

**Week: 25**  
**Period: 49**

**Planning date: 01/03/ 2025**  
**Teaching date: 03- 09/03/ 2025.**

**REVIEW 3 (Phil and Sue)**  
**Lesson 1 - Period 1**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.
- correctly identify target words from the story.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning task.
- Self-control and independent learning: perform all four skills.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.
- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil's book: Page 54
- Audio Track 68
- Teacher's guide: Pages 95, 95
- Website *hoclieu.vn*
- Flashcards/ pictures and posters (Review 3)
- Computer, projector, ...

**III. PROCEDURES**

**1. WARM-UP & REVIEW (5 minutes)**

**a. Objectives:**

- To review the words (*grapes, cake, table, riding, yogurt, yo-yos*).

**b. Content:**

- Game: "*Cutting the lucky flowers*"

**c. Expected outcomes:**

- Pupils can remember and identify the pictures and words (*grapes, cake, table, riding, yogurt, yo-yos*) correctly.

**d. Organisation:**

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
<b>Game: "<i>Cutting the lucky flowers</i>"</b>		
- Divide the class into two teams. Prepare the pictures	- Work in two teams.	- Flowers contains pictures.

<p>and words (<i>grapes, cake, table, riding, yogurt, yo-yos</i>).</p> <ul style="list-style-type: none"> <li>- Place four flowers containing the pictures and two lucky flowers.</li> <li>- Have pupils in each team choose the lucky flower will receive ten points without saying the words. If the pupil choose the flower containing the picture, the pupil must say the correct word to get ten points.</li> <li>- The team with more points will win.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flowers.</li> <li>- Choose the flower and say the correct word.</li> <li>- Raise the team wins.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures (<i>grapes, cake, table, riding, yogurt, yo-yos</i>).</li> </ul>
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**e. Assessment**

- Performance products: Pupils’ answers and pronunciation
- Assessment tools: Observation; Feedback

**2. ACTIVITY 1 (10 minutes)**

**a. Objectives:**

-To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

**b. Content:**

- Activity 1. Listen and read.

**c. Expected outcomes:**

-Pupils can correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

**d. Organisation**

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
<b>Activity 1. Listen and read.</b> (Track 68)		
<p><b>Step 1:</b> Draw pupils’ attention to the pictures (say “Look at the pictures.”). Ask questions to help them identify the context.</p> <p><b>Step 2:</b> Have pupils point to Picture 1 (say “Point to Picture 1.”). Play the recording for Picture 1 and</p>	<ul style="list-style-type: none"> <li>- Pupils look at the pictures and identify the context.</li> <li>- Pupils point to Picture 1. Pupils listen to the recording for Picture 1</li> </ul>	<ul style="list-style-type: none"> <li>- There are four pictures in the story.</li> <li>- Picture 1 shows Phil, Peter and Lucy at a table. On the table, there is a birthday cake, grapes, and yogurt. Phil is saying “Today is Super Sue’s birthday.”</li> </ul>

<p>encourage pupils to repeat (say “Listen and repeat.”).</p> <p><b>Step 3:</b> Repeat <b>Step 2</b> for Pictures 2, 3 and 4.</p> <p><b>Step 4:</b> Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils’ pronunciation, if necessary.</p> <p><b>Step 5:</b> Invite a few pairs to act out the story for the class.</p> <p><i>Extra activity:</i> For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.</p>	<p>and repeat.</p> <ul style="list-style-type: none"> <li>- Pupils follow the teacher’s instructions.</li> <li>- Pupils work in pairs to act out the story.</li> <li>- Pupils act out the story for the class.</li> <li>- Pupils close their books and try to remember what the characters are doing in each picture.</li> </ul>	<p>Lucy is saying “The cake is on the table.”</p> <p>Peter is saying “And the grapes are on the table, too.”</p> <ul style="list-style-type: none"> <li>- Picture 2 shows Phil and two friends at a table. On the table, there is a birthday cake, grapes, and yogurt. Phil is saying “Do you like the cake?” Lucy is saying “Yes, I do.”</li> <li>- Picture 3 shows Phil and two friends looking out of the front door. Lucy is saying “Where’s Sue?”</li> <li>- Picture 4 shows Phil and two friends looking out of the front door. Sue and Kate are riding bikes up the path. Phil is saying “Oh, Sue and Kate are here. They’re riding bikes.” Lucy and Peter are saying “Happy birthday, Sue!”</li> </ul>
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**e. Assessment**

