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

**UNIT 2 - FAMILY**

**Lesson 3 (page 30)**

1. **Objectives**

By the end of this lesson, students will be able to follow simple instructions.

* 1. **Language knowledge and skills**

**Vocabulary:** do your homework, clean your room, wake up, go to bed.

**Sentence pattern:** Clean your room!

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask about simple instructions.

**Communication and collaboration:** work in pairs/ groups to ask and answer about simple instructions.

**Critical thinking and creativity:** learn how to ask and answer about simple instructions.

* 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 vocabulary about the family members, generate students’ interest, and lead in the new lesson.
4. **Content:** Playing the game: “Word chain”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can follow and say the word sequence easily and correctly.
* Task completed: Students can follow and say the word sequence.
* Task uncompleted: Students fail to follow and say the word sequence.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play the *Word chain* game.*** Place the flashcards on the board in a given sequence.
* Have the class say the words in the sequence first.
* Point to a student and ask them to say the first word in the sequence.
* Point to another student and ask them to say the second word in the sequence.
* Continue the activity with the other student and ask them to say the next word in the sequence.
* Correct the students’ pronunciation if necessary.
* Lead in the new lesson.
 | * Look at the flashcards in the sequence.
* Say the words in the sequence.
 |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and say the simple instructions.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and say the simple instructions correctly.
* Task completed: Students can recognize and say the simple instructions.
* Task uncompleted: Students are unable to recognize and say the simple instructions.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD1 Track 47)
* Arrange the flashcards *(do your homework, clean your room, wake up, go to bed)* 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 *Pass the word*.*** Divide the class into groups of 4-5 students.
* Have a student stand in a circle.
* Have one student point to another student at random and say the first word in the sequence.
* The second student must point to another student and say the next word in the sequence.
* If a student says the wrong word, they are “out” and must sit down.
* The last student standing is the winner.
 | * Play with their teammates.
* Follow their teacher’s instructions.
* Point to another student at random and say the word in the sequence.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice using the simple instructions.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the simple instructions confidently and fluently, and they can complete the blanks with the given words quickly.
* Task completed: Students can use the simple instructions, and they can complete the blanks with the given words.
* Task uncompleted: Students fail to use the simple instructions, and they cannot complete the blanks with the given words.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD1 Track 48)
* 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 tell someone to do something. This is usually used by an adult (parent or teacher) to tell a child to do something.
* Play the audio and have them listen to the useful language.
* 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.
* Listen and look at the useful language again.
* 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.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items and sentence pattern.
3. **Content:** Play 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 2 – Lesson 3) on Eduhome to help the 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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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the simple instructions.
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 phrases to their friends correctly and smoothly.
* Task completed: Students are able to whisper the phrases to their friends.
* Task uncompleted: Students fail to listen the new phrases 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 students to form two lines.
* Whisper a phrase to the first student from each group. Then they whisper the phrase into the ear of the student standing next to them. They continue whispering the phrase until the end of the line. The last student has to say it out loud.
* The first student to say the correct phrase wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
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| **Homework Assignment** * Require the students to do exercises on page 22 in the Workbook.
* Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 14.
* Ask them to prepare Parts C and D, Lesson 3 on page 31 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and 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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