Week: 35 Date of planning:

Period:139 Date of teaching:

**REVIEW 4**

**A. Objectives**

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

**1. Knowledge:**

- Correctly use the following sentence patterns:

+ What was the weather like last weekend? – It was \_\_\_\_\_.

+ Do you want to go to the \_\_\_\_? – Great! Let’s go. / Sorry, I can’t.

+ What does it say? – It says ʽ\_\_\_\_ʼ.

+ How can I get to the \_\_\_\_? – \_\_\_\_.

+ Where’s the bookshop? – It’s \_\_\_\_.

+ How much is the \_\_\_\_? – It’s \_\_\_\_.

+ What are these animals? – They’re \_\_\_\_.

+ Why do you like \_\_\_\_? – Because they \_\_\_\_.

+ What's he / she doing? – He's / She's \_\_\_\_.

+ What are they doing? – They’re \_\_\_\_.

– take part in three fun activities to apply their language knowledge and competences

- ***Vocabulary:*** Review

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

**2. Competences:**

- Self-control & independent learning: perform learning tasks

- Communication and collaboration: work in pairs or groups

**3. Attributes/ Qualities:**

- Work hard to consolidate what they have learnt and make good progress

**B. Preparation:**

1. *Teacher:* Student’s book, Website *hoclieu.vn*, computer, TV

2. *Students:* Students’ aids: books, notebooks, workbooks, school things.

**C. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up and review: (5’)**  **Game: Choose and throw**  – Divide class into 2 teams.  - Call 1 pupil from each team to come to the board and throw a sticky ball at the answer.  - Teacher marks the place where they throw it.  - Teacher reveals the score for the correct answer.  – Get pupils to open their books at page 70 and look at Review 4 | Whole class/ group work |
| **New lesson**  **Activity 1. Listen and tick:**  ***\* Goals:***  To listen to and understand five communicative contexts in which characters talk about familiar topics such as weather, directions, items price, animals and camp activities and tick the correct pictures.  - Draw pupils’ attention to Pictures 1a, 1b and 1c. Elicit the words or phrases to describe the pictures in each option (e.g. *rainy, sunny, windy*). Elicit the questions the speaker may ask. (e.g. 1. *What was the weather like yesterday?*). 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: 2a, 2b and 2c, 3a, 3b and 3c, 4a, 4b and 4c, and 5a, 5b and 5c.  **-** Get pupils to swap books with a partner to check their answers before checking as a class. Write the correct answers on the board.  **-** Play the recording again for pupils to double-check their answers.  - If time allows, play the recording, sentence by sentence, for pupils to listen to and repeat some exchanges individually and in chorus. Correct their pronunciation where necessary.  ***Key:*** *1. b 2. a 3. b 4. c 5. b*  **Activity 2.**  **Ask and answer**  ***\* Goals:***To ask and answer questions using picture cues.  - Draw pupils’ attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.  **-** Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary.  **-** Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges.  **Activity 3. Read and match**  ***\* Goals:*** To read and match pairs of target sentence patterns.  - Draw pupils’ attention to the sentences. Tell them how to do the activity. Point at Sentence 1, elicit the answer and give feedback. Draw a line to match Sentence 1 with the letter c.  **-** Give pupils time to do the task. Go around the classroom to offer support.  **-** Get pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.  **-** Invite pairs of pupils to stand up and read the matched exchanges aloud.  ***Key:*** *1. c; 2. a; 3. b; 4. e; 5. d*  **Activity 4. Read and complete**  ***\* Goals:*** To read and show understanding of a text by completing the gaps.  -Tell pupils the goal of the activity and explain that they should read the text and circle the correct options to complete the gapped text. Check comprehension.  -Do Sentence 1 as an example. First, have pupils read Sentence 1 and decide what information they need to find in the text. Then, read two options and choose the correct option to complete the sentence. Circle the correct option.  -Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  -Get pupils to swap their books with a partner and check their answers together before checking as a class. Correct the answers where necessary.  -Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.  *Key: 1.* sunny; *2.* playing; *3.* dancing; *4.* photos  **Activity 5. Let’s write**  ***\* Goals:***  To use the target language to complete a gapped paragraph using a picture cue.  - Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with the information from a leaflet. Check comprehension.  -Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit phrases (*singing and dancing*). Then have them write it in the gap.  -Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.  -Get pupils to swap their books with their partner and check their answers before checking as a class.  -Invite one or two pupils to read their completed texts in front of the class.  ***Key:*** *Answers vary* | T- Whole class  Whole class  / Individual work  Pair work  Pair work  Whole class  - Whole class  Whole class  / Pair work  Pair work  Whole class/  Individual work  Pair work  Pair work  Whole class  / Individual work  Pair work  Pair work  Individual work  Whole class  / Individual work  Pair work  Individual work |
| **Fun corner and wrap-up:** 5 minutes  *What have you learnt from the lesson today?*  Review Units 16-20: *Weather, In the city, At the shopping centre, The animal world, At summer camp*  **Home link**  - Prepare the new lesson: *Extension activities* | Whole class  / Individual work |

**Comments**

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Period: 140 Date of teaching:

**EXTENSION ACTIVITIES**

**A. Objectives:**

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

**1. Knowledge:**

Correctly use the following sentence patterns:

+ What was the weather like last weekend? – It was \_\_\_\_\_.