- Performance products: Pupils’ pronunciation
- Assessment tools: Observation; Feedback

**3. ACTIVITY 2 (10 minutes)**

**a. Objectives:**

- To correctly identify target words from the story.

**b. Content:**

- Activity 2. Look again and circle.

**c. Expected outcomes:**

- Pupils can correctly identify target words from the story.

**d. Organisation**

TEACHER’S ACTIVITIES	PUPILS’	CONTENT
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ACTIVITIES		
<b>Activity 2. Look again and circle.</b>		
<p><b>Step 1:</b> Have pupils point to and say the word <i>grapes</i> (say “Point to the word <i>grapes</i>. Say <i>grapes</i>.”).</p> <p><b>Step 2:</b> Have pupils look again at the story and try to find <i>grapes</i> in one of the pictures (say “Look again. Are there <i>grapes</i> in the story?”). If there are <i>grapes</i>, pupils should circle the word/picture; if not, then they do not need to circle the word/picture.</p> <p><b>Step 3:</b> Repeat <b>Steps 1</b> and <b>2</b> for <i>yogurt, cake, yams, riding, sliding, zoo</i> and <i>zebra</i>.</p>	<ul style="list-style-type: none"> <li>- Pupils point to and say the word <i>grapes</i></li> <li>- Pupils look again at the story and try to find <i>grapes</i> in one of the pictures.</li> <li>- Pupils follow the teacher’s instructions.</li> </ul>	<p>Pictures and words in activity 1. Answers: <i>grapes, yogurt, cake, riding.</i></p>

**e. Assessment**

- Performance products: Pupils’ answers
- Assessment tools: Observation; Feedback

**4. FUN CORNER AND WRAP-UP (10 minutes)**

**a. Wrap-up**

**\* Option 1/ Game: “Inside the bag”**

- Divide the class into four teams.
  - Prepare some pictures or cards then put them in four bags. Give each team a bag. Put some pictures in a bag.
  - Have pupils sit in a circle.
  - Play some music ask pupils to pass the bag from one pupil to next around the circle.
  - Have each pupil comes to the front the class and choose a picture from the bag. Then say the word correctly.
  - Continue with other pupils in their team.
  - The team with more points will win.
- \* Option 2/ Game: “Stop the bus”**
- Divide the class into three teams.
  - Draw a table including three columns on the board.
  - Have three pupils come to the board.

- Give them three topics in each column.
- Call out a letter, e.g. the letter “y”.
- Have pupils raise the word cards, e.g. “yo-yos”, but must begin with the letter “y”.
- The one who finishes first says “Stop the bus” and gets the point.
- Correct the pupils’ pronunciation.
- The team with more points will win.

**b. Homework**

- Learn the vocabulary by heart.
- Do exercises in the workbook.
- Prepare for the next lesson: Review 3/Lesson 2, Page 55.

**Week: 25**  
**Period: 49**

**Planning date: 01/03/ 2025**  
**Teaching date: 03- 09/03/ 2025.**

**REVIEW 1 (Self-check)**  
**Lesson 2 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- recognise target words while listening.
- recognise the sounds of letters while listening.
- write the letters *y*, *x*, *i* and *a* to complete target words.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning tasks.
- Self-control & independent learning: perform all four skills.
- Problem-solving and creativity: confidently answer appropriate questions.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.
- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil's book: Page 55
- Audio Tracks 69, 70
- Teacher's guide: Pages 96, 97
- Website *hoclieu.vn*
- Flashcards/ pictures and posters (Review 3)
- Computer, projector, ...

