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

**REVIEW 1**

**Period 1**

| **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 tick  Speaking Communication: Let’s talk  Reading competence: work in pairs or groups  Diligence: 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** |

| **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 class  Whole class/ Group work  Individual 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 February  3b. a calendar showing 8 March  3c. a calendar showing 8 April  4a. 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 work  Pair work  Whole 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 work  Individual 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 work  Group work |  |

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

**REVIEW 1**

**Period 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | To read and write a gapped conversation. |
| **Competences** | Decision making, motivation, problem-solving, communication, planning and organization |
| **Attributes** | Written Communication: Let’s write  Reading competence: work in pairs or groups |
| **Attributes:** | Diligence: complete learning tasks |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | - Student’s book Page 41  - Teacher’s guide Pages 75, 76  - Website *hoclieu.vn*  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and match – Read and complete –**  **Let’s write – Fun corner and wrap up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing countries song (Where are you from?)  **Option 2:** **Odd one out**  - Teacher displays four flashcards connected to a theme (time, days of the week, months, countries,...) with one “odd one out”.  - Pupils say all the words together.  - Then, ask them to raise their hands when they have found an odd one out and explain their reasons.  **Option 3:** **Game:** **Bingo**  - Teacher distribute a sheet of paper with 9 squares on it to each student.  - Teacher shows a list of words about (days of the week, months of the year, time, food, drink, …) and asks ss to choose the words and fill in the squares on the sheet of paper. | Whole class  Whole class/ Group work  Individual work/ Group work |  |
| **PRACTICE**  **Activity 3. Read and match.** 8 minutes | | |  |
| a. Goal | To read and match pairs of target sentence patterns | |  |
| b. Input | Five pairs of sentence patterns, which together form simple exchanges between two pupils. | |  |
| c. Outcome | Pupils can read and match pairs of target sentence patterns.  Key: 1. c 2. d 3. b 4. e 5. a | |  |
| d. Procedure | **Step 1**: 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.  **Step 2:** Give pupils time to do the task. Go around the classroom to offer support.  **Step 3:** Get pupils to swap their books with their partners, then check answers together as a class. Write the correct answers on the board.  **Extension:** Invite pairs of pupils to stand up and read the matched exchanges aloud. Pupils can read and match pairs of target sentence patterns. | Whole class    Whole class/ Individual work  Pair work |  |
| e. Assesment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  |
| **PRACTICE**  **Activity 4. Read and complete.** 9 minutes | | |  |
| a. Goal: | To read and complete a gapped passage about Ben. | |  |
| b. Input: | - A passage about Ben  - A gapped passage to complete | |  |
| c. Outcome: | Pupils can read and complete a conversation with the words relating to the topics “Names”, “Ages”, and “Hobbies”.  Key: 1. Australia 2. Fridays 3. guitar 4. Sundays | |  |
| d. Procedure: | **Step 1:** Have pupils read the passage about Ben. Check comprehension.  **Step 2:** Have pupils look at the gapped passage. Draw 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.  **Step 3:** Repeat **Step** **2** with the rest of the gaps. Go around the classroom to offer support where necessary.  **Step 4:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answer on the board.  **Extension:** Invite some pupils to stand up and read the completed passage aloud.  **Mini game:** **Reading comprehension**  - Ask pupils to read the passage again.  - Then work in pairs and answer the questions:  *1. A: Where is 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.* | Whole class/ Individual work    Pair work  Individual work  Whole class/ Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | |  |
| **PRACTICE**  **Activity 5. Let’s write.** 8 minutes | | |  |
| a. Goal | To complete a gapped text with the help of picture cues. | |  |
| b. Input | A short gapped text with target sentences complete | |  |
| c. Outcome | Pupils can complete the gapped text using picture cues  Key: 1. America 2. April 3. sing 4. draw 5. roller skate | |  |
| d. Procedure | **Step 1:** Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues. Check comprehension.  **Step 2:** 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 America). Give pupils time to write the asnwers.  **Step 3:** Repeat **Step 2** for the other gaps.  **Step 4:** 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. | Whole class/ Individual work  Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1:** Use *hoclieu.vn*, have pupils look at the words in the picture of *Activities 3* and repeat after the recording.  **Option 2: Guessing game**  - Divide class in teams. Teacher calls 1 pupil from each team to guess the word. Teacher shows 3 hints after 10 seconds. If pupils can give the correct after 1st hint, 3 points are given to his/ her team. If pupils can give the correct after 2nd hint, 2 points are given to his/ her team. If pupils can give the correct after 3rd hint, 1 points are given to his/ her team. | Whole class  Group work |  |

