**Week : 27**

**Period 105+106 MID-TERM TEST –GRADE 4**

Time allowed: 40 minutes

**I. Objectives:**

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

**1. Knowledge:**

- Test Ss’ knowledge in units 1-5 to ensure which parts Ss understand or not.

- Teacher will have more suitable methods to teach Ss in the next units.

**2. Skills:**

**-** Listening, reading, writing, use of language

**3. Attitudes/ Quality:**

- Responsible

-Confident when using English

- Working hard

- Be honest

**4. Forming competence:**

- Self-study

- Ss can complete missions by themself

**II. Methods:** Chatting, picture cues, elicit.

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**IV. Procedures.**

**1. Organization.**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Absent Ss** |
| 4A,B |  |  |

1. **Test**

**I. Reorder the words:**

1. ktmrae ……………………

2. dloneso ……………………..

3. mrafre ……………………

4. khniecc …………………….

**II. Reorder the sentence:**

1. some/ like/ would/ fish/you?

……………………………………………………

2. does/father/do/ what/ your?

……………………………………………………

3. she/ like/ what/ look/ does?

……………………………………………………

4. on/ June/ It’s/ first/ the/ of.

…………………………………………………....

**III. Read and number:**

Mai: Yes, because we’re having a party.

Tom: Yes! Thank you.

Mai: Hi, Tom

Tom: Hi, Mai. You look very smart today?

Mai: It’s a party for Children’s Day.

Tom: What party is it?

Mai: It’s on the first of June. Come and join us.

Tom: When is it?

**IV. Read and complete the sentence:**

1. What time do you…………to school?

2. Linda …………up at six o’clock.

3. My uncle is………….drive.

4. What’s your favourite…………..? It’s orange juice.

**V. Write about your family.** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Week: 27 UNIT 16: LET’S GO TO THE BOOKSHOP?**

**Period 107 Lesson 1 (1, 2)**

**I. Objectives.**

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

**1. Knowledge:**

- Suggest some place to go with a reason, and accept or decline the suggestion.

- Sentence Patterns: Let’s go to the \_\_\_. I want to \_\_\_.̶  Great idea!/Sorry. I’m busy.

- Vocabulary:bakery - buy some bread; pharmacy - buy some medicine; supermarket buy some food; sweet shop - buy some chocolate

**2. Skills:**

- Develop Ss reading, speaking and listening skills.

**3. Attitudes/ Quality:**

- Be polite.

- Confident in learning and practice situations

**4.Forming competence:**

- Self- study.

- Communication and co-operation.

**II. Methods:** Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III.Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2.Student’s preparation: Chatting, rub out and remember, role play.

**IV.Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Sing the song. If you want to go…..  - Ask Ss to listen, sing along and thensing in groups of 4.  - Introduce the new topic  *Task 1. Look, listen and repeat.*  -Tell pupils that they are going to find out about how to making and responding to suggestions to  go somewhere.  -Ask them to look at four pictures to identify the context in which the language is used.  - Open the whole tape for Ss to listen.  - Open one by one sentence for Ss to listen and repeat.  - Ask SS to work in pairs, practice speaking the conversation.  - Invite some pairs to demonstrate the dialogue.  - Listen and correct the mistakes (if any).  - Divide the class into 4 groups.  - Ask all groups to do a role play by using the puppets and the dialogue.  - T teaches the sentence pattern:  *Let’s go to the bookshop. I want some books.*  *=> Great idea.*  - Ask Ss to listen, identify the meaning of words and repeat the sounds.  - Teach the vocabularies:  - Invite some SS to read aloud the words.  *Task 2. Point and say.*  - Ask Ss to open their book on page 40, work in pairs, point the pictures, practice making and responding to suggestions to go somewhere.  -Point to the first picture and model the task with one pupil, using the question and the answer in the bubbles and the phrase under the picture.  **Ex:** a) T: *Let’s go to the bakery.*  *I want some bread.*  *P: Great idea.*  -Ask pupils to say the question and the answer chorally and individually.  -Ask pupils to practice in pairs, using the prompts in the bubbles and the phrases under the pictures.  -Monitor the activity and offer help, if necessary.  -Select some pairs to demonstrate the task in front of the class.  -Check as a class.  - Get pupils to work in pairs to talk someone want to go somewhere and why  - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  - Do exercises in the workbook. Learn by heart the new words and structures  - Learn by heart the vocabularies about public places by using the sentence pattern:  *Let’s go to the ……. I want some ……..*  *=> Great idea.* | - Listen to the song.  - Sing along and sing in groups.  - Pay attention to the T’s directions.  -Listen and talk what they think.  -Look at four pictures and say.  - Listen to the conversation carefully.  - Listen to one-by-one sentence and repeat.  - Work in pairs and practice speaking.  - Demonstrate the dialogue.  - Correct the mistakes (if any).  - Form group.  - Do role play with the puppets.  - Write down.  - Concentrate on T’s direction.  - Listen, identify the meaning of words and repeat the sounds.  - Read aloud the words.  -Listen to the teacher.  -Look at the first picture and listen to the teacher.  -And then do the same with the rest of the pictures.  -Practice in pairs.  -Some pairs practice in front of the class.  -Listen.  -Work in pairs.  -Remember. |