| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**REVIEW 4: FUN TIME**

**Lesson 1**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | – correctly use the following sentence patterns:   * What was the weather like last weekend? – It was \_\_\_\_\_. * Do you want to go to the \_\_\_\_? – Great! Let’s go. / Sorry, I can’t. * What does it say? – It says ʽ\_\_\_\_ʼ. * How can I get to the \_\_\_\_? – \_\_\_\_. * Where’s the bookshop? – It’s \_\_\_\_. * How much is the \_\_\_\_? – It’s \_\_\_\_. * What are these animals? – They’re \_\_\_\_. * Why do you like \_\_\_\_? – Because they \_\_\_\_. * What's he / she doing? – He's / She's \_\_\_\_. * What are they doing? – They’re \_\_\_\_.   – take part in three fun 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 |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 70  - Teacher’s guide: Pages 267, 268  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review– Listen and tick- Ask and answer–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 a song**  - Ask pupils to sing the song *When I cross the road,* p.47.  **\* Option 2: Game: Choose and throw**  – Divide class into 2 teams.  - Call 1 pupil from each team to come to the board and throw a sticky ball at the answer.  - Teacher marks the place where they throw it.  - Teacher reveals the score for the correct answer.  **\* Option 3: Game:**  – Ask pupils to choose a game from Units 16 to 20 to play.  – Get pupils to open their books at page 70 and look at Review 4, Activity 1. | | Whole class/  Team  work  Pair work/ Individual work | |  |
| **Activity 1. Listen and tick.**  10 minutes | | | | | |
| **a.** Goal | To listen to and understand five communicative contexts in which characters talk about familiar topics such as weather, directions, items price, animals and camp activities and tick the correct pictures. | | | |  |
| b. Input | Picture cues: **1a.** a rainy icon **1b.** a sunny icon **1c.** a windy icon **2a.** a ʽturn rightʼ road sign **2b.** a ʽturn leftʼ road sign **2c.** a ʽstopʼ road sign **3a.** a notebook and a price tag: 10,000 dong **3b.** a notebook and a price tag: 15,000 dong **3c.** a notebook and a price tag: 20,000 dong **4a.** Two giraffes **4b.** Two lions **4c.** Two hippos **5a.** Two boys taking a photo **5b.** Two boys putting up a tent **5c.** Two boys dancing around the campfire **Audio script: 1.** *A*: What was the weather like yesterday? *B*: It was sunny. **2.** *A*: What does it say? *B*: It says ʽturn rightʼ. **3.** *A*: How much is the notebook? *B*: It’s 15,000 dong. **4.** *A*: What are these animals? *B*: They’re hippos. **5.** *A*: What are they doing? *B*: They’re putting up a tent. | | | |  |
| c. Outcome | Pupils can listen to and understand five communicative contexts in which characters talk about familiar topics such as weather, directions, items price, animals and camp activities and tick the correct pictures.  *Key: 1. b 2. a 3. b 4. c 5. b* | | | |  |
| **d.** Procedure | **Step 1:** Draw pupils’ attention to Pictures 1a, 1b and 1c. Elicit the words or phrases to describe the pictures in each option (e.g. *rainy, sunny, windy*). Elicit the questions the speaker may ask. (e.g. 1. *What was the weather like yesterday?*). Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  **Step 2:** Repeat Step 1 for the rest of the pictures: 2a, 2b and 2c, 3a, 3b and 3c, 4a, 4b and 4c, and 5a, 5b and 5c.  **Step 3**: Get pupils to swap books with a partner to check their answers before checking as a class. Write the correct answers on the board.  **Step 4**: Play the recording again for pupils to double-check their answers.  **Extension**: If time allows, play the recording, sentence by sentence, for pupils to listen to and repeat some exchanges individually and in chorus. Correct their pronunciation where necessary. | | | Whole class  Individual work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Activity 2. Ask and answer.**  10 minutes | | | | | |
| **a.** Goal | To ask and answer questions using picture cues. | | | |  |
| b. Input | Four picture cues and four questions | | | |  |
| c. Outcome | Pupils can ask and answer questions using picture cues. | | | |  |
| **d.** Procedure | **Step 1**: Draw pupils’ attention to the first question. Get the class to read it in chorus. Elicit the answer and give feedback. Then get pupils to role-play the exchange. Repeat the same procedure with the rest of the questions.  **Step 2**: Give pupils time to take it in turns to role-play the four exchanges. Go around the classroom to offer support where necessary.  **Extension**: Invite pairs of pupils to stand up and take it in turns to role-play the target exchanges. | | | Whole class  Individual work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation, Student’s answers. | | | |  |
| **Fun corner and wrap-up:** 10 minutes | | | | | |
|  | **Option 1: play Madagascar 3 Bomb Game (PPT)**  - Divide the class into 2 teams.  - T ask pupils to choose a penguin and answer the question  If the answer is correct, they can get points or choose the mystery box they want to explore.  - The team with the most points is the winner.  **Option 2: Pass the ball.**  - Play some music, pupils pass a ball around the class. When the music stops, the pupil holding the ball stands up and say a word from the lesson.  **Option 3: Wrap up**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  Review Units 16-20: *Weather, In the city, At the shopping centre, The animal world, At summer camp* | | | Whole class/Team work  Whole class/ Individual work  Whole class/ Individual work |  |

