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

**REVIEW**

**Units 5-8 (page 125)**

1. **Objectives**

By the end of this lesson, students will be able to review their English skills from Unit 5 to Unit 8.

* 1. **Language knowledge and skills**

**Vocabulary:** *badminton, shorts, potato, shirt, tie, T-shirt, marble, bedroom, block, wardrobe, robot.*

**Sentence patterns:** *May I watch TV?/ I want a red T-shirt./ What are you wearing?/ Can you play badminton?*

* 1. **Competences**

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

**Communication and collaboration:** work in pairs or groups to talk about what they are good at, the sports that they can do, the clothes that they want, and ask for permission.

**Critical thinking and creativity:** learn how to talk about what they are good at, the sports they can do, the clothes they want, how many toys they have, and ask for permission.

* 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.
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1. **Presentation** (5 minutes)
2. **Objectives:** To help the students identify and name the vocabulary about clothes, food, sports, hobbies, and toys.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify and name the vocabulary about clothes, food, sports, hobbies, and toys correctly.
* Task completed: Students can identify and name the vocabulary about clothes, food, sports, hobbies, and toys.
* Task uncompleted: Students are unable to identify and name the vocabulary about clothes, food, sports, hobbies, and toys.
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.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice matching the questions with the correct answers, listening and putting the tick or cross, 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 put the tick or cross, and fill the blanks quickly.
* Task completed: Students can match the questions with the correct answers, listen and put the tick or cross, and fill the blanks.
* Task uncompleted: Students fail to match the questions with the correct answers, listen and put the tick or cross, 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.
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| **Listening**1. **Listen and put a (✓) or a (🗶).** (CD3 Track 69)
* Demonstrate the activity using the example.
* Give the students enough time to read each statement.
* Play the audio and ask them to put *a tick* in the box if the statement is true, or *a cross* in the box if the statement is false.
* Check the answers as a whole class using DCR.
* Afterwards, have some students give a new true statement for each of the false statements.
* Monitor the class and support if needed.
 | * Look and follow their teacher’s instructions.
* Read each statement.
* Listen and put a tick in the box if the statement is true, or a cross in the box if the statement is false.
* Check the answers as a whole class.
* Give a new true statement for each of the false statements.
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| **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.
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| **7. What do you have? Where is it? Write 10-20 words.*** Ask them to read the sentences in *Task 6. Look, read, and fill in the blanks* again.
* Have the class work in pairs to ask and answer the questions: *“What do you have?”* and *“Where is it?”*
* Monitor the class and support them if necessary.
* Give them enough time to write 10-20 words about their toys.
* Ask some students to present their answers in front of the class.
* Correct their mistakes if any.
 | * Read the sentences in *Task 6. Look, read, and fill in the blanks* again.
* Work in pairs to ask and answer the questions: *“What do you have?”* and *“Where is it?”*
* Write 10-20 words about their toys.
* Present their answers in front of the class.
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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 confidently talk about what they are good at, the sports that they can do, the clothes that they want, and ask for permission.
* Task completed: Students are able to talk about what they are good at, the sports that they can do, the clothes that they want, and ask for permission.
* Task uncompleted: Students cannot talk about what they are good at, the sports that they can do, the clothes that they want, and ask for permission.
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 talk about what they are good at *(What are you good at?)*, the sports that they can do *(Can you play badminton?)*, the clothes that they want *(What do you want?)* and ask for permission *(May I watch TV?).*
* 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.
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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.
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| **Homework Assignment** * Ask them to review the vocabulary and grammar from Unit 5 to Unit 8.
 | * Review the vocabulary and grammar from Unit 5 to Unit 8.
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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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