**Week 26** **REVIEW 3 & FUN TIME**

**Period 103 Review – Period 1**

**Objectives:**

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

1. **Knowledge:**

* Review the following sentence patterns:
* ***Who’s this / that? It’s my \_\_\_\_.; How old is he / she?***
* ***He’s /She’s \_\_\_\_.; What’s her job? – He’s / She’s \_\_\_\_.***
* ***Is he / she \_\_\_\_? – Yes, he / she is. / No, he / she isn’t.***
* ***Where’s \_\_\_\_? – It’s here / there.; Where are the \_\_\_\_? – They’re \_\_\_\_.***
* ***There’s / There are \_\_\_\_ in the room.;***
* ***The \_\_\_\_ is \_\_\_\_.; The \_\_\_\_ are \_\_\_\_.;***
* ***Would you like some \_\_\_\_? – Yes, please. / No, thanks.***
* ***What would you like to eat / drink? – I’d like some \_\_\_\_, please*. Through different contexts**

**2. Competences:** Decision making, teamwork, work standards, reliability, motivation

**3. Attributes/ Qualities**:

Kindness: help partners to complete learning tasks.

Diligence: complete learning tasks.

Honesty: tell the truth about feelings and emotions.

Responsibility: appreciate kindness.

Leadership: collaborate with teachers to enhance language skills.

**II. Preparation.**

1. Teacher’s preparation: Book, TV, laptop.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**   * Play game in the powerpoint Review 3 – period 1. * Divide the class into 2 teams to play “ Battle Ships”. * Each team choose one number to go to the question. * Have pupils look, choose and answer the questions. * Pupils can open 2 squares for once if their answers are correct. * Back to the menu for another question. * Pupils continue their turn until they can battle the ships.   The first team can battle the ships is the winner.  **Activity 1. Listen and tick.** 12 minutes  - Goal: To listen to and understand five communicative contexts and tick the correct pictures..  **Picture cues:**  1a. a father 1b. a mother  2a. a mother working as a doctor 2b. a mother working as a teacher  3a. a living room (near) 3b. a living room (far)  4a. a big window 4b. a small window  5a. a carton of milk 5b. a carton of juice  **Audio script:**  1. A: Who’s this?  B: It’s my father.  2. A: What’s her job?  B: She’s a doctor.  3. A: Where’s the living room?  B: It’s there.  4. The window is small.  5. A: What would you like to drink?  B: I’d like some milk, please.  **-** Draw pupils’ attention to Pictures 1a and 1b. Elicit the characters in each picture. Check comprehension.  **-** Play the recording for pupils to listen to Question 1. Ask pupils to listen and circle the correct answer a or b. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **-** Repeat the same procedure with the rest of the pictures: 2a – 2b, 3a – 3b, 4a – 4b and 5a – 5b.  **-** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.  **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  Whole class/ Individual work  Listen |
| **Activity 2. Listen and number.** 12 minutes  Goal: To listen to and understand four communicative contexts **Picture cues:**  a. a mother giving chicken to her daughter.  b. a boy sitting near a birthday cake with the number 14 on it  c. a father driving a taxi  d. two lamps on a table  **Audio script:**  1. A: How old is your brother?  B: He’s fourteen years old.  2. What’s his job?  B: He’s a driver.  3. A: Where are the lamps?  B: They’re on the table.  4. A: Woud you like some chicken?  B: Yes, please  Pupils can listen to and understand four communicative contexts and number the correct pictures.  **Key:** 1. b 2. c 3. d 4. a.  **-** Draw pupils’ attention to the pictures. Elicit the context of each picture (see Input).  **-** Play the recording for pupils to listen and number the picture. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **-** Check answers together as a class. Play the recording again for the pupils to double-check their answers and correct their answers in pairs.  **Extension:** If time allows, play the recording sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation, where necessary.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points | Whole class/ Individual work  Listen |
| **Fun corner and wrap-up: (**5 minutes)  **Option 1**:  Play game **Pictionary!**   * Before the class starts, prepare a bunch of words and put them in a bag. * Divide the class into two teams and draw a line down the middle of the board. * Give one pupil from each team a pen and ask them to choose a word from the bag. * Ask pupils to draw the word as a picture on the board and encourage their team to guess the word. * The first team to shout the correct answer gets a point.   The team with the most points wins  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

