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

**UNIT 3 – SCHOOL**

**Review and Practice (page 50)**

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 P.E.?/ Do you like music?/ Is this your pencil?*

**Skills:** Listening, Reading, Writing, and 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: “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 the school timetable and name the days of the week and school subjects.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the school timetable and name the days of the week and school subjects correctly.
* Task completed: Students can identify the school timetable and name the days of the week and school subjects.
* Task uncompleted: Students are unable to identify the school timetable and name the days of the week and school subjects.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.** * Use DCR on Eduhome to show the class *Task A. Listen and write* on page 50.
* Ask them to ask these questions.
* *How many subjects are there in the box?*
* *What is your favorite subject?*
* *What do you have on Mondays?/ When do you have English?*
* Ask them to look at the school timetable and guess the subject in each blank before listening to the audio.
* Walk round the class and support them if needed.
 | * Look at *Task A. Listen and write.* on page 50.
* Answer their teacher’s questions.
* Look at the school timetable and guess the subject in each blank
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1. **Practice** (10 minutes)
2. **Objectives:** To practice listening and writing the correct subjects in the blanks and reordering the letters to make the correct words.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can listen and write the correct subjects in the blanks and reorder the letters to make the correct words quickly.
* Task completed: Students can listen and write the correct subjects in the blanks and reorder the letters to make the correct words.
* Task uncompleted: Students fail to listen and write the correct subjects in the blanks and reorder the letters to make the correct words.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and write.** (CD2 Track 23)
* Ask the students to look at the table and focus on the Listening task.
* Play the audio and ask them to listen and fill in the blanks.
* Invite some students to give their answers.
* Check the answers with the whole class using DCR.
 | * Look at the table and focus on the Listening task.
* Listen and fill in the blanks.
* Present their answers in front of the class and check the answers with their teacher and friends.
 |
| 1. **Look at the pictures. Look at the letters. Write the words.**
* Demonstrate the activity using the example.
* Write the unscramble letters on the board, then write the word *“pencil”* next to the letters, cross each letter once when they have been put in the correct order.
* Have the students individually look at the unscramble letters.
* Ask the students to write the words in the spaces provided.
* Check the answers as a whole class using DCR.
* Afterwards, have some students demonstrate spelling the words aloud in front of the class.
* Monitor the class and support if needed.
 | * Look and follow their teacher’s instructions.
* Look at the unscramble letters.
* Write the words in the spaces provided.
* Check the answers as a whole class.
* Demonstrate spelling the words aloud 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 ask and answer the questions about who owns different school supplies, what subjects people like, and their school timetables fluently.
* Task completed: Students are able to ask and answer the questions about who owns different school supplies, what subjects people like, and their school timetables.
* Task uncompleted: Students cannot ask and answer the questions about who owns different school supplies, what subjects people like, and 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.
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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 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.
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| **Homework Assignment** * Require the students to do the exercises on pages 36, 37 in the Workbook.
* Have Ss do the exercises in TA3 i-Learn Smart Start Notebook, page 21.
* Ask them to prepare the next lesson on page 51 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and 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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