**III. PROCEDURES**

**1. WARM-UP & REVIEW (5 minutes)**

**a. Objectives:**

- To review the words with the sounds of letters *Y/y (/j/)*, *Z/z (/z/)*, *I/i (/aɪ/)* and *A/a (/eɪ/)*.

**b. Content:**

- Game: "*Magic bag*"

**c. Expected outcomes:**

- Pupils can remember and write the words related to the sounds of letters *Y/y (/j/)*, *Z/z (/z/)*, *I/i (/aɪ/)* and *A/a (/eɪ/)*.

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
<b>Game: "<i>Magic bag</i>"</b>		

<ul style="list-style-type: none"> <li>- Prepare some pictures/ flashcards, each picture has a word with some missing letters, e. g. <i>gr_p_s</i>.</li> <li>- Put pictures into a bag.</li> <li>- Play some music and have pupils pass the bag.</li> <li>- When the music stops, the pupil holding a bag takes out one picture, complete the word and says out the word correctly.</li> <li>- Continue the game in the same way.</li> <li>- Correct the pupils' pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures on the board and say the names of the flashcards.</li> <li>- Look at pictures into the bag.</li> <li>- Listen to the music and pass the bag.</li> <li>- Take out the picture, complete and say the word correctly.</li> <li>- Continue playing the game.</li> <li>- Check the friends' pronunciation.</li> </ul>	<p>-Picture/Flashcards</p> <ol style="list-style-type: none"> <li>1. <i>gr_p_s</i> - grapes.</li> <li>2. <i>t__le</i> - table.</li> <li>3. <i>dr_v_ng</i> -driving.</li> <li>4. <i>_e_ra</i> – zebra.</li> <li>5. <i>sl_d_ng</i>- sliding.</li> <li>6. <i>_o_os</i>- yo-yos.</li> </ol>
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**e. Assessment**

- Performance products: Pupils' answers
- Assessment tools: Observation; Questions & answers

**2. ACTIVITY 1 (10 minutes)**

**a. Objectives:**

- To recognise target words while listening.

**b. Content:**

- Activity 1. Listen and tick or cross.

**c. Expected outcomes:**

- Pupils can recognise target words while listening.

**d. Organisation**

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
<b>Activity 1. Listen and tick or cross (Track 69)</b>		
<p><b>Step 1:</b> Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "yo-yos/cake/zebu/sliding".</p> <p><b>Step 2:</b> Play the recording and allow pupils time to complete the activity (say</p>	<ul style="list-style-type: none"> <li>- Pupils look at the pictures and say the words.</li> <li>- Pupils listen to the recording and complete the activity.</li> </ul>	<p>There are four pictures: 1. two yo-yos, 2. a cake, 3. a zebu and 4. two children sliding.</p> <p>Audio script: 1. A: <i>What do you want?</i> B: <i>I want some yo-yos.</i> 2. <i>The cake is on the</i></p>

<p>“Listen and tick or cross.”). Play the recording again, if necessary (say “Listen again.”).</p> <p><b>Step 3:</b> Check the answers by asking “Tick or cross?” When pupils answer correctly, confirm by saying “tick/cross”.</p>	<p>- Pupils check the answers and say.</p>	<p><i>table.</i></p> <p>3. <i>I like the zebra.</i></p> <p>4. <i>They’re riding bikes.</i></p>
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**e. Assessment**

- Performance products: Pupils’ answers
- Assessment tools: Observation; Feedback

**3. ACTIVITY 2 (8 minutes)**

**a. Objectives:**

- To recognise the sounds of letters while listening.

**b. Content:**

- Activity 2. Listen and circle.

**c. Expected outcomes:**

- Pupils can recognise the sounds of letters while listening.

