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

**UNIT 2 - FAMILY**

**Lesson 2 (page 29)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

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

**Sentence patterns:** Who’s he?/ He’s my grandfather.

What’s his name?/ His name’s Dan.

**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 review the vocabulary items about the family members, 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:** **Playing the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the family members 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 the students recognize the sentence pattern and ask who someone is correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the sentence structure 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 structures on Part E, page 29 in their Student’s Book. * Give the students enough time to look at the target sentence structures and have the students read them silently. * Invite some students to ask and answer the questions. * 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. * Ask and answer the questions. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the questions by using the vocabulary items in the target sentence patterns.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer the questions about who someone is smoothly and correctly.
* Task completed: Students can ask and answer the questions about who someone is.
* Task uncompleted: Students fail to ask and answer the questions about who someone is.

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. |
| **Extra practice.**   * Divide the class into two teams. * Show a flashcard to the class and say a name. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows a flashcard “uncle”.)  Teacher: *“Tony”*  Team A: *“Who’s he?”*  Team B: *“He’s my uncle.”*  Team A: *“What’s his name?”*  Team B: *“His name’s Tony.”* | * 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 confidently use the target sentence patterns to ask who someone is.
3. **Content:** Playing the game: “Draw your family” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the target sentence patterns to ask who someone is confidently.
* Task completed: Students are able to use the target sentence patterns to ask who someone is.
* Task uncompleted: Students cannot use the target sentence patterns to ask who someone is.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: Draw your family. Ask and answer.**  * Have the students draw the faces of their family members. * Divide the class into two pairs. * Have the students look at their drawings, then ask and answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Draw the faces of their family members. * Work with their teammates to complete the task. * Look at their drawings, then ask and answer. * Present their answers to the whole class. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 2 – 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 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**   * Have the students work with the other partner. * Ask them to use the pictures in Part F. * Invite the student A point to the pictures and ask the student B about who they are. * Swap roles and repeat. * Walk around the class and support them if needed. | * Work with the other partner. * Use the pictures in Part F. * Point to the pictures and ask their partner about who they are. |
| **Homework Assignment**   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Lesson 3, Unit 2 on page 30 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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