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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 6 – CLOTHES**

**Review and Practice (page 94)**

1. **Objectives**

By the end of this lesson, students will be able to review talking about what clothes they want, talking about what they’re wearing, and asking and answering about their clothes.

* 1. **Language knowledge and skills**

**Vocabulary:** *sweater, jeans, boots, pajamas, scarf, jacket, skirt, belt, shoes, shirt, socks.*

**Sentence patterns:** *What do you want?/ What are you wearing?/ Are those your jeans?*

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** review talking about what clothes they want, talking about what they’re wearing, and asking and answering about their clothes.

**Communication and collaboration:** work in pairs or groups to talk about what clothes they want, talk about what they’re wearing, and ask and answer about their clothes.

**Critical thinking and creativity:** learn how to talk about what clothes they want, talk about what they’re wearing, and ask and answer about their clothes.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help the students review the previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.
4. **Content:** Playing the game: “Go get it”
5. **Expected outcomes and assessment**

* Task completed with excellence:Students quickly identify and get the correct flashcards.
* Task completed: Students can identify and get the correct flashcards.
* Task uncompleted: Students are unable to identify and get the correct flashcards.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the *Go get it* game.**   * Divide the class into two teams. * Place the flashcards around the class. * Say the word twice so that the students can hear. * Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word. * The team with the most flashcards at the end wins. | * Work with their teammates to complete the task. * Look at the flashcards around the class. * Carefully listen to the word the teacher said and quickly grab that flashcard. |

1. **Presentation** (5 minutes)
2. **Objectives:** To help the students identify the pictures and name the clothes.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the pictures and name the clothes correctly.
* Task completed: Students can identify the pictures and name the clothes.
* Task uncompleted: Students are unable to identify the pictures and name the clothes.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.**   * Use DCR on Eduhome to show the class *Task A. Listen and tick (✓) the box* on page 94. * Ask them to ask these questions. * *What is it?* * *What color is it?* * Ask them to look at the pictures and guess the answers to the questions 2-5 before listening to the audio. * Walk round the class and support them if needed. | * Look at *Task A. Listen and tick (✓) the box* on page 94. * Answer their teacher’s questions. * Look at the pictures and guess the answers to the questions 2-5. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice listening and ticking the correct answers and writing the correct words in the blanks.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can listen and tick the correct answers and write the correct words in the blanks quickly.

* Task completed: Students can listen and tick the correct answers and write the correct words in the blanks.
* Task uncompleted: Students fail to listen and tick the correct answers and write the correct words in the blanks.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and (✓) the box.** (CD3 Track 23)  * Have the students look at the pictures and call out the rooms they can see. * Play the audio and demonstrate the activity using the example. * Play the audio and ask them to listen and tick the box. * Invite some students to give their answers. * Check the answers with the whole class using DCR. | * Look at the pictures and call out the rooms they can see. * Follow their teacher’s instructions before listening to the audio. * Listen and tick the box. * Present their answers in front of the class and check the answers with their teacher and friends. |
| 1. **Read the sentences. Choose a word from the box. Write the correct words next to the letters A-D.**  * Demonstrate the activity using the example. * Have the students look at the pictures, read each statement, and write the correct words next to the letters. * Check the answers as a whole class using DCR. * Afterwards, have some pairs practice asking and answering the questions. * Monitor the class and support if needed. | * Look and follow their teacher’s instructions. * Look at the pictures, read each statement, and write the correct words next to the letters. * Check the answers as a whole class. * Practice asking and answering the questions. |

1. **Production** (10 minutes)
2. **Objectives:** To help them remember the vocabulary and sentence pattern.
3. **Content:** Asking and answering the questions.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can talk about what clothes they want, talk about what they’re wearing, and ask and answer about their clothes fluently.
* Task completed: Students are able to talk about what clothes they want, talk about what they’re wearing, and ask and answer about their clothes.
* Task uncompleted: Students cannot talk about what clothes they want, talk about what they’re wearing, and ask and answer about their clothes.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Ask and answer.**   * Let the class work in pairs to complete the task. * Have the students practice using the structures to ask and answer about what clothes they want *(What do you want?)*, what they’re wearing, *(What are you wearing?)*, and their clothes *(Are those/ Is this your…?)*. * Show the flashcards to the class. * Require them to look at the flashcards and use the appropriate structures to ask their friends. * Monitor the class and support them if necessary. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Look at the flashcards and use the appropriate structures to ask their friends. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students memorize the key language structures they learned.
3. **Contents:** Asking the questions and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can memorize the target sentence patterns correctly.
* Task completed: Students are able to memorize the target sentence patterns.
* Task uncompleted: Students fail to memorize the target sentence patterns.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Give the students enough time to memorize the target language structures they learned. * Ask some students to say the language structures in front of the class. * Correct the students if needed. | * Memorize the target language structures they learned. * Present the language structures in front of the class. |
| **Homework Assignment**   * Require the students to do the exercises on pages 66, 67 in the Workbook. * Have the students do the exercises in Tiếng Anh 3 i-Learn Smart Start Notebook, page 36. * Ask them to prepare the next lesson on page 95 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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