**d. Organisation**

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
<b>Activity 2. Listen and circle.</b> (Track 24)		
<p><b>Step 1:</b> Have pupils look at the letters and say the sounds (say “Point and say.”). When pupils answer correctly, confirm by saying “/eɪ/ /j/ /z/ /aɪ/”.</p> <p><b>Step 2:</b> Play the recording and allow pupils time to complete the activity (say “Listen and circle.”). Play the recording again, if necessary (say “Listen again.”).</p> <p><b>Step 3:</b> Check the answer to Question 1 by asking “/eɪ/ or /aɪ/?” When pupils answer correctly, confirm by saying “/eɪ/” and encourage them to</p>	<p>- Pupils look at the letters and say the sounds.</p> <p>- Pupils listen to the recording and complete the activity.</p> <p>- Pupils check the answers and repeat the sounds.</p>	<p>Four pairs of letters:</p> <ol style="list-style-type: none"> <li>1. <i>a</i> and <i>i</i></li> <li>2. <i>y</i> and <i>a</i></li> <li>3. <i>y</i> and <i>z</i></li> <li>4. <i>i</i> and <i>z</i></li> </ol> <p>Audio script:</p> <ol style="list-style-type: none"> <li>1. <i>a</i> 2. <i>y</i> 3. <i>z</i> 4. <i>i</i> .</li> </ol>



repeat. <b>Step 4:</b> Repeat <b>Step 3</b> for Questions 2, 3 and 4.	- Pupils follow the teacher's instructions.	
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**e. Assessment**

- Performance products: Pupils' answers
- Assessment tools: Observation; Questions & answers

**4. ACTIVITY 3 (7 minutes)**

**a. Objectives:**

- To write the letters *a*, *y*, *i* and *z* to complete target words.

**b. Content:**

- Activity 3. Write and say.

**c. Expected outcomes:**

- Pupils can write the letters *a*, *y*, *i* and *z* to complete target words.

**d. Organisation**

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
<b>Activity 3. Write and say.</b>		
<p><b>Step 1:</b> Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "popcorn/ kitten/ sand/ rainbow".</p> <p><b>Step 2:</b> Have pupils write the letters to complete the words (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.</p> <p><b>Step 3:</b> Have pupils say the words (say "Now say.")</p>	<p>- Pupils look at the pictures and say the words.</p> <p>- Pupils write the letters to complete the words.</p> <p>- Pupils say the words.</p>	<p>Pictures of popcorn, a kitten, sand and a rainbow, with the labels __<i>opcorn</i>, __<i>itten</i>, __<i>and</i> and __<i>ainbow</i> for completion.</p>

**e. Assessment**

- Performance products: Pupils' answers
- Assessment tools: Observation; Feedback

**5. FUN CORNER AND WRAP-UP (5 minutes)**

**a. Wrap-up**

**\* Option 1/ Game: "Fruit juice"**

- Use pictures/ flashcards (*yogurt, cake, yams, riding, sliding, zoo and zebra*).

- Divide the class into two teams.
- Each team chooses one jar mug of juice to go to the picture they want.
- Have pupils look, say and choose the right option, e.g. say “*yams*” and choose “*picture jam*”.
- Click the “Score” mug to get back to the menu for pupils to choose another picture.
- Continue their turn until there is no mug of juice left.
- The team who gets more points wins.
- \* **Option 2/ Game: “Board race”**
- Prepare some chalk and some pictures (*yogurt, cake, yams, riding, sliding, zoo and zebra*).
- Divide the class into four teams and have pupils make four lines.
- Says a word and pupils in each team run to the board and write the word next to the picture, e.g. write “*yams*”.
- The team who gets more points wins.
- Check their pupils’ dictation.
- b. Homework**
- Review the vocabulary.
- Do exercises in the workbook.
- Prepare for the next lesson: Review 3/ Lesson 3, Page 56.

*Thủy Thanh, ngày 02 tháng 03 năm 2025*

**TM. TỔ CHUYÊN MÔN  
TỔ TRƯỞNG**

**NGƯỜI BIÊN SOẠN KHBD**



**Nguyễn Viết Mạnh**

