Week: 9 Date of planning:

Period: 35 Date of teaching:

**REVIEW 1**

**(Parts 1, 2, 3, 4, 5)**

**A. Objectives**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

* *Where are you from? - I’m from \_\_\_\_\_\_.*
* *Where’s he/she from? - He’s/ She’s from \_\_\_\_\_\_\_.*
* *What time is it?*
* *Can you \_\_\_\_\_\_? Yes, I can. / No, I can’t.*
* *Can he/she \_\_\_\_\_\_? - Yes, he/she can./ No, he/she can’t, but \_\_\_\_.*
* *When’s your birthday? - It’s in \_\_\_\_\_\_\_.*
* *What do you do on \_\_\_\_\_\_? - I \_\_\_\_\_\_\_\_.*
* *What time do you \_\_\_\_\_\_? I \_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_.*

 *+ What do you want to eat/drink? - I want \_\_\_\_\_\_\_.*

*.*- ***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:* Teacher’s guide Pages 73, 74, 75; Track 55, 56; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 40, 41, notebooks, workbooks, school things.

**C. procedures:**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up and review: (5’)****Game: Lucky numbers** - Teacher divides the class into 2 groups (boys and girls).- Each team takes turns choosing the number and answering the question.-The team that has more points will be the winner.- Say “Open your book page 40, 41” and look at *Review 1.* | Whole class/ group work |
| **New lesson (30’)****Activity 1. Listen and tick:*****\* Goals:*** To listen to and understand five communicative contexts and tick the correct pictures.- Draw pupils’ attention to Pictures 1a, 1b and 1c. Elicit the countries with the flags.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. **Key:** 1. c 2. a 3. c 4. b 5. C**Activity 2.**  **Ask and answer*****\* Goals:***To ask and answer questions using picture cues.- Draw pupils’ attention to the first picture. Get them to look at the clock to identify the time shown on it. Check pupils’ comprehension.**-** Draw pupils’ attention to Question 1. Have pupils look at the clock in the picture to answer the question.**-**  Repeat Steps 1 and 2 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.**-**  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. **Activity 4. Read and complete*****\* Goals:*** To read and complete a gapped passage about Ben.- Have pupils read the passage about Ben. Check comprehension.**-** Have pupils look at the gapped passage. Draw the pupil's attention to the gaps in the passage. Point at the sentence with the first gap and read it as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.**-** Repeat **Step** **2** with the rest of the gaps. Go around the classroom to offer support where necessary.**-** Get pupils to swap books with a partner, then check answers as a class. Write the correct answer on the board.**-** Invite some pupils to stand up and read the completed passage aloud.\* **Mini game***: Comprehension questions*- Ask pupils to read the passage again.- Then work in pairs and answer the questions:*1. A: Where’s Ben from?* *B: He’s from Australia*.2. *A:* *How many days does Ben go to school?* *B: Five days (from Monday to Friday).*3*. A: Can he play football?* *B: Yes, he can.**4. A:* *Can he play the guitar?* *B: Yes, he can.*5. *A: Does he go to school on Saturdays?* *B: No, he doesn’t***Activity 5. Let’s write*****\* Goals:*** To complete a gapped text with the help of picture cues.- Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues. Check comprehension.**-** Write the sentence with the first gap on the board. Read the sentence as a class. When you reach the gap, ask pupils to point at the picture (the American flag) and encourage pupils to say the name of the country (*America*). Give pupils time to write the answers.**-** Repeat **Step 2** for the other gaps.**-** If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work. | T- Whole classWhole class/ Individual workPair workWhole class- Whole classWhole class/ Individual workPair workWhole classWhole classPair workT- Whole classWhole class/ Individual workPair workT- Whole classPair workT- Whole classWhole class/ Individual workWhole classWhole class/ Individual work |
| **Fun corner and wrap-up:** 5 minutes- Play game on power point “ Who’s faster?”**Homework.** - Prepare the new lesson: *Extension activities* |  |

Week: 9 Date of planning:

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**EXTENSION ACTIVITIES**

**A. Objectives:**

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

**1. Knowledge:**

- dentify five different countries together with their flags and land shapes

- identify the different times in different countries

- identify some countries are near or far from Viet Nam

- ***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:* website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 42, 43, notebooks, workbooks, school things.

**C. procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm- up and revew: (5’)**Greet the class.- Have pupils sing the song *What time do you go to school?* on page 19. Praise pupils and get the class to cheer or clap their hands. (Teacher may let pupils watch the animation video of the song and have them sing along.- Say “Open your book page 42, 43” and look at “*Extension activities”.* | Whole class/ group work |
| **New lesson (30’)****Activity 1. Look and write*****\* Goals:*** To identify five different countries in the pictures.**-** Draw pupils’ attention to the pictures. Ask *Where is Viet Nam?* and encourage pupils to point to it. Write *Viet Nam* on the board.**-** Repeat Step 1 for *Britain, Japan, Australia* and *America*.**-** Have pupils complete the activity by writing the name next to each country. Check answers together as a class.**Key:** 1. Viet Nam 2. Britain 3. Japan 4. Australia 5. America**Activity 2**. **Look and write.*****\* Goals:***To identify the different times in different countries and complete the gapped sentences.- Have pupils look at the clocks. Draw their attention to the different times in different countries. Explain the concept of time zones in a simple way if necessary.**-** Write *In America, it’s \_\_\_\_\_.* on the board. Read the first part of the sentence aloud and encourage pupils to complete it. When pupils answer correctly, write the answer on the board: *It’s eight o'clock.* **-** Have pupils complete the activity by completing the sentences. Check answers as a class.- Pupils can identify the different times in different countries and complete the gapped sentences.**Key:** 2. one o’clock 3. seven o’clock  4. nine o’clock 5. ten o’clock**Activity 3. Read the questions. Then tick the answers.** ***\* Goals:***  To read the questions and tick the correct answers about countries near and far from Viet Nam.- Draw pupils’ attention to the question *Which country is near Viet Nam?* and read it as a class. Check comprehension.**-** Ask pupils to look at Question 1 with three answer options a, b and c. Explain the new word Russia. Get them to look at the flags of Thailand, America and Russia, elicit the right answer and tick it (Picture a). Repeat the same procedure with Question 2.**-** Repeat Steps 1 and 2 with the question *Which country is far from Viet Nam?* Go around the classroom to offer support where necessary.**-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.**-** Have pupils say the answers by asking the two questions.Pupils can read the questions and tick the correct answers about countries near and far from Viet Nam.**Key:** 1. a2. c3. a4. b | T- Whole classWhole class/ Individual workWhole classWhole classWhole class/ group workWhole classT- Whole classPair workWhole class |
| ***Fun corner and wrap up******\* Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.***Guessing Game (ppt)**- Divide the class into 2 teams: Boys and Girls.- Pupils take turns looking at the pictures and letters to guess the words. If they have the correct answers, they get one point for their teams. If the answer is not correct, the other team answers and gets points.**Homework.** - Prepare the new lesson: *Unit 6, Lesson 1 (1,2,3).* | Whole classWhole class/ Individual work |

**Comments**

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