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

 **REVIEW 3: 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:
* Where do you live? – I live \_\_\_\_.
* What’s the \_\_\_\_ like? – It’s \_\_\_\_.
* What does he / she do? – He’s / She’s \_\_\_\_.
* Where does he / she work? – He / She works \_\_\_\_.
* What does he / she look like? – He’s / She’s \_\_\_\_.
* What does he / she look like? – He / She has \_\_\_\_.
* When do you watch TV? – I watch TV \_\_\_\_.
* What do you do in the morning? – I \_\_\_\_.
* Where does he / she go on Saturdays? – He / She goes to the \_\_\_\_.
* What does he / she do on Sundays? – He / She \_\_\_\_.
* take part in 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 36- Audio tracks 51- Teacher’s guide: Pages 202,203- Website *hoclieu.vn*- Flash cards/ pictures and posters- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up - Review – Listen and number – 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.– Spend a few minutes revising Unit 15 by having pupils sing the song *Where do they go on Saturdays?* on page 31 and / or say the chant on page 34.– Ask pupils to open their books at page 36 and look at Review 3. Tell them what they will learn in this unit. | Whole class/ Individual work |  |
| **Activity 1. Listen and number.**  10 minutes |
| **a.** Goal | To listen to and understand four communicative contexts and number the correct pictures. |  |
| b. Input | **Picture cues:****a**. a farmer **b**. a man playing tennis **c**. a busy street **d**. a tall boy**Audio script:****1**. A: What’s the street like? B: It’s a busy street.**2**. A: What does he do? B: He’s a farmer.**3**. A: What does your brother look like? B: He’s tall.**4**. A: What does your father do on Sundays?B: He plays tennis. |  |
| c. Outcome | Pupils can listen to and understand five communicative contexts and number the correct pictures.**Key**: **1**. c **2**. a **3**. d **4**. b |  |
| **d.** Procedure | **Step 1**: Draw pupils’ attention to Pictures a, b, c and d. Elicit what is shown in each picture (See Input). Check comprehension.**Step 2**: Play the recording for Question a. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity if needed.**Step 3:** Repeat Step 2 for the rest of the pictures.**Step 4**: Get pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.**Step 5**: 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 classIndividual workWhole 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 questions for pupils to ask and answer– Four pictures |  |
| 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 Mary’s thought bubble to identify what the girl looks like. Check comprehension.**Step 2:** Draw pupils’ attention to Nam’s question (What does your sister look like?). Have pupils look at the girl in Mary’s thought bubble to answer the question.**Step 3:** Repeat Steps 1 and 2 with the rest of the pictures.**Step 4:** Have pupils work in pairs to role-play the four exchanges. Go around the classroom to monitor the activity.**Extension:** Invite some pairs of pupils to stand up and take it in turns to role-play the target exchanges. | Whole classIndividual workWhole class/ Individual work |  |
| 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 4 topics (*Jobs, Appearance, Daily activities, My family’s weekend*) they will review in this lesson.- T calls 1 pupil from each team choose a topic and the points they want to get. Then, they answer the questions. If the pupil answers correctly, they will get the chosen points for that question.- After 16 numbers, the team with the most points is the winner. **Option 2: Wrap up**- Ask students to answer the following questions:*What have you learnt from the lesson today?* Review Units 11-15: *My home, Jobs, Appearance, Daily activities, My family’s weekend.* | Whole class/TeamWhole class/ Individual work |  |

