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

**REVIEW**

**Units 1-4 (page 66)**

1. **Objectives**

By the end of this lesson, students will be able to review the vocabulary items and the sentence structures from Unit 1 to Unit 4.

* 1. **Language knowledge and skills**

**Vocabulary:** *chair, sofa, bed, table, desk, ruler, eraser, grandma, eight, bathroom, writing.*

**Sentence patterns:** *Where are you from?/**Is this your eraser?/ When do you have English?/ What’s your favorite color?/ What’s she doing?/ I live on Brown Street in London.*

* 1. **Competences**

**Self-control and independent learning:** review the vocabulary about furniture, school things, rooms in the house, countries, school subjects, days of the week, numbers, and family members.

**Communication and collaboration:** work in pairs or groups to talk about their family members, school subjects, their favorite colors, who owns school supplies, where people are from, what people are doing, and their address.

**Critical thinking and creativity:** learn how to talk about their family members, school subjects, their favorite colors, who owns school supplies, where people are from, what people are doing, and their address.

* 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 vocabulary (Units 1-4), generate the students’ interests, and lead in the Review 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. * 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 and name the vocabulary in each picture.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and name the vocabulary in each picture correctly.
* Task completed: Students can identify and name the vocabulary in each picture.
* Task uncompleted: Students are unable to identify and name the vocabulary in each picture.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.**   * Use the flashcards (Units 1-4) to show to the students. * Divide the class into two teams. * Ask each team to take turns saying the word in each card. * Correct them with their pronunciation if needed. | * Look at the flashcards. * Work in teams to complete the task. * Take turns saying the word in each card. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice numbering the correct pictures, completing the words, and circling the correct answers.
3. **Contents:** Reading and Writing.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can number the correct pictures, complete the words, and circle the correct answers quickly.

* Task completed: Students can number the correct pictures, complete the words, and circle the correct answers.
* Task uncompleted: Students fail to number the correct pictures, complete the words, and circle the correct answers.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary**   1. **Look and number.**  * Use DCR on Eduhome to demonstrate the activity using the example. * Have the class look at the words and pictures. * Give them enough time to read, look, and number. * Check answers as a whole class using DCR. | * Look and follow their teacher’s demonstration. * Look at the words and pictures. * Read, look, and number. * Check answers as a whole class. |
| 1. **Complete the words.**  * Demonstrate the activity using the example. * Have the students complete the words. * Invite some students to give their answers on the board. * Check the answers with the whole class using DCR. * Monitor the class and support them if necessary. | * Look and follow their teacher’s instructions. * Complete the words. * Present their answers in front of the class. * Check the answers as a whole class. |
| **Grammar**   1. **Read and circle.**  * Demonstrate the activity using the example. * Have the students look and circle their answers in their Student’s Books. * Use DCR on Eduhome to check the answers as a whole class. * Monitor the class and support if needed. | * Look and follow their teacher’s instructions. * Look and circle their answers in their Student’s Books. * Check the answers as a whole class. |

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 confidently talk about their family members, school subjects, their favorite colors, who owns school supplies, where people are from, what people are doing, and their address.
* Task completed: Students are able to talk about their family members, school subjects, their favorite colors, who owns school supplies, where people are from, what people are doing, and their address.
* Task uncompleted: Students cannot talk about their family members, school subjects, their favorite colors, who owns school supplies, where people are from, what people are doing, and their address.

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 ***(from task 3)*** to talk about their family members, school subjects, their favorite colors, who owns school supplies, where people are from, what people are doing, and their address. * 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.
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**   * Ask them to prepare the next lesson on page 67 in the Student’s Book. | * Follow their teacher’s instructions. * 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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