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

**UNIT 1 – MY FRIENDS**

**Review and Practice (page 23)**

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, spell, dance, sing, draw.*

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

**Skill:** 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: “Circle jump” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or jump inside the correct circle and say the phrases quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle and say the phrases.
* Task uncompleted: Students slap the wrong flashcards or pronounce the phrases incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Circle jump* game.**   * Divide the class into two groups and make two lines to play the game. * Draw two large circles on the ground with chalk. * Place a flashcard in each circle. * Call out a phrase, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the phrase when standing inside the circle. * The first student getting the correct answer wins a point for their team. | * Make two lines to play this game. * Follow their teacher’s instructions before playing the game. * Quickly run and stand inside the corresponding circle when the teacher says a phrase. * Say aloud the phrase when standing inside the circle. |
| **Option 2:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the letters, numbers, countries, free time activities on the board, showing the images. * Call out a phrase 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 phrase on it. |

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

* Task completed with excellence: Students can identify the pictures and answer their teacher’s questions correctly.
* Task completed: Students can identify the pictures and answer their teacher’s questions.
* Task uncompleted: Students are unable to identify the pictures 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 pictures on page 23. * Point to each picture and ask them to ask these questions. * *What activity is it?* * *How many people are there?* * *Where is it?/ What country is it?* * Walk round the class and support them if needed. | * Look at the picture on page 23. * Look at the pictures and answer their teacher’s questions. |

1. **Practice** (10 minutes)
2. **Objective:** To practice their speaking skill by spelling names, asking where people are from, and asking what their friends like doing.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can spell names, ask where people are from, and ask what their friends like doing correctly.
* Task completed: Students can spell names, ask where people are from, and ask what their friends like doing.
* Task uncompleted: Students fail to spell names, ask where people are from, and ask what their friends like doing.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the board game.**   * Divide the class into groups of four with two pairs in each group. * Guide the students how to play the game. * Have the pairs play rock, paper, scissors for each turn. * The winning pair moves forward two spaces. The losing pair moves forward one. * Each pair must match the symbol to the useful language and then ask and answer. If they answer incorrectly, they must move back one space. * The pair getting to the Finish first wins the game. | * Work in groups to complete the task. * Follow their teacher’s instructions before playing the game. * Play rock, paper, scissors to start the game. * Look at the pictures to make the correct language structures to ask their friends. |
| **Correct homework.**   * Ask some students to present their homework (Workbook, pages 16, 17) on the board. * Walk around the class and check the students’ homework. * Afterwards, check the answers on the board with the whole class. | * Write the answers on the board. * Check the answers with their teacher and friends. |

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.
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. * Have the class evaluate their learning achievement by circling the happy/unhappy faces. * 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 Lesson 1 – Unit 2 on page 24 in the Student’s Book. | * 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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