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

 **REVIEW 3: 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:
* Where do you live? – I live \_\_\_\_.
* What’s the \_\_\_\_ like? – It’s \_\_\_\_.
* What does he / she do? – He’s / She’s \_\_\_\_.
* Where does he / she work? – He / She works \_\_\_\_.
* What does he / she look like? – He’s / She’s \_\_\_\_.
* What does he / she look like? – He / She has \_\_\_\_.
* When do you watch TV? – I watch TV \_\_\_\_.
* What do you do in the morning? – I \_\_\_\_.
* Where does he / she go on Saturdays? – He / She goes to the \_\_\_\_.
* What does he / she do on Sundays? – He / She \_\_\_\_.
* take part in 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 37- Teacher’s guide: Pages 204,205- 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: Play a game**- Everyone stands up.- One person reads the word or sentence on the screen.- Then, the next person goes.- If Billy is struck by lightning when you’re reading, you’re out (sit down).- The last person standing is the winner!**\* Option 2: Game** Spend a few minutes revising Units 11 to 15 by having pupils play a game (e.g. *Whispering, Guessing game, Tic-tac-toe*) using language learnt in these units.– Ask pupils to open their books at page 37 and look at Review 3, Activity 3. Tell them what they will learn in this unit. | 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 twopupils |  |
| c. Outcome | Pupils can read and match pairs of target sentence patterns.*Key: 1.* d *2.* a *3.* e *4.* c *5.* b |  |
| **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 **d**.**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 classIndividual workWhole 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 gapped paragraph with five word cues to complete |  |
| c. Outcome | Pupils can read and complete the gapped paragraph.*Key: 1.* factory *2.* slim *3.* works *4.* pupil *5.* watch |  |
| **d.** Procedure | **Step 1:** Draw pupils’ attention to the words in the box and the paragraph. Point at the first gapped sentence and have pupils read it aloud as a class. Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.**Step 2:** Give pupils time to do the task individually. Go around the classroom to offer support where necessary.**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 a few pupils to stand up and read the completed paragraph aloud. | Whole classIndividual workWhole 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 sentences to complete.– A picture cue. |  |
| c. Outcome | Pupils can use the target language to complete a gapped paragraph using a picture cue.*Key: 1.* cooks meals *2.* cleans the floor *3.* washes the dishes *4.* clean the table |  |
| **d.** Procedure | **Step 1:** Tell the class the goal of this activity: to read the gapped text and fill in the gaps using the picture cue. Check comprehension.**Step 2:** Write the sentence with the first gap on the board: *My father \_\_\_\_.* Ask pupils to point at the father in the picture and encourage pupils to say what he does on Sundays (*cooks meals*). Give pupils time to write the answers.**Step 3:** Repeat **Step 2** for the other gaps.**Step 4:** If time allows, invite a few pupils to read the paragraph they have completed 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 4 topics (*Jobs, Appearance, Daily activities, My family’s weekend*) they will review 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: Wrap up**- Ask students to answer the following questions:*What have you learnt from the lesson today?* Review Units 11-15: *My home, Jobs, Appearance, Daily activities, My family’s weekend.* | Whole class/TeamWhole class/ Individual work |  |

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

**REVIEW 3**

**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 do you live? – I live \_\_\_\_. - What’s the \_\_\_\_ like? – It’s \_\_\_\_. - What does he / she do? – He’s / She’s \_\_\_\_. - Where does he / she work? – He / She works \_\_\_\_. - What does he / she look like? – He’s / She’s \_\_\_\_. - What does he / she look like? – He / She has \_\_\_\_. O- When do you watch TV? – I watch TV \_\_\_\_. - What do you do in the morning? – I \_\_\_\_. - Where does he / she go on Saturdays? – He / She goes to the \_\_\_\_. - What does he / she do on Sundays? – He / She \_\_\_\_. - 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. |
| **II.** **RESOURCES AND MATERIALS** |
|  | - Student’s book: Page 39- Teacher’s guide: Pages 226, 227- Website *hoclieu.vn++*- Flash cards/ pictures and posters (Review 3)- Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and tick True or False –Let’s write– Games – Project** |

| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | **Note** |
| --- | --- | --- | --- |
| **Warm-up and review:**  5 minutes |
|  | Greet the class.**Option 1:** – Greet the class. Have pupils sing any of the songs from Units 11 to 15. Praise pupils and get the class to cheer or clap their hands. – Ask pupils to open their books at page 38 and look at Extension activities, Activity 1.**Option 2**: (powerpoint)–Have students look at the screen, read and choose the correct picture. | Whole class/ Individual workIndividual  |  |
| **EXPLORATION****Activity 1. Work in pairs. Take turns to describe and draw a family member.** |
| a. Goal | – To correctly describe the appearance of a family member for a partner to draw. |  |
| b. Input | – A picture showing a girl describing her mum for a boy to draw– Speech bubble: My mum is tall. She has long, brown hair. She has a round face and blue eyes. |  |
| c. Outcome | Pupils can correctly describe the appearance of a family member for a partner to draw. |  |
| d. Procedure | **Step 1**: Draw pupils’ attention to the picture. Ask: What is the girl / boy doing? When pupils answer correctly, confirm the answers: The girl is describing her mum. / The boy is drawing the girl's mum.**Step 2**: Write the following prompts on the board: tall or short ?, hair?, face?, eyes? Tell pupils to choose a family member and think about how he or she looks.**Step 3**: Put pupils into pairs. Tell pupils that they should take it in turns to describe a family member for their partner to draw. They have five minutes. Remind them to call out “Swap!” when they finish.**Step 4**: When all the pupils have had a turn, tell them to swap their drawings with their partners. | Whole classWhole classPair work |  |
| e. Assessment | - Performance products: Student’s talk and pictures.- Assessment tools: Observation; Questions & Answers, Peer correction |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Tell the class about your partner’s family member.** |
| a. Goal | To correctly describe the appearance of someone’s family member. |  |
| b. Input | – A picture showing a girl holding the drawing of her mum that her partner has drawn, and the boy describing her mum to the class– Speech bubbles: She’s tall. She has long, brown hair |  |
| c. Outcome | Pupils can correctly describe the appearance of someone’s family member. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask: What is the boy doing?. When pupils answer correctly, confirm the answer: He is describing the girl’s mum.**Step 2**: Nominate a few pairs to come to the front of the class and share their drawings and descriptions with the class. This step could also be done in small groups so that every pair has a chance to share. | Whole classPair work |  |
| e. Assessment | - Performance products: Student's talks and interaction- Assessment tools: Observation;  |  |
| **PROJECT****Activity 3. Read and match. Then say what the animals are.** |
| a. Goal | To read and match four descriptions with four pictures of animals, then say what the animals in the pictures are. |  |
| b. Input | – Four descriptions for the animals on the left. – Four pictures showing: a monkey, a fish, an elephant and a parrot |  |
| c. Outcome | Pupils can read and match four descriptions with four pictures of animals, then say what the animals in the pictures are. Key: **1**. c **2**. d **3**. a **4**. b **1**. It’s an elephant. **2**. It’s a parrot. **3**. It’s a monkey. **4**. It’s a fish |  |
| d. Procedure | **Step 1**: Draw pupils’ attention to Description **1** and read it as a class. Explain any new words. Check comprehension.**Step 2**: Ask pupils to look at the pictures on the right and elicit the answer. Get them to read the sentences in Description **1** again and draw a line to match it to the correct picture (Picture **c**)**Step 3**: Repeat **Steps 1** and **2** with the other three descriptions. 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 answers on the board for pupils to correct their answers.**Step 5:** Have pupils say the names of the animals in the pictures by asking them questions, e.g. What is it? or What can you see in the picture? | Group work/ Pair workPair workGroup work/ Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance- Assessment tools: Observation;  |  |
| **Games:** 5 minutes |
|  | **Option 1: Game “Jeopardy”**-Teacher divides the class into 3 teams.-Each team takes turns to choose the flag and answer the question.-The team that has more 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:**- Ask students to answer the following questions: *What have you learnt from the lesson today?* Review Units 11-15: *My home, Jobs, Appearance, Daily activities, My family’s weekend.* |  |