**Week: 18**

**Preparing date: 5/1/2025**

**Teaching date: 6 /1/2025**

**Period: 69**

**REVIEW 2**

**Period 2**

**I.OBJECTIVES:**

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

1. Knowledges:

- ﻿ read and match four pairs of target sentence patterns.

- read a gapped letter on familiar topics and show understanding of it by choosing the correct words to fill the gaps.

- use the target language to complete a gapped letter about their school.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in what they have learnt

- Diligence: complete learning tasks

**II. RESOURCES**

- Student’s book: Page 75

- Teacher’s guide: Pages 153, 154, 155

- Flash cards/ pictures and posters (Unit 1 - 10)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Activity 3. Read and match. 5 minutesGoal: To ﻿read and match four pairs of target sentence patterns. -Draw pupils’ attention to the questions and answers. Tell them about this activity. Point at Question 1, *What subjects do you have today?* and elicit the type of answer required (*subjects*). Have pupils read the answers, find the correct one and give feedback. Draw a line to match Question 1 with Sentence b.  -Give pupils time to do the task individually. Go around the classroom to offer support.  -Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Extension: Invite a few pairs of pupils to stand up and read the matched exchanges aloud.Pupils ﻿can ﻿read and match four pairs of target sentence patterns.Key: 1. b 2. d 3. a 4. CActivity 4. Read and complete. 10 minutesGoal: To read a gapped letter on familiar topics and show understanding of it by choosing the correct words to fill the gaps.Step 1﻿: Tell pupils the goal of the activity and explain that they should read a letter and choose the words in the box to complete. Check comprehension. -Do Sentence 1 as an example. Point at the first sentence and read aloud as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus. -Set a time limit for pupils to do the task independently. Go around the classroom and oﬀer help if necessary. -Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessaryActivity 5. Let’s write. 10 minutes Goal: To ﻿﻿﻿use the target language to complete a gapped letter about their school. -Tell the class the goal of the activity and explain that they should read the gapped letter and fill in the gaps with their own information. Check comprehension.  -Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit suitable answers (e.g. *the city, the mountains, the town, the village*). Then have them fill in the gap.  -Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.  -Get pupils to swap their books with a partner and check their answers before checking as a class. Extension: Invite one or two pupils to read their completed letters in front of the class.Play game (ppt)- Divide the class into 3 teams. - Pupils from each team take turns to choose a letter and answer a question.- Pupils answer correctly and get some points.3.Wrap up:Ask students to answer the following questions: *What have you learnt from the lesson today?* (- Read a gapped letter on familiar topics and show understanding of it by choosing the correct words to fill the gaps.- Use the target language to complete a gapped letter about their school.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction.-play game in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 18**

**Preparing date: 5/1/2025**

**Teaching date: 6 /1/2025**

**Period: 70**

**EXTENSION ACTIVITIES 2**

**I.OBJECTIVES:**

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

1. Knowledges:

- read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.0

- distinguish the features of the city and the countryside.

- revise the target vocabulary and sentence patterns by playing *Board* game.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in what they have learnt

- Diligence: complete learning tasks

**II. RESOURCES**

- Student’s book: Page 76, 77

- Teacher’s guide: Pages 141, 142

- Flash cards/ pictures and posters (Unit 1 - 10)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Ask pupils to choose a chant from *Units 6 to 10* and chant together.- Get pupils to open their books at page 76 and look at *Extension activities, Activity 1.*2.New Lesson:Activity 1. Read and match. 5 minutes Goal: To read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city. -Draw pupils’ attention to the texts and the pictures. Tell them about this activity. Have pupils look at Pictures a and b and elicit the features of them. Ask *What can you see in the city?* and then *What can you see in the countryside?*  -Read text 1 aloud. Ask pupils to match text 1 to Picture a or b. Continue with text 2.  -Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  -Have pupils underline the features of the city in text 1 and the features of the countryside in text 2. Extension: Invite a few pairs of pupils to stand up and read the texts aloud.Key: 1. b 2. AActivity 2. Write *a*  for *countryside* or *b* for *city*. 10 minutesGoal: To ﻿﻿distinguish the features of the city and the countryside. -Draw pupils’ attention to the words and phrases. Tell them about this activity. Check comprehension.  -Do Question 1 together. Read the phrase in Question 1 aloud and elicit the answer (city). Have pupils write down the answer.  -Give pupils time to do the task individually. Go around the classroom to offer support.  -Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.Key: 1. b 2. b 3. a 4. a 5. b 6. b 7. b 8. AActivity 3. Board game. Roll a dice. Listen and answer. 10 minutesGoal: To revise the target vocabulary and sentence patterns by playing *Board* game. -Lead 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. A member of each group moves the group’s counter forward by the number of spaces indicated by the dice. -When a counter lands on a space with a picture, ask the corresponding question below. If the group gives a correct answer, their counter stays on the space. If they do not give a correct answer, their counter must be moved back two spaces and their turn ends. Explain that there are some spaces with instructions such as Go back one space, Move ahead one space and Miss a turn. When landing on these spaces, the instructions must be followed. Check comprehension.Play game (ppt)- Divide the class into 3 teams. - Pupils from each team take turns choose a letter and answer a question.- Pupils answer correctly and get some points. Option 2: Using *hoclieu.vn*, have pupils look at the questions and answers of Activity 1 then match. 3.Wrap up:Ask students to answer the following questions: *What have you learnt from the lesson today?* (- Read and match two reading texts with pictures of the countryside and the city, and identify the features of the countryside and the city.- Revise the target vocabulary and sentence patterns by playing *Board* game.) | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction.-play game in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 18**

**Preparing date: 5/1/2025**

**Teaching date: 8 /1/2025**

**Period: 71 .72**

**Week: 18**

**Date of teaching: /11/2023**

**Period: 72**

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**Adjustments (if necessary):**

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**Week: 18**

**Date of teaching: /1/2025**

**Period: 71,72**

 KIỂM TRA HỌC KỲ 1