



School: _____
Grade: _____
Teacher: _____
Date of teaching: _____

REVIEW 2

Period 1

| I. OBJECTIVES | |
|---|--|
| By the end of the lesson, pupils will be able to: | |
| Language knowledge & skills | <ul style="list-style-type: none">- correctly use the following sentence patterns: <i>Where's your school? – It's in the ____.</i> <i>How many ____ are there at your school? – There is / are ____.</i> <i>What subjects do you have today? – I have ____.</i> <i>When do you have ____? – I have it on ____.</i> <i>What's your favourite subject? – It's ____.</i> <i>Why do you like ____? – Because I want to be ____.</i> <i>Is your sports day in ____? – Yes, it is. / No, it isn't. It's in ____.</i> <i>When's your sports day? – It's in ____.</i> <i>Were you ____ last weekend? – Yes, I was. / No, I wasn't.</i> <i>Where were you last summer? – I was in ____.</i> |
| Competences | <ul style="list-style-type: none">- Communication and collaboration: work in pairs and groups to complete the learning tasks- Self-control & independent learning: perform listening tasks |
| Attributes | <ul style="list-style-type: none">- Show pride in what they have learnt- Diligence: complete learning tasks |
| II. RESOURCES AND MATERIALS | |
| | <ul style="list-style-type: none">- Student's book: Page 74 |



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| | <ul style="list-style-type: none"> - Audio tracks 108 - Teacher’s guide: Pages 137, 138, 139 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters (Unit 1 - 10) - 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: - Play <i>Guessing words</i> game (ppt). Option 2: - Ask pupils to choose a song from <i>Units 6 to 10</i> and sing along (<i>e.g. How many ___?</i> , page 47; <i>When do you have ___?</i> , page 53; <i>My favourite subject</i> , page 57; <i>Our sports day</i> , page 63; <i>Were you on the beach yesterday?</i> , page 69). - Get pupils to open their books at page 74 and look at <i>Review 2, Activity 1</i> . | Group work Whole class/ Individual work | |
| Activity 1. Listen and tick. 5 minutes | | | |
| a. Goal | To listen to and understand five communicative contexts in which characters talk about familiar topics such as <i>our school</i> , <i>our timetable</i> , <i>my favourite subjects</i> , <i>our sports day</i> , <i>our summer holidays</i> and tick the correct pictures. | | |
| b. Input | - Picture cues: 1a. a school in a city 1b. a school in the mountains 1c. a school in a village 2a. a timetable having music on Monday 2b. a timetable having music on Wednesday | | |

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| | <p>2c. a timetable having music on Thursday</p> <p>3a. a Math teacher</p> <p>3b. an English teacher</p> <p>3c. a painter</p> <p>4a. a calendar of October</p> <p>4b. a calendar of March</p> <p>4c. a calendar of May</p> <p>5a. a tent</p> <p>5b. a zoo</p> <p>5c. a beach</p> <p>Audio script:</p> <p>1. A: <i>Where's your school?</i> B: <i>It's in the mountains.</i></p> <p>2. A: <i>When do you have music?</i> B: <i>I have it on Thursdays.</i></p> <p>3. A: <i>What's your favourite subject?</i> B: <i>It's English because I want to be an English teacher.</i></p> <p>4. A: <i>Is your sports day in October?</i> B: <i>No, it isn't. It's in May.</i></p> <p>5. A: <i>Were you at the camp last weekend?</i> B: <i>Yes, I was.</i></p> | | |
| c. Outcome | Pupils can listen to and understand five communicative contexts in which characters talk about familiar topics such as <i>our school, our timetable, my favourite subjects, our sports day, our summer holidays</i> and tick the correct pictures. | | |
| d. Procedure | <p>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. <i>a school in a city, a school in the mountains, a school in a village</i>). Elicit the questions the speaker may ask (e.g. <i>Where's your school?</i>). Play the recording for pupils to listen. Play again for them to do the task. Then play the recording a third time for them to check their</p> | Whole class/ Individual work | |

