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

**UNIT 2 - FAMILY**

**Lesson 2 (page 27)**

1. **Objectives**

By the end of this lesson, students will be able to ask who someone is.

* 1. **Language knowledge and skills**

**Vocabulary:** grandfather, grandmother, uncle, aunt, cousin.

**Sentence patterns:** Who’s she?/ She’s my aunt.

What’s her name?/ Her name’s May.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask who someone is.

**Communication and collaboration:** work in pairs/ groups to ask and answer about who someone is.

**Critical thinking and creativity:** learn how to ask and answer about ask who someone is.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**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, 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 vocabulary about the family members, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Guess the hidden picture” or “Repeating game”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can identify the flashcards or repeat the correct words on the flashcards quickly.
* Task completed: Students can identify the flashcards or repeat the correct words on the flashcards.
* Task uncompleted: Students identify the wrong flashcards or find it difficult to pronounce some words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Guess the hidden picture* game.**   * Divide the class into two teams to play the game. * Use a blank card with a hole to cover a flashcard. * Show only part of the picture on the flashcard through the hole and ask them to guess the correct word. * The team having the correct guess gets a point for their team. * Lead in the new lesson. | * Play the game with their team. * Listen to their teacher’s instructions. * Look at the flashcard through the hole and try to guess it. * Be ready for the new lesson. |
| **Option 2:** **Playing the *Repeating* game.**   * Put a selection of the flashcards about the family members on the board. * Point to a flashcard and say a word. If the word is correct, the students repeat it. If not, they stay silent. | * Follow their teacher’s instructions before playing the game. * Look at the flashcard, listen to their teacher saying the word on each card, and repeat the word if it is correct. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and name the family members.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD1 Track 41)  * Arrange the flashcards *(grandfather, grandmother, uncle, aunt, cousin)* on the board. * Ask the students to listen and pay their attention. * Use DCR on Eduhome to play the audio and point to each flashcard. * Then play the audio again and have them point to the pictures in their Student’s Books. * Play the audio and require them to listen and repeat. * Help them with their pronunciation if necessary. * Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity. * Walk round the class and support them if needed. | * Listen and follow their teacher’s instructions. * Point to the pictures in their Student’s Books. * Listen and repeat. * Work with their partner to complete the task. |
| **2. Play *Heads up. What’s missing?***   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard. | * Play with their teammates. * Follow their teacher’s instructions. * Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice asking and answering about who someone is.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about who someone is correctly and smoothly.
* Task completed: Students can ask and answer about who someone is.

1. Task uncompleted: Students fail to ask and answer about who someone is.
2. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD1 Track 42)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use this to ask and answer the questions about a person we don’t know. * Play the audio and have them look at the useful language. * Ask them to work in pairs and practice the useful language. * Require them to use the vocabulary from Part A. * Go around the class and support them if necessary. | * Look and read the useful language silently. * Listen to their teacher’s explanation. * Listen and look at the useful language again. * Work in pairs and practice the useful language. * Use the new words from Part A when practicing the useful language. |
| **2. Look and write. Practice.**   * Demonstrate the activity using the example. * Have the students look and write their answers 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 write their answers 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. |

1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary about the family members.
3. **Content:** Playing the game: “Disappearing cards” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can name all the flashcards in order quickly.
* Task completed: Students can remember the flashcard’s sequence.
* Task uncompleted: Students cannot remember some disappearing flashcards on the board.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Disappearing cards* game.**   * Put a selection of flashcards in a line on the board. * Get the students to name them in order. * When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence. | * Look at the flashcards on the board. * Name the flashcards in order. * Try to remember the flashcard’s sequence. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 2 – Lesson 2) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. | * Follow their teacher’s instructions. * Play the game with the whole class. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items.
3. **Contents:** Practicing the sentence structure and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer the questions about who someone is confidently.
* Task completed: Students are able to use the vocabulary items and sentence structure to ask and answer the questions about who someone is.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer the questions incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students to focus on the language structures: *Who’s she?/ What’s her name?* * Randomly invite some pairs to practice the structures. * Show the flashcards about the family members to the students so that they take turns asking and answering the questions. * Correct the students’ mistakes if needed. | * Follow their teacher’s instructions. * Work with their partner to complete the task. * Ask and answer the questions using the target pattern sentence structures. |
| **Homework Assignment**   * Require the students to do exercises on page 20 in the Workbook. * Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 13. * Ask them to prepare Parts C and D, Lesson 2 on page 28 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, 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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