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

**REVIEW**

**Units 1-4 (page 67)**

1. **Objectives**

By the end of this lesson, students will be able to review their English skills from Unit 1 to Unit 4.

* 1. **Language knowledge and skills**

**Vocabulary:** *singing, eating, reading, pencil, bathroom, notebook, kitchen, living room, mirror.*

**Sentence patterns:** *Do your friends like singing?/ Is the mirror in the bathroom?/ Where’s Dad?/ What’s she doing?/ What’s her name?*

* 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 where things are, what people are doing, what people like doing, who someone is, and who owns school supplies.

**Critical thinking and creativity:** learn how to talk about where things are, what people are doing, what people like doing, who someone is, and who owns school supplies.

* 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 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 and name the vocabulary about furniture, school things, rooms in the house, countries, school subjects, days of the week, numbers, and family members.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and name the vocabulary about furniture, school things, rooms in the house, countries, school subjects, days of the week, numbers, and family members correctly.
* Task completed: Students can identify and name the vocabulary about furniture, school things, rooms in the house, countries, school subjects, days of the week, numbers, and family members.
* Task uncompleted: Students are unable to identify and name the vocabulary about furniture, school things, rooms in the house, countries, school subjects, days of the week, numbers, and family members.

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 matching the questions with the correct answers, listening and circling the answers, and filling the blanks.
3. **Contents:** Listening, Reading and Writing.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can match the questions with the correct answers, listen and circle the answers, and fill the blanks quickly.

* Task completed: Students can match the questions with the correct answers, listen and circle the answers, and fill the blanks.
* Task uncompleted: Students fail to match the questions with the correct answers, listen and circle the answers, and fill the blanks.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Communication**   1. **Read and match.**  * Demonstrate the activity using the example. * Have the students read and match the sentences in their Student’s Books. * Divide the class into pairs and have them check each other’s work. * Use DCR on Eduhome to check the answers as a whole class. * Have some pairs practice saying the sentences. * Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity. * Look and match the sentences in their Student’s Books. * Work in pairs and check their partner’s answers. * Check the answers with the teacher and friends. * Practice saying the sentences with a friend. |
| **Listening**   1. **Listen and circle.** (CD2 Track 47)  * Play the audio and demonstrate the activity using the example. * Play the audio and have the students listen and circle. * Play the audio again and check answers as a whole class using DCR. | * Listen and follow their teacher’s demonstration. * Listen to the story and circle. * Listen to the story again and check the answers as a whole class. |
| **Reading and Writing**  **6. Look, read, and fill in the blanks.**   * Have the students identify the pictures and say the words. * Ask them to read the sentences and fill in the blanks. * Use DCR on Eduhome to check answers as a whole class. | * Identify the pictures and read the sentences. * Read the sentences and fill in the blanks. * Check 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 tasks 4 &5)*** 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 review the vocabulary and grammar from Unit 1 to Unit 4. * Ask them to prepare the next lesson on page 68 in the Student’s Book. | * Review the vocabulary and grammar from Unit 1 to Unit 4. * 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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