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

**UNIT 4 - HOME**

**Lesson 3 (page 58)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

**Vocabulary:** mirror, picture, sofa, table, box, house.

**Sentence pattern:** Is the picture in the living room?/ Yes, it is./ No, it isn’t.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask where things are.

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

**Critical thinking and creativity:** learn how to ask and answer about where things are.

* 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 the questions about the rooms in a house and the verbs ending with the -ing form.
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:** **Play 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 word related to the given topics 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 word 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 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 and name the things.
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.** (CD2 Track 36)  * Arrange the flashcards *(mirror, picture, sofa, table, box, house)* 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 *Board race*.**   * Have the students look at the example. * Divide the class into two teams and have one student from each team stand a distance from a board. * Stick two flashcards on the board and then say one of the new words aloud. * Have the students race to the board, touch that flashcard, and repeat the new word. * The first student to touch the flashcard and say the word correctly gets a point for their team. * Continue with other students. | * Look at the example. * Play with their teammates. * Listen to their teacher. * Race to the board, touch that flashcard, and repeat the new word. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to talk about where things are and complete the blanks.
3. **Contents:** Listening, Writing, and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the useful language to talk about where things are and they can complete the blanks quickly.
* Task completed: Students can use the useful language to talk about where things are and they can complete the blanks.
* Task uncompleted: Students fail to use the useful language to talk about where things are and they can complete the blanks.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 37)  * 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 yes/no questions about where a person or thing is. It can be used for rooms in a house as well as buildings, cities, and other places. * 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. * 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 items and sentence pattern.
3. **Content:** Playing the game: “Circle jump” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can jump inside the correct circle and say the phrases quickly and correctly.
* Task completed: Students can jump inside the correct circle and say the phrases.
* Task uncompleted: Students cannot can jump inside the correct circle and say the phrases.

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 phrase, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the phrase 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 phrase. * Say aloud the phrase when standing inside the circle. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 4 – Lesson 3) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. |  |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the things.
3. **Contents:** Playing the game “Whispers” and assigning homework in the Workbook.
4. **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 play the game “Whispers”. * Divide the class into two teams. * Ask the students to form two lines. * Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud. * The first student to say the correct word wins a point for their team. * The team having more correct answers will win the game. | * Play the game “Whispers” with their teammates. * Follow their teacher’s instructions before playing the game. * Quickly whisper the word into the ear of the friend standing next to them. |
| **Homework Assignment**   * Require the students to do exercises on page 42 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 24. * Ask them to prepare Parts C and D, Lesson 3 on page 59 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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