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| | <p>answers.</p> <p>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.</p> <p>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.</p> <p>Step 4: Play the recording for pupils to listen and double-check the answers.</p> <p>Extension: If time allows, play the recording, sentence by sentence, for pupils to listen to and repeat some exchanges individually and/ or in chorus. Correct their pronunciation where necessary.</p> | Pair work | |
| 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 or personal information. | | |
| b. Input | Four picture cues and four questions | | |
| c. Outcome | Pupils can ask and answer questions using picture cues or personal information. | | |
| d. Procedure | <p>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.</p> <p>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.</p> <p>Step 3: Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges.</p> | Whole class/ Individual work | |



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| | <ul style="list-style-type: none"> - Divide the class into 3 teams. - Pupils from each team take turns choose a letter and answer a question - Pupils answer correctly get some points <p>Option 2: Use <i>hoclieu.vn</i>, have pupils look at the pictures of <i>Activity 1</i> and repeat after the recording.</p> <p>Option 3:</p> <ul style="list-style-type: none"> - Ask students to answer the following questions: <ol style="list-style-type: none"> 1. <i>What have you learnt from the lesson today?</i> 2. <i>What are the core values of the lesson?</i> | work | |
| | | Whole class/ Individual work | |

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REVIEW 2

Period 2

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|---|--|
| I. OBJECTIVES | |
| By the end of the lesson, pupils will be able to: | |
| Language knowledge & skills | <ul style="list-style-type: none"> - correctly use the following sentence patterns: <p><i>Where's your school? – It's in the ____.</i></p> <p><i>How many ____ are there at your school? – There is / are ____.</i></p> <p><i>What subjects do you have today? – I have ____.</i></p> <p><i>When do you have ____? – I have it on ____.</i></p> |



