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

**UNIT 2 - FAMILY**

**Lesson 2 (page 28)**

1. **Objectives**

By the end of this lesson, students will be able to identify the /ð/ sound and practice the conversations.

* 1. **Language knowledge and skills**

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

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

What’s his name?/ His name’s Alex.

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

* 1. **Competences**

**Self-control and independent learning:** identify the /ð/ sound.

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

**Critical thinking and creativity:** learn how to ask and answer about who someone is 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, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Aha” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or/and say the words quickly and correctly.
* Task completed: Students can slap flashcards or/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 *Aha* game.**   * Cover the flashcard with a piece of paper or card. * Very slowly move the paper to reveal the picture. * Ask students to guess the picture on the flashcard. * Have them say “Aha” and the vocabulary. | * Follow their teacher’s instructions before playing the game. * Look at the teacher showing the flashcard and try to guess the picture on it. * Say “Aha” and the vocabulary. |
| **Option 2:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about 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 identify the /ð/ sound and practice saying the sound in the chant.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the /ð/ sound and pronounce it correctly and fluently.
* Task completed: Students can identify the /ð/ sound and pronounce it.
* Task uncompleted: Students are unable to identify the /ð/ sound and pronounce it.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD1 Track 43)  * Draw attention to the /ð/ sound. * Briefly explain and demonstrate the sound. * Play the audio (using DCR). * Have the students notice the sound. * Play the audio again. * Have the students listen and repeat. * Correct the students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the sound first. * Listen to the audio again and repeat the sound. |
| **2. Chant.** (CD1 Track 44)   * Write the words or put up the flashcards on the board. * Play the audio (using DCR). * Have the students listen to the chant. * Point to a word or picture on the board, say the sound and word and have students listen and repeat. * Follow the same procedure with the other sound and word. * Play the audio again. * Have students listen and clap along with the sound and words as they hear them in the chant. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sound. * Listen to the chant again. * Listen and clap along with the sound and words as they hear them in the chant. |

**C. Practice** (10 minutes)

1. **Objectives:** To help the students ask who someone is and practice listening and circling the correct words.
2. **Contents:** Listening, speaking, and writing.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can understand the story and circle the words correctly.
* Task completed: Students can understand the story and circle the words.
* Task uncompleted: Students fail to understand the story and circle the words.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD1 Track 45)   * Introduce the situation: “Family photos…” * Have the students look at the story and ask these questions. * *Who can you see? (Alfie and Tom)* * *What photos do they look at? (Tom’s family photos)* * *Who are the people in the photos? (Tom’s brother, Tom’s cousin, Tom’s uncle, Tom’s aunt)* * Play the audio (using DCR). * Have students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| **2. Listen and circle.** (CD1 Track 46)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have the students listen and circle. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and circle. * Listen to the story again and check the answers as a whole class. |
| **3. Practice with your friends.**   * Divide the class into two pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

1. **Production** (5 minutes)
2. **Objectives:** To help them practice the stories and use their own ideas.
3. **Content:** Working with their partners.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.**   * Have the students work in groups of three students. * Ask them to choose one of the stories from *Part 2 – Listen and circle.* as a sample. * Give the students enough time to make their stories using their own ideas. * Walk around the class and support them if necessary. * Invite some pairs to present their stories in front of the class. * Help the students with feedback and correct them if any. | * Work with their friends to complete the task. * Choose one of the stories from *Part 2 – Listen and circle.* as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
3. **Contents:** Making a conversation and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.

* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to can rearrange the sentences to make a meaningful conversation.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students work in groups of four or five students. * Give each group a set of sentences and ask them to make a meaningful conversation. * Give them enough time to rearrange the given sentences. * Invite each group to present their answer. * Have other groups comment and give the correct answer if any. * Check the students’ answers as a whole class. | * Work in groups to complete the task. * Make a meaningful conversation from the given sentences. * Present their answer in front of the class. * Give comments to other groups. |
| **Homework Assignment**   * Require students to do exercises on page 21 in the Workbook. * Ask them to prepare Parts E and F, Lesson 2 on page 29 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework 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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