**Week 26 REVIEW 3 & FUN TIME**

**Period 104 Review – Period 2**

**I.Objectives:**

By the end of the unit, pupils will be able to:

* Review the following sentence patterns:
  + *Who’s this / that? It’s my \_\_\_\_.;*
  + *What’s his/her job? – He’s / She’s \_\_\_\_.;*
  + *Where’s \_\_\_\_? – It’s here / there.;*
  + *The \_\_\_\_ is \_\_\_\_.; The \_\_\_\_ are \_\_\_\_.;*
  + *What would you like to eat / drink? – I’d like some \_\_\_\_, please*.
  + *Would you like some \_\_\_\_? – Yes, please. / No, thanks.*
  + through different contexts; – take part in three fun activities relating to their language knowledge and competences.

**2. Competences:**

decision making, teamwork, work standards, reliability, motivation, adaptability, problem-solving

Listening: listen and recognize the contexts focus on introduce someone, then repeat.

Critical Thinking: talk about friends.

Oral Communication: speak about friends, ask and answer the questions.

Self-control & independent learning: perform listening tasks.

Communication and collaboration: work in pairs or groups.

Sociability: talk to each other, say good words to others.

**3.Attributes**:

- Kindness: help partners to complete learning tasks.

- Diligence: complete learning tasks.

- Honesty: tell the truth about feelings and emotions. Kindness: help partners to complete learning tasks.

Diligence: complete learning tasks.

Honesty: tell the truth about feelings and emotions.

Responsibility: appreciate kindness.

Leadership: collaborate with teachers to enhance language skills.

**II. Preparation.**

* Student’s book Page 37
* Teacher’s guide Pages 196,197
* Website *sachmem*
* Flashcards/pictures and posters (Review 3 & Fun time)

Computer, projector…

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Greet the class.  **Option 1:** Sing the song in Unit 15, Lesson 1.   * Ask pupils to sing the song * Invite some of them come to the board to role play, the rest of the pupils will sing. | Whole class |
| **Activity 3. Read and match.** 8 minutes  Goal: To read and match pairs of target sentence patterns.   * Five pairs of target sentence patterns, which together form simple exchanges between two pupils   Pupils can read and match pairs of target sentence patterns.   * **Key:** 1. c 2. e 3. d 4. b 5. A * Draw pupils’ attention to the first sentence (1. How old is your sister?). Read it together as a class. Check comprehension. * Draw pupils’ attention to the Sentences a to e on the right. Ask them to read and choose the correct answer to Question 1, then match. When pupils answer correctly, tell them to draw a line to match the question to the answer. Repeat the same procedure with the rest of the questions. * Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.   **Extension:** Invite pairs of pupils to stand up and read aloud the matched  **Activity 4. Read and complete. 8** minutes  Goal: To read and complete a gapped   * An incomplete passage with answer options * Pupils can read and complete a gapped text with the words in relation to the topics of *My houses* and *My bedrooms.*   **Key**: 1. are 2. is 3. big 4. in 5. on  - Draw pupils’ attention to the first sentence There (1) \_\_\_\_\_ two bedrooms in my house. Write it on the board.  **-** Draw pupils’ attention to the word cues to choose the correct word to fill in the gap in the first sentence. When pupils answer correctly, tell them to read and complete the sentence. Repeat the same procedure with the rest of the text.  **-** Get pupils to swap books with a partner, then check answers together as a class.  **Extension:** Invite some pupils to stand up and read aloud the completed text.  **Game: Matching game**  Using pictures and flashcards, get 3 pupils to hold the pictures and 3 more to hold the sentences. Ask them to find and match. Praise the ones who finish matching. Then ask the class to look and say aloud.  **Activity 5. Ask and answer.** 9 minutes   * Goal: To read and answer questions using picture cues   - Four picture cues  - Questions  -Pupils can ask and answer four questions using picture cues.  **-** Draw pupils’ attention to the first picture. Get them to identify the people in the picture. Check pupils’ comprehension.  **-** Draw pupils’ attention to Question 1 (1. Who’s this?). Have pupils point to each person in the picture to answer the question. Repeat the same procedure with the rest of the questions.  **-** 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.  **Game:**  **Matching game**  Using pictures and flashcards, get 3 pupils to hold the pictures and 3 more to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class |
| **\*Fun corner and wrap-up: (**5 minutes)  **Quiz game**  Play game **Board Race!**   * Divide the class into two teams * Give each team a colored marker. * Draw a line down the middle of the board and write a topic at the top. * Have pupils write as many words related to the topic in a relay. * The first pupil will write the first word and pass the colored marker to the next one in line. * Score each team with one point for each correct word. * Unreadable or misspelled words are not counted.   **Homelink:** prepare Fun conner | Whole class  Whole class  Whole class |

