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

**UNIT 2 – FAMILY**

**Review and Practice (page 36)**

1. **Objectives**

By the end of this lesson, students will be able to review introducing family members, asking who someone is, and following simple instructions.

* 1. **Language knowledge and skills**

**Vocabulary:** *friend, cousin, uncle, grandfather, aunt, homework, clean, wake up.*

**Sentence patterns:** *Who’s he/she?/ This is my…/ What’s his/her name?/ Clean your room.*

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

* 1. **Competences**

**Self-control and independent learning:** review introducing family members, asking who someone is, and following simple instructions.

**Communication and collaboration:** work in pairs or groups to introduce family members, ask who someone is, and follow simple instructions.

**Critical thinking and creativity:** learn how to introduce family members, ask who someone is, and follow simple instructions.

* 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. **Objective:** To help the students identify the pictures and name the family vocabulary items.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the pictures and name the family vocabulary items correctly.
* Task completed: Students can identify the pictures and name the family vocabulary items.
* Task uncompleted: Students are unable to identify the pictures and name the family vocabulary items.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.** * Use DCR on Eduhome to show the class the pictures on page 36.
* Ask them to ask these questions.
* *Who is he/she?*
* *How does he/she feel?*
* Ask them to read the names and guess the people’s names before listening to the audio.
* Walk round the class and support them if needed.
 | * Look at the picture on page 36.
* Answer their teacher’s questions.
* Read the names and guess the people’s names.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice drawing the correct lines and filling in the blanks.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can draw the lines and fill in the blanks correctly.
* Task completed: Students can draw the lines and fill in the blanks.
* Task uncompleted: Students fail to draw the lines and fill in the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and draw lines.** (CD1 Track 57)
* 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.
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| 1. **Read the sentences. Choose a word from the box. Fill in the blanks.**
* Demonstrate the activity on DCR using the example.
* Have the students look at the pictures, read each statement, and fill in the blanks.
* Check the answers as a whole class using DCR.
* Afterwards, have the students read their answers to the class.
 | * Follow their teacher’s instructions.
* Look at the pictures, read each statement, and fill in the blanks.
* Check the answers with the whole class.
* Read their answers to the 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 introduce family members, ask who someone is, and follow simple instructions fluently.
* Task completed: Students are able to introduce family members, ask who someone is, and follow simple instructions.
* Task uncompleted: Students cannot introduce family members, ask who someone is, and follow simple instructions.
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 introducing family members *(This is my…)*, asking who someone is *(Who’s he/she?)*, and following simple instructions *(Clean your room)*.
* 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.
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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 26, 27 in the Workbook.
* Have the students do the exercises in Tiếng Anh 3 i-Learn Smart Start Notebook, page 16.
* Ask them to prepare the next lesson on page 37 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
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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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