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

**UNIT 3 – SCHOOL**

**Review and Practice (page 51)**

1. **Objectives**

By the end of this lesson, students will be able to review asking who owns different school supplies, asking what subjects people like, and talking about their school timetables.

* 1. **Language knowledge and skills**

**Vocabulary:** *math, music, art, English, P.E., pencil, ruler, notebook, eraser, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*

**Sentence patterns:** *When do you have math?/ Do you like P.E.?/ Is this your ruler?*

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** review asking who owns different school supplies, asking what subjects people like, and talking about their school timetables.

**Communication and collaboration:** work in pairs or groups to ask who owns different school supplies, ask what subjects people like, and talk about their school timetables.

**Critical thinking and creativity:** learn how to ask who owns different school supplies, ask what subjects people like, and talk about their school timetables.

* 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: “Roll the dice” or “Bingo”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can remember the words in each category or identify the vocabulary items on the flashcards quickly and correctly.
* Task completed: Students can remember the words in each category or identify the vocabulary items on the flashcards.
* Task uncompleted: Students are unable to remember the words in each category or identify the vocabulary items on the flashcards.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Roll the dice* game.*** Divide the class into two groups to play the game.
* Choose six categories *(days of the week, school subjects, school things, colors, numbers, and names)* and assign each category to a number on the dice.
* Ask each team to roll the dice and say a word related to that category.
* The team with the most correct answers wins the game.
 | * Work with their teammates to play the game.
* Follow their teacher’s instructions.
* Roll the dice and say a word related to that category.
 |
| **Option 2:** **Play the *Bingo* game.*** Write a list of 15 words on the board.
* Ask the students to choose 5 words and write them on their paper.
* Show a flashcard to the class. If they have the word, they tick it. The student who ticks all 5 words they have chosen shouts *“Bingo”* and wins the game.
* Lead in the new lesson.
 | * Look at the words on the board.
* Choose 5 words and write them on their paper.
* Look at the flashcard and tick the word if they have.
 |

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 51.
* Point to each picture and ask them to ask these questions.
* *What subject is it?*
* *Do you like…?*
* *What school thing is it?/ What is it?*
* Walk round the class and support them if needed.
 | * Look at the pictures on page 51.
* Look at the pictures and answer their teacher’s questions.
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1. **Practice** (10 minutes)
2. **Objective:** To practice their speaking skill by asking who owns different school supplies, asking what subjects people like, and talking about their school timetables.
3. **Content:** Speaking
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask who owns different school supplies, ask what subjects people like, and talk about their school timetables correctly.
* Task completed: Students can ask who owns different school supplies, ask what subjects people like, and talk about their school timetables.
* Task uncompleted: Students fail to ask who owns different school supplies, ask what subjects people like, and talk about their school timetables.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **Play *Connect three*.*** 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 to see which pair goes first.
* Have the winning pair choose a space, match the symbol to the useful language, then ask and answer.
* Have the pair mark that space as theirs if they use the useful language correctly.
* Ask them to take turns.
* The pair that gets three spaces in a horizontal, vertical or diagonal line 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.
* Choose a space, match the symbol to the useful language, then ask and answer.
* Mark the space as theirs if they use the useful language correctly.
* Swap their roles and play the game.
 |
| **Correct homework.*** Ask some students to present their homework (Workbook, pages 36-37) 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.
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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 who owns different school supplies, ask what subjects people like, and talk about their school timetables correctly and fluently.
* Task completed: Students are able to ask who owns different school supplies, ask what subjects people like, and talk about their school timetables.
* Task uncompleted: Students cannot ask who owns different school supplies, ask what subjects people like, and talk about their school timetables.
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 who owns different school supplies *(Is this your…?)*, what subjects people like *(Do you like…?)*, and their school timetables *(When do you have…?)*.
* 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 4 on page 52 in the Student’s Book.
 | * 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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