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

**UNIT 8 – FOOD**

**Review and Practice (page 122)**

1. **Objectives**

By the end of this lesson, students will be able to review saying how many different food items there are, asking and answering about the food, and making and responding to offers.

* 1. **Language knowledge and skills**

**Vocabulary:** *chicken, egg, tomato, pizza, fish, cupcake, carrot, cake.*

**Sentence patterns:** *Is there any chicken?/ There is some chicken./ Would you like some pizza?*

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

* 1. **Competences**

**Self-control and independent learning:** review saying how many different food items there are, asking and answering about the food, and making and responding to offers.

**Communication and collaboration:** work in pairs or groups to say how many different food items there are, ask and answer about the food, and make and respond to offers.

**Critical thinking and creativity:** learn how to say how many different food items there are, ask and answer about the food, and make and respond to offers.

* 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, name the food, and spell the names.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the pictures, name the food, and spell the names correctly.
* Task completed: Students can identify the pictures, name the food, and spell the names.
* Task uncompleted: Students are unable to identify the pictures, name the food, and spell the names.

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 draw lines.* on page 122. * Ask them to ask these questions. * *How do you spell “Lucy/Tom/Jill/Alfie/Ben”?* * *What food is it?/ What 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 draw lines.* on page 122. * 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 drawing lines and writing “Yes” or “No” in each blank.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can listen and draw the correct lines and write “Yes” or “No” in each blank quickly.

* Task completed: Students can listen and draw the correct lines and write “Yes” or “No” in each blank.
* Task uncompleted: Students fail to listen and draw the correct lines and write “Yes” or “No” in each blank.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and draw lines.** (CD3 Track 68)  * Have the students focus on the Listening task. * Play the audio and ask them to listen and draw lines. * Invite some students to give their answers. * Check the answers with the whole class using DCR. | * Focus on the listening task. * Listen and draw lines. * Present their answers in front of the class and check the answers with their teacher and friends. |
| 1. **Look and read. Write “Yes” or “No”.**  * Demonstrate the activity using the example. * Have the students look at the pictures, read each statement, and write “Yes” if the statement is true, or “No” if the statement is false. * Check the answers as a whole class using DCR. * Afterwards, have some students give a new true statement for each of the false statements. * Monitor the class and support if needed. | * Look and follow their teacher’s instructions. * Look at the pictures, read each statement, and write “Yes” if the statement is true, or “No” if the statement is false. * Check the answers as a whole class. * Give a new true statement for each of the false statements. |

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 say how many different food items there are, ask and answer about the food, and make and respond to offers.
* Task completed: Students are able to say how many different food items there are, ask and answer about the food, and make and respond to offers.
* Task uncompleted: Students cannot say how many different food items there are, ask and answer about the food, and make and respond to offers.

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 how many different food items there are *(There are seven carrots.)*, ask and answer about the food *(Are there any cupcakes?)*, and make and respond to offers *(Would you like some pizza?)*. * 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 86, 87 in the Workbook. * Ask them to prepare the next lesson on page 123 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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