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

**REVIEW**

**Units 5-8 (page 124)**

1. **Objectives**

By the end of this lesson, students will be able to review the vocabulary items and the sentence structures from Unit 5 to Unit 8.

* 1. **Language knowledge and skills**

**Vocabulary:** *sweater, onion, throw, go swimming, chicken, wardrobe, arm, tennis, pajamas, doll.*

**Sentence patterns:** *We eat noodles with chopsticks./ I’m wearing brown boots./ Would you like some fish?*

* 1. **Competences**

**Self-control and independent learning:** review the vocabulary about clothes, food, sports, hobbies, toys, and body parts.

**Communication and collaboration:** work in pairs or groups to talk about what they are wearing, make and respond to offers, and the use of their body parts in sports.

**Critical thinking and creativity:** learn how to talk about what they are wearing, make and respond to offers, and the use of their body parts in sports.

* 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 5-8), 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 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 5-8) 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 writing the correct words and identifying the words in the same topic.
3. **Contents:** Reading and Writing.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can write the correct words and identify the words in the same topic quickly.

* Task completed: Students can write the correct words and identify the words in the same topic.
* Task uncompleted: Students fail to write the correct words and identify the words in the same topic.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Vocabulary**   1. **Look and write. The first letters are given.**  * Let the class look at the pictures and the first letters. * Give them enough time to 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 at the pictures and the first letters. * Complete the words. * Present their answers in front of the class. * Check the answers with the whole class. |
| 1. **Read and circle the odd one out.**  * Demonstrate the activity using the example. * Have the students read the words and make sure that they know the meaning of the words. * Ask them to circle the word that is not related to the group. * Check the answers as a whole class using DCR. * Monitor the class and support if needed. | * Look and follow their teacher’s instructions. * Read the words and get their meaning. * Circle the word that is not related to the group. * Check the answers as a whole class. |
| **Grammar**   1. **Unscramble and write.**  * Demonstrate the activity using the example. * Have the students read the words and underline the words with the capitalizing letters. * Ask them to rearrange the words to make the correct statements. * Check the answers as a whole class using DCR. * Monitor the class and support if needed. | * Look and follow their teacher’s instructions. * Read the words and underline the words with the capitalizing letters. * Rearrange the words to make the correct statements. * 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 what they are wearing, make and respond to offers, and the use of their body parts in sports.
* Task completed: Students are able to talk about what they are wearing, make and respond to offers, and the use of their body parts in sports.
* Task uncompleted: Students cannot talk about what they are wearing, make and respond to offers, and the use of their body parts in sports.

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 what they are wearing *(What are you wearing?)*, make and respond to offers *(Would you like some fish?)*, and talk about the use of their body parts in sports *(I can my legs and feet in soccer.).* * 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 125 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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