+ Do you want to go to the \_\_\_\_? – Great! Let’s go. / Sorry, I can’t.

+ What does it say? – It says ʽ\_\_\_\_ʼ.

+ How can I get to the \_\_\_\_? – \_\_\_\_.

+ Where’s the bookshop? – It’s \_\_\_\_.

+ How much is the \_\_\_\_? – It’s \_\_\_\_.

+ What are these animals? – They’re \_\_\_\_.

+ Why do you like \_\_\_\_? – Because they \_\_\_\_.

+ What's he / she doing? – He's / She's \_\_\_\_.

+ What are they doing? – They’re \_\_\_\_.

– take part in three fun activities to apply their language knowledge and competences

***Vocabulary:*** Review

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

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. Preparation**

1. *Teacher:* Student’s book, Website *hoclieu.vn*, computer, TV

2. *Students:* Students’ aids: books, notebooks, workbooks, school things.

**C. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up and review: (5’)**  Greet the class.  **Play Review Game**  - Divide the class into 2 or 4 teams.  - T reminds pupils of 5 topics (*Weather, In the city, At the shopping centre, The animal world, At summer camp*) they reviewed in this lesson.  - T/Pupil spins the wheel, answers a question from the teacher and gets points.  - The team with the most points is the winner. | Whole class/ Group work |
| **New lesson**  **Activity 1. Work and match** 10 minutes  ***\* Goals:***  To match the animals with their correct homes.  - Draw pupils’ attention to the pictures. Tell pupils the goal of the activity and explain that they should match the animals with their correct homes. Check comprehension.  -Do Sentence 1 as an example. First, elicit the name of the animal in the picture. Then ask them to choose its home.  -Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  -Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  - Have pupils repeat the words nest, web, den, and burrow.  Key: 1.c; 2.a; 3.d; 4. b  **Activity 2. Complete.**  5 minutes  ***\*Goals:*** To complete four sentences to introduce the animals and their homes.  - Draw pupils’ attention to the pictures in 2. Tell pupils the goal of the activity and explain that they need to choose the animal homes in 2 to complete the sentences in 3. Check comprehension.  - Do Sentence 1 as an example. Read the sentence aloud and elicit the answer *(den).*  -Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  -Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  -Have pupils repeat the completed sentences.  **Key: 1**. den **2.** nest **3.** burrow **4.** web  **Activity 3. Board game. Roll a dice. Listen and answer.** 15 minutes  ***\* Goals:*** To review the target vocabulary and sentence patterns by playing Board games.  -Teacher leads the game for the whole class. Divide the class into four groups. Determine which group goes first, second, third and fourth.  -Each group rolls the dice in turn. On their turns, they move their game piece along the path according to the number of spaces by the dice.  -When the groups land on a space, the teacher asks a question. The group gives the answer. If it is correct, they can stay in the box. Explain that there are some boxes like back to start, move ahead one space, miss a turn, move ahead three spaces, go back one space. Check comprehension.  **Questions:**  **1.** What was the weather like yesterday? (It was sunny.)  **2.** What are these animals? (They’re giraffes.)  **3.** Back to Start  **4**. How much is this T-shirt? (It's 50,000 dong.)  **5.** Move ahead one space  **6.** What does it say? (It says ʽturn leftʼ.)  **7.** Miss a turn  **8.** What are they doing? (They’re singing a song.)  **9.** Move ahead three spaces  **10.** Where’s the bakery? (It’s opposite the bookshop.)  **11.** Go back one space  **12.** What are these animals doing? (They’re running.)  -The game continues until one or all groups reach the “Finish” space.  - Write the questions on the board. Have pupils sit in groups of three or four and repeat Steps 1-4 to play in groups. | Whole class  / Individual work  Pair work  Whole class  / Individual work  Whole class  / Individual work  Pair work  Whole class  / Individual work  T- Whole class  Group work |
| ***Fun corner and wrap up*** 5 minutes  *What have you learnt from the lesson today?*  Review Units 16-20: *Weather, In the city, At the shopping centre, The animal world, At summer camp*  **Home link.**  - Prepare revision for the second term test. | Whole class  Whole class |

**Comments**

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