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

**REVIEW 4: FUN TIME**

**Lesson 2**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | – correctly use the following sentence patterns:   * What was the weather like last weekend? – It was \_\_\_\_\_. * Do you want to go to the \_\_\_\_? – Great! Let’s go. / Sorry, I can’t. * What does it say? – It says ʽ\_\_\_\_ʼ. * How can I get to the \_\_\_\_? – \_\_\_\_. * Where’s the bookshop? – It’s \_\_\_\_. * How much is the \_\_\_\_? – It’s \_\_\_\_. * What are these animals? – They’re \_\_\_\_. * Why do you like \_\_\_\_? – Because they \_\_\_\_. * What's he / she doing? – He's / She's \_\_\_\_. * What are they doing? – They’re \_\_\_\_.   – take part in three fun 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 |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 71  - Teacher’s guide: Pages 269, 270  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - 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: Odd one out**  - Divide class into teams. Number the pupils in each team (make sure that each team has the same numbers).  - Show the question on the screen, ask them to whisper the answers to their friends.  - Teacher calls out a number, the pupils with that number from each team stands up and shout out the answer (or race to the board and write the answer)  - Give points for the correct answer, give extra points to the quickest team.  **\* Option 2: Game**  – Ask pupils to choose a game from Units 16 to 20 to play.  – Get pupils to open their books at page 71 and look at Review 4, Activity 3. | | Whole class/ Individual work | |  |
| **Activity 3.Read and match.**  10 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. a 3. b 4. e 5. d* | | | |  |
| **d.** Procedure | **Step 1:** Draw pupils’ attention to the sentences. Tell them about this 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 individually. Go around the classroom to offer support. **Step 3:** Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. **Extension:** Invite some pairs of pupils to stand up and read the matched exchanges aloud. | | | Whole class  Individual work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Activity 4. Read and complete.**  10 minutes | | | | | |
| **a.** Goal | To read and show understanding of a text by completing the gaps. | | | |  |
| b. Input | – A short gapped text about the summer camp activities  – Two options for each blank to complete | | | |  |
| c. Outcome | Pupils can read and complete the gapped paragraph. *Key: 1. a 2. b 3. b 4. b* | | | |  |
| **d.** Procedure | **Step 1:** Tell pupils the goal of the activity and explain that they should read the text and circle the correct options to complete the gapped text. Check comprehension.  **Step 2:** Do Sentence 1 as an example. First, have pupils read Sentence 1 and decide what information they need to find in the text. Then, read two options and choose the correct option to complete the sentence. Circle the correct option.  **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap their books with a partner and check their answers together 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 necessary. | | | Whole class  Individual work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **Activity 5: Let’s write** 5 minutes | | | | | |
| **a.** Goal | To use the target language to complete a gapped paragraph using a picture cue. | | | |  |
| b. Input | – A short text with gapped text and a leaflet of a summer camp. | | | |  |
| c. Outcome | Pupils can complete a gapped text about summer camp activities. | | | |  |
| **d.** Procedure | **Step 1:** Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with the information from a leaflet. Check comprehension.  **Step 2:** Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit phrases (*singing and dancing*). Then have them write it in the gap.  **Step 3:** Give pupils time to complete the text independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap their books with their partner and check their answers before checking as a class.  **Extension:** Invite one or two pupils to read their completed texts in front of the class. | | | |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **Fun corner and wrap-up:** 10 minutes | | | | | |
|  | **Option 1: play Review Game (PPT)**  - Divide the class into 2 or 4 teams.  - T reminds pupils of 5 topics (*Weather, In the city, At the shopping centre, The animal world, At summer camp*) they reviewed in this lesson.  - T/Pupil spins the wheel, answers a question from the teacher and gets points.  - The team with the most points is the winner.  **Option 2: Pass the ball.**  - Play some music, pupils pass a ball around the class. When the music stops, the pupil holding the ball stands up and says a word from the lesson.  **Option 3: Wrap up**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  Review Units 16-20: *Weather, In the city, At the shopping centre, The animal world, At summer camp* | | | Whole class/Team  Whole class/ Individual work |  |

