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

**UNIT 4 – HOME**

**Review and Practice (page 64)**

1. **Objectives**

By the end of this lesson, students will be able to review asking where people are, asking what people are doing, and asking where things are.

* 1. **Language knowledge and skills**

**Vocabulary:** *bathroom, bedroom, living room, kitchen, yard, cleaning, cooking, playing, sleeping, eating.*

**Sentence patterns:** *Where’s Dad?/ Is the picture in the living room, Dad?/ What’s he doing?*

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** review asking where people are, asking what people are doing, and asking where things are.

**Communication and collaboration:** work in pairs or groups to ask where people are, ask what people are doing, and ask where things are.

**Critical thinking and creativity:** learn how to ask where people are, ask what people are doing, and ask where things are.

* 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. |

1. **Presentation** (5 minutes)
2. **Objectives:** To help the students identify the pictures and name the rooms in the house and activities.
3. **Content:** Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the pictures and name the rooms in the house and activities correctly.
* Task completed: Students can identify the pictures and name the rooms in the house and activities.
* Task uncompleted: Students are unable to identify the pictures and name the rooms in the house and activities.

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 tick (ü) the box* on page 64. * Ask them to ask these questions. * *Where is it?* * *What is he/she doing?* * Ask them to look at the pictures and guess the answers to the questions 2-5 before listening to the audio. * Walk round the class and support them if needed. | * Look at *Task A. Listen and tick (ü) the box.* on page 64. * Answer their teacher’s questions. * Look at the pictures and guess the answers to the questions 2-5. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice listening and ticking the correct answers and putting a tick or cross in each box.
3. **Contents:** Listening, Reading, Writing, and Speaking.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can listen and tick the correct answers and put a tick or cross in each box correctly.

* Task completed: Students can listen and tick the correct answers and put a tick or cross in each box.
* Task uncompleted: Students fail to listen and tick the correct answers and put a tick or cross in each box.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and (ü) the box.** (CD2 Track 46)  * Have the students look at the pictures and call out the rooms they can see. * Play the audio and demonstrate the activity using the example. * Play the audio and ask them to listen and tick the box. * Invite some students to give their answers. * Check the answers with the whole class using DCR. | * Look at the pictures and call out the rooms they can see. * Follow their teacher’s instructions before listening the audio. * Listen and tick the box. * Present their answers in front of the class and check the answers with their teacher and friends. |
| 1. **Look and read. Put a (ü) or a (û).**  * Demonstrate the activity using the example. * Have the students look at the pictures, read each statement, 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. * 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. * Look at the pictures, read each statement, 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. |

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 where people are, asking what people are doing, and asking where things are fluently.
* Task completed: Students are able to ask and answer the questions about where people are, asking what people are doing, and asking where things are.
* Task uncompleted: Students cannot ask and answer the questions about where people are, asking what people are doing, and asking where things are.

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 where people are *(Where’s Dad?)*, what people are doing *(What’s he doing?)*, and where things are *(Is the picture in the living room?)*. * 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 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. |
| **Homework Assignment**   * Require the students to do the exercises on pages 46, 47 in the Workbook. * Have Ss do the exercises in TA3 i-Learn Smart Start Notebook, page 26. * Ask them to prepare the next lesson on page 65 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and 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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