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

**UNIT 1 – MY FRIENDS**

**Review and Practice (page 22)**

1. **Objectives**

By the end of this lesson, students will be able to review spelling names, asking where people are from, and asking what their friends like doing.

* 1. **Language knowledge and skills**

**Vocabulary:** *name, age, class number, sing, read, India.*

**Sentence patterns:** *What’s your name?/**Where are you from?/ How do you spell…?/ Do you friends like…?*

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

* 1. **Competences**

**Self-control and independent learning:** review spelling names, asking where people are from, and asking what their friends like doing.

**Communication and collaboration:** work in pairs or groups to spell names, ask where people are from, and ask what their friends like doing.

**Critical thinking and creativity:** learn how to spell names, ask where people are from, and ask what their friends like doing.

* 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: “Slap the board” or “Snake”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards and say the words correctly.
* Task completed: Students can slap correct flashcards and say the words.
* Task uncompleted: Students can slap flashcards, but mispronounce the words/ say nothing.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the letters (A-Z) and numbers (1-10) on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |
| **Option 2:** **Play the *Snake* game.**   * Have the class stand up and play the game. * Give the ball to the first student and ask them to begin by saying a letter or number. * Then the first student passes the ball to any of their friends. The second friend will name another letter/ number. * The students who are unable to say the letters/ numbers will sit down. The last student who stands up at the end of the game is the winner. * Lead in the new lesson. | * Follow their teacher’s instructions before playing the game. * Play the game with the whole class. * Be ready for the new lesson. |

1. **Presentation** (5 minutes)
2. **Objective:** To help the students identify the picture and get some general ideas before doing the listening task.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the picture and answer their teacher’s questions correctly.
* Task completed: Students can identify the picture and answer their teacher’s questions.
* Task uncompleted: Students are unable to identify the picture and answer their teacher’s questions.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.**   * Use DCR on Eduhome to show the class the picture on page 22. * Ask them to ask these questions. * *What can you see in the picture?* * *How many people are there?* * *How do they feel?* * *Where are they?* * Ask them to look at the key word(s) in each question and guess the answer whether it is a word or a number. * Walk round the class and support them if needed. | * Look at the picture on page 22. * Answer their teacher’s questions. * Look at the key word(s) in each question and guess the answer whether it is a word or a number. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice their listening skill by writing a name or number, asking where people are from, and asking what their friends like doing.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can understand and write a name or number, ask where people are from, and ask what their friends like doing correctly.
* Task completed: Students can understand and write a name or number, ask where people are from, and ask what their friends like doing.
* Task uncompleted: Students fail to understand and write a name or number, ask where people are from, and ask what their friends like doing.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and write a name or a number.**   (CD1 Track 34)   * Have the students focus on the Listening task. * Play the audio and ask them to listen and write a name or a number in each blank. * Invite some students to give their answers. * Check the answers with the whole class. | * Focus on the Listening task. * Listen and write a name or a number in each blank. * Present their answers in front of the class and check the answers with their teacher and friends. |
| 1. **Look and read. Put a (✓) or a (🗶).**  * Demonstrate the activity using the example. * Have the students look at the pictures, read each statement, and put a tick in the box if the statement is true, or a cross if the statement is false. * Check the answers as a whole class using DCR. * Afterwards, have the students give a new true statement for each of the false statements. * Monitor the class and support if needed. | * Look at the pictures, read the statements, and put a tick in the box if the statement is true, or a cross if the statement is false. * Check the answers with the 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 ask and answer the questions about spelling names, asking where people are from, and asking what their friends like doing fluently.
* Task completed: Students are able to ask and answer the questions about spelling names, asking where people are from, and asking what their friends like doing.
* Task uncompleted: Students cannot ask and answer the questions about spelling names, asking where people are from, and asking what their friends like doing.

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 spelling names *(How do you spell…?)*, asking where people are from *(Where are you from?)*, and asking what their friends like doing *(Do your friends like…?)*. * 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**   * Ask Ss to do the exercises on pages 16, 17 in the Workbook. * Have Ss do the exercises in TA3 i-Learn Smart Start Notebook, page 11. * Ask them to prepare the next lesson on page 23 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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