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

**UNIT 1 – MY FRIENDS**

**Lesson 2 (page 15)**

1. **Objectives**

By the end of this lesson, students will be able to ask where people are from.

* 1. **Language knowledge and skills**

**Vocabulary:** the USA, the UK, Italy, India, Japan, Alpha.

**Sentence patterns:** Where’s he from?/ He’s from the UK.

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

* 1. **Competences**

**Self-control and independent learning:** ask and answer about the countries people are from.

**Communication and collaboration:** work in pairs/ groups to ask and answer about the countries people are from.

**Critical thinking and creativity:** learn how to ask and answer about the countries people are from.

* 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 review the vocabulary items about the countries, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Circle jump” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or jump inside the correct circle and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump inside the correct circle and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Circle jump* game.**   * Divide the class into two groups and make two lines to play the game. * Draw two large circles on the ground with chalk. * Place a flashcard in each circle. * Call out a word, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the word when standing inside the circle. * The first student getting the correct answer wins a point for their team. | * Make two lines to play this game. * Follow their teacher’s instructions before playing the game. * Quickly run and stand inside the corresponding circle when the teacher says a word. * Say aloud the word when standing inside the circle. |

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| **Option 2:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the countries on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

1. **Presentation** (10 minutes)
2. **Objective:** To help students ask and answer about the countries people come from correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about the countries people come from correctly.
* Task completed: Students can ask and answer about the countries people come from.
* Task uncompleted: Students are unable to ask and answer about the countries people come from.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show to the class the sentence structures on Part E, page 15 in their Student’s Book. * Give the students enough time to look at the target sentence structures and have them read them silently. * Invite some students to ask and answer the question. * Control the class and give them help if needed. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the target sentence structures on the screen and read it silently. * Ask and answer the question. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the question about the countries people are from.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**
4. Task completed with excellence: Students can ask and answer the question about the countries people are from smoothly and correctly.

* Task completed: Students can ask and answer the question about the countries people are from.
* Task uncompleted: Students fail to ask and answer the question about the countries people are from.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**  * Divide the class into two pairs. * Demonstrate the activity using the speech bubbles. * Have the student A point and ask, have the student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Ask and answer the other student’s question. * Present their work in front of the class. |

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| **Extra practice.**   * Divide the class into two teams. * Show one or two flashcards to the class and say a pronoun. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “Alpha”.)  Teacher: *“you”*  Team A: *“Where are you from?”*  Team B: *“I’m from Alpha.”*  (Teacher shows the flashcard “the USA”)  Teacher: *“he”*  Team A: *“Where’s he from?”*  Team B: *“He’s from the USA.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

1. **Production** (5 minutes)
2. **Objectives:** To help them produce the target sentence pattern about asking where people are from.
3. **Content:** Playing the game: “Guess the picture” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer the question about the countries people are from quickly.
* Task completed: Students are able to ask and answer the question about the countries people are from.
* Task uncompleted: Students cannot ask and answer the question about the countries people are from.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **E. Option 1: Play *Guess the picture*.**   * Have students time to look and read at the examples. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have someone from the same team ask the student a question about the flashcard. * Have a student try to guess the answer without looking at the flashcard. * Give that team one point if it’s a correct guess. * Have teams take turns asking and guessing. | * Look and read at the sentences on page 15. * Listen and follow their teacher’s instructions carefully. * Play the game with the whole class. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 1 – Lesson 2) on Eduhome to help 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. |

**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help students remember the language structures and pronounce the vocabulary items.
2. **Contents:** Practicing the sentence structures and assigning homework in the Workbook.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer the questions about the countries people are from confidently.
* Task completed: Students are able to use the vocabulary items and sentence structures to ask and answer the questions about the countries people are from.
* Task uncompleted: Students fail to use the vocabulary items and sentence structures to ask and answer the questions about the countries people are from.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students to focus on the language structures: *Where are you from?/ I’m from… .* * Randomly invite some pairs to practice the structures. * Show the flashcards about the countries 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 practice the structures at home. * Ask them to prepare Parts A and B, Lesson 3, Unit 1 on page 16 in the Student’s Book. | * Practice the structures at home. * 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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