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| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:****Date of teaching:****Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**REVIEW 1**

**Period 1**

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| **I. OBJECTIVES**By the end of the lesson, pupils will be able to: |
| **Language knowledge & skills** | - 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? – It’s \_\_\_\_\_\_\_\_\_\_\_\_.**What time do you \_\_\_\_\_\_\_\_\_\_? – I \_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_.**What day is it today? – It’s \_\_\_\_\_\_\_\_\_\_\_\_\_.**What do you do on \_\_\_\_\_\_\_\_\_\_\_? – I\_\_\_\_\_\_\_\_\_\_.**When’s your birthday? – It’s in \_\_\_\_\_\_\_\_\_\_\_.**What do you want to eat / drink? – I want \_\_\_\_\_\_\_\_\_\_.**Can you \_\_\_\_\_\_\_\_? – Yes, I can. / No, I can’t.**Can he / she \_\_\_\_\_\_\_\_\_?* *– Yes, he / she can. / No, he / she can’t, but he / she can\_\_\_\_\_\_\_\_\_.*- take part in extension activities to apply their language knowledge and competences. |
| **Competencies** | Decision making, motivation, problem-solving, communication, planning and organization  |
| **Atributes** | Listening competence: Listen and tickSpeaking Communication: Let’s talkReading competence: work in pairs or groupsDiligence: complete learning tasks |
| **II.** **RESOURCES AND MATERIAL:** |
|  | - Student’s book: Page 40- Audio track 56- Teacher’s guide: Pages 81, 82, 83- Website *hoclieu.vn*- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Review – Listen and tick – Ask and answer – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| **Warm-up and review:** 15 minutes |  |
|  | Greet the class.**Option 1:** Sing *What time do you go to school?* Song. **Option 2: Game: Sentence puzzle**- Divide the class into groups of four. - Give each group a sentence that is broken/ cut into pieces.- Ask them to arrange them to make a complete sentence, then read it aloud. - The group makes it first will be the winner.**Option 3:** **Game: Lucky numbers**- Teacher divides the class into 2 teams (boys and girls).- Each team takes turns to choose the number and answer the question.-The team that has more points will be the winner. | Whole classWhole class/ Group workIndividual work/ Group work |  |
| **PRACTICE****Activity 1. Listen and tick .** 5 minutes |
| a. Goal | To listen to and understand five communicative contexts and tick the correct pictures. |  |
| b. Input | Picture cues:1a. the Vietnamese flag 1b. the English flag 1c. the Japanese flag 2a. a boy roller skating 2b. a boy cooking 2c. a boy drawing 3a. a calendar showing 8 February3b. a calendar showing 8 March3c. a calendar showing 8 April4a. a girl studying at school on Fridays 4b. a girl listening to music on Fridays 4c. a girl doing housework on Fridays 5a. a boy having breakfast at 6:15 a.m. 5b. a boy having breakfast at 6:30 a.m. 5c. a boy having breakfast at 6:45 a.m. ***Audio script:****1. A: Where are you from?* *B: I’m from Japan.**2. A: Can he roller skate?* *B: Yes, he can.**3. A: When’s your birthday?* *B: It’s in April.**4. A: What do you do on Fridays?* *B: I listen to music.**5. A: What time do you have breakfast?* *B: At six forty-five.* |  |
| c. Outcome | Pupils can listen to and understand five communicative contexts and tick the correct pictures.Key: 1. c 2. a 3. c 4. b 5. c |  |
| d. Procedure | **Step 1**: Draw pupils’ attention to Pictures 1a, 1b and 1c. Elicit the countries with the flags. Then play the recording for Question 1. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers. Repeat the same procedure with the rest of the questions.**Step 2**: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.**Step 3:** Play the recording for pupils to double-check their answers.**Extension**: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class/ Individual workPair workWhole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers- Assessment tools: Observation; Questions & Answers, Peer correction  |  |
| **PRODUCTION****Activity 2. Ask and answer.** 7 minutes |
| a. Goal | To ask and answer questions using picture cues. |  |
| b. Input | - Context 1: Lucy: What time do you go to school?  Nam: \_\_\_\_\_\_\_\_\_.- Context 2: Lucy: What do you want to drink?  Nam: \_\_\_\_\_\_\_\_\_.- Context 3:  Lucy: Where’s he from?  Nam: \_\_\_\_\_\_\_\_\_.- Context 4: Lucy: Can you cook?  Nam: \_\_\_\_\_\_\_\_\_. |  |
| c. Outcome | Pupils can ask and answer questions using picture cues. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the first picture. Get them to look at the clock to identify the time shown on it. Check pupils’ comprehension.**Step 2:** Draw pupils’ attention to Question 1. Have pupils look at the clock in the picture to answer the question.**Step 3:** Repeat Steps 1 and 2 with the rest of the questions.**Step 4:** Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.**Extension:** Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges. | Whole class/ Individual workIndividual work |  |
| d. Assesment | - Performance products: Student’s interaction and performance- Assessment tools: Observation; Questions & answers |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1:** Use *hoclieu.vn,* have pupils look at the words in the picture of *Activity 1* and repeat after the recordings.**Option 2: Game: Spin the wheel** - Divide the class into 3 teams.- Pupils take turn to spin the wheel, use the information given to ask and answer.- If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team has a turn.**Option 3:** - Ask pupils to answer the following questions: 1. *What have you learnt from the lesson today?* 2. *What are the core values of the lesson?*  | Whole class/ Individual workGroup work |  |