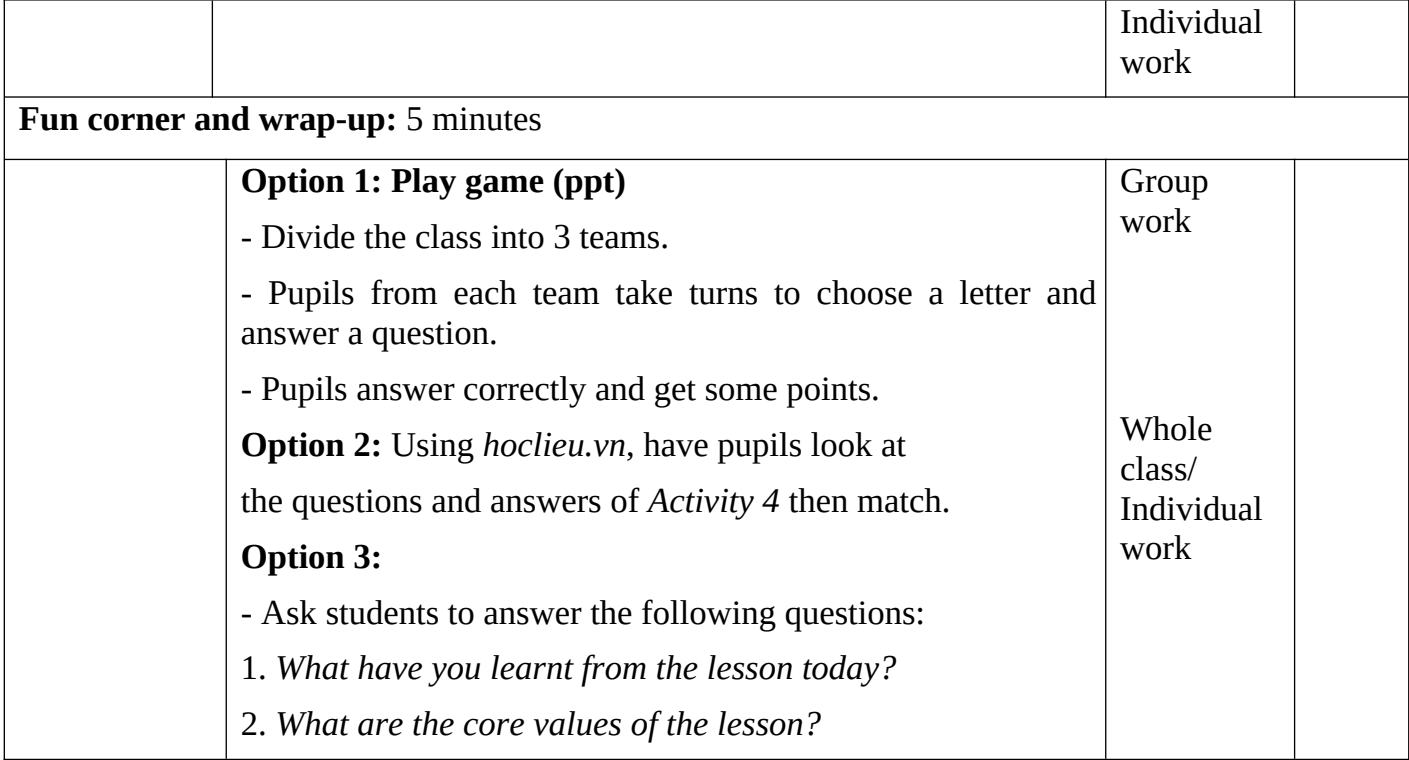
| | |
|------------------------------------|---|
| | <p><i>What's your favourite subject? – It's ____.</i></p> <p><i>Why do you like ____? – Because I want to be ____.</i></p> <p><i>Is your sports day in ____? – Yes, it is. / No, it isn't. It's in ____.</i></p> <p><i>When's your sports day? – It's in ____.</i></p> <p><i>Were you ____ last weekend? – Yes, I was. / No, I wasn't.</i></p> <p><i>Where were you last summer? – I was in ____.</i></p> <p>- take part in three fun activities to apply their language knowledge and competences.</p> |
| Competences | <ul style="list-style-type: none"> - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform listening tasks |
| Attributes | <ul style="list-style-type: none"> - Show pride in what they have learnt - Diligence: complete learning tasks |
| II. RESOURCES AND MATERIALS | |
| | <ul style="list-style-type: none"> - Student's book: Page 75 - Teacher's guide: Pages 139, 140 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters (Unit 1 - 10) - Computer, projector, ... |
| III. PROCEDURE | <p>Warm-up and review – Read and match – Read and complete – Let's write - Fun corner and wrap-up</p> |

| Procedure | Teacher's and pupils' activities | Interaction | Note |
|--------------------------------------|---|--|------|
| Warm-up and review: 5 minutes | | | |
| | Greet the class. Option 1: - Play game (ppt). Option 2: - Ask pupils to choose a game from <i>Units 6 to 10</i> to play. - Get pupils to open their books at page 75 and look at | Group work Whole class/ Individual | |