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

**REVIEW 4: EXTENSION ACTIVITIES**

**Lesson 3**

| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| --- | --- |
| **Language knowledge & skills** | – correctly use the following sentence patterns:   * What was the weather like last weekend? – It was \_\_\_\_\_. * Do you want to go to the \_\_\_\_? – Great! Let’s go. / Sorry, I can’t. * What does it say? – It says ʽ\_\_\_\_ʼ. * How can I get to the \_\_\_\_? – \_\_\_\_. * Where’s the bookshop? – It’s \_\_\_\_. * How much is the \_\_\_\_? – It’s \_\_\_\_. * What are these animals? – They’re \_\_\_\_. * Why do you like \_\_\_\_? – Because they \_\_\_\_. * What's he / she doing? – He's / She's \_\_\_\_. * What are they doing? – They’re \_\_\_\_.   – take part in three fun 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 |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 72  - Teacher’s guide: Pages 271, 272  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review– Look and match - Complete – Board game –Fun corner and wrap-up** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| --- | --- | --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class.  **\*Option 1: Guess the animals.**  - Have students read the clues for some animals and guess.  **\* Option 2: Game**  – Ask pupils to choose a chant from Units 16 to 20 and chant together.  – Get pupils to open their books at page 72 and look at Fun time, Activity 1. | | Whole class/ Individual work | |  |
| **Activity 1. Look and match.**  10 minutes | | | | | |
| **a.** Goal | To match the animals with their correct homes. | | | |  |
| b. Input | Two sets of pictures including four animals and their four homes. | | | |  |
| c. Outcome | Pupils can match the animals with their correct homes.  Key: 1. c 2. a 3. d 4. b | | | |  |
| **d.** Procedure | **Step 1:** Draw pupils’ attention to the pictures. Tell pupils the goal of the activity and explain that they should match the animals with their correct homes. Check comprehension.  **Step 2**: Do Sentence 1 as an example. First, elicit the name of the animal in the picture. Then ask them to choose its home.  **Step 3**: Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Step 5:** Have pupils repeat the words nest, web, den, burrow. | | | Whole class  Individual work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Activity 2. Complete.**  10 minutes | | | | | |
| **a.** Goal | To complete four sentences to introduce the animals and their homes. | | | |  |
| b. Input | Four gapped sentences. | | | |  |
| c. Outcome | Pupils can complete four sentences to introduce the animals and their homes.  **Key: 1**. den **2.** nest **3.** burrow **4.** web | | | |  |
| **d.** Procedure | **Step 1:** Draw pupils’ attention to the pictures in 2. Tell pupils the goal of the activity and explain that they need to choose the animal homes in 2 to complete the sentences in 3. Check comprehension.  **Step 2:** Do Sentence 1 as an example. Read the sentence aloud and elicit the answer *(den).*  **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help where necessary.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  **Step 5:** Have pupils repeat the completed sentences. | | | Whole class  Individual work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **Activity 3. Board game. Roll a dice. Listen to a question and answer it.** 5 minutes | | | | | |
| **a.** Goal | To review the target vocabulary and sentence patterns by playing Board games. | | | |  |
| b. Input | A board game of 12 spaces and a dice | | | |  |
| c. Outcome | Pupils can review the target vocabulary and sentence patterns by playing Board games. | | | |  |
| **d.** Procedure | **Step 1:** Teacher leads the game for the whole class. Divide the class into four groups. Determine which group goes first, second, third and fourth.  **Step 2:** Each group rolls the dice in turn. On their turns, they move their game piece along the path according to the number of spaces by the dice.  **Step 3:** When the groups land on a space, the teacher asks a question. The group gives the answer. If it is correct, they can stay in the box. Explain that there are some boxes like back to start, move ahead one space, miss a turn, move ahead three spaces, go back one space. Check comprehension.  **Questions:**  **1.** What was the weather like yesterday? (It was sunny.)  **2.** What are these animals? (They’re giraffes.)  **3.** Back to Start  **4**. How much is this T-shirt? (It's 50,000 dong.)  **5.** Move ahead one space  **6.** What does it say? (It says ʽturn leftʼ.)  **7.** Miss a turn  **8.** What are they doing? (They’re singing a song.)  **9.** Move ahead three spaces  **10.** Where’s the bakery? (It’s opposite the bookshop.)  **11.** Go back one space  **12.** What are these animals doing? (They’re running.)  **Step 4:** The game continues until one or all groups reach the “Finish” space.  **Step 5:** Write the questions on the board. Have pupils sit in groups of three or four and repeat Steps 1-4 to play in groups. | | | |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **Fun corner and wrap-up:** 10 minutes | | | | | |
|  | **Option 1: play Bibimbap Game (PPT)**  - Divide the class into 2 or 4 teams.  - T reminds pupils of 5 topics (*Weather, In the city, At the shopping centre, The animal world, At summer camp*) they reviewed in this lesson.  - T/Pupil chooses a number, answers a question from the teacher and gets points.  - The team with the most points is the winner.  **Option 2:**  – Teacher gives each student a piece of paper. Students write 3 sentences to describe a classmate in three minutes. Teacher collects all the pieces of paper and puts them in a box.  – Students take turns to pick a piece of paper, read and guess who is he/she.  **Option 3: Wrap up**  - Ask students to answer the following questions:  *What have you learnt from the lesson today?*  Review Units 16-20: *Weather, In the city, At the shopping centre, The animal world, At summer camp* | | | Whole class/Team  Whole class/ Individual work |  |