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

**UNIT 2 - FAMILY**

**Lesson 1 (page 26)**

1. **Objectives**

By the end of this lesson, students will be able to introduce family members.

* 1. **Language knowledge and skills**

**Vocabulary:** father, mother, brother, sister.

**Sentence patterns:** This is my father./ Hello, I’m Alfie./ Hello, Alfie.

**Skill:** Speaking

* 1. **Competences**

**Self-control and independent learning:** identify and introduce family members.

**Communication and collaboration:** work in pairs or groups to introduce family members.

**Critical thinking and creativity:** learn how to introduce family members correctly and fluently.

* 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 family members and countries, to generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Vocabulary Race” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or write the words quickly and correctly.
* Task completed: Students can slap flashcards or write the words.
* Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Playing the *Vocabulary Race* game.*** Divide the class into four groups and ask them to stand in two lines facing the board.
* Draw four columns on the board for Teams A, B, C, and D.
* Give a marker to the first student of each team.
* Say “1 2 3” and then the students run to the board quickly to write a family member/ country on it. Next, the students pass the markers to the next friends and join back of the line.
* Have them one minute write the words on the board and say “Stop”. The team with the most words wins.
 | * Make four lines to play this game.
* Follow their teacher’s instructions before playing the game.
* Run to the board quickly to write a family member/ country on it.
* Pass the markers to the next friends and join back of the line.
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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 family members/ 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.
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1. **Presentation** (10 minutes)
2. **Objective:** To help the students introduce family members correctly and confidently.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the sentence structures and read out loud the words correctly.
* Task completed: Students can identify the sentence structure and read out loud the words.
* Task uncompleted: Students are unable to use the sentence structure or point and read the correct words.
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 structure on Part E, page 26 in their Student’s Book.
* Give the students enough time to look at the target sentence structure and have them read it silently.
* Ask them what they can see in the picture.
* 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 structure on the screen and read it silently.
* Answer their teacher’s question.
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**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the question by using the vocabulary items in the target sentence pattern.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**
* Task completed with excellence: Students can introduce family members smoothly and correctly.
* Task completed: Students can introduce family members.
* Task uncompleted: Students fail to introduce family members.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Point and say.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the student A point to a person in the picture, have the student B introduce.
* 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.
* Point to a person in the picture, have the other student introduce.
* Present their work in front of the class.
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| **2. Role-play.** * Divide the class into groups of three.
* Demonstrate the activity using the example.
* Ask them to role-play the activity.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Work with their friends to complete the task.
* Role-play the activity.
* Present their answers to the whole class.
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| 1. **1. Draw your family. Point and say.**
* Have the students look at the picture of the garden and draw their family.
* Divide the class into pairs.
* Have the student A point and say about their family.
* Swap roles and repeat.
* Afterwards, have some students demonstrate the activity in front of the class.
 | * Look at the picture of the garden and draw their family.
* Work with their partner to complete the activity.
* Point and say about their family and change their roles to continue the activity.
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1. **Production** (5 minutes)
2. **Objectives:** To help them produce the target sentence patterns about introducing their family members.
3. **Content:** Role-playing the activity or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can introduce their family members naturally and fluently.
* Task completed: Students are able to introduce their family members.
* Task uncompleted: Students cannot introduce their family members.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Role-play.*** Divide the class into groups of three.
* Demonstrate the activity using the example.
* Ask them to role-play the activity.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Work with their friends to complete the task.
* Role-play the activity.
* Present their answers to the whole class.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 2 – Lesson 1) 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.
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**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember the target sentence structures.
2. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
3. **Expected outcomes and assessment**
* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Show a flashcard to the class.
* Have students practice the structure using the new word.
* Repeat with other flashcards.

e.g.(Teacher shows the flashcard “father”.)Class: *“This is my father.”*(Teacher shows the flashcard “brother”.)Class: *“This is my brother.”* | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Make questions or answer the questions from the other team.
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| **Homework Assignment** * Require students to practice the structures at home.
* Ask them to prepare Parts A and B, Lesson 2, Unit 2 on page 27 in the Student’s Book.
 | * Practice the structures at home.
* 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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