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| | Review 2, Activity 3. | work | |
| Activity 3. Read and match. 5 minutes | | | |
| a. Goal | To read and match pairs of target sentence patterns. | | |
| b. Input | Four pairs of sentence patterns, which together form simple exchanges between two pupils | | |
| c. Outcome | Pupils can read and match pairs of target sentence patterns. | | |
| d. Procedure | <p>Step 1: Draw pupils’ attention to the questions and answers. Tell them about this activity. Point at Question 1, What subjects do you have today? and elicit the answer (subjects). Have pupils read the answers and find which answer is correct and give feedback. Draw a line to match Question 1 with the letter b.</p> <p>Step 2: Give pupils time to do the task. Go around the classroom to offer support.</p> <p>Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.</p> <p>Extension: Invite a few pairs of pupils to stand up and read the matched exchanges aloud.</p> | <p>Whole class/ Individual work</p> <p>Pair work</p> <p>Pair work/ Group work</p> | |
| e. Assessment | <p>- Performance products: Student’s answers</p> <p>- Assessment tools: Observation; Questions & Answers</p> | | |
| Activity 4. Read and complete. 10 minutes | | | |
| a. Goal | To read and show the understanding of a letter by choosing the words to complete a gapped text about a familiar topic. | | |
| b. Input | A short gapped letter with word cues in the box to complete | | |
| c. Outcome | Pupils can read and show the understanding of a letter by choosing the words to complete a gapped text about a familiar topic | | |
| d. Procedure | <p>Step 1: Tell pupils the goal of the activity and explain that they should read a letter and choose the words in the box to complete. Check comprehension.</p> <p>Step 2: Do Sentence 1 as an example. Point at the first sentence and read aloud as a class. Elicit the missing word</p> | <p>Whole class/ Individual work</p> | |

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| | <p>and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.</p> <p>Step 3: Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.</p> <p>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.</p> <p>Extension: Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.</p> | Pair work | |
| e. Assessment | <p>- Performance products: Student's talks and interaction</p> <p>- Assessment tools: Observation; Answer keys</p> | | |
| Activity 5. Let’s write. 10 minutes | | | |
| a. Goal | To use the target language to complete a gapped letter about their school. | | |
| b. Input | A short gapped letter | | |
| c. Outcome | Pupils can use the target language to complete a gapped letter about their school. | | |
| | <p>Step 1: Tell the class the goal of the activity and explain that they should read the gapped letter and fill in the gaps with their own information. Check comprehension.</p> <p>Step 2: Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit the words (e.g. <i>a city, the mountains, a town, a village</i>). Then have them fill in the gap.</p> <p>Step 3: Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.</p> <p>Step 4: Get pupils to swap their books with a partner and check their answers before checking as a class.</p> <p>Extension: Invite one or two pupils to read their completed letters in front of the class.</p> | Whole class/ Individual work | |
| | | Pair work | |
| | | Whole class/ | |





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EXTENSION ACTIVITIES 2

Period 3

| I. OBJECTIVES | |
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| By the end of the lesson, pupils will be able to: | |
| Language knowledge & skills | <ul style="list-style-type: none"> - correctly use the following sentence patterns: <i>Where's your school? – It's in the ____.</i> <i>How many ____ are there at your school? – There is / are ____.</i> <i>What subjects do you have today? – I have ____.</i> <i>When do you have ____? – I have it on ____.</i> <i>What's your favourite subject? – It's ____.</i> <i>Why do you like ____? – Because I want to be ____.</i> <i>Is your sports day in ____? – Yes, it is. / No, it isn't. It's in ____.</i> <i>When's your sports day? – It's in ____.</i> <i>Were you ____ last weekend? – Yes, I was. / No, I wasn't.</i> <i>Where were you last summer? – I was in ____.</i> - take part in three fun activities to apply their language knowledge and competences. |
| Competences | <ul style="list-style-type: none"> - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform listening tasks |
| Attributes | <ul style="list-style-type: none"> - Show pride in what they have learnt - Diligence: complete learning tasks |
| II. RESOURCES AND MATERIALS | |



