Date of planning: ….. /….. /

 Date of teaching: ….. /…../

**Week 17**

**Period 66- 67 REVIEW 2**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Perform their abilities in listening, speaking to the topics from units 6-10, using the phonics, vocabulary and sentence patterns they have learnt.

- Listen and tick the correct pictures.

- Listen and number the pictures.

- Listen and tick the sentences Yes (Y) or No (N).

- Read a paragraph and write answers to the questions.

- Write about themselves, using the guiding questions.

**2. Skills:**

- Develop Ss’ speaking and reading skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love people, hometown and country.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to do listening, reading, writing and speaking tasks.

**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: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have ss find all the simple past words.- Check some groups.*Task 1. Listen and tick*- Have Ss look at the pictures - Play recording twice. - Play recording again.- Call on some students to report the answers to the class.- Check and correct.*Task 2. Listen and number*- Have Ss look at the pictures - Play recording twice. - Play recording again.- Call on some students to report the answers to the class.- Check and correct.*Task 3. Listen and tick Y and N*- Have Ss look at the pictures - Play recording twice. - Play recording again.- Call on some students to report the answers to the class.- Check and correct.*Task 4. Read and write*- Have pupils open their books on the P71. Tell pupils that they are going to read and get the information to write the answers.- Ask some pupils to read their answers aloud to the class. - Correct.*Task 5. Write about you*- Asking Ss to read the text on the P71 and complete the text.- Guiding Ss to complete the text.- Call on some Ss to read the text that they have completed.- Correction.- Have ss review the lesson & prepare the test | Work in group of 5.- Identify. - Listen and tick.- Listen and check.- Practice in pairs.- Give out and check.- Identify. - Listen and tick.- Listen and check.- Practice in pairs.- Give out and check.- Identify. - Listen and tick.- Listen and check.- Practice in pairs.- Give out and check.- Look at the pictures, read silently the questions & write the answers in individual.- 4-5 Ss. The rest of the class listen and give comments.- Look at the pictures, read, find suitable words to fill in the blank *-* 4-5 Ss. Others give comments.- Do at home. |

 Date of planning: ….. /….. /

 Date of teaching: ….. /…../

**Week 17**

**Period 68 SHORT STORY**

**I. Objectives:**

- By the end of this lesson, students will be able to practise all the knowledge they have learn

- Develop speaking, reading and writing skills.

- Ss look after, solve problems and study themselves.

- Studious and obedient students and love their friends.

- Read and listen to the short story.

- Answer the questions.

- Unscramble the words from the story.

- Read and fill a gapped conversation.

- Work in pairs to talk about their school Sports Day.

- Read and match the questions with the answers.

**II. Teaching methods:**

- Communicative approach.

- Techniques:Ask and answer (say individually); Work in pairs/ groups; Discuss.

**III. Teaching aids**:

- Teacher’s aids: student’s and teacher’s book, word cards, pictures, puppets.

- Students’ aids: books, notebooks, workbooks.

**IV. Languages focus**:

Vocabulary: about Cat and Mouse

**V. Procedure**:

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | *- Chatting about what did people do.***1. Fill the gaps. Then listen and check**- Have pupils look at pictures 1, 2, 3, 4, 5, 6, 7 and 8 on page 72 of the Student Book. Give the identification of the characters in the pictures and the characters’ words. Ss guess the suitable words to fill in the blank. Tell pupils that they are going to listen to the recording and check their answers- Play the recording 2 times pupils to listen. Check their guess. - Make a few questions to check pupils’ comprehension of the story- Play the recording again pupils listen to the story and check Ss’ answersAnswer: 1. Hello 2. Meet you 3. Your/ Yes 4. chair/ armchair**2. Ask and answer the questions**-Ask students to read the story in the book and find out the answers for the questions. Work in pairs to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark. Correct the pronunciation. Answer: 1. It is white 2. No, it isn’t 3. It is red 3. It’s big **3. Number the sentences. Then act out in pairs**- Have Ps work in group. Read the story again and order the sentences to make the meaningful dialogue. - Pair works. Have pupils trade their answers for correction.- Call on some pairs to report their answers. The rest of the class listen give comments.- Make a few questions to check pupils’ comprehension of the sentences.- Have the whole class read each sentence in chorus to reinforce their pronunciation.Answer: Chit: Please to meet you, MauriceMaurice: Please to meet you tooChit: Is this your house?Maurice: Yes, it is.Chit: It’s big!Maurice: That’s right.**4. Put the words in the correct order**- Whole class. Have pupils turn their books to page 73. Tell pupils that they are going to read the story to get the information in order to order the words given.- Pupils order the words to make meaningful sentences individually and do the task. Monitor the activity and offer help when necessary.- Have pupils trade their answers for correction.- Call on some pupils to report their answers. The rest of the class listen give comments.- Make a few questions to check pupils’ comprehension of the sentences.- Have the whole class read each sentence in chorus to reinforce their pronunciation.Answer:Is that your chair?Do you like hide-and-seek?Pleased to meet you too.Let’s play hide – and – seek.Is this your house?  **5. Fill the gaps. Then listen and check**- Have pupils look at pictures 1, 2, 3, 4, 5, 6, 7 and 8 on page 72 of the Student Book. Give the identification of the characters in the pictures and the characters’ words. Ss guess the suitable words to fill in the blank. Tell pupils that they are going to listen to the recording and check their answers- Play the recording 2 times pupils to listen. Check their guess. - Make a few questions to check pupils’ comprehension of the story- Play the recording again pupils listen to the story and check Ss’ answersAnswer: 1. Hello 2. Meet you 3. Your/ Yes 4. chair/ armchair**6. Ask and answer the questions**- Ask students to read the story in the book and find out the answers for the questions. Work in pairs to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark. Correct the pronunciation. Answer: 1. It is white 2. No, it isn’t3. It is red 3. It’s big **7**. **Number the sentences. Then act out in pairs**- Have Ps work in group. Read the story again and order the sentences to make the meaningful dialogue. - Pair works. Have pupils trade their answers for correction.- Call on some pairs to report their answers. The rest of the class listen give comments.- Make a few questions to check pupils’ comprehension of the sentences.- Have the whole class read each sentence in chorus to reinforce their pronunciation.Answer: 1. Chit: Please to meet you, Maurice
2. Maurice: Please to meet you too
3. Chit: Is this your house?
4. Maurice: Yes, it is.
5. Chit: It’s big!
6. Maurice: That’s right.

**8. Put the words in the correct order** - Whole class. Have pupils turn their books to page 73. Tell pupils that they are going to read the story to get the information in order to order the words given.- Pupils order the words to make meaningful sentences individually and do the task. Monitor the activity and offer help when necessary.- Have pupils trade their answers for correction.- Call on some pupils to report their answers. The rest of the class listen give comments.- Make a few questions to check pupils’ comprehension of the sentences.- Have the whole class read each sentence in chorus to reinforce their pronunciation.Answer:Is that your chair?Do you like hide-and-seek?Pleased to meet you too.Let’s play hide – and – seek.Is this your house? **\* Summary (1’)**- Asking Ps to focus on the structure once again.- Retell the content of the lesson.**C. Homework (1’)**- Do exercises in the workbook. Learn by heart the new words and structures | - Respond. |