**Week 27 REVIEW 3 & FUN TIME**

**Period 105 Fun time – Period 3**

**I.Objectives:**

By the end of the lesson, students will be able to:

1. **Knowledge:**

* revise the spelling of five words: ***teacher, brother, driver, mother and worker.***
* improve their speed and flexibility when checking vocabulary.

- use the target vocabulary and sentence patterns to carry out a survey.

identify healthy and unhealthy foods.**2. Competences:** Teamwork, reliability, motivation, communication and initiative

**2. Attributes/ Qualities**:

Kindness: help partners to complete learning tasks.

Diligence: complete learning tasks.

Honesty: tell the truth about feelings and emotions.

Responsibility: appreciate kindness.

Leadership: collaborate with teachers to enhance language skills.

Secure and Organized: keep school things in the right ways.

**II. Preparation.**

**1. Teacher’s preparation**: book, flashcards/pictures, computer,

**2. Student’s preparation:**Students’ aids:books, notebooks, workbooks.

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Greet the class.  **Sing the song ABC**   * Ask pupils to sing the song * Praise pupils and get the class to cheer or clap hands. | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Do the puzzle.** 8 minutes  Goal:  – To revise the spelling of five words: *teacher, brother, driver, mother and worker.*   * To improve pupils’ speed and flexibility when checking vocabulary * Have pupils look at the activity. Point at the pictures and ask * 1. a teacher 2. a brother 3. a driver 4. a mother 5. a worker   **-** Have pupils look at the puzzle. Ask: Who do you see in the pictures? Stick the flash cards of the words, one by one, on the board. Point to each word on the board, and have pupils say the word as a class.  **-** Point at Picture 1, elicit the word, write it in the crossword as an example. Tell pupils to repeat the same procedure with the other picture cues.  **-** Check the answers as a class  **Activity 2.** **Quiz time.** 10 minutes   * Goal: To use the target vocabulary and sentence patterns to carry out a survey Put pupils into two teams, Team 1 and Team 2 * A table for completion * Pupils can use the target vocabulary and sentence patterns to carry out a survey.   **-** Tell pupils that each of them needs to interview three different classmates to find out their favourite food or drinks.  **-** Gives pupils 10 minutes to circulate and complete their survey tables **-** After pupils have interviewed their classmates and taken notes, give them another 5 to 10 minutes to prepare to share their findings.  **-** Invite different pupils to come to the front of the class and share their findings.  **Activity 3.** **Circle the healthy foods.** 8 minutes  Goal: To identify healthy and unhealthy foods.   * Seven pictures showing both healthy and unhealthy foods * Pupils can identify healthy and unhealthy foods * Draw pupils’ attention to the pictures and elicit the names of the foods: *apple, chips, water, rice, fish, noodles, cake.* * Put pupils into pairs and tell them to work together to circle the healthy foods. * Display a picture of an apple on the board. Ask pupils if it is healthy or unhealthy. When they answer correctly, write healthy under the picture and model it for pupils to repeat. * Repeat the same procedure for the other foods. If a food is unhealthy, write unhealthy under the picture. | Whole class    Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)  Play game **Pictionary!**   * Before the class starts, prepare a bunch of words and put them in a bag. * Divide the class into two teams and draw a line down the middle of the board. * Give one pupil from each team a pen and ask them to choose a word from the bag. * Ask pupils to draw the word as a picture on the board and encourage their team to guess the word. * The first team to shout the correct answer gets a point. * The team with the most points wins. * **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |