****Step 1:** Divide the class into 4 teams.**Step 2:** Invite 1 pupil from each team to come to the front, read and choose a correct answer, then say aloud the word. If correct, one point for the team.**Step 3:** Encourage pupils to practise speaking English.**Step 4:** Give points for pupils. | Whole classGroup work |  |