Week: 35 Date of planning:

Period: 139 Date of teaching:

**REVIEW 4**

**Part 1-2**

**Objectives:** By the end of the lesson, pupils will be able to:

* To listen to and understand five communicative contexts and tick the correct pictures
* To listen to and understand four communicative contexts and number the correct pictures.

1. **Knowledge:** – 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 \_\_\_\_\_.*
* *What’s he / she doing? − He’s / She’s \_\_\_\_\_.*
* *What can you see? − I can see \_\_\_\_\_.*
* *What’s the \_\_\_\_\_ doing? − It’s \_\_\_\_\_.*

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

**3. Attributes/ Qualities**:

Kindness: help partners to complete learning tasks.

Diligence: complete learning tasks.

Leadership: collaborate with teachers to enhance language skills.

**II. Preparation.**

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

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

**III. Procedures**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **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.  **Activity 1. Listen and tick.** 12 minutes  Goal: To listen to and understand five communicative contexts and tick the correct pictures.  - Draw pupils’ attention to Pictures 1a and 1b. Elicit the quantity of planes and trains that the girls have in two pictures. Check comprehension.  - 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.  - 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.  Key: 1. a 2. b 3. a 4. a 5. b | Whole class  Whole class/ Individual work  Listen  Whole class/ Individual work |
| **Activity 2. Listen and number.** 12 minutes  Goal: To listen to and understand four communicative contexts and number the correct pictures.  - Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the names of the characters in each picture and what they say. Play the recording for pupils to listen. Play the recording again for them to do the task. Play the recording a third time for pupils to check their answers.  - Tell pupils to swap their books with their partners, then check answers as a class. Write the correct answers on the board.  - Play the recording again for 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.  **Key: 1.** c **2.** a **3.** d **4.** b | Whole class  Whole class/ Individual work  Listen  Whole class/ Individual work  Listen |
| **Fun corner and wrap-up: (**5 minutes)  **Chinese Whisper**  - Divide the class into 4 teams.  - 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.  - Encourage pupils to join in the game to practice speaking English.  - Give points for teams.  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

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

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Week: 35 Date of planning:

Period: 140 Date of teaching:

**REVIEW 4**

**Part 3,4,5**

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

**1. Knowledge:**

– 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 \_\_\_\_\_.*
* *What’s he / she doing? − He’s / She’s \_\_\_\_\_.*
* *What can you see? − I can see \_\_\_\_\_.*
* *What’s the \_\_\_\_\_ doing? − It’s \_\_\_\_\_.*

1. **Competences:** Communication and collaboration: work in pairs or groups.

**3.Attributes**:

- Kindness: help partners to complete learning tasks.

- Diligence: complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

**II. Preparation.**

* Student’s book Page 71
* Teacher’s guide Pages 255, 256
* Computer

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Sing the chant in Lesson 3 Unit 20.  - 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. | Whole class |
| **Activity 3. Read and match. 10** minutes  Goal: To read and match pairs of target sentence patterns   * Draw pupils’ attention to o the first sentence (*1. Do you have any goldfish?).* Read it together as a class. Check comprehension. * 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). * 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  **Key: 1.** b **2.** e **3.** d **4.** a **5.c**  **Activity 4. Read and complete.** 10minutes  Goal: To read and complete a gapped passage.  - Draw pupils’ attention to the first gapped sentence (*He is (1) \_\_\_\_\_ TV.).* Write it on the board.  - 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.  - 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.  **Key: 1.** watching **2.** reading **3.** in **4.** drawing  **Activity 5. Ask and answer.** 10minutes  Goal: To read and answer questions using picture cues.  - Draw pupils’ attention to the first picture. Get them to identify the characters in the picture and what they are doing. Check their comprehension.  - 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.  - 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. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/  Individual work  Whole class    Whole class/ Individual work  Whole class |
| **\*Fun corner and wrap-up: (4** minutes)  **The lucky wheel**  **Homelink:** prepare Fun conner | Whole class |

**Comments:**

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Week: 35 Date of planning: / /202…

Period: 138 Date of teaching: / /202…

**REVIEW 1**

**FUN TIME**

**I.Objectives:**

By the end of the lesson, students will be able to:

1. **Knowledge:**

* 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.
* To prepare and carry out an interview.

- To learn the names of baby animals and match them to their parents

**2. Competences:** Teamwork, reliability, motivation, communication and initiative

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

**1. Teacher’s preparation**: book, flashcards/pictures, computer,

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game: The magic apple**  Review the previous lesson by having the class play the game.   * Divide the class into 4 teams. * 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. * Encourage pupils join in the game. * Give point for pupils. | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Do the puzzle. Then complete and say the sentences.** 10 minutes  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.   * Hold up the flash cards for drawing, train, rabbits, elephant and parrot to revise the words. * 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. * Check the answers as a class. * 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. * Have pupils work in pairs, point at each sentence and say it aloud.   **Key:**  **Across (→) Down (↓)**  **3.** rabbits **1.** drawing **5.** parrot  **4.** elephant **2**. train  **Activity 2.** **Quiz time.** 10 minutes  Goal: To prepare and carry out an interview.  - 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.  **-** 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.  **-** Have pupils work in pairs and interview each other. Give pupils time to do the task. Go around the classroom to offer support.  **-** 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.  **Activity 3.** **Look and match. Then talk.** 8 minutes  Goal: To learn the names of baby animals and match them to their parents.  - Draw pupils’ attention to Pictures **a** to **d** and elicit the names of the adult animals: *elephant, dog, cat, tiger.*  **-** 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**.  **-** Have pupils complete the activity by drawing lines to match the baby animals to their parents. Check answers together as a class.  **-** 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 class  Whole class  Whole class  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: The magic forest**  **-** Divide the class into 4 teams.  **-**  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.  **-** Encourage pupils to practice speaking English.  **-** Give points for pupils.   * **Homelink:** review from unit 11 to unit 20 | Group work  Whole class |

**Comments:**

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