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

**EXTENSION ACTIVITIES**

**Period 3**

| **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. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - show pride in what they can do and great respect for other people’s abilities by using appropriate gesture and intonation when asking and answering about abilities. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 42, 43  - Teacher’s guide: Pages 76, 77  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | 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. - Ask pupils to open their books at page 42, 43 and look at Extension activities, Activity 1. | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 1. Look and write.**  5 minutes | | | | | |
| a. Goal | To identify five different countries in the pictures. | | | |  |
| b. Input | Five pictures showing the five countries with their flags: Viet Nam, England, Japan, Australia, and America. | | | |  |
| c. Outcome | Pupils can identify five different countries in the pictures.  **Key:** 1. Viet Nam 2. England 3. Japan 4. Australia 5. America | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Ask *Where is Viet Nam?* and encourage pupils to point to it. Write Viet Nam on the board.  **Step 2:** Repeat Step 1 for England, Japan, Australia and America.  **Step 3:** Have pupils complete the activity by writing the name next to each country. Check answers together as a class.  **Extension:** Nominate pairs of pupils to act out the exchanges. | | | Whole class  Whole class  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 2. Listen and write.**  10 minutes | | | | | |
| a. Goal | To identify the different times in different countries. | | | |  |
| b. Input | Five clocks showing the times in five different countries and five gapped sentences to complete. | | | |  |
| c. Outcome | Pupils can identify the different times in different countries and complete the gapped sentences.  **Key:** 1.8:00 AM 2.1:00 PM 3.7:00 PM 4.9:00 PM 5.10:00 PM | | | |  |
| d. Procedure | **Step 1:** 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.  **Step 2:** 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: 8:00 AM.  **Step 3:** Have pupils complete the activity by completing the sentences. Check answers as a class. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; questions & answers | | | |  |
| **PRODUCTION**  **Activity 3. Read the questions. Then tick the answers.** 8 minutes | | | | | |
| a. Goal | To read the questions and tick the correct answers, then say what countries are near / far from Viet Nam. | | | |  |
| b. Input | Questions and answer options for pupils to choose and tick. | | | |  |
| c. Outcome | Pupils can read the questions and tick the correct answers, then state what countries are near / far from Viet Nam.  **Key: 1. A** a **B** c **2. A** a **B** b  **1. A.** It’s Thailand. **B.** It’s Malaysia. **2. A.** It’s Canada. **B.** It’s Australia. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to Question 1 and read it as a class. Check comprehension.  **Step 2:** Ask pupils to look at Answer A 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 Answer B.  **Step 3:** Repeat Steps 1 and 2 with Question 2. Go around the classroom to offer support where necessary.  **Step 4:** 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.  **Step 5:** Have pupils say the answers by asking them Questions 1 and 2. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Guessing Game**  - Divide the class into 2 teams: Boys and Girls.  - Pupils take turn to look 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 answer and get points.  **Option 2: Mystery box Game**  - Divide the class into two teams: Boys and Girls.  - Pupils take turns to choose the letter and answer the question.  - They look at the pictures and answer the questions. If they have the correct answers, they get one point for their teams. If the answer is not correct, the other team answer and get points.  - Team with the most points is the winner. | | | Group work  Group work |  |