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|---------------------------|--|
| | <ul style="list-style-type: none"> - Student's book: Page 76, 77 - Teacher's guide: Pages 141, 142 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters (Unit 1 - 10) - Computer, projector, ... |
| III. PROCEDURE | Warm-up and review – Read and match – Write city or countryside – 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: - Play a game (ppt). Option 2: - Ask pupils to choose a chant from <i>Units 6 to 10</i> and chant together. - Get pupils to open their books at page 76 and look at <i>Extension activities, Activity 1</i> . | Group work Whole class/ Individual work | |
| Activity 1. Read and match. 5 minutes | | | |
| a. Goal | To read and match two reading texts with the pictures of city and country; To distinguish the features of the city and the country. | | |
| b. Input | Two short texts of the city and the country and two pictures to match | | |
| c. Outcome | Pupils can read and match two reading texts to the pictures of city and country and can distinguish the features of the city and the country. | | |
| d. Procedure | Step 1: Draw pupils' attention to the texts and the pictures. Tell them about this activity. Have pupils look at the Pictures a and b and elicit the features of them. Ask <i>What can you see in the city?</i> and then <i>What can you see in the countryside?</i> Step 2: Read text 1 aloud. Ask pupils to match text 1 to Picture a or b. Continue with text 2. | Whole class/ Individual work | |

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| | <p>Step 3: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.</p> <p>Step 4: Have pupils underline the features of the city in text 1 and the features of the country in text 2.</p> <p>Extension: Invite a few pairs of pupils to stand up and read the text aloud</p> | Pair work Whole class/ Individual work Pair work | |
| e. Assessment | - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers | | |
| Activity 2. Write <i>city</i> or <i>countryside</i>. 10 minutes | | | |
| a. Goal | To distinguish the features of the city and the country. | | |
| b. Input | Eight things or features of the city and the country | | |
| c. Outcome | Pupils can distinguish the features of the city and the country. | | |
| d. Procedure | <p>Step 1: Draw pupils’ attention to the words and phrases. Tell them about this activity. Check comprehension.</p> <p>Step 2: Do Number 1 together. Read the phrase in Number 1 aloud and elicit the answer (<i>city</i>). Have pupils write 1. city in the notebook.</p> <p>Step 3: Give pupils time to do the task. Go around the classroom to offer support.</p> <p>Step 4: Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.</p> | Whole class/ Individual work Pair work | |
| Activity 3. Board game. Roll a dice. Listen to a question and and answer it. 10 minutes | | | |
| a. Goal | To revise the target vocabulary and sentence patterns by playing <i>Board</i> game. | | |
| 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 game. | | |
| d. Procedure | Step 1: Teacher leads the game for the whole class. Divide | Group | |



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| | <p>the class into four groups. Determine which group goes first, second, third and fourth.</p> <p>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 space by the dice.</p> <p>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.</p> <p>Questions:</p> <p>1: <i>Where’s his school?</i></p> <p>2: <i>How many buildings are there at your school?</i></p> <p>3: <i>Go back one space</i></p> <p>4: <i>What subjects do you have today?</i></p> <p>5: <i>Move ahead one space</i></p> <p>6: <i>When does she have music?</i></p> <p>7: <i>Miss a turn</i></p> <p>8: <i>Were you in the countryside last weekend?</i></p> <p>9: <i>Move ahead three spaces</i></p> <p>10: <i>Where were you last summer?</i></p> <p>11: <i>Go back one space</i></p> <p>12: <i>Is your sports day in June?</i></p> <p>Step 4: The game continues until one or all groups reach the “Finish” space.</p> <p>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.</p> | work | |
| e. Assessment | <p>- Performance products: Student's talks and interaction</p> <p>- Assessment tools: Observation; Answer keys</p> | | |
| Fun corner and wrap-up: 5 minutes | | | |



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| | <p>Option 1: Play game (ppt)</p> <ul style="list-style-type: none">- Divide the class into 3 teams.- Pupils from each team take turns choose a letter and answer a question.- Pupils answer correctly and get some points. <p>Option 2: Using hoclieu.vn, have pupils look at the questions and answers of Activity 1 then match.</p> <p>Option 3:</p> <ul style="list-style-type: none">- Ask students to answer the following questions: <ol style="list-style-type: none">1. <i>What have you learnt from the lesson today?</i>2. <i>What are the core values of the lesson?</i> | Group work | |
| | | Whole class/ Individual work | |